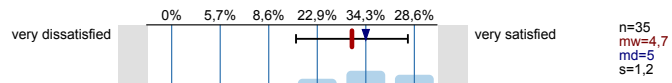


Human-Computer Interaction: Course evaluation 2017

Overall rating

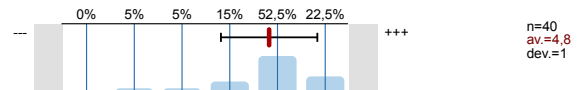
2016:

How satisfied are you with the lecture in general?



2017:

My level of satisfaction with the entire lecture as a whole is

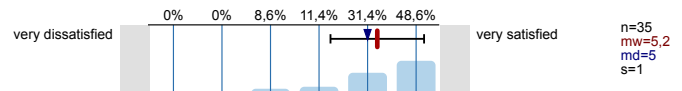


Overall rating of the course is positive (average 4.8 out of best 6.0). The spread is also smaller in this year (despite slightly higher number of respondents), indicating that more consistency in terms of course experience.

Instructor rating

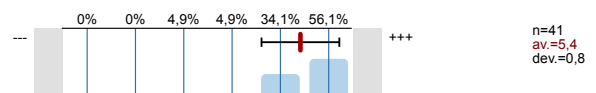
2016:

How satisfied are you with the instructor/s in general?



2017:

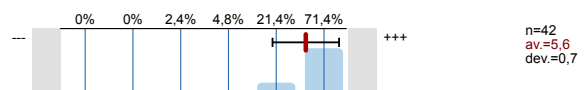
My level of satisfaction with the teacher as a whole is



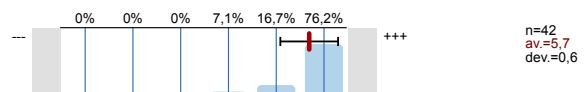
The instructor rating shows the similar improvement from 2016. The positive rating is followed by the breakdown in the following dimensions.

The lecturer ...

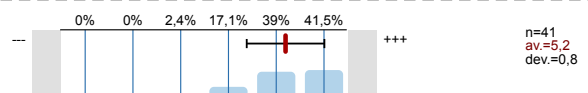
... lectures the course actively and is highly engaged



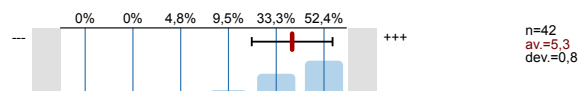
... shows a professional preparation



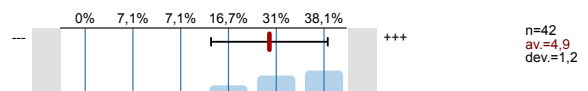
... structures the content clearly and structured



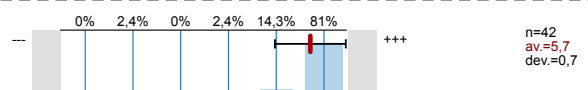
... explains content coherently



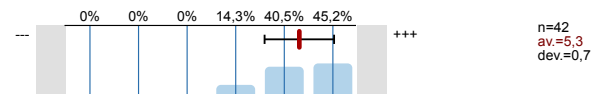
... offers valuable teaching material



... interacts with students in an open, helpful, and friendly manner



... motivates my active participation in the course



These positive results of the course engagement is also strongly supported by the free-text responses as shown in the theme ["The lecturer is motivating"](#) and ["Interactivity during the lecture"](#).

The outstanding result is the large spread in the rating of "The lecturer offers valuable teaching material." item. Many students expressed their appreciation about the course content (theme: ["Course content is interesting"](#)). Several students wishes more in-depth or implementation-focused content (theme: ["Lecture content is lacking"](#)). In contrast, some students think that the course content demands too much computer science background (theme ["Expected background from students"](#)). This could be explained by the diversity of students' background disciplines as seen in the [Student Demographics](#) section. We will improve the course description to help future students set up a more accurate expectation.

Nevertheless, the majority of students indicated that the thematic coverage and the level of difficulty matches their expectation as shown below.

The lecture ...

... covers a thematic area/field which is



... shows a level of difficulty and complexity which is

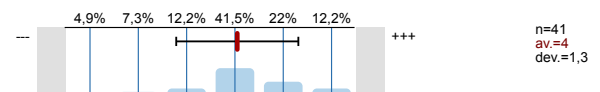


... is taught at a pace which is



Assignment and project rating

My level of satisfaction with the exercises as a whole is, if applicable



The satisfaction of the assignments and projects, however, is in the middle. Although a few students commented on the value of the assignments and projects. (theme: ["Assignment and quizzes are valuable"](#)), there are many problems with the assignments.

