COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KD643A	**Scope (hp):** 15
Course title: Interaction Design: Thesis Project I	
Course coordinator: Simon Niedenthal	**Number of registered students:** 14
Semester in which the course is conducted: VT23	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. TAIND	

Administration's perspective (To be completed by course administrator)

The administration's views:

Forms of evaluation and feedback (To be completed by the course coordinator)

Formative course evaluation: (Describe the form of course evaluation and when it was completed)	**Number of students who participated in the course evaluation:** Informal discussions with students ongoing
Summative course evaluation: (Describe the form of course evaluation and when it was completed)	**Number of students who participated in the course evaluation:** Summative survey via Sunet, 5 responses
Feedback to students: (Describe how and when the feedback was given to the current student group)	

Student's perspective (To be completed by the course coordinator)

Summary of the students' course evaluations: (The five university-wide questions should be included: 1. To what extent do you feel you have achieved the course's intended learning outcomes? 2. To what extent do you feel the course's working methods/learning activities have been a support in your learning to achieve the intended learning outcomes? 3. To what extent do you feel the course's examination forms have given you the opportunity to show how well you have achieved the intended learning outcomes? 4. To what extent do you feel the course has met your expectations in general? 5. To what extent has the course given you the opportunity to take responsibility for your own learning?   Compilation from digital questionnaires can be appended.)   The scores on the Sunet survey were generally positive, they are appended.   One student felt that the participation in SSDD and thesis exhibition combined with the

examination was stressful and difficult to manage.

A recurring concern from several of the respondents was differences experienced in supervision, expressed as a lack of consistency in terms of what is offered. Apparently, this is a topic that arises in conversation among students.

Teacher's perspective (To be completed by the course coordinator)

Summary of the teacher's views/Results: (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

This was the first year that I coordinated both TP1 and TP2. There were definite efficiencies in terms of reduced communication time with the previous TP2 course coordinator, as well as ability to act quickly with fixing the supervisor pool and making assignments. So this arrangement was largely positive.

The major difference this year was the presentation of student work at SSDD and at the thesis exhibition in Orkanen. This was a priority of the program coordinator and took a lot of effort from him, as well as program discretionary fund resources. We believe that it is important to push student work out into the world, both for the students' sake as well as program representation and recruitment.

Ontime submission was slightly lower than usual, and the pass/fail percentages pretty much the same as always.

The program coordinator offered an early FAQ and f2f QA session early in the spring to allow students to begin thinking about their projects. New for this year was a writing seminar to help students think about how to structure a scholarly text. This does seem to have helped somewhat, though not all students attended. I was able to read the student early drafts for the first draft seminar, unlike last year.

One major problem we experienced was having a supervisor go on disability for the last weeks of the project. We didn't respond quickly enough to replace him, and this led to his students failing to receive a final review of their texts. In retrospect this was a pretty big problem, and we need to reflect on how we could have done a better job with this, though it isn't clear which faculty members could have taken up the slack.

Analysis and action plan (To be completed by the course coordinator)

Analysis: (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

Consistency in supervision is a recurring topic among students, though we believe that any of our supervisors can supervise to a successful thesis completion. We do not propose to offer uniform supervision, it would be unrealistic to do so. Supervisors are free to determine when and how often to meet, whether to meet in individual or group settings etc. Individual instructor

flexibility to organize their own supervision is an important part instructor autonomy.

Although one student did feel that participating in the SSDD, thesis exhibition and examination was stressful, we believe that the timing of SSDD (after thesis hand-in) and the exhibition reduce disruption to the students and increase the visibility of the students' work. These are important aims for the program. So I anticipate we will continue to participate in SSDD and the thesis exhibition.

Action plan: (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow- up of proposed measures according to the previous course report(s) is presented here.)

Meeting to discuss supervision amongst the faculty is an important means of benchmarking learning opportunities. We anticipate continuing to discuss supervision in faculty meetings and the grading seminar.

## Publishing and archiving (To be handled by the course administrator)

☒ The course report is published, and the students have been informed about the publication,

☒ The course report is archived according to the university's archiving rules,

☒ The course report is shared with the programme coordinator (if applicable),

☒ The course report is saved according to any additional requests on behalf of the department.

