COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KD104B	**Scope (hp):** 30,0 hp
Course title: Interaction Design	
Course coordinator: Castillo Muñoz Yénika	**Number of registered students:** 27
Semester in which the course is conducted: Autumn semester 2023	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name: Independent course	

Administration's perspective (To be completed by course administrator)

The administration's views:

Forms of evaluation and feedback (To be completed by the course coordinator)

Formative course evaluation: (Describe the form of course evaluation and when it was completed) We did two formative evaluations with the students, one at the end of Module 2 (19 oct 2023) and the other one at the end of Module 4 (9 january 2024)	**Number of students who participated in the course evaluation:** 19 October 2023: 14 students 9 January 2024: 14 students
Summative course evaluation: (Describe the form of course evaluation and when it was completed) The evaluation survey that is carried out by the student administration.	**Number of students who participated in the course evaluation:** 30 January 2024: 6 students
Feedback to students: (Describe how and when the feedback was given to the current student group) On the formative course evaluations we held an open group dialogue, feedback and comments were given orally in those occasions.	

Student's perspective (To be completed by the course coordinator)

Summary of the students' course evaluations: (The five university-wide questions should be included: 1. To what extent do you feel you have achieved the course's intended learning outcomes? 50% of the students answered "6 - to a very large extent", with the other 50% answering with 5 and 4. Which points at good satisfaction in general of the students and the content. There is only one comment regarding the expectation of a tighter coupling between theory and practice. 2. To what extent do you feel the course's working methods/learning activities have been a

support in your learning to achieve the intended learning outcomes?

Most of the students answer that the lectures, workshops, course project and canvas were of very good support, with answers in the high side of the scale (average above 4.8). Slightly below are the other methods, such as literature reading, seminars and guest lectures, with average between 4-4.5.

3. To what extent do you feel the course's examination forms have given you the opportunity to show how well you have achieved the intended learning outcomes?

In this area, we see that the students answer more in the middle of the range. In the open dialogue they mention that they can get overwhelmed with teamwork as there are many things to negotiate and not always everyone gives the same effort, affecting the general sense of personal achievement. The average answer is 4.3.

There is only one comment: "Basically not a single individual assignment which shows individual capability".

However, this is clearly communicated from the beginning of the course, that one of the highest expectations is cross-collaboration and individual reflection.

4. To what extent do you feel the course has met your expectations in general?

67% of respondants answered on 5, 17% answered on 6 and 17% on 4; with an average of 5, which points at a good satisfaction of expectations.

5. To what extent has the course given you the opportunity to take responsibility for your own learning?

All students answer in the higher side of the scale with an average of 5.2. For the most, students answer that the amount of hours dedicated to the course is between 30-40 hours and that this is enough to achieve the learning objectives of the course.

Compilation from digital questionnaires can be appended.)

Teacher's perspective (To be completed by the course coordinator)

Summary of the teacher's views/Results: (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

There were many particularities with this course, being it the first time that this course is offered in the autumn, which posed a good advantage (smaller group and more attention from the teachers to the students) and an important disadvantage (as the autumn calendar implies to accommodate the christmas break that takes away many days in an important moment of the course). Despite this challenge, I think the group met the goals of the course and perhaps even in a better way than expected, given that the prototyping module was shorter. We saw a very good quality of projects for this level and quality of individual reflections. It is still necessary to assess how different can the spring and autumn versions of the course be tailored to offer similar quality.

From teacher Lars Holmberg: "From my point of view the result of this course can to a large extent be evaluated via the final project. In this course instance I found that a majority of the

final projects showed that the students reached the learning outcomes, gather requirements, analyse, ideate, build prototypes follow a process and reflect critically. The course syllabi does not mention project work heavily so in relation to that the response concerning the amount of project is perhaps valid. This could be rephrased in the syllabi since we in this course rely heavily on this form of work. M3 (prototyping part) is in many ways different than the other parts, it can of course be improved, but for many students it is a part that is quite different to what students are used to. Still, the final projects made heavy use of skills taught in M3 and those parts contributed to the final outcome."

Analysis and action plan (To be completed by the course coordinator)

Analysis: (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

As mentioned above, the most important part is agreeing on how the education experience is affected by the difference in calendars from the spring and the autumn, and have tools and strategies to handle that difference. Another good challenge to talk about is how to balance team-work or communicate it in a way that the expectation they have from the course is set from the beginning. We see this as a good opportunity for them to learn team work and soft skills, but for many of them it is frustrating not being able to develop a more personal style (which is not part of the learning goals more than an individual aspiration).

A strength in this course as well is the variety of teachers and points of view regarding design as a field and its many specializations, something that we will continue to reinforce for the students to be aware of the wide areas of action they can continue their education in design. Added to that, this term we implemented guest lectures (2 st) to have an overview of other ways of creating as well as to understand the demands of the industry. We really hope to continue with those sessions that enrich the perspectives of the students.

Action plan: (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow- up of proposed measures according to the previous course report(s) is presented here.)

Difficult to describe a proper action plan when the appointment of course responsibility has been variable each term. Maybe this is a good thing to consider in the future, that a team is appointed to commit with this course for at least 3-4 cycles so we can really implement, assess and adapt pedagogic strategies in a more sustained way.

Publishing and archiving (To be handled by the course administrator)

☒ The course report is published, and the students have been informed about the publication,

☒ The course report is archived according to the university's archiving rules,

☒ The course report is shared with the programme coordinator (if applicable),

☒ The course report is saved according to any additional requests on behalf of the department.