

Rich analytics for the “flipped classroom”



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online HCI course



ran early 2013
to gain experience
with 'MOOCs'
and reusable
materials

Human-Computer
Interaction



HCIcourse – content



talk-over slides video
+ additional resources

Additional resources

Deconstructing Experience - pulling crackers apart - Alan Dix 2003
Chapter **Optional** Describes the deconstruction/reconstruction of the experience in detail.
[Start a conversation](#) with your classmates [Read status](#) [Add note](#)

Virtual Crackers
Webpage **Optional** Send a virtual cracker yourself!
[Start a conversation](#) with your classmates [Read status](#) [Add note](#) [Online Resource](#)

Emotional Design - Donald A. Norman May 10, 2005
Book **Optional** Norman's book discusses the way emotion can be applied in product design. It was influential in bringing the topic to the attention of the usability community.
[Start a conversation](#) with your classmates [Read status](#) [Add note](#) [Preview](#)

Designing for peak experience (14:30)

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baked bean vs. mars bar design

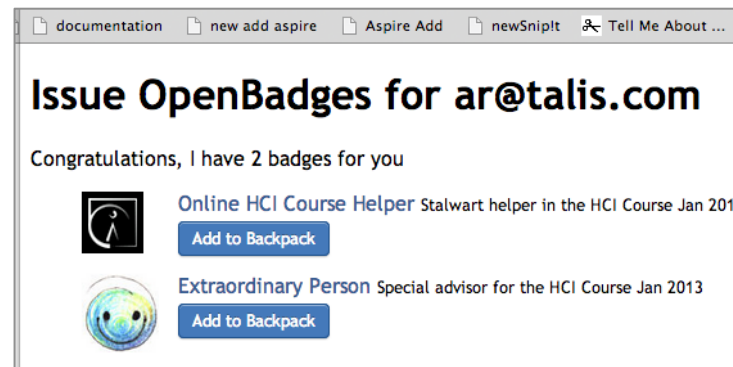


HCIcourse – experience



low-quality video
is still a lot of work

attrition:
1000s of interest
100+ formal sign up
2 completed



HCIcourse – legacy



loads of videos

course now hosted
at OER site
interaction-design.org



... and to recover ...

Alan Walks Wales

one thousand miles of poetry, technology and community

1058 miles (1700km)

