PUBLISHED COURSE ANALYSIS

A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration.

User tests, prototyping and evaluation, 7.5 ECTS cr. (ISGC16)
Course convener: John Sören Pettersson

Basic LADOK data

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Course Code:	ISGC16
Application Code:	40868
Semester:	HT-22
Start Week:	202235
End Week:	202244
Pace of Study:	50%
Form of Study:	Campus

Course Data

Number of questionnaires answered: 14

Number of first registrations[1]: 42

**Changes suggested in the course analysis of the previous course date:**
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1. The contents and structure of the course has supported the achievement of the learning outcomes
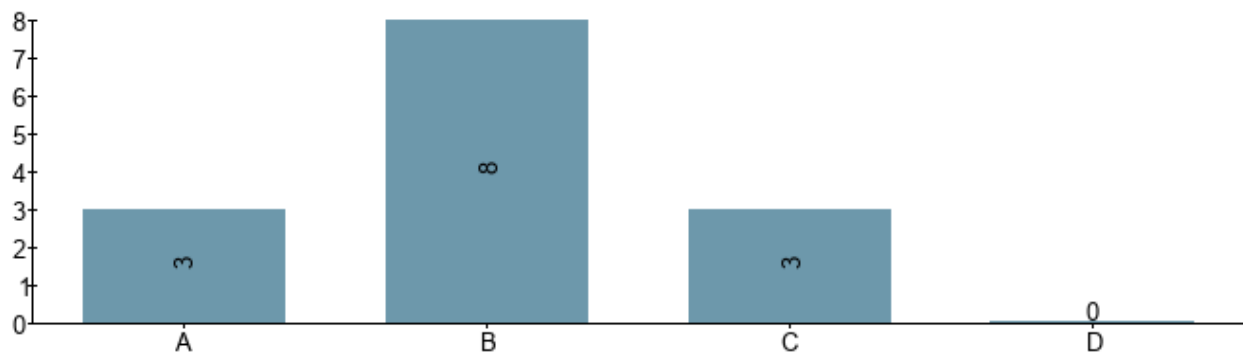
A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes
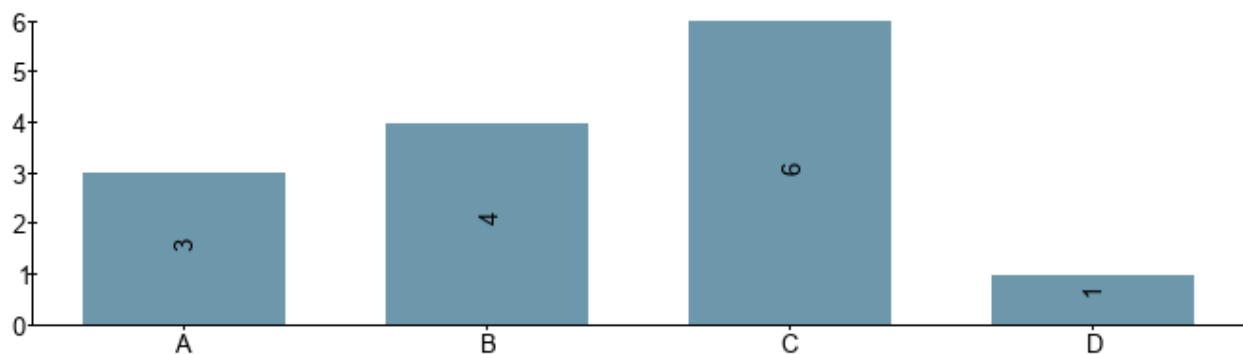

Bar chart: A = 3, B = 7, C = 3, D = 0
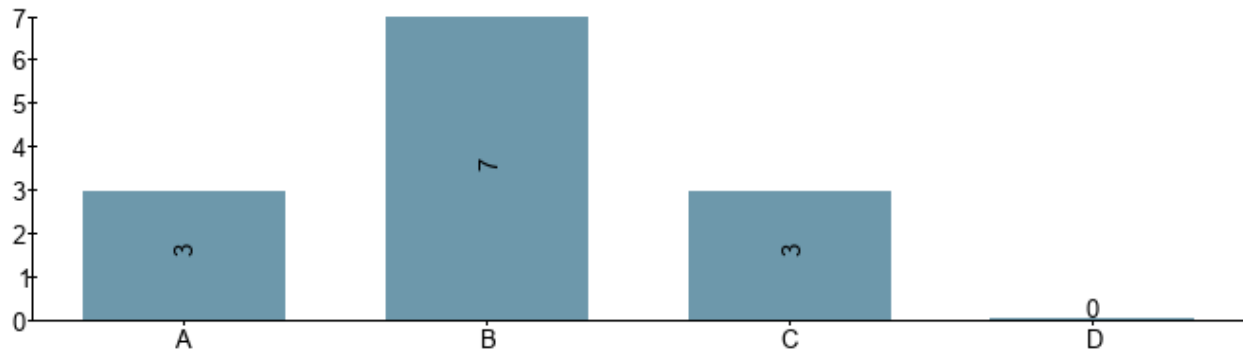
A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been

