COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: KD104B	**Scope (hp):** 30,0 hp
Course title: Interaction Design	
Course coordinator: Nilsson Elisabet M.	**Number of registered students:** 46
Semester in which the course is conducted: VT26	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. It is an independent course.	

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

Formative course evaluation, for example dialogue during the course (optional)	**Approx. number of students who participated in formative course evaluation(s):** –
Summative course evaluation (obligatory) x Only via Canvas ☐ Canvas and other form ☐ Only other form (written and/or oral)	**Number of students who participated in the summative course evaluation**: 7

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

Summary of the students' written feedback:

- Students appreciated the focus on practical work, including prototyping, programming, and the development of physical prototypes in the workshop facilities at Orkanen.
- Group projects were in general viewed positively. Students reported learning from their peers, developing collaboration skills, and building valuable social and professional networks.
- Some students perceived a gap between course expectations and the level of support provided. They also noted inconsistencies in the feedback and guidance given by different teachers.
- Several students felt that the distribution of time across assignments could be improved. Assignments in Module 1 were perceived as having more time than necessary, while later and more demanding projects felt rushed.
- Students asked for a clearer course structure, including more detailed planning, clearer expectations, and greater consistency throughout the course.
- The prototyping module was appreciated, but the students wanted more access to workshop facilities and more training in the use of equipment such as 3D printers and laser cutters. Some students also suggested reducing the time allocated to Arduino programming, as they found this component found relatively easy.

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

Summary of the teacher's views:

- Half of the teacher team, including the course coordinator, was new to the course. They were called in short in advcance and thus had limited time to develop new course

materials, and had to adapt materials from the previous year or reuse teaching activities from other courses.

- As this is full-time course that runs across a semester, the amount of materials that the teachers 'inherited' from previous years was quite massive. All of the materials and activites from last year were copied to this year's Canvas group, which made it diffifult for the administrators of the Canvas group (the teachers, and especially the course coordinator) to get an overview of all the content. It was an unsatisfying feeling to not be in control of all the materials on Canvas and whether there were e.g., assignments that had accidentally been published.
- The course was structured in four modules with different teachers responsible for each module. The communication between teachers and the alignment between the modules should have been better organised, as they were perceived as separate. Still, the students could see the progression and how the modules were planned to build on eachother.

Action plan **(To be completed by the course coordinator)**

The following changes are planned in the short and long term:

- The course is currently paused.
- Next time the course runs, a course coordinator must be given enough time and resources to co-develop a solid plan for the course and make sure that all modules and the activities are aligned and interconnected.
- To summarise, the course indeed holds potential and attracts a lot of students, but needs to be restructured by a dedicated course coordinator.
- Besides the actucal course content, sessions on how AI potentially could support learning and design instead of shortcut it, ought to be scheduled.