Interaction Design: Thesis Project I-VT23

Respondents: 15
Answer Count: 5
Answer Frequency: 33.33%

1 What do you think about the course as a whole?

	Number of responses
1. Very bad	0 (0%)
2.	0 (0%)
3.	0 (0%)
4.	3 (60%)
5.	2 (40%)
6. Very good	0 (0%)
Total	5 (100%)

● 6. Very good ● 5. ● 4. ● 3. ● 2. ● 1. Very bad
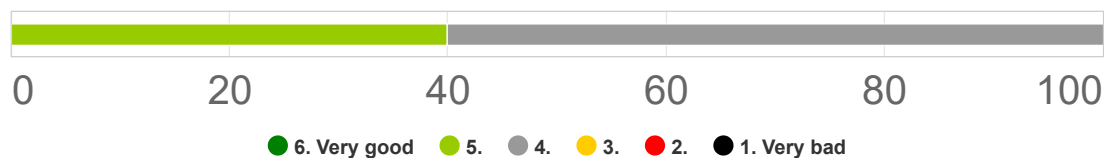
	Mean	Standard Deviation
	4.4	0.5

Comments

The time period for the thesis course is very limited and stressful for the students. It is a learning experience but it should be more organised to avoid students burn out.

2 What has been good about the course?

What has been good about the course?
The freedom to choose what we wanted to design.
It is individual, after so many group projects, and we have lot of autonomy.
It's really great to do your own project according to your interests! It felt good to pursue something that I wanted and to take it all the way to the prototyping phase.
Supervisor guidance, guidance on the thesis' structure.

3 What can be improved in the course until the next course offer?

| What can be improved in the course until the next course offer? |
| --- |
| Not to have SSDD, K3 Exhib and Thesis all at once made things very stressful and hard to manage. Also the little time to prepare for k3 Exhib resulted in a very disappointing and weak display |
| More guidance, more coherence between different supervisors |
| Longer, more time is needed to fully develop the idea until the end. |
| The supervision offered by different teachers seems to vary greatly. It would be good if there were guidlines as to what supervisors should offer. For example, my supervisor was very reticent to tell me if he thought I was ready to submit or not in June and did not read most of my thesis. He enjoyed discussing things with us in a philosophical level but rarely offered concrete advice on how we should handle things.
The other point is that it is a very tight schedule for a big kind of project to do by oneself. It would probably be beneficial if the thesis project was a group project, as all other school projects are and as all work in the industry will be. Other group projects were evaluated individually, so I don't see how the same couldn't happen to the thesis project. If being an individual project is absolutely necessary, I would recommend giving it more time, because 7-8 weeks is really not enough (considering the time to start the project and write it at the end). |
| Preparation for the thesis subject earlier in the year, common understanding on what guidance supervisors should offer. |

4 To what extent do you think the course has met your expectations in general?

	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	1 (20%)
4.	1 (20%)
5.	3 (60%)
6. To a very large extent	0 (0%)
Total	5 (100%)