3 million footfalls

3 ½ months

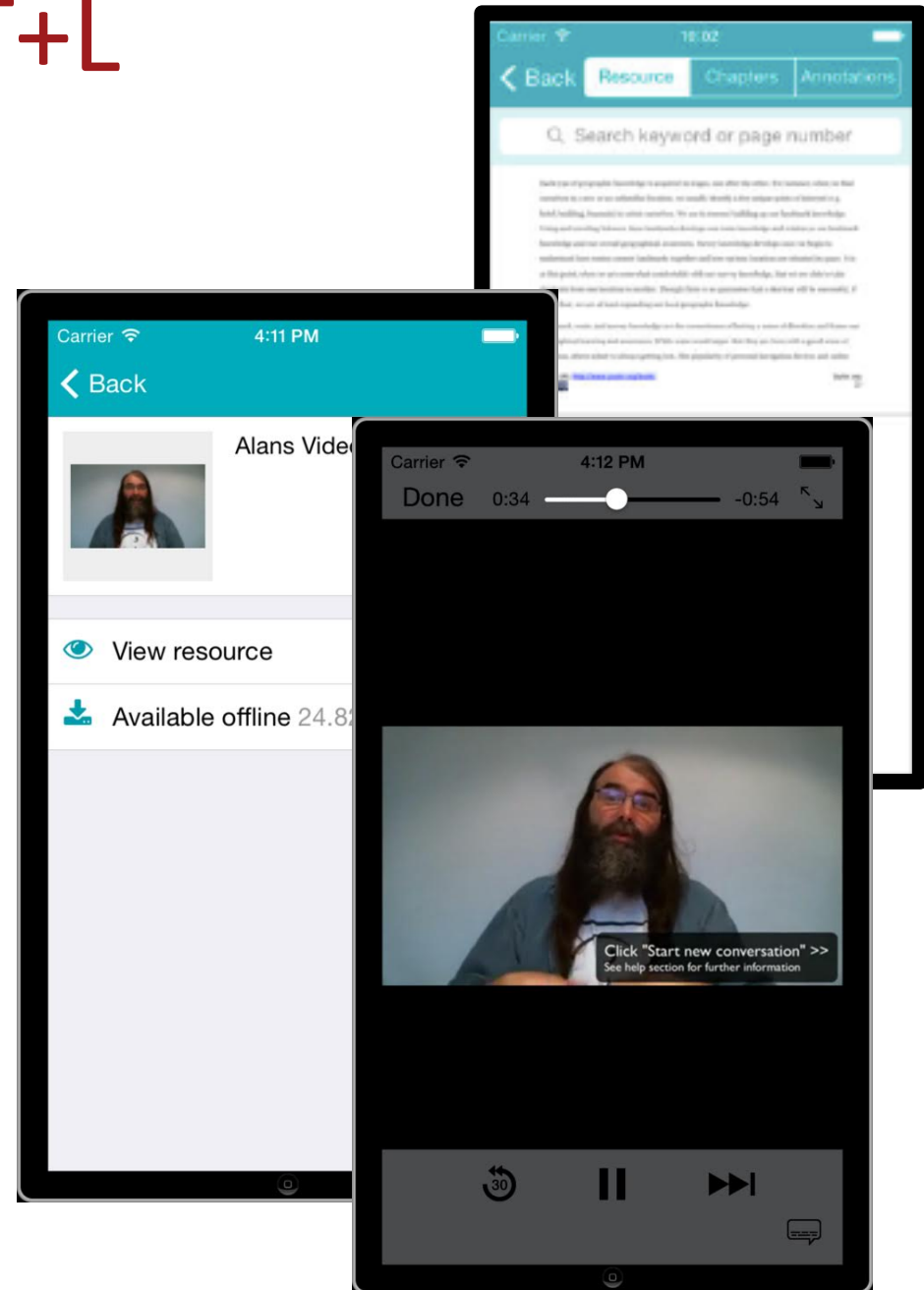
April-July 2013

focus on IT at the margins





reading list
digital content
universal player
micro-analytics ...
individual course,
student, resource



... SO ...

wanted to:

reuse materials

.

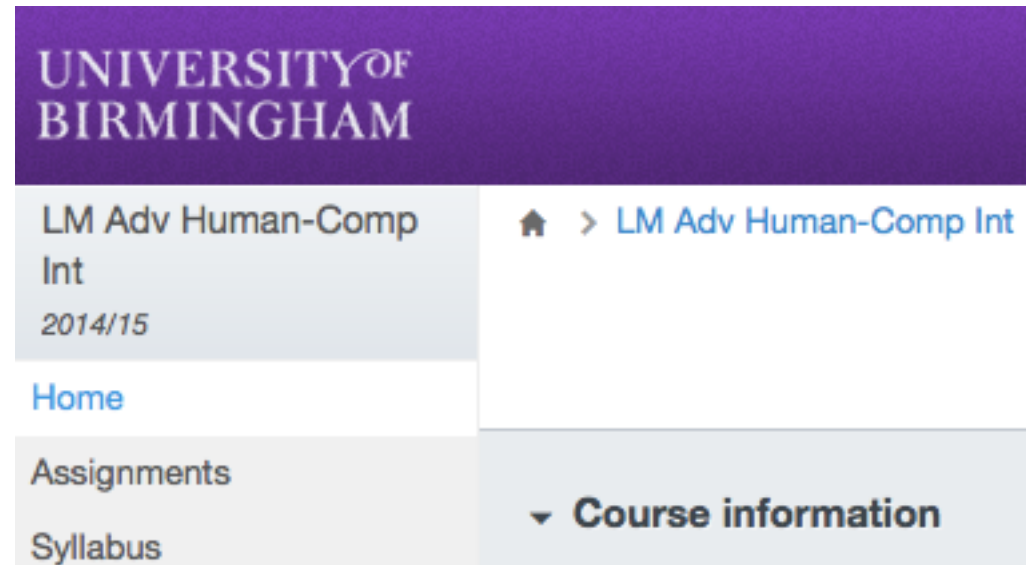
try out Talis player for myself

Autumn 2014 course

mix of UG3 & MSc

portion of course

mixing video with face-to-face



different mixes

basics + integration

preparatory videos on 'basics' followed by
integrative lecture (chalk & talk!)

fully flipped

videos followed by discursive F2F

part & part

all material on video, some also taught in class

N.B. noticable attendance fall-off when told in advance!

