

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KD645A	Scope (hp): 15
Course title: Play and ludic interaction	
Course coordinator: Simon Niedenthal	Number of registered students: 7
Semester in which the course is conducted: HT22	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. TAIN21h1	

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) <i>We discussed the class at the program advisory meeting 7/12/22..</i>	Number of students who participated in the course evaluation: <i>2 class representatives.</i>
Summative course evaluation: (Describe the form of course evaluation and when it was completed) <i>Three opportunities were given: f2f on 6/1/23, a Sunet survey, and program advisory meeting on 2/2/23.</i>	Number of students who participated in the course evaluation: <i>6 f2f, 2 sunet survey, 2 class representatives at the program advisory meeting.</i>
Feedback to students: (Describe how and when the feedback was given to the current student group) <i>This report will be posted on Canvas and discussed at the next program advisory meeting.</i>	

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

Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)

In the f2f meeting, Sunet survey and program advisory meetings, students brought forward the following concerns:

1. The students requested better contextualization of the toy assignment during the second week module.
2. The students enjoyed the lectures and asked for more.
3. The students requested more of a local game industry presence in the course, through lectures, critique, study visits, etc.

4. The students pointed out that the pitch process overlapped with the third weekly module, which was awkward.

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).

In general, the learning outcomes of PLI were quite good. The projects were diverse, satisfying, demonstrated good learning about games and play, and compared favourably with previous years' projects. Students were able to make well-grounded game and play design decisions, and to identify valid knowledge contributions in their work. Moreover, the mood in the studio was often joyful, which is an important testimony. At least one group is planning to submit their project for exhibition at the Southern Swedish Design days.

The essays in particular were stronger than usual, the best group of essays ever produced in the class.

There were some changes this year. The third module in the early weeks was swapped out, I replaced the place-specific game assignment with the old pickpocketing assignment, which hasn't been seen in the course since 2017. The swap was made to complement a workshop run in the class by researchers from TS on full-body game interfaces. The outcome of the pickpocketing assignment was good.

One difficulty for the course was the absence of technical support, due to Johannes' disability leave. This did not come up in the course evaluation, however—students did express appreciation for the work done by David.

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.)

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.)

It will be quite easy for me to increase game industry participation in the course, as I have a local network in the field. I also plan to increase the lecture content of the class, which again is not difficult as I have plenty of lectures on hand from previous years and different courses.

Planning for the pitch process should be simplified next year as I expect the timing won't be impacted by my conference travel.

As for better technical support for the class, hopefully this will be rectified by the new hire we have just announced, and by Johannes returning to his duties.

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

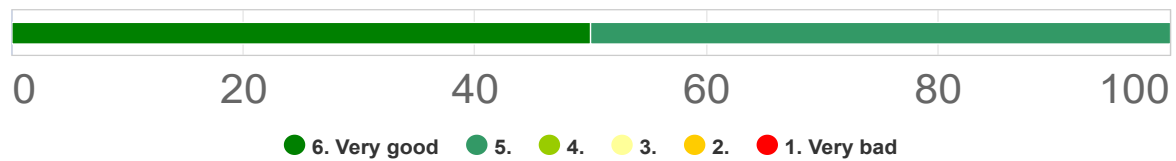
- The course report is published, and the students have been informed about the publication,
- The course report is archived according to the university's archiving rules,
- The course report is shared with the programme coordinator (if applicable),
- The course report is saved according to any additional requests on behalf of the department.

Play and Ludic interaction-HT22

Respondents: 7
Answer Count: 2
Answer Frequency: 28.57%

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.	0 (0%)
5.	1 (50%)
6. Very good	1 (50%)
Total	2 (100%)



	Mean	Standard Deviation
	5.5	0.7

2 What has been good about the course?

What has been good about the course?

I like the "novelty" compared to all the previous courses when it comes to projects. I like that we had three 1-week projects, a concept pitch and also the final project with the essay. I like the content of the course and found the subject enjoyable and engaging.

I particularly enjoyed the pace of the course. Some quick concepts, in the beginning, helped us get familiar with the field and the process and explore our interests. Then a bigger project was an opportunity to delve deeper. The texts were very interesting and great sources of knowledge and were very helpful for the project. The essay was a good way of summarising everything and the fact that we got introduced to this task early influenced our projects with research questions. In addition, the pitch was a good opportunity to practice presentation skills and concept-making.