● 6. To a very large extent ● 5. ● 4. ● 3. ● 2. ● 1. To a very small extent
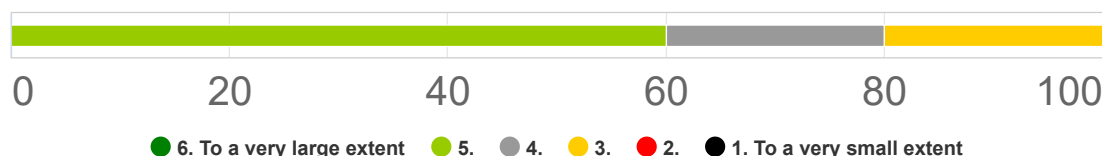
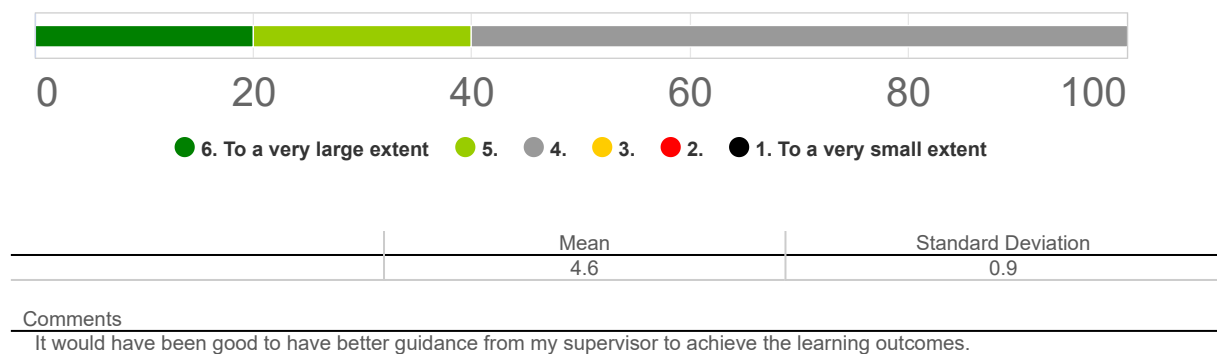|	Mean	Standard Deviation
	4.4	0.9

Questions about expected learning outcomes

We ask you to valuate the course on the basis of expected learning outcomes. You can find the expected learning outcomes in the syllabus here (open in new window).

To what extent do you consider you have achieved the expected learning outcomes of the course?
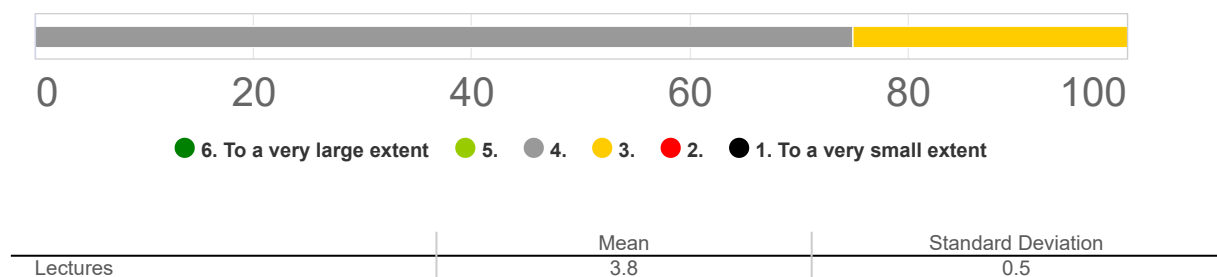
	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	0 (0%)
4.	3 (60%)
5.	1 (20%)
6. To a very large extent	1 (20%)
Total	5 (100%)

	Mean	Standard Deviation
	4.6	0.9

Comments

It would have been good to have better guidance from my supervisor to achieve the learning outcomes.

5 To what extent do you think that the working methods / learning activities on the course have reinforced your learning and your ability to achieve the expected learning outcomes?
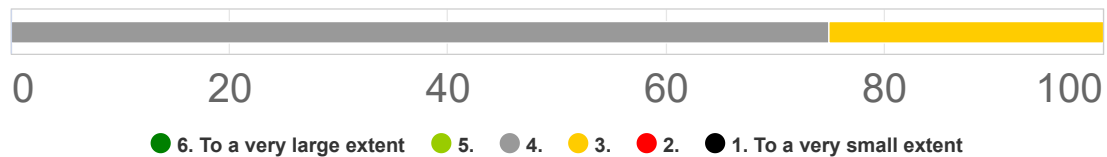
Lectures

Lectures	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	1 (25%)
4.	3 (75%)
5.	0 (0%)
6. To a very large extent	0 (0%)
Total	4 (100%)

	Mean	Standard Deviation
Lectures	3.8	0.5

Seminars

Seminars	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	1 (25%)
4.	3 (75%)
5.	0 (0%)
6. To a very large extent	0 (0%)
Total	4 (100%)

● 6. To a very large extent   ● 5.   ● 4.   ● 3.   ● 2.   ● 1. To a very small extent

