COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KD400B	**Scope (hp): 7,5**
Course title: Interaction Design: Methods I	
Course coordinator: Anne-Marie Hansen	**Number of registered students: 58**
Semester in which the course is conducted: HT22	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. TGIDE22h1	

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) This evaluation was very informal and happened during coaching sessions, where the course coordinator asked students questions about the course. Furthermore, the course coordinator received feedback from student representatives in a program meeting.	**Number of students who participated in the course evaluation: 58**
Summative course evaluation: (Describe the form of course evaluation and when it was completed) It was the regular questionnaire sent out by the university at the last day of the course. Students were notified via canvas.	**Number of students who participated in the course evaluation: 58**
Feedback to students: (Describe how and when the feedback was given to the current student group) The course evaluation was posted February 27, 2023.	

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

Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)   Overall, the students enjoyed the course. They found it to be a pedagogical introduction to a

design process (double diamond) and the related theory and methods. They enjoyed the lectures and the practical work that from day one gave them a glimpse of how designers work. Some students expressed that they learned a lot from group work.

Improvements suggested by the students:
- A more thorough introduction to academic writing, perhaps with a follow up on the introduction lecture.
- There should be a better transfer between the two diamonds / between the two teachers teaching the two halves of the double diamond.
- Feedback should not be copy-pasted from one student to the next on canvas (one of the teachers).
- The feedback was too hard for a beginner's level (one of the teachers).
- Feedback from one teacher should be communicated to the next teacher. Teachers should communicate with each other about how the groups are doing.
- Grades should be posted at the same time. Teachers should coordinate this.
- More focus on artistic and intuitive aspects on design research.
- The group work was a challenge and hard to be thrown into this from the beginning.
- Some felt that they needed to take responsibility for other people's learning in group work.
- Introduced study material (from lectures) seemed to be a bit difficult to follow sometimes. Should be more detailed.

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).

Teachers noted that there are some quite remarkable differences in the post corona time that influence study culture. Students seem to take for granted that they can learn on their own by studying the lecture slides without participating in lectures. Students ask for more details in the slides, where they should perhaps instead show up for the lectures and take their own notes as well as ask questions during lecture time.

One student reflected on the independent group work in that this gave him/her freedom to balance school with personal life. While this might seem nice, teachers do expect students to engage in full time studies, and study a regular amount of work hours (40 hours per week) including lectures and group work.

There were also comments on group work that some students felt like they had to take more responsibility and asked teachers to follow up with individual members of a group in coaching sessions.

Based on this feedback, it seems like teachers not at the same level can expect that some students take responsibility for their own learning, and that there's expectations that the teacher will take in an authority role. However, since this is adult education, teachers can only educate students about good, efficient and healthy study culture. It is up to the students to find the discipline needed for their studies that will hopefully also be driven by their interests in the study itself.

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.)

Please see the analysis in the below action plan where there is a response to the improvements that students suggested.

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.)

The course coordinator will discuss the following with the other teachers in the course:
- A more thorough introduction to academic writing, perhaps with a follow up on the introduction lecture. How might this be possible in such a short amount of time? Would we need to schedule a session with the writing center? Course coordinator will take this into account when planning the next version of the course.
- There should be a better transfer between the two diamonds / between the two teachers teaching the two halves of the double diamond. We can solve this with planning, where the teacher of the second diamond will be part of the coaching and / or presentations in the first diamond.
- Feedback should not be copy-pasted from one student to the next on canvas (one of the teachers). Course coordinator will talk to the teacher involved.
- The feedback was too hard for a beginner's level (one of the teachers). Course coordinator will talk to the teacher involved and find out how we might give honest feedback but in a way that might not be perceived nearly as harsh.
- Feedback from one teacher should be communicated to the next teacher. Teachers should communicate with each other about how the groups are doing. Course coordinator will discuss how we might do this in practice next year. For example, through bullit point lists with updates on the groups as suggested.
- Grades should be posted at the same time. Teachers should coordinate this. This can be done via a function in canvas, so the course coordinator will make sure that this happens next year.
- More focus on artistic and intuitive aspects on design research. This might be something that we cannot accomplish in such a short amount of time that the course lasts. It is an intro course, where the learning is focused on the basics.
- The group work was a challenge and hard to be thrown into this from the beginning.
- Some felt that they needed to take responsibility for other people's learning in group work. Please see the teacher's perspectives above.
- Introduced study material (from lectures) seemed to be a bit difficult to follow sometimes. Should be more detailed. Teachers will prepare slides that they can talk from in a live lecture situation and that can be understood in the lecture context if paying attention and taking notes.

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.