INFO262 spring 2016

1. Teacher's assessment of the implementation

1.1 Practical implementation

The course was organised into 2-hour weekly lectures, which also included discussions and exercises. There were also weekly lab hours, some of which were obligatory. The labs included practical exercises connected to the discussed theory of the lecture. Some students reported back that they would like either all the labs to be included in the obligatory 80% attendance rule, or none; this should be considered for next time.

There was one individual assignment (40%), one group assignment (30%), and one written exam (30%).

1.2 Failure rate and dropout

12 of the 98 students that wrote the final exam failed the course. Out of the 117 students that initially signed up, 19 dropped out before lectures started or early in the course.

1.3 Grades distribution

The most common grade was C (36), with a significant number of B's (30), some D's (13) and a few A's (7). The distribution appears to be normal for a bachelor course.

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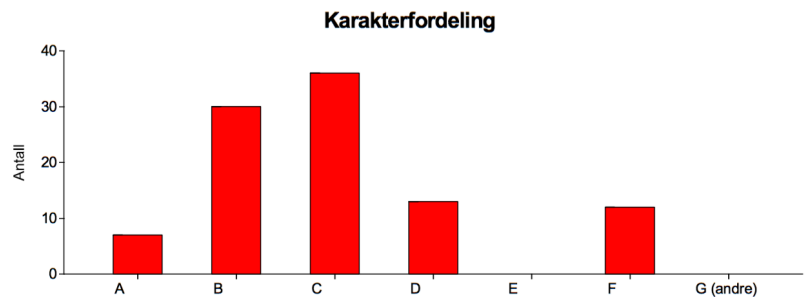
1.4 Student Information and documentation

All course information was provided via MiSide. This included lecture notes, announcements, etc.

1.5 Access to relevant literature

The students were informed about the course books in advance; the books were widely available at Studia.

2. Conditions

During the lectures in Ulrike Pihls hus, Auditorium, there were some problems with playing sound from the laptop through the room speakers, which tech support was unable to fix. Even though a work around was found, it still disturbed the flow of the lecture. Students also commented that the auditorium was out-dated and not suitable for discussions. It was also mentioned that access to a lab with equipment for testing would greatly improve the course.

3. Teacher's comments on students' evaluation

The students were generally positive about the course. They found the lectures and labs relevant and most enjoyed the guest lectures. Some other issues they mentioned have been addressed in other sections of the document.

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

The course as a whole can be assessed as generally positive. There were some good discussions, covering a wide range of interaction design issues.

Possibilities for future improvement include having less graded assignments, more practical exercises during the lectures, and access to a usability lab.