

# COURSE REPORT

## Background information (To be completed by course administrator)

Course LADOK code: KD400C	Scope (hp): 7,5
Course title: Interaktionsdesign: Metoder II	
Course coordinator: Jens Pedersen	Number of registered students: 59
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)

<b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed)	<b>Number of students who participated in the course evaluation:</b>
<b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed)	<b>Number of students who participated in the course evaluation:</b> 17
<b>Feedback to students:</b> (Describe how and when the feedback was given to the current student group) Feedback has been given on Canvas.	

## 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.)

## 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). Under the circumstances (many new students, and taking place over the Christmas and New Year's period, the course has succeeded relatively well, although student participation in lectures and supervision has been markedly lower than the number of students enrolled. It is a bit difficult to assess the students' perspective because just about 25% have filled out the questionnaire. But the students have in general fulfilled the learning goals of the course.

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

### Analysis & Action plan:

### Suggested change for Methods II for 2023

Based on experience from Methods II the changes are proposed for Methods 2023:

- Instead of giving a brief with a topic and a task of scoping the project in terms of topic and methods — **the students should instead be handed specific research topics with tasks already scoped and with mandatory methods that are tailored to the particular topic**. Also, the deliverable(s) should be clearly defined for the students. The reason for this proposal is that the students are neither able to imagine and frame a concrete research topic themselves nor create an appropriate research design. Consequently, they spend too little time doing proper research because they are fretting over the research topic and because they mostly end up doing interviews instead of practising a broader set of appropriate methods like participant observations, artefact analysis, cultural probes, focus groups etc.
- We should also consider using **a broader set of methods in the field inspired by IDEO** and others (e.g. show and tell).
- It is also critical to think about how a deeper analytical engagement and a closer intertwining of fieldwork and analysis where **analysis comes to drive the empirical questions**.
- It has also been clear this year that instead of just formulating opportunity statements, we should put **much greater emphasis on problem analysis and insights** because that quickly highlights if the students' understanding is superficial. It becomes much more difficult to write an opportunity statement without a nuanced analysis.
- In terms of project outcome, we should think about a **richer presentation format** than slides where field material and analysis can be more prominent or a least a different slide format than in previous years.
- Finally, it would be useful if we could **create a closer connection between theoretical concepts in the course literature and the project work** (e.g. Silverman's notion of the 'unremarkable' or Crabtree's notion of 'done in the doing'). E.g. by identifying important unremarkable aspects of a practice, or by a close analysis of what is done in doing.

These proposed changes suggest a much more structured research activity where students do not have to spend time defining a topic, relevant methods, deliverables and outcomes. Defining these core aspects of a research project for the students allows for a more structured learning process where experience with actual research is prioritised more while decreasing the emphasis on learning to craft a research project as such. Upon reflection, that is probably too advanced at this stage and takes time away from more important learning activities.

It is still unclear at this point how many smaller **research projects** the students should go through, **but probably 2-3 making each project 3 or 4 weeks long**.

#### Example of one smaller research project

*Topic: How do people manage to and figure out to do grocery shopping from being at home in the kitchen to being in the supermarket to coming home.*

*Methods: Use participant observation and interviews to document the results; you should at least do two iterations of the research where the second iteration is based on an analysis of the first. You should also pay attention to artefacts and technologies used in grocery shopping*

*Deliverables:* Insights of what is done in doing and said and in the saying; mapping of all artefacts used and their meanin; problem analyses; opportunity statements.

**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.