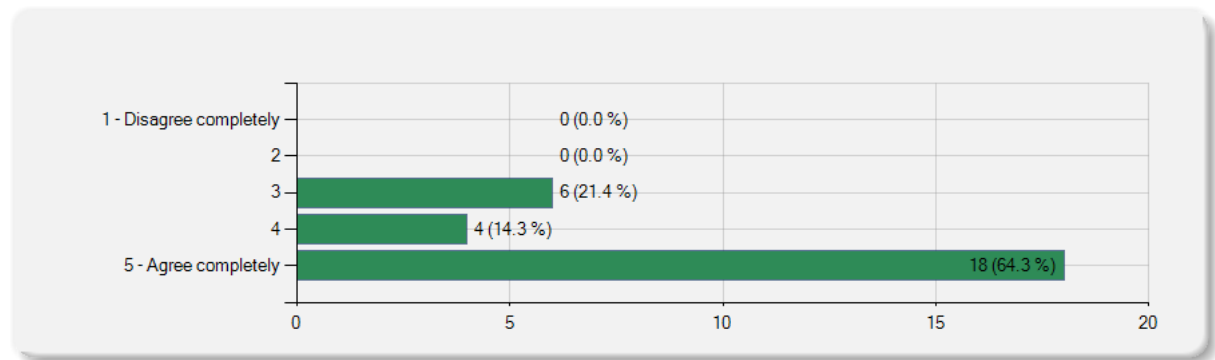


TDA493 Graphical interfaces 2019/2020 LP2-LP2

Respondents: 80
Answer Count: 28
Answer Frequency: 35.00 %

1. Prerequisites

I had enough prior knowledge to be able to follow the course



	Mean	Median
I had enough prior knowledge to be able to follow the course	4.43	5.00

Comments (For example: Did the course start at an adequate level? Was it assumed that you had knowledge which you could not get from your previous studies? etc.):

I had no prior experience in wireframe software. This meant that I had to spend more time than normal on every assignment.

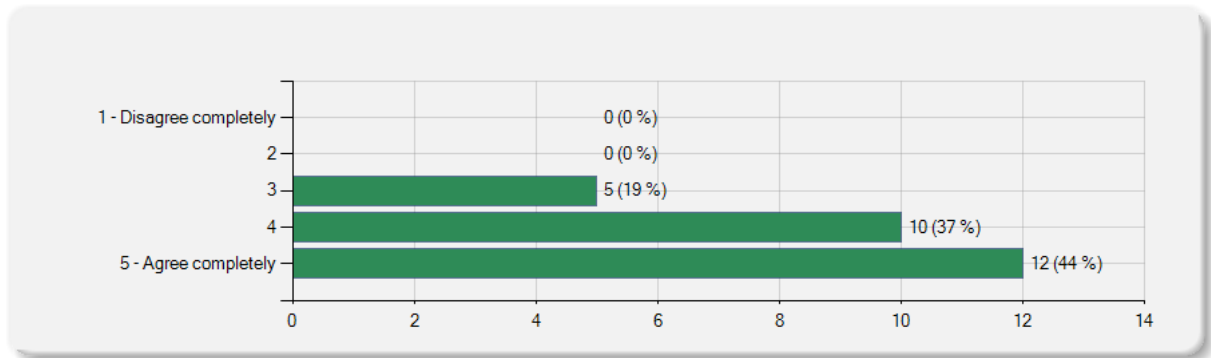
Started off at a basic level. It was made clear that you should read the course literature throughout.

Even though the course was not really about the look and feel it would have been nice if all students had at least a similar level of skills to create higher fidelity graphical interfaces. This should probably not be taught in this course but in the prototyping course the semester before which did a quite bad job at transferring any knowledge.

I had never worked in any digital design programs before and none of them was taught which made the last individual project very hard for some people and easy for others.

