

Evaluation criteria

Output Student can conduct usability research

<i>Threshold</i>	Student can name usability research methods and has used at least one of them in his/her team project. He/she cannot justify the selection of methods and research results report is faulty or missing.
"2"	Student can name usability research methods and has used at least one of them in his/her team project. He/she cannot well justify the selection of methods and research results report has errors.
"3"	Student can name usability research methods and has used at least two methods in his/her team project. Student can partly explain his/her choice of methods and there are some errors in research results report.
"4"	Student can name usability research methods and has used at least two methods in his/her team project. Student can justify his/her choice of methods. Research results report can have some shortages.
"5"	Student knows and can describe in detail the methods taught in the course. Student has used at least two methods in his/her team project and can explain the choice of methods. The research report does not have errors and research has conducted according to methods.

Output Student can conduct usability evaluation and understands how to use the findings

<i>Threshold</i>	Student has conducted usability testing session and/or evaluation, but has not correctly applied the method. Student cannot reason the choice of methods. At least one user has been included to the evaluation.
"2"	Student has conducted usability testing session and/or evaluation, but has not correctly applied the method. Student cannot reason the choice of methods. At least two users have been included to the evaluation.
"3"	Student has conducted usability testing session and/or evaluation and methods uses are mostly correctly applied. There are important problems found during testing, but results analysis has serious shortages. At least three users are included to the testing.
"4"	Student has conducted usability testing session and/or evaluation and methods uses are correctly applied. Student can justify the choice of methods. There are important problems found during testing, but results analysis has small shortages. At least three users are included to the testing.
"5"	Student has conducted usability testing session and/or evaluation and methods uses are correctly applied. Student can justify the choice of methods. There are important problems found during testing, but results analysis has properly conducted. At least three users are included to the testing.

Output	<i>Student can design interactive technologies following the user centred design process</i>
Threshold	Student understands what is meant by user centred design process and can describe its' different steps. In his/her team project the team has followed the user centred design process.
"2"	Student knows the basis and can apply methods used in user centred design process, but his/her knowledge has big gaps.
"3"	Student knows the basis and can apply methods used in user centred design process, but there are some gaps in his/her knowledge.
"4"	Student knows and can apply methods used in user centred design process, but there are some minor gaps in his/her knowledge.
"5"	Student knows and can apply methods used in user centred design process. The work does not have flaws, all description are understandable and thorough and are applied according to methods.

Output	<i>Student understands what is a prototype and is able to create one</i>
Threshold	Prototype contains important flaws or it is missing main functionalities. Prototype is too general and student is unable to justify the design decisions.
"2"	Prototype contains flaws but all important functionalities are included. Prototype is too general and student struggles justifying his/her design decisions.
"3"	Prototype contains flaws but all important functionalities are included. Prototype is rather detailed, but student struggles justifying his/her design decisions.
"4"	Prototype contains minor flaws but all important functionalities are included. Prototype is rather detailed and student is capable (with some small struggles) to justify his/her design decisions.
"5"	All important functionalities are prototyped. Prototype is correctly completed, interactive and done with enough detail. Student can easily justify his/her design decisions.

Output	<i>Õpilane oskab luua ja testida navigatsiooniskeemi</i>
Threshold	Student is familiar on how to create and test navigation schema. Student has not used this knowledge in practice.

"2"	Student is familiar on how to create and test navigation schema and has used this knowledge in practice. There are flaws in creating and/or testing the navigation schema. Student cannot explain his/her activities.
"3"	Student is familiar on how to create and test navigation schema and has used this knowledge in practice. There are few mistakes in creating and/or testing the navigation schema. Student can name activates in creating a navigation schema, but is unable to explain them more thoroughly.
"4"	Student is familiar on how to create and test navigation schema and has used this knowledge in practice. There are few minor mistakes in creating and/or testing the navigation schema. Student can name activates in creating a navigation schema, but is capable to explain them more thoroughly, but can make some mistakes in his/ her explanation.
"5"	Student is capable in creating navigation schema and has done it in practice. He/she is well aware on which methods to use and when and can easily explain his/her activates.

Output Student can measure and evaluate emotions that arise when interacting with different technologies

<i>Threshold</i>	Student can name different ways to measure emotions, but struggles putting his/her knowledge into action.
"2"	Student can name how to measure emotions and can practically use at least one of the methods. There can be problems in using the method and the chosen method may not be appropriate.
"3"	Student can name ways how to measure emotions and can practically use at least two of them. There can be problems in using the methods and the chosen methods may not be the most appropriate.
"4"	Student can name ways how to measure emotions and can practically use at least two of them. There can be minor problems in using the methods but the chosen methods are suitable for the situation.
"5"	Student can name ways how to measure emotions and can practically use at least two of them. The chosen methods are appropriate for the occasion and are used correctly.