COURSE REPORT

Background information

Course LADOK code: KD412A	**Scope (hp):** 7,5
Course title: Interaction Design: Research Methods in Interaction Design	
Course coordinator: Elisabet M. Nilsson	**Number of registered students:** 17
Semester in which the course is conducted: VT23	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name: TGIDE	

Administration's perspective

The administration's views:

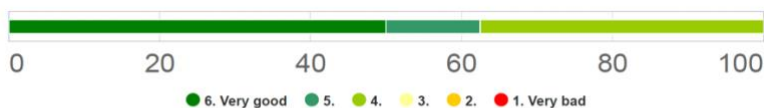## Forms of evaluation and feedback (To be completed by the course coordinator)

Formative course evaluation: -	Number of students who participated in the course evaluation: -
Summative course evaluation: Sunet survey (provided by the student service administration)	**Number of students who participated in the course evaluation:** 8
Feedback to students: The course evaluation report was published on Canvas.	

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

Summary of the students' course evaluations:

On the question "What do you think about the course as a whole?", the eight students that contributed to the survey gave the average score 5.1 (1. To a very small extend – 6. To very large extend). This result indicates that they were satisfied with how the teaching and learning activities were implemented.

	Number of responses
1. Very bad	0 (0%)
2.	0 (0%)
3.	0 (0%)
4.	3 (38%)
5.	1 (12%)
6. Very good	4 (50%)
Total	8 (100%)

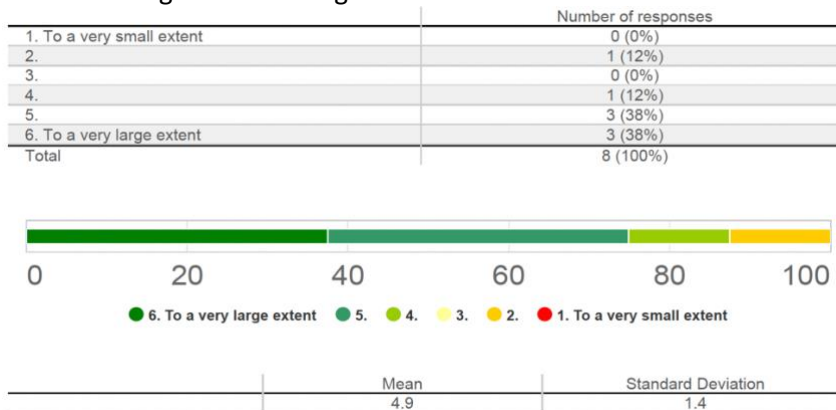● 6. Very good ● 5. ● 4. ● 3. ● 2. ● 1. Very bad

Mean	Standard Deviation
5.1	1.0

As pointed out, the students found it good to be given the time to develop a thesis plan in detail and get feedback before the actual degree project course begins. They also find is helpful to be supervised and submit a draft every week to help pushing the project forward. The information from the teachers were perceived as clear.
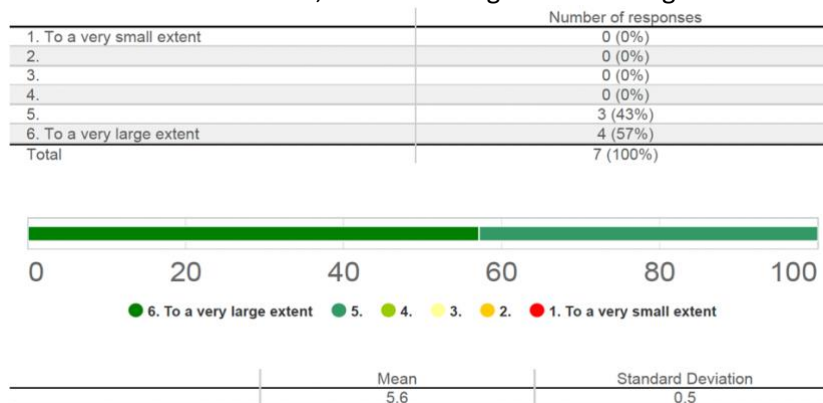
The students suggested the following improvements until the next course offer:
– Clarify that the students are expected to have an idea for a thesis project already at the beginning of the course.
– Explain to the thesis advisors that the thesis plan template is not a thesis report template, but an overview of the most crucial aspects of the thesis.
– Swap the lecture (Mondays) and supervision (Wednesdays) in the schedule to have more time to develop the thesis plan after the supervision.
– Dedicate more lecture time about GDPR and research ethics to learn how to set up a good research project when involving users.