2. Learning outcomes

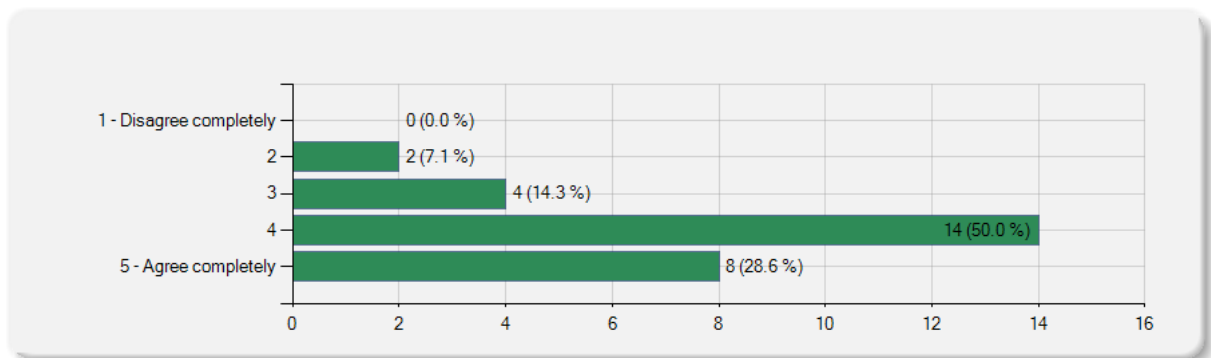
The learning outcomes (see [course syllabus](#)) clearly describe what I was expected to learn in the course



	Mean	Median
The learning outcomes (see course syllabus) clearly describe what I was expected to learn in the course	4.3	4.0

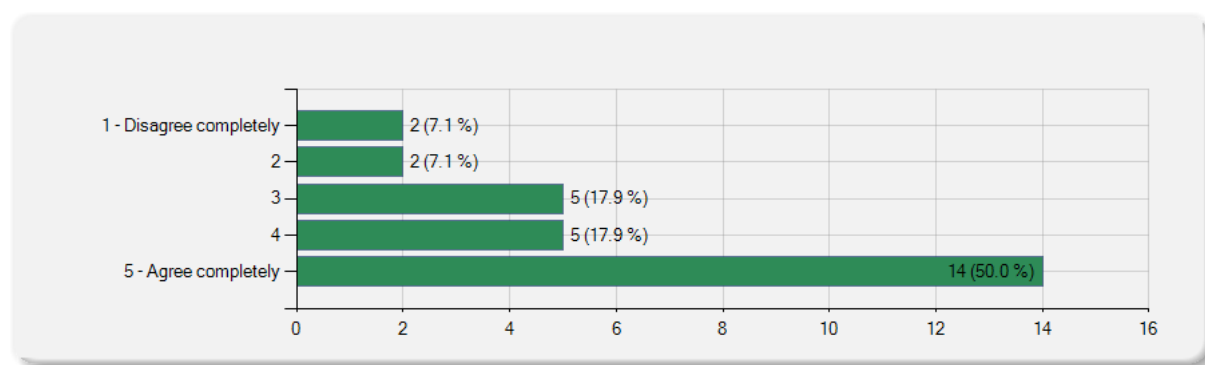
3. Learning

The course structure (as divided into lectures, exercises, lab sessions, simulations etc.) is appropriate in order to reach the intended learning outcome of the course



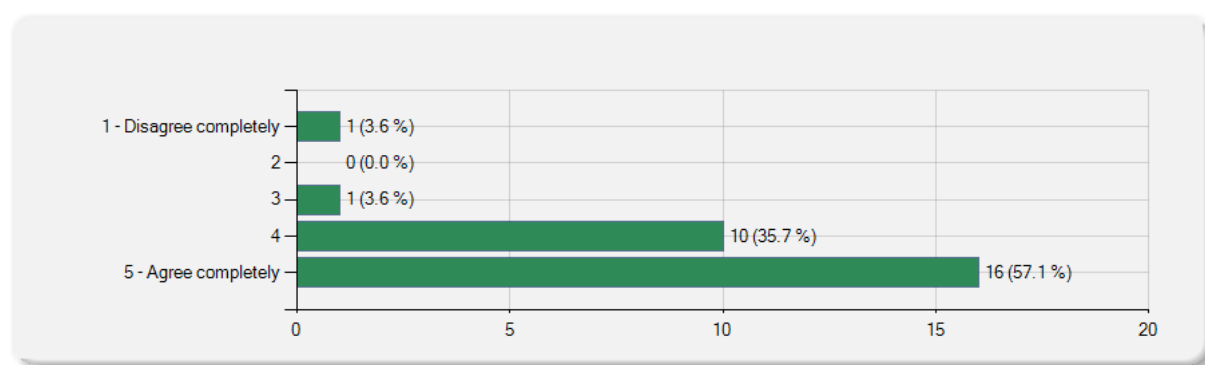
	Mean	Median
The course structure (as divided into lectures, exercises, lab sessions, simulations etc.) is appropriate in order to reach the intended learning outcome of the course	4.00	4.00