The first major problem is the workload (theme: ["Workload"](#)). A follow up inquiry to the class on 5 December 2017 pointed out that the problem in the workload part is focused on the project. This is partially attributed to the group coordination overload (theme: ["Size of the group project and coordination overload"](#)). The discussion led to the following potential improvements for the next iteration of the course:

- Allocating more weeks to the project to allow more time for finding and interviewing users
- Limiting the group size to 6
- Allow students to use the same group as with the assignments

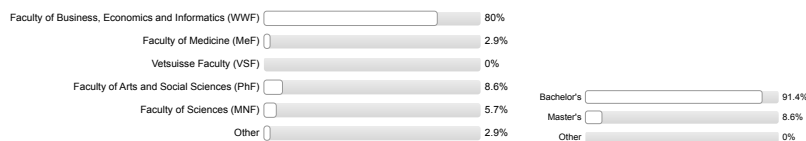
- Announce the project earlier

Several students found that the assignments are repeated in the project (theme: *"Repetition between the assignment and the project"*). This repetition of the activity is intentional. The first two assignments aim to familiarize students with the skill set (e.g., interviewing, brainstorming) while working on a familiar and easily accessible user group (students from other faculties). In the project, students practice of the acquired skill set in an unfamiliar user group. This requires more in-depth engagement and understanding of the domain, which would be unlikely effective if students are still struggling with the skill set. We clarified this to students on 5 December 2017 and will improve this clarification in the future project assignment sheet.

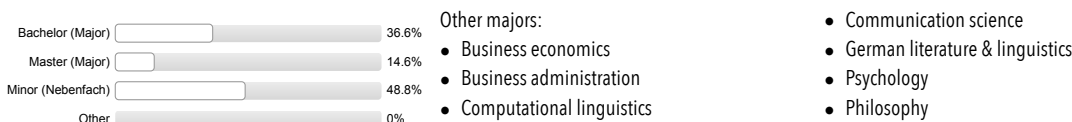
The second major problem is with the quizzes (theme: *"Quiz"*). The errors in point distribution and in the case-sensitive answer fields frustrated many students. This could be explained by the fact that we deployed the old version of Quiz 2, which we previously received complaints at the time of this quiz. We receive no complaints about the setup of other quizzes.

Student Demographics

2016:

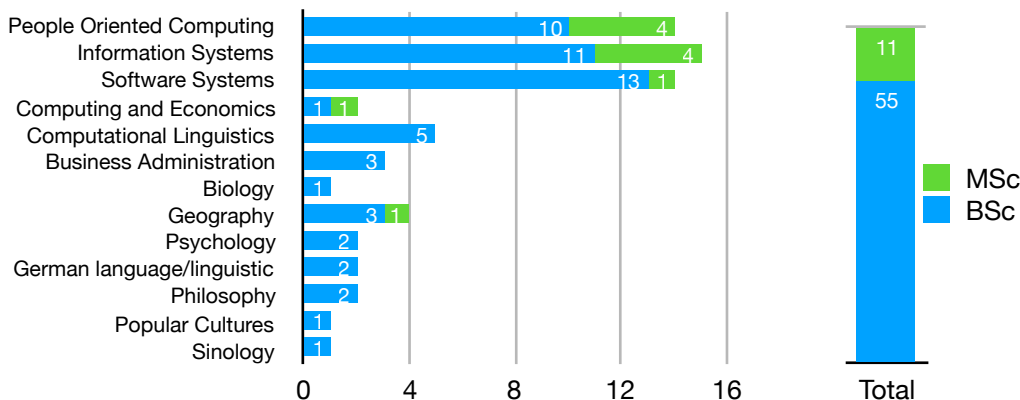


2017: (n = 41)



Note: The open question to elicit minor in the 2017 version of the survey is unclear. Many students answered their minor (People-oriented computing) rather than their major.

Total student distribution in 2017



Comparing to 2016, there are more students (16) who may have less background in informatics. Nevertheless, in the open question, only one response indicates that the later part of the course is "too technical, and I lost the overview". This suggests that for most of the non-informatics students, the content difficulty is still appropriate.

Limitations

The questionnaire is administered on 28 November 2017, resulting in 42 responses out of 66 enrolled students (62%). Therefore, the opinion of students who did not attend this particular lecture may not be represented in the results above.

