

# Informatics Student Course Feedback 2020/21

<http://www.inf.ed.ac.uk/teaching/surveys/2020-21>

This report contains feedback from students about a course taught in the School of Informatics during the 2020/21 academic year, in response to the following questions:

- What advice would you give to a student taking this course in future?
- What did you find most valuable about the course?
- What improvements, if any, would you make to the course?
- Please add any other comments you have about workshops, tutorials or labs on this course
- Please add any other comments you have about the presentation of course materials online and their accessibility
- Reflecting on your experience of hybrid teaching and learning on this course, what has worked well for you?
- Is there anything else you'd like to tell us about your experience of hybrid teaching and learning on this course that would help us improve our approach?

Each course organiser receives this report as well as statistics on multiple-choice responses. All these reports, together with student feedback about individual members of teaching staff, are collected and sent to the Director of Learning and Teaching.

Please note that these are personal responses from individual students: some courses only have a few responses and a small sample can be unrepresentative.

Stereotyping and bias, especially unconscious bias, is a serious concern in any survey gathering personal responses. All students received the rubric below before completing the surveys, and you can read a brief introduction to issues of unconscious bias on the university web pages at <http://edin.ac/2iypZBv>

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## **Rubric given to all students taking the end-of-course feedback survey**

We value your opinions on the courses you take here at the University, as they allow us to shape future delivery and development. We welcome constructive comments about your courses, whether positive or negative, and ask you to give details about any issues in order to help the course organiser to understand and address them.

We encourage you to be aware of the potential for bias in the completion of these questionnaires, so we have developed resources which may be helpful to you:

- Equality, Diversity and Unconscious Bias (<http://edin.ac/2iypZBv>)

You also have a responsibility to provide feedback in a manner which does not breach the University's Dignity and Respect Policy:

- University of Edinburgh Dignity and Respect Policy (<http://edin.ac/1Cq0VZY>)

The results of the questionnaires will never be analysed in a way that seeks to identify individual students from their responses. However, should you wish to remain anonymous, please do not identify yourself in your answers to the survey questionnaire implicitly or explicitly.

# Comments Report

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## 1. Case Studies in Design Informatics 1 [INFR11094\_20-21\_SS1\_SEM1\_ONLINE\_CACORE19] -

1.7) What did you find most valuable about the course?

- Access to materials, the study guides were helpful
- Coding, theme, pattern, the way of doing qualitative analyze, how to avoid bias.
- Great tutors/ lecturers
- Have a deeper understanding of user research, and master more methods to make products
- Helped me understand the process of product design.
- How to do interview
- Maria Wolters and Kami Vaniea as lecturers. I've had Maria for THF last year and she was always quite clear about explaining everything and just a nice person to listen to. Kami is great at explaining concepts like cookies and security. It was also coursework-only, which I always prefer, and the coursework was quite engaging and enjoyable if you have a good group, which I had.
- Maria was very helpful during online course. She get back to me on time and friendly to students.
- The course was well-organized and very relevant to the current situation due to COVID. I particularly found the modules on coding qualitative research very interesting. There were a lot of new interesting concepts I learnt during the course which I applied to my project and can apply in my future projects.
- The design thoughts and the experience of developing a case.
- The research skill and communication skill with different backgrounds people.
- great lecture contents and readings
- more concerns about culture context

1.8) What improvements, if any, would you make to the course?

- As with THF, I believe the course could be greatly cut down in "content size", or rather the lectures could probably be half their length to deliver the same content. I understand the lectures often take so long because the lecturers explain things clearly and with a lot of examples, and interaction with students takes a while, but I would personally appreciate a more straightforward approach.
- For online delivery, of course, the project ideas should not be tangible as it is very difficult to actualize them.
- I hope the teacher can give more examples, sometimes a little abstract
- I want offline gathering although I know it's impossible at this time. Besides, I want to be forced to read more books Maria recommend by her.
- It would be nice to have some practical content.
- Maybe with the online learning environment, it is limited for us to fully enjoy the course. But I think tutors have done their best.
- Most of the content was very basic and didn't seem fit for a masters course.
- Nothing much
- Provide more practical cases or product in the real world, not all about concepts.
- Sometimes giving more practical examples will be better for improving understand.
- The content could be summarised into a 5 page pdf instead of a whole semester.
- The requirements for the individual reflection and group projects were described on the last lecture which was very late in the game.  
It was difficult to have an understanding of how to proceed with group work
- no

## 2. Case Studies in Design Informatics 1 -

2.1) What advice would you give to a student taking this course in future?