The teaching worked well



	Mean	Median
The teaching worked well	3.96	4.50

The course literature (including other course material) supported the learning well



	Mean	Median
The course literature (including other course material) supported the learning well	4.43	5.00

Comments (For example: Do you think that something should be changed in the course structure? What, and in what way? What made the teaching work well or less well? Are there aspects of the teaching in this course which could be high-lighted as a good example for other courses? etc.):

The video-lectures were not good. They were too similar to the contents in the course book. It would be nice if they contained something new!

Very nice recorded lectures! Eases up the read of the book, (which is also very interesting and pedagogical)

Exercises have been interesting and a nice way of hands on learning - however crit sessions have been more or less useless for me since I got Emilia as supervisor for alls my sessions. Unfortunately, we got no useful feedback on the design/work (neither good or bad), basically only "nice presentation". I would really have appreciated (and needed) more relevant feedback. Since the level of feedback given was on the same "general" level for all presenting groups, there was not much to learn from other groups' work either. Not sure using "bad cop/good cop" was that useful, would probably have been better to "force" all groups to say both positive and negative feedback instead, if one wants to encourage feedback from class.

Because of sparse (almost non existing) feedback on exercises, I believe I was not enough prepared for the exam. What was asked of us to present on the exam (referring to the essay questions) I believe did not mirror the level asked on exercises.

The fact that there are almost no lessons is dangerous. The result, I used a specific Software to work with the individual project (Figma) and then realized that there were more and better options such as the one from Adobe. It was really good that we read the book first and then started with the projects so we could base our decisions in the theory. I liked the video lectures, it was nice to be able to see them anywhere and at any time.

The workshops were very stressed, would have appreciated lower-fidelity expectation, smaller scope or slightly longer time period.

The exercises are good, but having lectures additionally to the book would be good to really emphasise important points or discuss parts of the book that are possibly outdated.

The course with all its content was quite intense. Maybe leave out one of the small group projects and give more time to the final project.. The final project was also super intense as it was colliding with the christmas break. But not sure what to do about that except starting earlier.

I really liked the fast prototyping sessions. I learned alot and it eliminated the possibility to work allot on any one assignment. Instead it became a very open discussion about design in general.

I think that the book "About face" seems a little too old sometimes for some design principles that you can see that not that amny follow anymore.

I think it was too much to have both exam, group project AND individual project. I really liked Thommys videos but I think the game-assignment was weird. In the individual it would have been enough to design either the webpage or the reception/management.

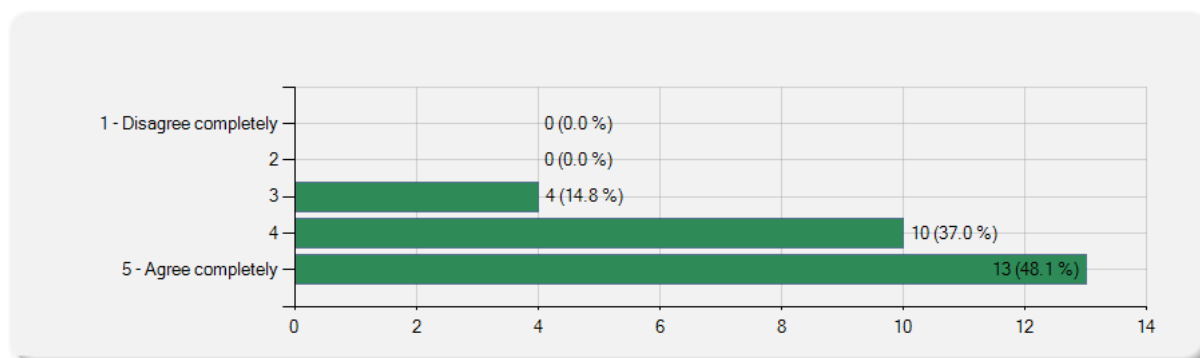
It felt like there were a bit too much with all the different parts in the course. Really liked the video-lectures.

