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: Niedenthal Simon	**Number of registered students: 35**
Semester in which the course is conducted: VT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. TAIND23h	

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) Progam advisory meetings 17/4 and 5/6	**Number of students who participated in the course evaluation: 2**
Summative course evaluation: (Describe the form of course evaluation and when it was completed), online survey after course conclusion	**Number of students who participated in the course evaluation: 15**
Feedback to students: (Describe how and when the feedback was given to the current student group) posted on Canvas.	

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?

See survey results appended below.

The results of the survey indicated that satisfaction with TP1 was mixed. There were a few areas of special concern for the students:

1. A general sense of not feeling prepared for the thesis project.
2. A generally high level of stress and feeling of a lack of time.
3. Inconsistent access to information on specifics of the thesis writing, including how to structure and format the thesis.
4. Preparing for the first draft seminar felt stressful.
5. Lack of clarity about how to conduct surveys.
6. A desire for additional tools support, including coding and software.
7. A general concern for uniform guidance shared by all supervisors.
8. A buddy system would be nice for mutual support.

Students expressed gratitude for their supervisors and for the opportunity to work independently.

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 a challenging year for TP1 due to the large number of students enrolled in the first year of IDM. The percentage of students deferring to August examination was about 40%, somewhat higher than normal. The percentage of students failing upon first attempt was also somewhat higher than normal. Otherwise the theses were strong in general and displayed a good range of diverse topics.

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.)

We are always trying to improve the quality of our teaching, and take student viewpoints seriously. See the action plan below for concrete implementations to improve TP1.

It needs to be pointed out that all examination of TP1 is grounded in the LOs, and none of the LOs specify a particular structure or format of the thesis itself. There are many ways in which a successful thesis can be presented. That said, it makes sense for the faculty to share approaches to how the content of a thesis may be structured.

Constraints of time—both within the allotted time for the course as well as opportunities to scaffold the thesis project in preceding courses—remain an intractable problem. This clearly adds to the stress felt by the students.

I also want to point out that our supervisor and examiner pool is diverse, and we see that as a strength of the program. While we cannot ensure that students receive standardized or uniform treatment, we always aim for fair treatment.

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.)

There are a couple of steps that we are already taking to address some of the student concerns:

1. There will be a new course aimed at providing additional support for tools, digital making and prototype creation starting in the fall.
2. Several faculty members have spontaneously written guides for thesis formatting and structure. We will share those within the faculty group.

In addition to this:

3. Course information on Canvas and in the TP1 FAQ will be updated.
4. I will consider the place of the first draft seminar for next year. I want to say that the second-year students affirmed the value of the first draft seminar, so I believe that it will remain in some form.
5. We will seek to find ways for students to offer mutual support to one another.

Interaction Design: Thesis Project I-VT24

Respondents: 35
Answer Count: 15
Answer Frequency: 42.86%

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

Number of responses
1. Very bad 0 (0%)
2. 0 (0%)
3. 4 (27%)
4. 3 (20%)
5. 6 (40%)
6. Very good 2 (13%)
Total 15 (100%)
6. Very good 5. 4. 3. 2. 1. Very bad

0 20 40 60 80 100

Mean Standard Deviation
4.4 1.1
Comments
Intense and challenging course with a lot of possibilities to go out of your comfort zone and improve both team, soft skills and interaction design methods.
/

2 What has been good about the course?

What has been good about the course?
My supervisor responded fast and had a lot of oppertuinities to meet.
It is TP course so I guess the good part was Individual work.
My supervisor, the weekly structure on Canvas, the info before from Simon Niederthal
The supervision is super helpful, I'm forever grateful for the conversation and support that I got from my supervisor.
Lecturers were helpful and engaging.
Multiple projects and hand on experience. Support from teachers and interest from the teachers in the projects, guidance in their development.
Flexibility
It was a nice opportunity to work independently on a project of our own choosing. It was also nice to structure the project and design activities ourselves, giving us more freedom. I additionally enjoyed getting to dive into deeper research in interaction design.
Independent work and an opportunity to explore my bachelors discipline in a new context
My supervisor also supported well and offered an opportunity to meet every week
I had the chance to have an awesome supervisor, very prepapred in the deisgn area I chose. The supervisor was extremely helpful and kind.
In my case, that my supervisor had only 3 students from our programme and year and collective sessions (but only at the beginning, giving feedback to each other, etc)