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

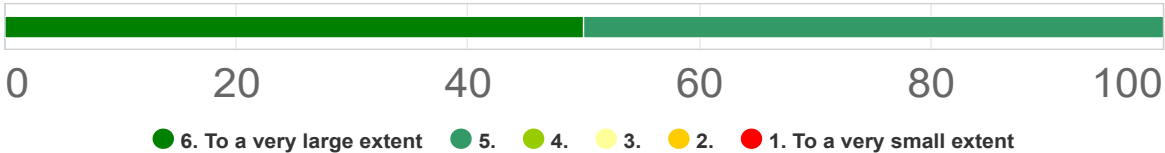
What can be improved in the course until the next course offer?

We could have more lectures over the course of the period and not only concentrated in the beginning, even though a concentrated beginning is also good. It would be cool to connect to relevant stakeholders for study visits or guest lectures. I don't think the projects should have stakeholders but other connections could be useful. Like Massive, Sharkmob and Siccart.

The course could use some outreach to the gaming industry or academic field. It would be very valuable to invite lecturers or game designers or have a presentation of our final projects with more people. More focus could be drawn upon the research interest of the team for the longer project.

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.	0 (0%)
4.	0 (0%)
5.	1 (50%)
6. To a very large extent	1 (50%)
Total	2 (100%)



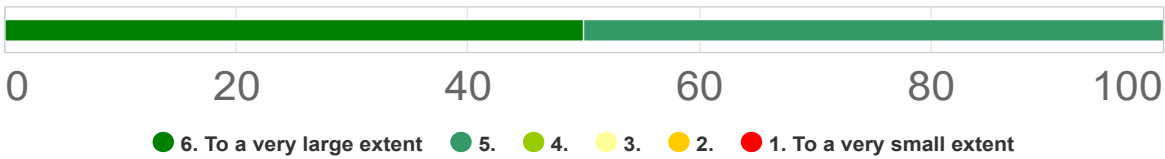
	Mean	Standard Deviation
	5.5	0.7

Questions about expected learning outcomes

We ask you to value 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.	0 (0%)
5.	1 (50%)
6. To a very large extent	1 (50%)
Total	2 (100%)

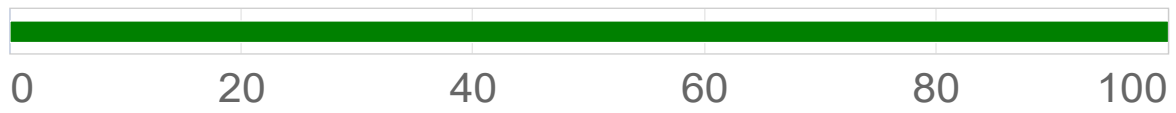


	Mean	Standard Deviation
	5.5	0.7

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



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

	Mean	Standard Deviation
Lectures	6.0	0.0

Seminars

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



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

	Mean	Standard Deviation
Seminars	5.0	1.4

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.	0 (0%)
5.	1 (50%)
6. To a very large extent	1 (50%)
Total	2 (100%)

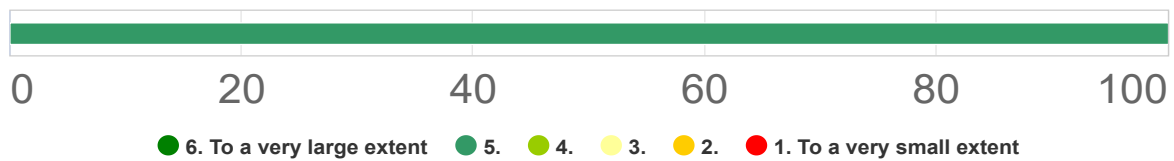


● 6. To a very large extent ● 5. ● 4. ● 3. ● 2. ● 1. To a very small extent

	Mean	Standard Deviation
Reading of the literature	5.5	0.7

Canvas

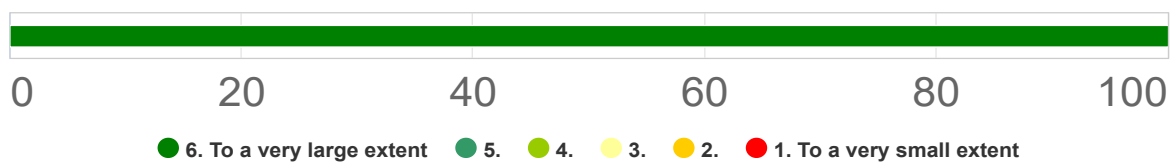
Canvas	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	0 (0%)
4.	0 (0%)
5.	2 (100%)
6. To a very large extent	0 (0%)
Total	2 (100%)