I would have wanted to get more practical knowledge about how to design a web interface before the last assignment.

The short amount of time dedicated to workshops made it difficult to connect design to literature. Focus was simply on having something to present at the end.

4. Assessment

The assessment (including all compulsory elements, exams, assignments etc.) tested whether I had reached the intended learning outcomes of the course



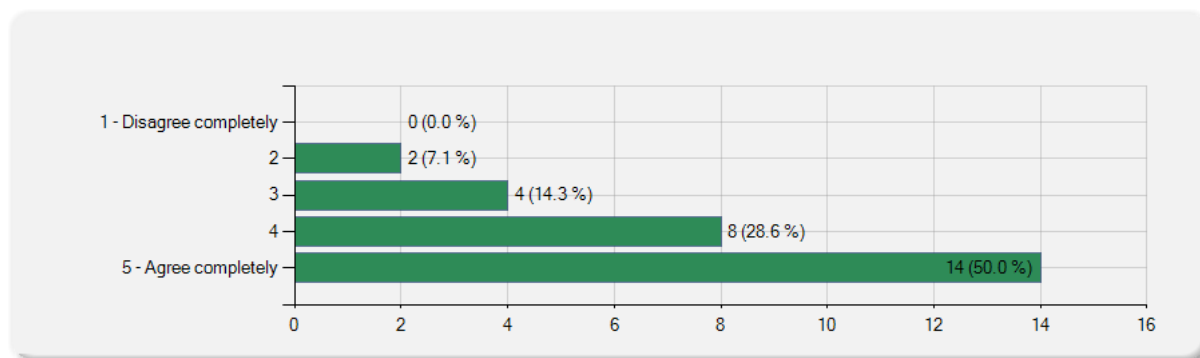
	Mean	Median
The assessment (including all compulsory elements, exams, assignments etc.) tested whether I had reached the intended learning outcomes of the course	4.33	4.00

Comments:

Good mixture of group work and individual work!

5. Course administration

The course administration (information during the course, course memo, course homepage etc.) worked well



	Mean	Median
The course administration (information during the course, course memo, course homepage etc.) worked well	4.21	4.50

Comments (For example: What are the main reasons for your rating of the course administration? Are there aspects of the course administration in this course which could be high-lighted as best practice for other courses? etc.):

There's a lot of mismatch between the canvas page, and time edit, which i found annoying since i checked the time edit schedule a lot.

Very good with frequent updates and announcements by the teacher. It felt like they were invested in the course even though they have a lot of other things to do!

It was easy to find things at canvas. However, sometimes I felt like there were too many notifications from the announcements.

The description of the final project could have been a bit condenses and more obvious what is required. It was split on four pages and mixed with the client input it was quite confusing.

The task for the game redesign was a bit confusing as it was so specific. Maybe make it more obvious what the learning outcome of that task should be.

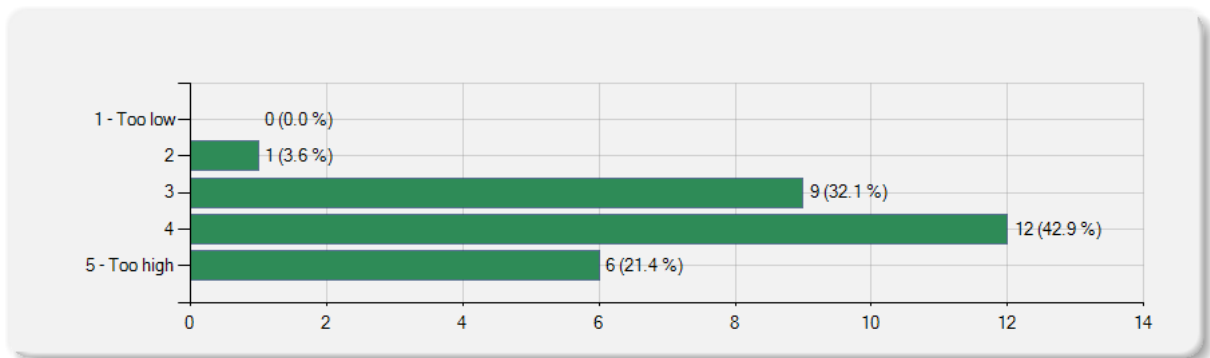
A bit fuzzy on specific deliverable but nothing to extreme. Maybe specify exactly what is suppose to be handed in clearer.