	Mean	Standard Deviation
Seminars	3.8	0.5

Reading of the litterature

Reading of the litterature	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	0 (0%)
4.	2 (50%)
5.	2 (50%)
6. To a very large extent	0 (0%)
Total	4 (100%)

● 6. To a very large extent   ● 5.   ● 4.   ● 3.   ● 2.   ● 1. To a very small extent
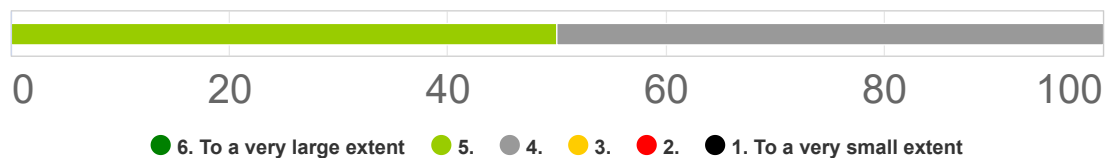
	Mean	Standard Deviation
Reading of the litterature	4.5	0.6

Canvas

Canvas	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	2 (50%)
4.	2 (50%)
5.	0 (0%)
6. To a very large extent	0 (0%)
Total	4 (100%)

● 6. To a very large extent   ● 5.   ● 4.   ● 3.   ● 2.   ● 1. To a very small extent
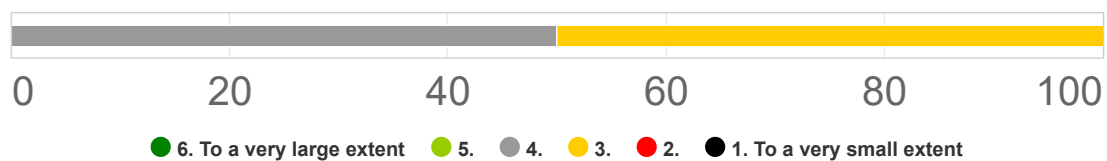
	Mean	Standard Deviation
Canvas	3.5	0.6

Assignments

Assignments	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	1 (33%)
4.	2 (67%)
5.	0 (0%)
6. To a very large extent	0 (0%)
Total	3 (100%)

● 6. To a very large extent ● 5. ● 4. ● 3. ● 2. ● 1. To a very small extent
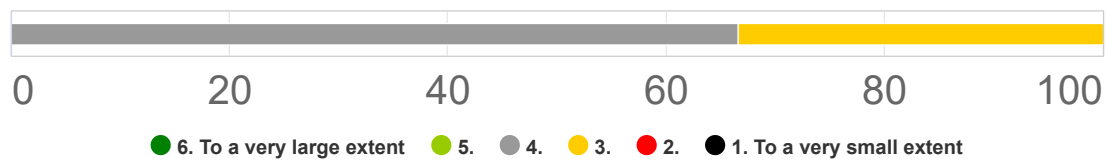
	Mean	Standard Deviation
Assignments	3.7	0.6

Other teaching activities

Other teaching activities	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	2 (67%)
4.	1 (33%)
5.	0 (0%)
6. To a very large extent	0 (0%)
Total	3 (100%)

● 6. To a very large extent ● 5. ● 4. ● 3. ● 2. ● 1. To a very small extent
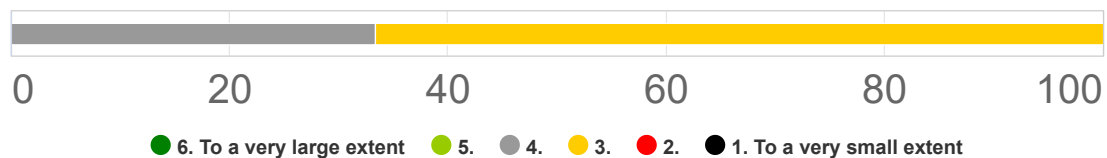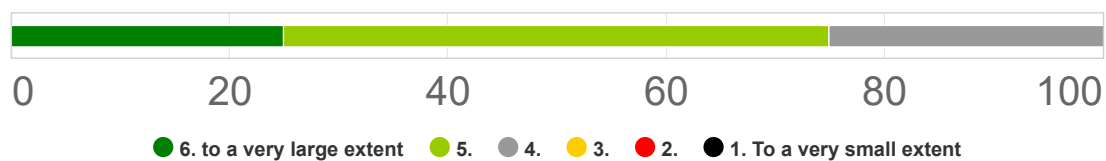
	Mean	Standard Deviation
Other teaching activities	3.3	0.6

Comments (optional)
There were only 2 activities for the thesis project so it's hard to answer these.

