INFO262 spring 2015

1. Teacher's assessment of the implementation
1.1 Practical implementation
The course was organized into whole-day seminars, which combined lectures, discussions, and exercises. Every four weeks or so there were two seminars taking place on two consecutive days. Between the seminars the students were reading the course book and working on their assignments. There was an individual assignment and a group assignment, each accounting for 40% of the total grade. A written exam accounted for the remaining 20%. The format seems to be generally OK, but some students thought it was difficult to maintain their focus during the intense 2-day learning sessions, so it would be good to have the course more distributed in time. In addition, many students would prefer to have a group assignment first, so a possibility to make such an arrangement needs to be considered.

1.2 Failure rate and dropout
The majority of students have successfully completed the course.

1.3 Grades distribution
The most common grade was C, with significant number of B's and some A's. The distribution appears to be normal for a bachelor course.

1.4 Student Information and documentation
 Course information, including group lists, lecture notes, teacher's announcements, etc., was provided in classes and via MiSide.

 1.5 Access to relevant literature
The student were informed about the course book in advance; the book was widely available. No problems related to access to the course literature were reported.

2. Conditions
On the days of high student attendance the size of the "Lite Auditorium" lecture hall was a little insufficient. Otherwise the locations and teaching equipment were generally appropriate.

3. Teacher's comments on students' evaluation
The students were generally positive about the course. In particular, they found the guest lectures, given by invited interaction design practitioners (former Infomedia students), very useful. They also mentioned some problems (see 1.1 above).

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 interaction design issues.

Possibilities for further improvement include: (a) reducing the number of graded assignments. Because of the record number of enrolled students in V15, grading

all the assignments was very time consuming, which caused a problem for the teachers and TA's, (b) further developing the involvement of guest lecturers/ interaction design practitioners, (b) if possible, having weekly classes rather than monthly blocks of seminars.