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?
I didn't feel prepared at all. Espessaly when you never wrote a thesis before or did a project by yourself.
Probably just time for this course. Sometimes it was really stressful and created a lot of pressure.
General information for ALL students. We received information from our supervisor - very subjective and of course the examiner is someone else... Basic infos on surveys, workshops, interviews - some supervisors have preferences on the methods and that should not be. Also explain what the outcome should be - it was said to us, that we don't need a prototype however in the last

weeks we were pushed for it - contradiction... - created more stress for the students in the last weeks. Some general guidelines for the thesis paper layout would be nice - like font size, spacing etc. almost every uni has this. Also more information what we can put in the appendix - again very subjective to the supervisor
10-weeks period was super tight. Managing the stakeholder takes time, ideation takes time, writing the thesis take time. Of course we can always postpone it through August, but it would feel like different, less like a failure, when we officially have more time for it.
Standardise organisation.
It would be good to have a coding and/or photoshop course inside the program. It could be also another tool for creation of visuals. By all means we can learn it in parallel, however new programs need skilful guidance at the beginning and understanding of capabilities.
In my perspective it would be really great to have more connections to business and companies and to work on real practical cases, as this would help to have an entrance point for future career development. Taking into consideration the current competitive market in Interaction design direct cooperation with practitioners in terms of thesis works would be beneficial.
10 weeks is not enough
The most difficult aspect of the course is of course the time limitation which much cannot be done about. Excited students may tend to bite off more than they can chew... despite recommendations from supervisors. While it was nice to see examples of past thesis projects in written form, it would have also been really great to see a few past presentation decks to see what was produced and how it was presented.
In general, some more exposure to the workshop with the tools could have given me more confidence in using the equipment?
Preparing a "draft" one month into a two-months thesis project felt like unnecessary stress. I would have understood requesting a report, the synthesis, or more about the literature, but instead I found myself making something up and derailing from my process just to satisfy this request.
Please provide a document with the formalia required because I assisted to some examiners commenting on that topic during the exam. It would be nice to receive in those 15 minutes feedback on the project, not on something that can be changed also after the submission (and this kind of feedback could go on the written comment the examiner sends you during the weeks after the presentation).
Another thing is the use of surveys. I am still confused about whether or not should I use them as I've heard very different opinions among the professors. Please if you cannot agree on this matter write an *exhaustive* comment/paper/cheat sheet or do a seminar with the pros and cons beacuse learning about this feud in the middle of tp1 was not cool to say the least.
Guidance that is concrete and there is one way of doing things, not as many as there are different supervisors (even some technicalia on the academic writing, what should be used, included, what should not)

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

Number of responses
1. To a very small extent 1 (7%)
2. 1 (7%)
3. 4 (27%)
4. 2 (13%)
5. 5 (33%)
6. To a very large extent 2 (13%)
Total 15 (100%)
6. To a very large extent 5. 4. 3. 2. 1. To a very small extent

0 20 40 60 80 100

Mean Standard Deviation
4.0 1.5
Comments
I needed more quidence for writing structure and what is an academical paper
More practical: coding, visual tools knowledge will be a great plus.
The course has met my expectations for a thesis, however, maybe I expected more from myself and felt somewhat unsatisfied that the project was not as finished or as in depth as I would have liked it to be.
I am still not sure about how to write academically - even for IxD and HCI. Reading the literature is not enough for that. The course could benefit from more support in this direction.
I don't know how to answer this question as I didn't have expectations on a thesis I have to write myself

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. 1 (7%)
3. 4 (27%)
4. 2 (13%)
5. 4 (27%)
6. To a very large extent 4 (27%)
Total 15 (100%)
6. To a very large extent 5. 4. 3. 2. 1. To a very small extent

0 20 40 60 80 100

Mean Standard Deviation
4.4 1.4
Comments
They are vague
but this is very subjective, my examiner might see it differently - but I guess this can't be changed
I'm unsure if the learning outcome prepare me for the job market, but I did enjoy the process so much. It offers so much autonomy and agency, which I really appreciate since it offers a lot of room for exploration.
I feel more comfortable working with tangible materials and 'understanding' of the interaction design project process, meaning what how stages can differ depending on the team and how they relate to each other, how not to loose a track during the process. Together with this complexity of the projects is seen as more doable now :)
I think this year prepared me for the thesis despite the discussions I already mentioned in the previous comments. I wouldn't put the maximum score because i feel like there is still a bit of improvement to do.

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 4 (29%)
2. 0 (0%)
3. 3 (21%)
4. 3 (21%)
5. 4 (29%)
6. To a very large extent 0 (0%)
Total 14 (100%)

Mean Standard Deviation
Lectures 3.2 1.6

Seminars

Seminars Number of responses
1. To a very small extent 4 (29%)
2. 1 (7%)
3. 3 (21%)
4. 4 (29%)
5. 2 (14%)
6. To a very large extent 0 (0%)
Total 14 (100%)

Mean Standard Deviation
Seminars 2.9 1.5

Reading of the litterature

Reading of the litterature Number of responses
1. To a very small extent 2 (13%)
2. 1 (7%)
3. 1 (7%)
4. 4 (27%)
5. 5 (33%)
6. To a very large extent 2 (13%)
Total 15 (100%)

Mean Standard Deviation
Reading of the litterature 4.0 1.6

Canvas

Canvas Number of responses
1. To a very small extent 3 (21%)
2. 0 (0%)
3. 2 (14%)
4. 4 (29%)
5. 5 (36%)
6. To a very large extent 0 (0%)
Total 14 (100%)