Appendix: Free-text comments (organized thematically)

(+) The lecturer is motivating

"Lecturer was motivating."

"Enthusiastic professor"

"Chat is always motivated!"

"Motivation from prof helped a lot."

"I really like [...] the motivation of Chat."

"The enthusiasm of the teacher."

"The engagement of the teacher."

"Chad you are very engaged and seem to love what you're doing, that's what I really like about this course."

(+) Interactivity during the lecture

"I really liked the interaction with the other students and the exercises we could do during the lecture."

"I like the interactive slides"

"Interactive style of the lecture & slides."

"I loved the lecture style! It was varied enough to keep one attentive plus the slides were easy to parse, informative and also cool."

"I liked that the lectures were very interactive."

"Lectures are very engaging, I feel motivated to show up and participate."

"Teacher tries to motivate participation of the students. 'Live' exercises during the lectures to discuss with other students."

"The very interactive teaching style. The reviews of the beginning of each lecture."

"As the subject name suggest, it is very interactive, engaging with the design principles and correlating with the concepts, implementing in a practical way."

"Content, interactivity and general structure of the lecture"

(-) Too many class exercises/discussion

"Sometimes the classroom exercises/discussions were a bit too many."

(+) Lecture presentation

"[...] excellently presented [...]"

"The thematics are very nicely explained"

"The content is very well explained."

"The presentations of studies."

(-) Lecture speed

"slower lecture speed"

(+) Course content is interesting

"Interesting course material."

"The topic HCI in general."

"You see the world in other view. The elevator stuff and door stuff happened [to] me a few times."

"Completely new field for me, interesting thoughts and insights"

"Get an insight into the current research of HCI and the research of the past."

"Diversity of topics, [...], eye-opening"

"Freshness of the lectures. Different perspectives to today's technologies."

"I really liked that the content of the lecture can be used in the worklife."

"It's a very interesting topic. I think every software developers should know these design principles. Less economy more HCI"

"practical examples, very current material"

(-) Lecture content is lacking

"maybe would have liked implement learned ideas more (maybe actually programming)"

"I felt like at times there was too little content per lecture and too many examples."

"More examples for 'mathematical' topics (e.g., calculate information)"
"Some of the theory seems really weird and silly."
"Maybe the content could be a bit more concrete (prob. due to new course)"
"better focus on special depths"

(-) Expected background from students

"I had no IT lectures before except for Economics & IT. The beginning was (easy) to understand, but afterwards it got too technical, and I lost the overview."
"May be add in the lecture description that it will have advantages if you are an IT student or that as non-IT student you have to be ready to invest more time"

(+) Course preparation and organization

"I like [...] the work put into the preparation of the lectures."
"Lectures are always very interesting and well-prepared."
"The lecture gives a lot of examples and the PowerPoint presentation[s] are really well structured and thought through."
"[...] plus this was the most organized module I've attend this semester, which is great."

(-) Course organization

"The organization seems not so good"

(-) Slides availability

"Slides available after the course, not before/during"

(+) Video examples

"The videos were quite helpful"
"I really like the lectures with the videos ..."
"I liked the fact that the lecturer used a lot of videos to demonstrate what he was teaching."
"I like all the videos that are shown during the lectures. They keep students 'fresh'"

(+) Assignment and quizzes are valuable

"Good & helpful reading assignments/papers"
"It's all great that we can apply our knowledge in the assignments + quizzes!"
"The exercises were good and very helpful to understand a lot of the learned things in the lecture."
"The 'real-life' assignments. It's really interesting and a valuable experience."

(+) Project is valuable

"Group project (especially the final one) is very interesting since we are free to choose our topic."
"Interactive and practical working in groups."
"I like that we can work on a course project."

(-) Repetition between the assignment and the project

"I Think the two assignments and the final project are kind of overlapping. I would highly prefer & recommend that there are only 2 assignments since the project is just the same we did. Like that, you could give more time to the assignments & we don't have to do all the work twice."
"I don't see the point to too all steps done in assignments 1 and 2 again in the project. The project isn't beneficial in addition to A1 and A2."
"I appreciated only to do a big [project]."
"I would like to use it more in the assignment this means: instead of making twice a project I would like to have some stories/images etc. and questions to test my knowledge about [signifiers] for example."
"Just one project not three, but more time for individual steps."

(-) Workload

"too much work"

"It's a lot of work (but yet, Chat warned us at the beginning)"

"It's a lot of work you have to do."