Would LOVE if canvas and Timeedit, worked better together because it's annoying that you always need to look at two places to find correct time and local.

Information on course and assignments is a bit spread out. For the individual project some guidelines that should have been under "Individual project" was instead placed under "Hand-in and presentation".

6. Workload

The course workload as related to the number of credits was...



	Mean	Median
The course workload as related to the number of credits was...	3.82	4.00

Comments (For example: What is the main reason behind your rating of the workload? Would the perceived workload have been lower if deadlines in the course would have been distributed in a different way? How many hours have you on average spent on the course per week? etc.):

The project at the end of the course was very big, too big to have time to complete well.

Workload in itself was quite ok, however it was all a bit rushed through.

It had a huge amount of work. Exercises, Written exam, Group Project, and Individual project. While other courses only have 2 of the aforementioned, this one had the 4 of them. After spending a couple of weeks the whole day in University with the group project, and then presenting, all this after the written exam, it felt extremely unnecessary to do another project doing the same thing (Individual project) but during the Christmas period. I felt that I learned almost nothing from that part of the course, as the goals from Group project and Individual project feels exactly the same: Apply the theory learned from the written exam. There is a difference though, the individual project has more workload than the group project, which is insane, even more if we consider that it is during the Christmas period. I would completely remove the Individual project and give an extra week for the group project, or either remove the group project and start the individual one earlier on, so the students have time without stressing during Christmas that much as it happened this time.

The final individual assignment was an extreme time sink. I spent over 60 hours on it and the final results were not even close to ideal.

Took very long time to read the book and the individual project was also very time consuming.

To me it felt like having the exam plus the group and individual projects is a bit much. I think the course could benefit from removing one of the projects, but increasing the size of the other a bit, with multiple supervision sessions over a longer period of time, so multiple iterations of the interface can actually be made.

The individual project was waaaaay more than 45hours of workload. It was way to big and the expectations from the teacher was way to high. To have that and the exam plus the group project is way too much for 7,5 credits.

Very demanding course. Especially the home exam took allot of time to complete satisfactory. I kinda feel that the first written exam is not really needed in combination with the home exam and the workshops. It should be clear from the the hand-ins if the student has read and understood the source material or not.

I think the size of the final project is a bit to big. Felt like i focused more on getting everything together, if the scope would have been a bit smaller i think it is easier to go deeper in the interactions and also put more effort on the fidelity of the graphics.

To have a group project seemed a bit unnecessary and not that thought through, I would rather work more on the individual project.

I liked the exam in the middle but the group and individual assignment should be done different.

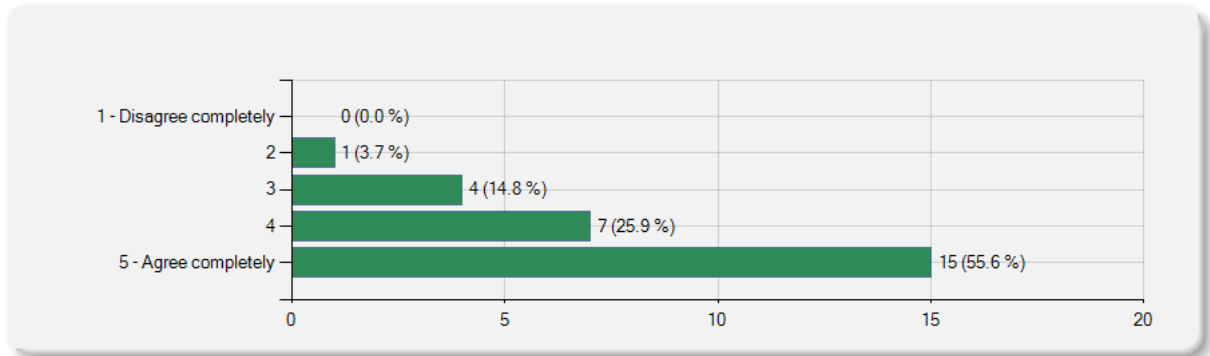
Very well paced and totally in line with a masters course. Keep up the good work!