	Mean	Standard Deviation
Canvas	5.0	0.0

Assignments

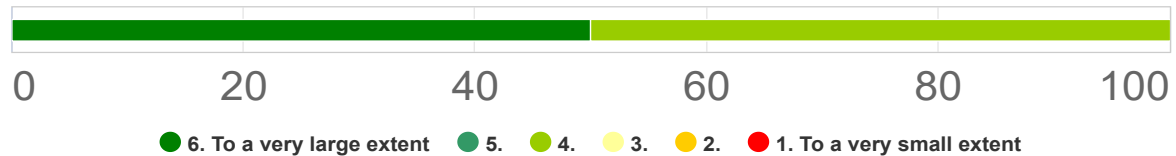
Assignments	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	0 (0%)
4.	0 (0%)
5.	0 (0%)
6. To a very large extent	2 (100%)
Total	2 (100%)



	Mean	Standard Deviation
Assignments	6.0	0.0

Other teaching activities

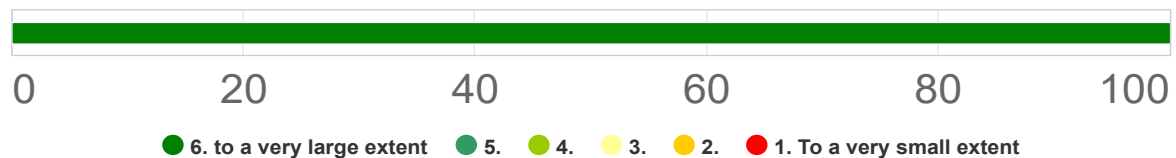
Other teaching activities	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	0 (0%)
4.	1 (50%)
5.	0 (0%)
6. To a very large extent	1 (50%)
Total	2 (100%)



Other teaching activities	Mean	Standard Deviation
	5.0	1.4

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.	0 (0%)
5.	0 (0%)
6. to a very large extent	2 (100%)
Total	2 (100%)



	Mean	Standard Deviation
	6.0	0.0

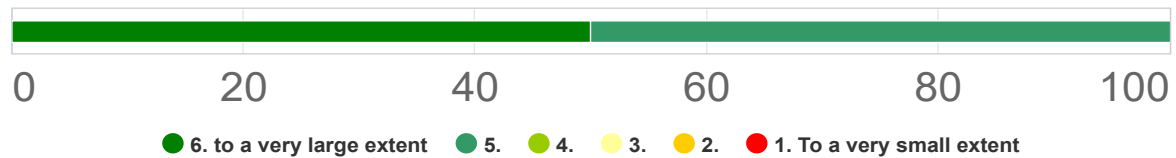
Comments (optional)

I think the project presentation allowed us to show our practical design skills and the essay our writing and academic skills.

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.	0 (0%)
5.	1 (50%)
6. to a very large extent	1 (50%)
Total	2 (100%)

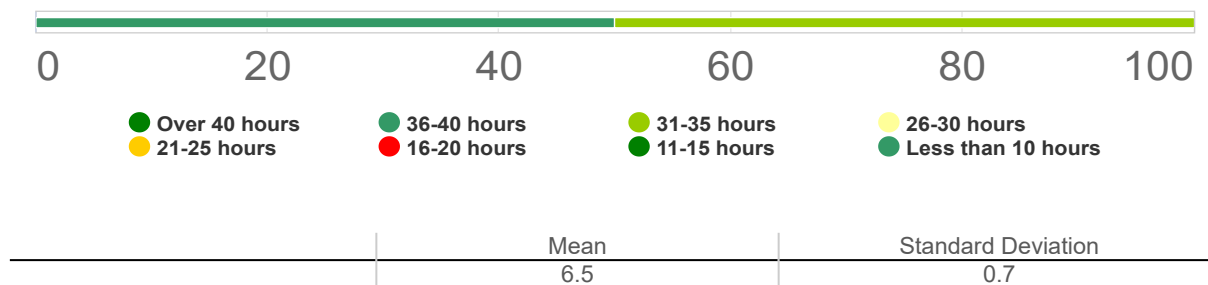


	Mean	Standard Deviation
	5.5	0.7

I think to a very large extent. I guess when it is a group work it always is shared responsibility to some extent.

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	1 (50%)
36-40 hours	1 (50%)
Over 40 hours	0 (0%)
Total	2 (100%)



Has this been enough to achieve the learning objectives of the course?

Yes

9 Other comments about the course and suggestions for improvements?

Other comments about the course and suggestions for improvements?

I think it's my favorite course of the master so far, in close competition with TP1. Might be same level of enjoyment.

It was unfortunate that Johannes was on sick leave because in our project we needed tech support and we are lucky David helped us.

All in all a solid course. I think its a nice addition to also have Henriks week in there to get two teachers different perspectives on the subjects.