On the question "To what extent do you think the course has met your expectations in general?", the students gave the average score 4.9.

	Number of responses
1. To a very small extent	0 (0%)
2.	1 (12%)
3.	0 (0%)
4.	1 (12%)
5.	3 (38%)
6. To a very large extent	3 (38%)
Total	8 (100%)

● 6. To a very large extent ● 5. ● 4. ○ 3. ● 2. ● 1. To a very small extent

Mean	Standard Deviation
4.9	1.4

On the question "To what extent do you consider you have achieved the expected learning outcomes of the course?", the students gave the average score 5.6.

	Number of responses
1. To a very small extent	0 (0%)
2.	0 (0%)
3.	0 (0%)
4.	0 (0%)
5.	3 (43%)
6. To a very large extent	4 (57%)
Total	7 (100%)

● 6. To a very large extent ● 5. ● 4. ○ 3. ● 2. ● 1. To a very small extent

Mean	Standard Deviation
5.6	0.5

On the question "To what extent do you think that the working methods / learning activities on the course have reinforced your learning and your ability to achieve the expected learning outcomes?", the students gave the average scores:
– Lectures 5.2,
– Seminars 5.0,
– Reading of literature 4.6,
– Canvas 4.0,
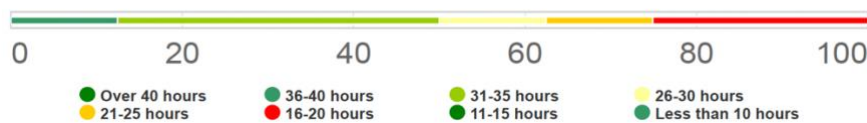– Assignmens 4.9,
– Other teaching activities 4.7.

The students described the supervision sessions as very helpful. The seminar when they dissected a previous thesis was described as helpful, even if it was difficult to get a discussion going.

On the question "To what extent do you think the examination forms have given you the opportunity to show how well you have achieved the expected learning outcomes?", the average score given by the students was 5.0.

On the question "To what extent has the course given you the opportunity to take responsibility for your own learning?", the students gave the score 6.0, which means "To a very high extent".

On the question "How much time (hours) per week have you spent on the course?", the majority of the students answered that they had spent less than 40 h/week even if this is a full-time course.

	Number of responses
Less than 10 hours	0 (0%)
11-15 hours	0 (0%)
16-20 hours	2 (25%)
21-25 hours	1 (12%)
26-30 hours	1 (12%)
31-35 hours	3 (38%)
36-40 hours	1 (12%)
Over 40 hours	0 (0%)
Total	8 (100%)

| 0 | 20 | 40 | 60 | 80 | 100 |

● Over 40 hours   ● 36-40 hours   ● 31-35 hours   ● 26-30 hours
● 21-25 hours   ● 16-20 hours   ● 11-15 hours   ● Less than 10 hours

Of the 17 students registered to the course, 16 passed the first examination.

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

Summary of the teacher's views/Results:
We are pleased with how the course went, which is also reflected in the students' evaluation of the course. All students seemed to be motivated and active in all scheduled session. The attendance rate on the lecture was in general high, but even higher at the supervisions where the majority of the students made use of all four supervision sessions offered.

Analysis and action plan

Analysis:
Overall, as indicated by the results of the course evaluation, the course went well and was appreciated by the students. A few suggestions for how to improve the course was put forward, which will be taken in consideration until next year.

Action plan:
Based on the students' suggestions, the following actions will be taken to improve the course.
– Change the basic structure of the course elements to:
Mondays: supervision
Wednesdays: lectures, seminars, workshops
Fridays: draft submission
– Increase the time spend on GDPR and research ethics
– Since the students indicate that they spend less than fulltime on the course, there might be more time for further assignments.

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.