The exam felt way too big related to the number of credits.

The last assignment was so much work than the 45 hours that was recommended. Most of my friends and I probably took about 60 hours and didn't even get that high grades (aka, did not put in that many hours bc we aimed for a higher grade) and some of us even got revision that'll probably add another couple of hours.

7. Working environment

The organization, content and teaching of this course have been designed and executed so that everyone can feel included, welcome and seen



	Mean	Median
The organization, content and teaching of this course have been designed and executed so that everyone can feel included, welcome and seen	4.33	5.00

Comments:

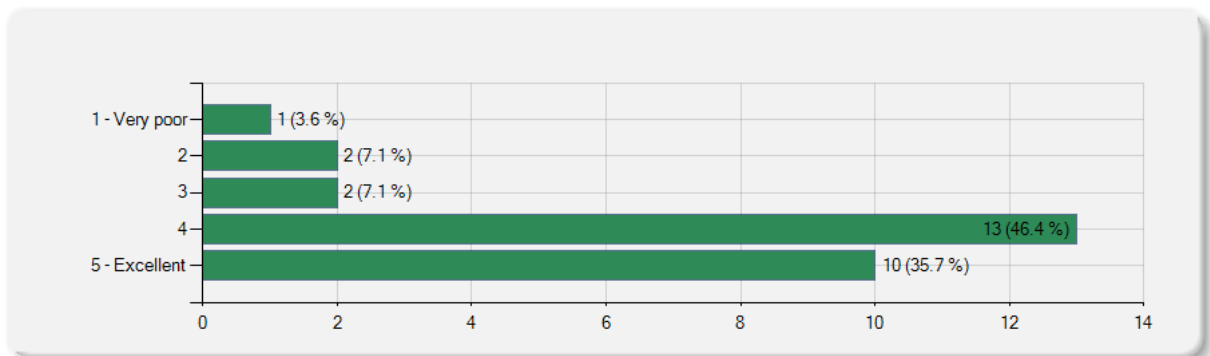
Many different approaches (recorded lectures, literature, group work, individual assignment, etc) which was overall good.

The exercises were okay, but else it felt like we were just handed a book. More lectures and or supervision sessions during one big project could increase contact to and exchange with the teaching staff, which has been a bit lacking in my opinion.

Unfortunately Mafalda need to learn how to give feedback in a better way, during the workshop, group project and individual she only gave bad/negative feedback. Of course we need to know what we were lacking in our design but it's VERY important to know what actually was good as well.. She even said during the group presentation that "give only bad feedback due to lack of time", which I think is a really bad idea. You feel like shit and since it's our first course that we show more of what we can I think it's the wrong attitude. A better approach would be to give feedback in three areas: something good, something bad, something that can be improved.

8. Overall impression

What is your overall impression of the course?



	Mean	Median
What is your overall impression of the course?	4.04	4.00

Comments (For example: What are the main reasons for your overall impression of the course?):

I learned a lot from this course!

Very good in content, excellent. However, it has an unnecessary amount of load as I have mentioned already. More does not mean better, and this is the perfect example of a course which is extremely good in content, but teaches the same things many times.

I suggest that there could be more lectures, for example, about case studies.

I learned a lot. Especially in the final project presentation.

Mafalda, she is a great teacher.

To much workload.

9. How has the interaction between students and teachers worked in this course?

How has the interaction between students and teachers worked in this course?

Very well. Thommy and Mafalda were very attentive.

Quick response from teachers and Q&A available on Canvas have made it good.

Very good. Professors were really helpful and they were always lending their help the students when needed.

Great with direct feedback on the projects and small assignments!

The exercises were okay, but else it felt like we were just handed a book. More lectures and or supervision sessions during one big project could increase contact to and exchange with the teaching staff, which has been a bit lacking in my opinion.