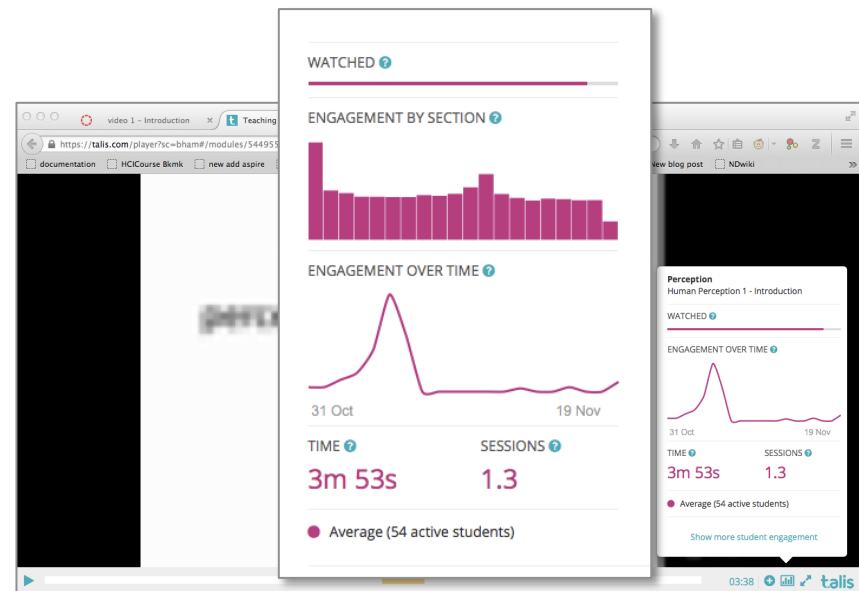
analytics – who read/viewed what

typically about 1/3 watch everything, 1/3 some, 1/3 none at all!

used stats to ‘encourage’ students in class

N.B. did not look at individual student analytics

students did not seem phased by this level of analytics

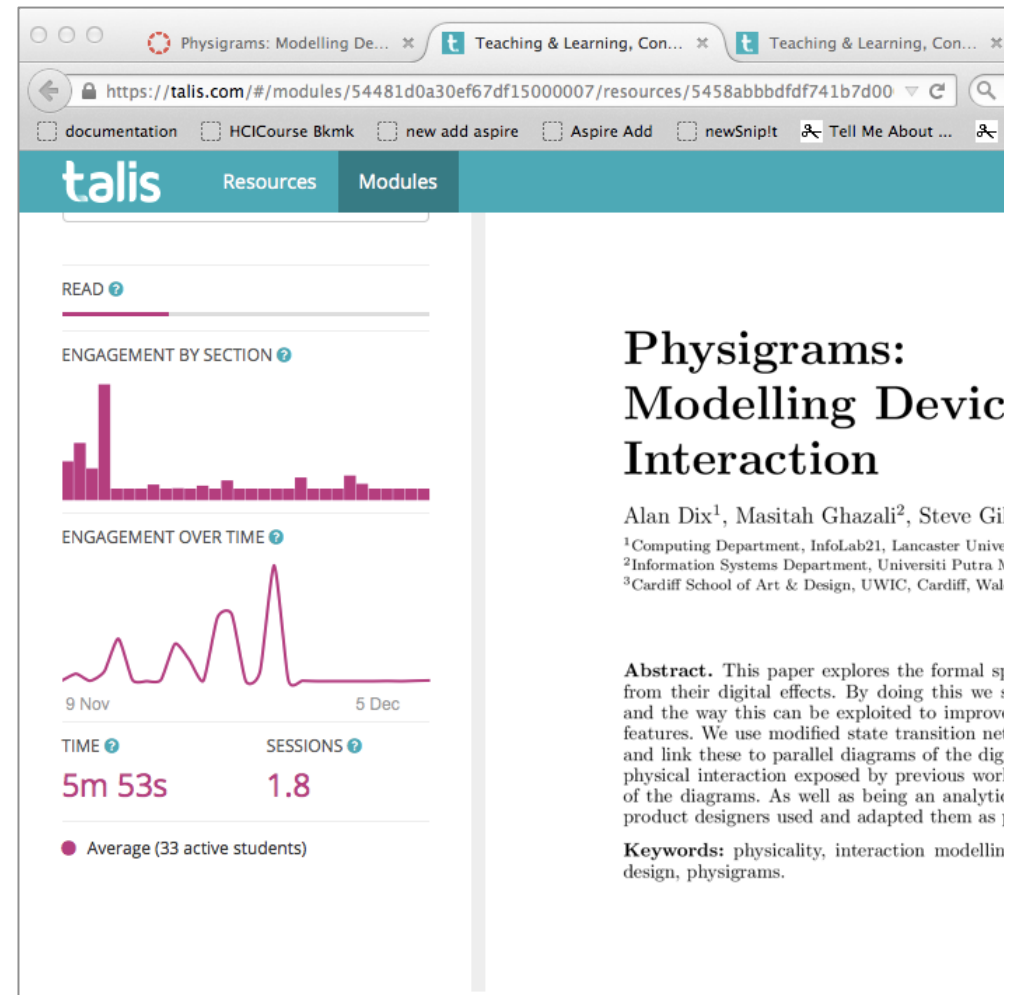


analytics – how much

journal paper PDF
recommended reading

most students just
read beginning

in class explained
structure of paper



and next...

see what happens at exam time ;-)

