COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KD415A	**Scope (hp):** 15,0 hp
Course title: Interaction Design: Prototyping	
Course coordinator: Nilsson Johannes	**Number of registered students:** 54
Semester in which the course is conducted: Autumn semester 2023	
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 (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:	**Number of students who participated in the course evaluation:**
Summative course evaluation: Online form and in-person class discussion.	**Number of students who participated in the course evaluation:** 11 and 30-45 respectively
Feedback to students: Online responses and course report posted on Canvas course site March 2024	

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

Summary of the students' course evaluations: Regarding the five university-wide questions see appended compilation from digital questionnaire. Students also expressed issues with handling two parallel courses running simultaneously. The format of communication at critique sessions was expressed as sometimes demotivating. The joint crit. sessions were described as useful and valuable. As well as the face-to-face journal feedback and the rehearsal project presentations.

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

Summary of the teacher's views/Results:

I experienced some unsatisfactory preparations before critique sessions and low engagement with the online resources and lit. provided.

I also see that this course offers opportunity for deep learning and practical experiences for engaged students.

The course running over the holidays in Dec-Jan offered some extra work (mostly due to students being non present and non-communicable during a critical period), but the format of individual responsibilities and remote teamwork seem to have offered equal opportunities for students.

Having students work in such large teams (3-5 students) over such long period was not optimal. Running at 50% stretches the project to a state where it seems hard to keep motivated with the project, its topic, and to keep professionalism up with the teammates.

I seem to have overestimated students understanding of basic design research going into this course. It became evident that the relocation of Methods 2 in relation to this course had bigger/different impact than what I anticipated. Leading to confusion and frustration.

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.)

The course ran fairly smooth, and the biggest issues seems to relate to inconsistent student engagement, which in turn in several ways effected teamwork during the project.

The responses from students witness of a course that offered learning and equal opportunity to evidence the LOs in the examinations.

The overall mean in the five university-wide questions is between 3.0-4.1 which leads me to believe it was overall ok, but could be revised and improved if given a second round in the timeframe it was conducted for the first time this year.

Although measures were taken to narrow down the scope of the project brief, it still seemed to offer quite some challenge for students to get out of the starting blocks and into practicing prototyping. Both for design research and for conceptualization.

Action plan: No practical actions are planned since the course no longer will be offered.

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),

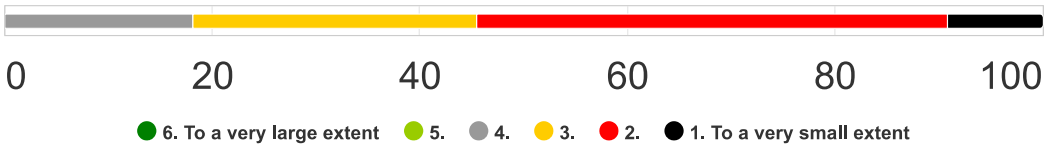
☑ The course report is saved according to any additional requests on behalf of the department.