"The workload from the assignment is huge. Since we are so dependent on others for our assignments, it'd be helpful if they at least were announced earlier. Searching for interviewees is the most difficult part."

"The workload itself is rather large but the biggest problem was a shortage of time to work on the projects if you have a lot of other work intensive modules."

"Exercises are very time consuming"

"The reading assignments are very large."

"The assignments are also very large"

"The overall workload is very high compared to many other courses."

"probably project & assignments are a bit too much workload sometimes"

"The exercise and the scheduling is just ridiculous. It's 6 ECTS not 60. [...] Overall it was a very time consuming, look at WI2, much less work."

"Exercise is way too much work if done separately."

"A bit less effort in the exercises but keep the style of the lecture and the assignments"

"Workload of assignments was too high for only 10% of final grade. One assignment would be enough for 20%"

"Project has too little impact on final grade"

(-) Size of the group project and coordination overload

"Groups for the course projects are rather large, it's hard to find dates where everyone is available."

"Group project: size of group should not need to change during the semester (never change a winning team!)"

"9 people/group is just too many"

"It's also hard with the group work cause everybody has a different timetable."

"The groups sometimes cause issues in terms of coworking and on one problem - in large group (> 3 ppl) it is likely that there is someone that doesn't do anything - but well sometimes you just need patience."

"It was difficult to find a group for the final project."

"The fact, that the different assignments needed different amount of people."

"Do not change the teams all the time. 9 people in a team is too much."

"Organization of group tasks is stressful + tedious"

"Too large group can complicate meetings, because the HCI module is taken by a lot of study majors/minors ⇒ difficult to find a meeting slot/time"

"The amount of work to coordinate group is too high with s big groups (CSCW). The interviews are too time consuming."

"The exercises (tho interesting) are way too much effort. Especially since its nearly impossible to split up the work and you have to work as a whole team (which is amazing for a team assignment but a bit too much)"

(-) Assignment sheets problems

"The course in my opinion is too detailed meaning the course/exercise/project plan. But I'm aware if you wouldn't do it, students could claim that it is unclear. Bu the plan could be more use friendly or similar."

"Assignment 2 Task list was confusing, hard to use. e.g., Tasks 4,5,6, are about brainstorming , but there is not structure to the content, multiple mentions of subtasks."

"assignments may be easier and/or less complicated"

"U have to change the exercise style"

(-) Feedback for assignments

"No/not enough feedback on tasks."

"better feedback on practical tasks"

"better feedback on online wiki"

"The direct interruptions during presentation can make it hard for students to want to interact, especially engineer students."

(-) Timing for assignments

"Some assignments were due to a very short time that we had struggles to finish them on time."

"I think there was too little time for the projects."

(-) Quiz

"The quizzes are at times not very clear. Especially as there are some errors in the point distribution. I also dislike if you have to write in a whole word instead of choosing as it can be very error prone in the evaluation."

"The OLAT quizzes also are time consuming"

"The quiz setup (I already mentioned this in an email feedback to the TA)"

"OLAT quizzes are case sensitive. You need to guess the exact spelling in singular or plural, upper, lower case and soon otherwise it won't work."

"The quizzes are an unnecessary and time consuming obligation."

"The online quizzes were formulated in a weird way sometimes. I didn't always know what was asked."

"I learn nothing from the multiple choice quiz on OLAT and I would suggest to change the format. Since the points are only given when all the correct answers are given, I have found myself trying out combinations instead of actually thinking and find the correct answers."

"I think the OLAT quizzes should be voluntary."

(-) Physical prototype

"I really dislike creating physical prototypes. Some times it felt like I'm back in elementary school. Either give us the option for virtual prototypes or better tools to create physical ones."

(-) Wiki

"Connect Wiki is not very intuitive to use"

(+) Other praises

"Communication between students and lecturer was excellent."

"In general, well done! Very interesting course."

"Keep up the good work"

"At the moment not really"

"Nah it's fine keep up the great work."

() Evaluation format

"Make evaluation in electronic form"

"Make the course evaluation accessible online."

"Online survey of this feedback [...]"

() Request for podcast

"podcasts as I work too :)"

() Feedback outside of the scope of the HCI course

"Microwave"

"Microwave"

"It needs a microwave at the IfI"

"More power plugs in work rooms"

"@Nathan Labart: Steckdosen in Gruppenarbeitsraum bitte :D"

We relayed the request for microwave oven to ICU (Caroline Lottenbach) and power extensions to Nathan Labhart.