Bar chart: A = 11, B = 3, C = 0, D = 0
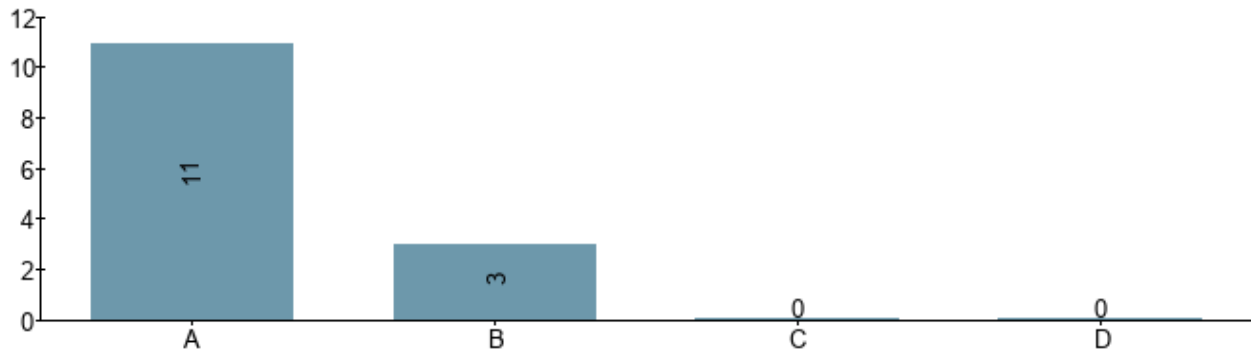
A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for cour
B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5
D) Less than 20 hours per week (or less than 10 hours per week for courses given as half-time studies, or less than 5 h

4. During the course, I have experienced the reception from teachers and other staff as professional

Bar chart: A = 3, B = 4, C = 6, D = 1

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

Analysis based on course evaluation, including comments fields. If information has been collected in other ways, it should also be analysed here. Any effect of joint courses should be commented

on.

Many assignments in one course can be positive: "It's a bit hard to see the point of certain aspects of the course along the way, but in the end I can see how everything ties together and makes a lot of sense. The structure has probably been the best part of the course." It can also be negative as some students expressed that given more time they had learnt more, for example: "During the course I know that a lot of the students (myself included) have felt that the workload has been a bit too extreme. Everything that we've done has been relevant and good, but it feels like this course should be 15hp considering how much work it has required." and "Sometimes it felt like this course wasn't 50% but 100%. The assignments themselves were fun to do and very educational, but because we had to do so many of them during such a short time it was difficult to get anything done in the other classes that many of us were attending." -- We can only agree that there is a trade off. Previous students have later experienced that it was good that they had some knowledge of many evaluation methods.

"At one time one teacher has been very harsh in there comments due to missunderstandings in the booking schedule. [...] the "booking system" was more to blame since several closely named pages was used to write your name on a time instead of using for example time edits booking function which other teachers use." There was also a complaint on a teacher assistant being unfocused (mobile-focused) and less knowledgeable in the software to be used. -- We sometimes have staff shortage due to illness and not every helper can be totally prepared, but we will take a look at the booking facilities. We will also consider to lessen the simultaneous demand from the whole class to use the lab equipment.

Final exam: "I'm a quick reader & writer, yet I felt like 5 hours was not enough time for the written exam. Since it was about really reading properly and scrutinizing the text, the time just flew by and I didn't have time to look through everything as much as I would have liked to. [...] The written exam itself was really nice and it was great that we got to bring our books with us to the exam." Another comment "What's the point of the exam when you actually do a lot of labs." -- We are obliged to also measure individual accomplishment but we should be better at trimming down the exam report so 5 hours really is enough.

Suggestions for changes to the next course date.

Make sure the exam report is rather short. Presentations in less than halfclass if there are more than 8 groups. Divide the class into halfclass to run eyetracking in halfclass when the other halfclass runs another assignment such as videoportotyping. Check booking pages/functions.

Make a distance group for the distance programme (e.g. max number of student = 5). This will require some extra assistance for some parts, especially the eyetracking. There has for many years been a certain demand among the distance students to work hands on with usability testing and prototyping. However, so far only people who can attend physically in Karlstad has had a possibility to take this course.

There are divided opinions through the years on the work load compared to actually experiencing many evaluation techniques. We aim that all students will eventually agree with this student: "- Fun assignments - Good course literature - Great that we had supervision for the assignments - Good teachers :) "

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1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.