3 What can be improved in the course until the next course offer?

What can be improved in the course until the next course offer?
Lengths of projects. The last project was way too long and it felt like it was dragging
We had only 2 projects during the whole prototyping it was very boring. It would be nice to make people use the machines in the laboratory and not charge money from it because all desire to study disappears. No difference between Methods 1 and Prototyping, just prototyping longer and that's why 2 projects. Plus very uncomfortable classrooms and chairs so we were forced to go to other rooms to work.
Decrease the deadline of prototying project and allow for more tools at your disposal. Supervisions should offer some sense of guidance or improvements. They only lifted up the negatives each time which isn't a bad thing, but despite this, it always felt demoralising and should only help with offering students to help with getting on track or give criticism and how they can work from that.
This year we had problems understanding the brief and/or on how we should proceed in the early stages. I would also say that the journal was a burden and a big stress factor because of the reflective style. Unfortunately, I observed that being reflective has nothing to do with actually participating in the project as people who had minimal contributions can use the journal to hide that. A more straight-forward report of individual contributions and testimonials from the other group mates could serve as a more honest evaluation tool. + the time spent on journaling can be used on actual learning and practicing design instead.
Well, there have been some problems that came during the Winter break. Since that time was extremely chaotic the research formed for the prototype itself. Not only that, but the short time available through one week (2 days), is not much and whenever someone in the group was missing for different reasons, that would have meant half of the week was already over and usually we would have to take extra time during the rest of the week. Another thing is that what I was missing was more information about getting into working with the tools in the workshop. We didn't have that much time allocated to be taught using them fully. I know how to use for example the laser cutter and the foam cutter, but when it came down to 3D printing I didn't have enough time to take that into account to work with. Plus since I didn't do well financially at the time, I was quite hesitant to ask to work with those tools. I know how to work with 3D but I wasn't confident to work with making the print, since I've never done it.
Better scheduling. Since during this course and the project we simultaneously had a large project from another course. Two large projects at the same time, that was not ideal. Much more supervision and feedback time. A check in once a week is not sufficient. If, for whatever reason, this once-a-week feedback is missed, then worst case scenario, that could result in an entire week's worth of work being scrapped or missed out on.
teachers' feedback could be clearer. assignments like the essay would be explained and made clearer to the students a bit more
Cancel this course

4 To what extent do you think the course has met your expectations in general?

	Number of responses
1. To a very small extent	1 (9%)
2.	5 (45%)
3.	3 (27%)
4.	2 (18%)
5.	0 (0%)
6. To a very large extent	0 (0%)
Total	11 (100%)



Mean	Standard Deviation
2.5	0.9

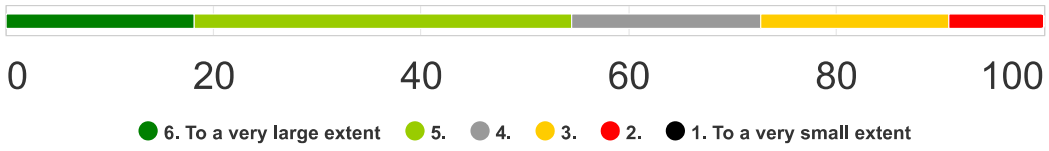
Comments
We did research which supposed to be in methods. I expected prototyping to be about prototyping and not research
I expected more hands-on experience with tools and materials.
At first, I was extremely excited that I would have the chance to get my hands more busy with the tools available from the workshop. However, since the focus was more on prototyping than making the prototype itself. I quite lost that excitement since I've worked mostly with paper prototypes and other materials but haven't gone beyond those since I wasn't so confident to work since there was little workshop practice involved. I suggest at least once a week a workshop that gives us the possibility to get our hands on it. Not only that would make students more excited but would also give them the confidence to make more.
It was more hands on then I had expected. Which was good.

Questions about expected learning outcomes

We ask you to valuate the course on the basis of expected learning outcomes. You can find the expected learning outcomes in the syllabus here (open in new window).

To what extent do you consider you have achieved the expected learning outcomes of the course?

	Number of responses
1. To a very small extent	0 (0%)
2.	1 (9%)
3.	2 (18%)
4.	2 (18%)
5.	4 (36%)
6. To a very large extent	2 (18%)
Total	11 (100%)



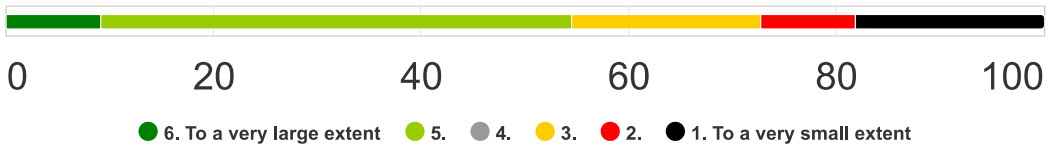
	Mean	Standard Deviation
	4.4	1.3

Comments
I have learnt a great deal about prototyping.

5 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?

