COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: KD645A	**Scope (hp):** 15
Course title: Play and ludic interaction	
Course coordinator: Simon Niedenthal	**Number of registered students:**
Semester in which the course is conducted: HT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. TAIND23h1	

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

Formative course evaluation, for example dialogue during the course (optional)	Approx. number of students who participated in formative course evaluation(s):
Summative course evaluation (obligatory) ☒ Only via Canvas ☐ Canvas and other form ☐ Only other form (written and/or oral)	**Number of students who participated in the summative course evaluation: 4**

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

Summary of the students' oral and written feedback:

What is working:
 >I learnt new things about how to design a game which is really interesting to me and I hope one day I'm gonna design my own board game
>I'm not sure about this one, I enjoyed it
>Playing games and the freedom
>Smell exercises, I've never worked with this sense that much before and it's something we should pay more attention to. There's a lot to explore and incorporate to our daily lives

What can be improved:
>An alternative way of presenting the final project
>The concept of the course, the way it works. Just remove a course that is designed for a teacher's work
>It would have been even better if we could have played and analysed more games/playful interactions together.
>The best class for me was the day of playing games and this benefited me the most in my learning

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

Summary of the teacher's views:
>The field trip to Massive and presentation by alums was much appreciated by the students. The fact that all of our alums there are women counters traditional perceptions that the gaming industry is male-dominated.

>**Issues related to presentation/examination formats:** For me (Simon) one of the biggest insights was to replace traditional design review presentations (Powerpoints on design process etc) with gameplay sessions. We began that in the smell game module during week 3, and it really made a big difference to my understanding of the final game prototypes during the hifi review. I also think that the students benefitted a lot from the new format. I think perhaps the only possible drawback is that feedback is given in a less formal manner and might perhaps be harder for students to absorb as it takes place during the play sessions over several hours.

>**Issues related to the scholarly essay:** The essay continues to be an issue. It is important that students get a start on it earlier, so perhaps conducting a supervision session before the holiday break might be a solution. One problem I (Simon) noticed is that several don't seem to fully grasp the function of the essay (or scientific writing in general). This is perhaps something I can correct with earlier supervision. Some students seem to feel that they have to "sell" their prototype, and I am also noticing specific adjective usage that I believe to be an AI artifact. Although I was explicit about how to structure the essay, many students simply ignored that and produced essays that were a bit too descriptive of their prototypes and focused on their own experiences rather than addressing an interesting question. Again, earlier supervision may nip that in the bud.

>**Scheduling and coordination:** Scheduling changes were sometimes made on the fly, which created confusion.

>**Credit structure of the course:** Students didn't seem to understand that the one week sprints at the beginning of the course were separately examined and credited. There was confusion about the consequences of absence or non-participation in the seminars.

Action plan (To be completed by the course coordinator)

The underlaying analysis and the action plan should be based on a summary of the students' individual course evaluations, views from teachers in the course and the knowledge development in the research field. If identified problems are left without action, this should be motivated.

The following changes are planned in the short and long term:
>Continue with the field trip to Massive, arrange other industry opportunities/speakers.
>Clarify the credit structure of the course at the beginning of the class.
>Scendule more sessions devoted to experiencing and observing play and games.
> Encouraging active work with literature and the writing of the individual assignment, so that the paper writing becomes more of a thinking tool, than a stressful deliverable in the end (Anna).

Play and ludic interaction-HT24
Respondents: 19
Answer Count: 4
Answer Frequency: 21.05%

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

Number of responses
1. Very bad 1 (25%)
2. 1 (25%)
3. 0 (0%)
4. 1 (25%)
5. 1 (25%)
6. Very good 0 (0%)
Total 4 (100%)
6. Very good 5. 4. 3. 2. 1. Very bad

0 20 40 60 80 100

Mean Standard Deviation
3.0 1.8
Comments
as bad as the whole program
I learnt new things about how to design a game which is really interesting to me and I hope one day Im gonna design my own board game.

2 What has been good about the course?

What has been good about the course?
Playing games and the freedom
Smell exercises, I've never worked with this sense that much before and it's something we should pay more attention to. There's a

lot to explore and incorporate to our daily lives

Nothing

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'm not sure about this one, I enjoyed it

An alternative way of presenting the final project

The concept of the course, the way it works. Just remove a course that is designed for a teacher's work

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 (25%)
2. 1 (25%)
3. 0 (0%)
4. 0 (0%)
5. 1 (25%)
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

0 20 40 60 80 100

Mean Standard Deviation

3.5 2.4

Comments

I thought there would be more game theory

My expectations were not that huge cause I was not sure what to expect but turned out great.

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 1 (25%)
2. 1 (25%)
3. 0 (0%)
4. 1 (25%)
5. 0 (0%)
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

0 20 40 60 80 100

Mean Standard Deviation

3.2 2.2

Comments

I think our project combine all learning outcomes but I'm not sure if my reflection is going to meet them

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 1 (25%)
2. 2 (50%)
3. 0 (0%)
4. 0 (0%)
5. 1 (25%)
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

0 20 40 60 80 100

Mean Standard Deviation

Lectures 2.5 1.7

Seminars

Seminars Number of responses

1. To a very small extent 1 (25%)
2. 0 (0%)
3. 2 (50%)
4. 1 (25%)
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

0 20 40 60 80 100

Mean Standard Deviation

Seminars 2.8 1.3

Reading of the litterature

Reading of the litterature Number of responses
1. To a very small extent 0 (0%)
2. 2 (50%)
3. 1 (25%)
4. 0 (0%)
5. 1 (25%)
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

0 20 40 60 80 100

Mean Standard Deviation
Reading of the litterature 3.0 1.4

Canvas

Canvas Number of responses
1. To a very small extent 1 (25%)
2. 0 (0%)
3. 1 (25%)
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

0 20 40 60 80 100

Mean Standard Deviation
Canvas 3.0 1.4

Assignments

Assignments Number of responses
1. To a very small extent 1 (25%)
2. 1 (25%)
3. 0 (0%)
4. 1 (25%)
5. 1 (25%)
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

0 20 40 60 80 100

Mean Standard Deviation
Assignments 3.0 1.8

Other teaching activities

Other teaching activities Number of responses
1. To a very small extent 2 (50%)
2. 1 (25%)
3. 0 (0%)
4. 0 (0%)
5. 1 (25%)
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

0 20 40 60 80 100

Mean Standard Deviation
Other teaching activities 2.2 1.9

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 (25%)
2. 0 (0%)
3. 0 (0%)
4. 2 (50%)
5. 0 (0%)
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

0 20 40 60 80 100

Mean Standard Deviation
3.8 2.1

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 (25%)
5. 0 (0%)
6. to a very large extent 3 (75%)
Total 4 (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 1.0

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 4 (100%)
26-30 hours 0 (0%)
31-35 hours 0 (0%)
36-40 hours 0 (0%)
Over 40 hours 0 (0%)
Total 4 (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
4.0 0.0
Has this been enough to achieve the learning objectives of the course?
Yes, but I would say the Christmas break impacted my participation

9 Other comments about the course and suggestions for improvements?

Other comments about the course and suggestions for improvements?
It would have been even better if we could have played and analysed more games/playful interactions together.
The best class for me was the day of playing games and this benefited me the most in my learning