Mean Standard Deviation
Canvas 3.6 1.6

Assignments

Assignments Number of responses
1. To a very small extent 2 (13%)
2. 1 (7%)
3. 3 (20%)
4. 1 (7%)
5. 5 (33%)
6. To a very large extent 3 (20%)
Total 15 (100%)

Mean Standard Deviation
Assignments 4.0 1.7

Other teaching activities

Other teaching activities Number of responses
1. To a very small extent 2 (15%)
2. 1 (8%)
3. 2 (15%)
4. 2 (15%)
5. 4 (31%)
6. To a very large extent 2 (15%)
Total 13 (100%)

0 20 40 60 80 100

Mean Standard Deviation
Other teaching activities 3.8 1.7
Comments (optional)
Note: We did not have lectures and seminars in this course
The supervision really helps me! I wish we could have more seminar or literature in between the writing process, chunking it into different part of the thesis, for example: Introduction, Theoretical Grounding, Methodology, etc.. it may make feel the thesis process less alone.
It would be really great to watch (as spectators) or attend real workshops, to see more real examples to enrich the knowledge base, in order to synthesise this experience in the future.
I answered low because we disbelieve really have any lectures and seminars
I understood “other teaching activities” as thesis supervisions
it is not appliable as it was just a thesis and we did just one hour seminar on the structure.

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 1 (8%)
2. 0 (0%)
3. 1 (8%)
4. 4 (31%)
5. 5 (38%)
6. to a very large extent 2 (15%)
Total 13 (100%)
6. to a very large extent 5. 4. 3. 2. 1. To a very small extent

0 20 40 60 80 100

Mean Standard Deviation
4.4 1.3
Comments (optional)
It is very unclear what the presentation and examination looks like
I think having a 15 minute presentation is just right as it requires students to really distill the most important learnings from the project into a succinct presentation.
I have to say I was lucky I had a nice combination between exmainer and supervisor. Some of my colleagues cannot state the same.
I was stressed during presentation and I think I was not able to fully show what I have achieved due to time constraints and the seriousness of it, but also I understand its my issue and is part of the examination

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. 1 (7%)
4. 1 (7%)
5. 2 (13%)
6. to a very large extent 11 (73%)
Total 15 (100%)
6. to a very large extent 5. 4. 3. 2. 1. To a very small extent

0 20 40 60 80 100

Mean Standard Deviation
5.5 0.9
I felt very responsible, I don't have an opinion about the 10 supervision hours we had because for various reasons I wasn't able to use them all.
I mostly worked by myself

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 2 (14%)
26-30 hours 1 (7%)
31-35 hours 2 (14%)
36-40 hours 1 (7%)
Over 40 hours 8 (57%)
Total 14 (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

0 20 40 60 80 100

Mean Standard Deviation
6.9 1.6
Has this been enough to achieve the learning objectives of the course?
It was very tight, I am glad I did research to my thesis subject before the actual course, so I could start right away. A lot of students opted for August, as they were not able to finish in time. Some more weeks would be nice as I did make a prototype and wanted to improve it further, but due to time constraints that was not possible.
Yes
It could have more time as that would allow to master more programs and Arduino better, but I had to be flexible and focus on the main things. The course is very full and it is very important to prioritise. In other case there is a possibility to get lost in the ammount of information.

This is the most intensive course of all the master's courses (to be expected). But depending on the student and the project, definitely takes more than 40 hours a week to have a satisfying project outcome (despite being able to achieve the LO's without producing a prototype).
Yes, but 10 weeks meant I couldn't do as much as I hoped
Maybe, depends if the examiner says I passed
Yes

9 Other comments about the course and suggestions for improvements?

Other comments about the course and suggestions for improvements?
It would be super nice to have buddy during the process. It really helps when I had 1-2 of my classmates as my buddy during the journey, we shared our weekly goals & progress via WhatsApp, and if we feel like it, we have a weekly meeting to share it via Zoom. Even they are not in the same supervision with me, it helps me to keep me forward, kind of like an accountability partner. Aside from that, I also had a small Whatsapp Group with my peers who had the same supervision to me. It also nice to have as mycompanies during the thesis, we could shared our confusion together, and made the process less daunting/alone. :)
Time is always the issue, and while we might not be able to change that, maybe it would be good for students to start thinking about topics earlier in the program so that they can really hit the ground running.
1 thesis project!!!
In addition to the comments I wrote before (e.g question 3), it was unpleasant to assist to some examinations where the comment of the supervisior was influenced on whether they liked the topic or not or the 15 minutes examiners had where used in a wrong way. I believe that (especially at a Master level) feedback from professors and professionals is really precious and valuable. Having different opinions on a same topic also helps us to grow and see things through another point of view. I feel that in a situation where a feedback on the design does not occur it is a wasted occasion, especially for those who are going to take only the first year.

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.