

# COURSE REPORT

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

<b>Course LADOK code:</b> KD414A	<b>Scope (hp):</b> 15,0 hp
<b>Course title:</b> Interaction Design: Interactivity	
<b>Course coordinator:</b> Heyer Clint	<b>Number of registered students:</b> 33
<b>Semester in which the course is conducted:</b> Autumn 2023	
<b>Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name:</b> TGIDE	

## 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> Discussion at programråds	<b>Number of students who participated in the course evaluation:</b> Two class representatives, on behalf of their colleagues
<b>Summative course evaluation:</b> In person discussion, online survey	<b>Number of students who participated in the course evaluation:</b> 5 people at the in-person discussion, 9 people completed the survey
<b>Feedback to students:</b> Discussion during programråds and in-class summative evaluation.	

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

**Summary of the students' course evaluations:** (The five university-wide questions should be included:

Some of the comments during the in-class evaluation included

- Rather than the essay session, just more time is needed to write perhaps
- Studio space is hard for some people to concentrate in due to busyness and noise. But for others it's the opposite.
- Different tactics from faculty in terms of feedback, would be useful to be explicit about intent of feedback. Some people take the Socratic style as being vague, while others have found this useful to spur their own thinking.
- Example code useful. People differ with how much they want explained 'up front'. The general consensus seems a light introduction at the beginning and more details in the following days.
- Would be useful to have a 'recap' of topics from *Programming*.

- It has been useful to have coaching scheduled almost everyday (for those that participate).

Question 11 **To what extent do you believe you've achieved the course learning objectives? (Mandatory)**

Answers **9**  
100%

	VERY SMALL EXTENT					VERY LARGE EXTENT
	0	1	1	4	1	2

Question 12 **To what extent do you believe the working methods/learning activities have helped you strive for the learning outcomes? (Mandatory)**

Answers **9**  
100%

	VERY SMALL EXTENT					VERY LARGE EXTENT
	0	2	1	5	0	1

Question 13 **To what extent do you consider the examination methods have allowed you to demonstrate the learning outcomes? (Mandatory)**

Answers **9**  
100%

	VERY SMALL EXTENT					VERY LARGE EXTENT
	1	1	4	2	1	0

Question 14 **To what extent has the course as a whole met your expectations? (Mandatory)**

Answers **9**  
100%

	VERY SMALL EXTENT					VERY LARGE EXTENT
	2	1	2	3	1	0

Question 15 **To what extent has the course given you the opportunity to take responsibility for your own learning? (Mandatory)**

Answers **9**  
100%

	VERY SMALL EXTENT					VERY LARGE EXTENT
	0	0	1	2	2	4

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

### Summary of the teacher's views/Results:

Overall it seemed like good design work and outcomes in assessment.

This year we had major issues with the pairwise collaboration between students, for unclear reasons. Many had to work alone or essentially carry a partner that was often absent or otherwise not participating.

The thematics of the course seemed to work well, with a tight and clear progression between the modules, at the cost of engaging more in physicality.

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

### **Analysis:**

This year there was a conscious effort to further tone down the level of programming. The materials being worked with were more straightforward and less concepts were introduced. This seems to have helped, but as always the enjoyment of the course is largely contingent on the level of fluency with code.

We also had teaching assistants to help with programming, but the experience was that students were not taking full advantage of it. Likewise with scheduled supervision periods: there were busy times, but very often few students in the studio, or people leaving early.

### **Action plan:**

Participation is a problem. If students are not in the class getting help, it leads to frustration. It certainly felt like there was more supply than demand. A possibility here is to add frequent milestones or more formalized “check ins” along the way to increase accountability.

**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.