Good

Its been good. Both Mafalda and Thommy is very good at answering questions and are always available.

very good.

This might be a very swedish opinion. But I feel that some feedback was maybe a bit unwarranted and harsh.

During some presentations feedback seemed very "nitpicky". As an aspiring designer I am more interested in the concepts of the interface rather than if the text on one of my buttons is too long or my colors are not perfect for the color-blind. These are simple mistakes that would be easily corrected in a realistic setting.

Really well, I felt thst the teachers was not only lecturing but also care about each student.

Very well, they respond fast

I think Mafalda and Thommy judge very differently. Thommy more from the book and Mafalda more from own preferences. However, both teacher are very good at this subject and their words becomes our laws..

Good - really liked the classes where we got 4 hours to change an interface.

Teachers might need to be more clear in their communication.

really good

10. If the course has contained group activities (lab sessions, simulations, group work, projects, or other types of cooperation between students): How have group roles and cooperation between students worked in this course?

If the course has contained group activities (lab sessions, simulations, group work, projects, or other types of cooperation between students): How have group roles and cooperation between students worked in this course?

Some were great and few were very bad, but I believe those experiences are relevant too.

Overall good.

It has been good although there were some groups which seemed they were lacking a couple of members, leaving few of them left to work on the project. Maybe teachers should try to detect this problems early on to give them more opportunities to deliver the same quality of work as the ones who will not this kind problems.

Good

For me the group project didn't work that well in the format it was done in, as there was to little time to actually get to know your team and for everyone to properly find their role in the group.

Mostly good

It worked good. It was a fun project

exercises were good and nice to work with different people each time. good cooperation!

i liked the group project as well. but I might think it could be a good idea to extend it to make room for more better design implementations and solutions since it was a very fun project.

I enjoyed the group project but i felt it was kind of hard to keep all people together when we worked. Our group got sort of split into two groups working on different parts which showed on the final result

Good

The group cooperate very good and thanks to Figma, everyone could contribute the same.

It's been good - we should have been better at appointing rules during the group project work.

Good

11. What should be kept for the next round of this course?

What should be kept for the next round of this course?

The group and individual projects

Appreciated study questions for the exam - took some of the mental stress of the whole thing while making it more easy to approach, since it is a whole book that should be studied.

The exam needs to stay exactly as it is and when it is hold. It is perfect to learn first all the theory this way so we can then apply the knowledge to the different projects which come later on.

At the same time, the recorded lectures were excellent, short, but giving a lot of useful knowledge in such short amount of time. I will keep the notes I took during them during my whole career, as they will become very handy. Thank you so much.

the written exam is a good motivation to read the textbook.

The final project!

I think the group project and the individual project (but smallare!!!) is good to keep.

individual project put all the knowledge to practice and was very meaningful, a bit stressful starting right before Christmas and ending it right after. but a very nice project and I got a lot of valuable insights out of it

The fast paced workshops.

I think that the combination of Mafalda and Thommy as teachers is fun. They are quite unlike each other and I think that is a fun balance.

The book, videos and exam in the middle. The workshop in the beginning.

The 4h interface change, maybe even more of those.

The group project - really enjoyed that it was a game. Is there a need for so many requirements?

I really liked the individual project since it felt like we really got to test our knowledge. However, it felt like it started too late and close to the Christmas break.

Crit sessions!

All

12. Is there anything that should be changed for the next round of this course, and if so: How?

Is there anything that should be changed for the next round of this course, and if so: How?

I would have benefitted a lot from a workshop or two in how figma, or any other wireframe software works
Higher quality on feedback (referring to Crit sessions for Exercises)

For exercises, rather than re-designing (which had to be rushed due to time frame) maybe it could be more structured so that you do an analysis of an interface, like it was done on the Exam.

For sure the amount of workload needs to be reduced since there is no point to make students work that much on something they can learn in less time. Read the next question as a continuation of this one.

Have one big project (group or individual) and remove the other

Just a little less projects etc and each a bit more time

Maybe it is better to not have the exam and just annotation on the individual project but it was also very good to have the exam in the beginning because I learnt alot form it.

