

----- INFO361 -- V14 -----

1. Teacher's assessment of the implementation

1.1 Practical implementation

The course was organized into whole-day seminars, which combined lectures, discussions, and student presentations. Every four weeks there were two seminars taking place on two consecutive days (ten seminars in total). Between the seminars the students were reading the course articles and working on their individual and group assignments. A term paper (group work) accounted for 40% of the total grade, and one-week take home exam accounted for the remaining 60%. The format seems to be generally OK, but some students thought it was difficult to maintain their focus during intense 2-day learning sessions, and would like the course to be more distributed in time.

1.2 Failure rate and dropout

Three students attending the first session decided, almost immediately, not continue with the course. Two (exchange) students only attended the first session, and one student found it difficult to follow two courses at the same time. All remaining students successfully completed the course

1.3 Grades distribution

The most common grade was B, with several A's and one C. The distribution appears to be normal for a master's course.

1.4 Student Information and documentation

Course information, including links to course literature, lecture notes, and teacher's announcements, was provided in MiSide.

1.5 Access to relevant literature

Links to the articles, used in the course, were available in MiSide.

2. Conditions

Facilities and teaching equipment were appropriate.

3. Teacher's comments on students' evaluation

All students submitted their anonymous reflections on the course. Students' opinions were generally positive. At the same time, they pointed, as mentioned, that it was difficult to maintain their focus during intense 2-day learning sessions. The students also preferred to have more practical exercises and pointed that it would be good to find ways to involve more students in the discussions. Some students thought the meaning of the "informal backstory", which was intended to help the students frame the home exam assignment, was not immediately obvious.

4. Teacher's overall assessment, including suggestions for improvement.

The course as a whole can be assessed generally positively. There have been some good discussions, covering a wide range of key directions of HCI research, and the take home exam appears to be an appropriate examination form for the course.

There are also a number of possibilities for further improvement. If the course is going to be given in the future, several types of changes could be considered, such as: (a) including more practical, hands-on activities, (b) if a "backstory" is provided for the home exam instruction, make it a formal part of the assignment, and (c) finding more ways to ensure active participation of all students in the discussions, e.g., directly ask individual students to comment.