- - Sleep well
  - Must use conditioner (only use shampoo is not enough to protect your hair)
  - Read the books BEFORE the beginning of the course and you will definitely learn MUCH more than others
  - Eat vegetables, meat and carbohydrate and exercise every day
- Be creative and don't let your ideas get you where you started.
- Be patient with the group project
- Do not take this course.
- Enjoy the process.
- For students have strong design skills, it might be less challenging, but it can depend on what kind of group you are in.
- If you've done HCI and/or THF, it's going to be more of the same, which is not necessarily a bad idea if you want to revise (and relatively easy credits)
- My advice for future students would be to start thinking about the project idea and execution early on and take lead on completing as much as they can at the start.
- Plan earlier what your team is going to do
- Prepare thoroughly before every class. Sometimes it is likely to search more information on Google and YouTube.
- Unless you want change the ideas with other, choose it. The concepts in the course are boring and useless.
- When choosing the case you are about to design, pay attention and evaluate it carefully.
- You need a background in Design because this course barely teaches you how to do design.  
There are a lot of assumptions that you should know how to design.

### 3. Case Studies in Design Informatics 1 -

<sup>3.2)</sup> Please add any other comments you have about workshops, tutorials or labs on this course

- Everything is all right.
- Honestly can't say because I did not attend a single tutorial on purpose. I don't think they're bad, but with the course's coursework not really intersecting with tutorials, it felt like a waste of time to me.
- I have to say tutorials help me a lot, but workshops and computer labs..... what are they?
- Quite good.
- The way of mentor is great, but I hope to communicate with mentor earlier
- Time zone is little bit hard to do I need to get up 7am and sleep late because some of my group mate is in china and class in UK zone but I understand that's hard to compliment for all students.
- no

#### 4. Case Studies in Design Informatics 1 -

4.1) Please add any other comments you have about the presentation of course materials online and their accessibility.

- Everything was on Teams after the initial issues with Learn, which was pretty ok overall. I don't really like Teams as a platform for a few reasons and I think some of the lecturers don't either but it's still much better than Learn. Learn was still used for some submissions but not all, which made it a bit confusing.
- I didn't see how things we learned came together
- I want a prompt when the data on Teams is updated.
- Nothing much
- The course was online and was well organized.
- The materials are useful and great. They are worthwhile looking back and read again and again.
- The university has done an excellent job.
- great

## 7. Case Studies in Design Informatics 1 -

7.1) Reflecting on your experience of hybrid teaching and learning on this course, what has worked well for you?

- I can watch the video, and the teacher added subtitles in the video, very careful and very good
- I don't need to get out on bad weather and can more concentrate on what tutor is talking because everyone else's microphone is muted.
- I don't think that the university should claim hybrid learning.  
And this course is an example of how the material can not be wholly learnt on line.  
The students, especially international students have been done a true disservice by the university.
- Short course time help me to focus better than longer course time
- The cases presented by the professor in class are very interesting and practical.
- The smile and patience of professors. Whenever I see Maria's smile, I feel that I am not too bad although I am not a relatively good one in this course. I love Kami's American accent, it's so relaxing and she is my English teacher now, I practice my listening by reviewing her recordings and try to repeat every sentence she said to practice my spoken English and to imitate her accent.
- The tutorial part which only consists of a small group of people, let me enjoy the course quite well.
- Watching recorded lectures on 1.5-2.0x speed and skipping over student interactions. Then, you can watch the useful parts of the 2h lecture in about 40 minutes.
- Yep
- not so good, but it's nice to use the studio

7.2) Is there anything else you'd like to tell us about your experience of hybrid teaching and learning on this course that would help us improve our approach?

- Maybe you can teach academic writing earlier and could Kami speak a little slower?
- Nothing much because it really worked for me.
- Settle on 1-2 platforms at the beginning and don't change throughout the year.
- The so-called "hybrid" experience was missing 100% of the in-person section. This was an online course.
- This was not hybrid learning. This course was simply an online course and no attempts were made to make it more "hybrid". I'm very disappointed with the way they delivered "hybrid" learning and it is ridiculous that students still have to pay enormous tuition fees for an online course just because it gets labeled as "hybrid"
- Unable to timely discuss with teachers and classmates



11. Thank you -

11.1)

Thank you very much for taking the time to complete this questionnaire. Your response and comments will be fully considered.

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Please provide any additional comments you may have about the course, the teaching on the course or the resources that support it in the box below.

- Fun course, nice lecturers. Overall very good course to take, although it was sometimes unclear what the learning outcomes are
- I love you all !!!!!
- I think it's already well-designed for now.