The course has a big focus on guidelines and literature, which is not necessarily bad but I got the feeling that the course is not really a course in exploring interfaces but rather a course about designing interfaces that follow literature and specifically material-design-guidelines. Personally I would have liked if the course was a bit more open towards individual creative solutions. After all, if we all design after such hard guidelines then the creativity of design is lost in the process and innovation disappears from the process. To have a more open and creative approach to designing is in my opinion desirable.

Another thing that I thought was a bit weird was the focus on niche concepts for the assignments. A digitized board game or a concept hotel could not really be seen as standard objects for interface design. For many students this is the first time they encounter graphical interfaces and it just feels odd to start with such unique assignments. Instead I would argue that it is better to give assignments that are more general in order to easier teach the basics. For example the group project could have contained a more graphically focused app, and the home exam could have been a "normal" hotel without the clothing aspects.

Change last assignment a bit so the scope is smaller, also decrease the group size on the group activity.

Maybe longer time for the individual project

The individual project should be smaller

The requirements were not clear, and it was easy to interpret them wrong and not how the teachers wanted them. The sessions where we met the "Hotel owner" were super unnecessary. Lots of what was talked about during those sessions did not even add up with the requirements and you had to ignore them completely.

We were a group of students that felt like the grading was different depending on which teacher you presented for, which feels a bit unfair. Perhaps you could see if that's the case and discuss more between you. Also, I would appreciate more feedback on both exercises and the project, it varied a lot between teachers as well and the exercises doesn't give you that much if you don't receive a lot of feedback and new ideas.

Make the requirements clear for the individual interface assignment. Some students got revision and some didn't, even if they had the same views. This was very frustrating.

13. Many students feel that there are too many parts in this course. If we would take away something in the course to free up time, what should be TAKEN AWAY do you think?

Many students feel that there are too many parts in this course. If we would take away something in the course to free up time, what should be TAKEN AWAY do you think?

The individual project felt like a repetition of things that were already been done either in the workshops or group project. Its removal can give way for more time spent on lectures (accompanying the VODs) more time to read the book (which demands a lot of time spent in the first month) and overall more breathing room. Unfortunately the course sometimes feels like an online course that gives way too little preparation and then expects a lot of outcome by shifting the weight of learning to online sources and a book that was sometimes outdated. The teachers did give valuable feedback after each workshop or project but it felt too late to receive it. There were times were I wished this information was shared prior to the project or workshop presentation.

I'm not sure the exam was the best way to test that knowledge, even though it did force students to actually read the book/ watch the lectures, i think it was a bit too early, and the exam itself was mostly just memorizing answers.

I would take out one of the exercises. Perhaps only work with low fidelity and high fidelity to begin with.

Definitely it should be taken away either the Individual Project or the Group Project. Honestly I feel that Group projects have more to teach than Individual ones. So I would remove the Individual project.

On the contrary, I hope there could be more lectures.

The initial written exam was in theory very useful and should not be removed.

However, the size of the final individual assignment in the end should be reduced. Perhaps ONLY focus on room bookings for guests and nothing else. No receptionists, no restaurant, no clothes, no conference rooms, no cleaning crew, etc.

If something should be taken away, I would say one of the exercises. But even better would be to make the group project and the individual project less extensive. Both were quite complex and should include a lot of details which was veeery time consuming!

Have one big project (group or individual) and remove the other.

The small group projects in that format or the exam.

The exam

the written exam was good to actually read the litteratur, but stressful to have in the middle of the course. is it needed?

The written home exam could easily be removed. Other parts of the course test the same aspects.

Maybe change the idea of the labs and hand out the final project earlier. Or in a way so the students can begin to iterate on things on labs that actually leads towards the final project. That would also motivate the students the use the labs

The group project or the middle-exam

Make the group project smaller or the individual smaller.

NOTHING! There is NOT too many parts. This is a masters program. I felt like I could go through it comfortably if I did what I was suppose to do.

The group project. I really like both the group project and the individual, but there was too little time to do the individual project. The group project could definitely have been shorted down to one week instead of two weeks.

The non-digital parts of the exam, alternatively the exercises.

The big group work. I would rather have even more smaller assignments, just like the crit sessions as I learned ALOT from them and not really a lot from the big group work.

I don't think so, I liked the course structure