6 To what extent do you think the examination forms have given you the opportunity to show how well you have achieved the expected learning outcomes?

	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	0 (0%)
4.	1 (25%)
5.	2 (50%)
6. to a very large extent	1 (25%)
Total	4 (100%)

● 6. to a very large extent ● 5. ● 4. ● 3. ● 2. ● 1. To a very small extent

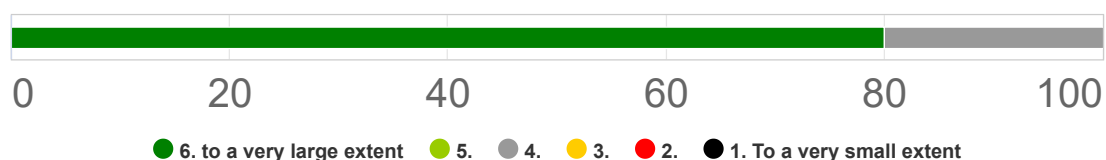|	Mean	Standard Deviation
	5.0	0.8

Other questions

7 To what extent has the course given you the opportunity to take responsibility for your own learning?

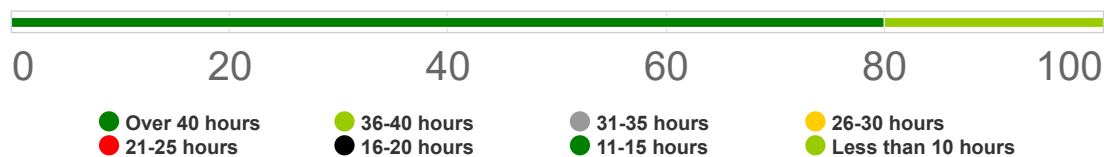|	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	0 (0%)
4.	1 (20%)
5.	0 (0%)
6. to a very large extent	4 (80%)
Total	5 (100%)

● 6. to a very large extent ● 5. ● 4. ● 3. ● 2. ● 1. To a very small extent

	Mean	Standard Deviation
	5.6	0.9

8 How much time (hours) per week have you spent on the course?

	Number of responses
Less than 10 hours	0 (0%)
11-15 hours	0 (0%)
16-20 hours	0 (0%)
21-25 hours	0 (0%)
26-30 hours	0 (0%)
31-35 hours	0 (0%)
36-40 hours	1 (20%)
Over 40 hours	4 (80%)
Total	5 (100%)

0	20	40	60	80	100

- ● Over 40 hours
- ● 36-40 hours
- ● 31-35 hours
- ● 26-30 hours
- ● 21-25 hours
- ● 16-20 hours
- ● 11-15 hours
- ● Less than 10 hours

	Mean	Standard Deviation
	7.8	0.4

Has this been enough to achieve the learning objectives of the course?
No
The amount of work for the thesis project is not compatible with the work of the other courses and what is generally acceptable, because it's too little time to be done alone.
Yes, but it would be better if there was more time.

9 Other comments about the course and suggestions for improvements?

Other comments about the course and suggestions for improvements?
Keep the thesis to be one project to focus on. Be clearer about what is expected if students participate in other events and that the know that it isn't mandatory. Eventhough it was good to be involved in Southern Sweden Design Days. It involved much greater workload than was expected and put everyone under a lot of stress. I think this is evident in the thesis out comes. Those who were not involved had a much stronger and focused outcomes
It could be good to have more activities like the 1st draft seminar and more coherence between what the different supervisors recommend.
- More clarity and cohesion as to what supervisors should offer
- More time and/or group work