Lectures

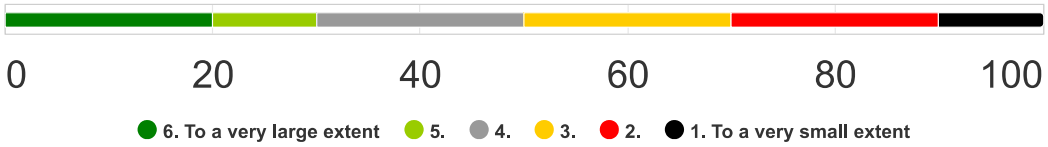
Lectures	Number of responses
1. To a very small extent	2 (18%)
2.	1 (9%)
3.	2 (18%)
4.	0 (0%)
5.	5 (45%)
6. To a very large extent	1 (9%)
Total	11 (100%)



	Mean	Standard Deviation
Lectures	3.7	1.8

Seminars

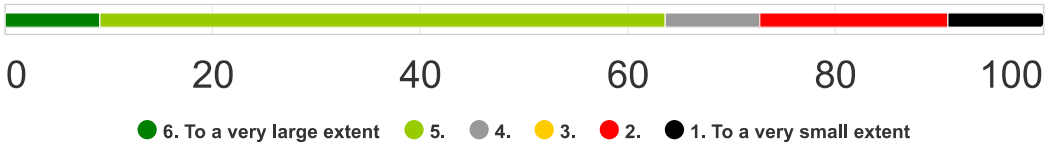
Seminars	Number of responses
1. To a very small extent	1 (10%)
2.	2 (20%)
3.	2 (20%)
4.	2 (20%)
5.	1 (10%)
6. To a very large extent	2 (20%)
Total	10 (100%)



	Mean	Standard Deviation
Seminars	3.6	1.7

Reading of the litterature

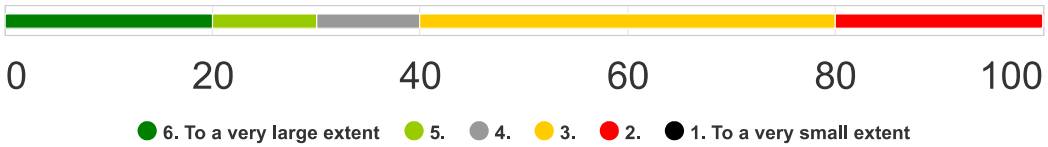
Reading of the litterature	Number of responses
1. To a very small extent	1 (9%)
2.	2 (18%)
3.	0 (0%)
4.	1 (9%)
5.	6 (55%)
6. To a very large extent	1 (9%)
Total	11 (100%)



	Mean	Standard Deviation
Reading of the litterature	4.1	1.6

Canvas

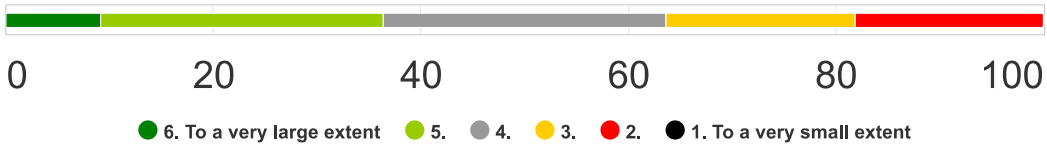
Canvas	Number of responses
1. To a very small extent	0 (0%)
2.	2 (20%)
3.	4 (40%)
4.	1 (10%)
5.	1 (10%)
6. To a very large extent	2 (20%)
Total	10 (100%)



	Mean	Standard Deviation
Canvas	3.7	1.5

Assignments

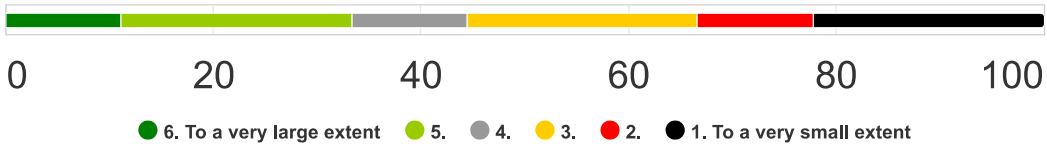
Assignments	Number of responses
1. To a very small extent	0 (0%)
2.	2 (18%)
3.	2 (18%)
4.	3 (27%)
5.	3 (27%)
6. To a very large extent	1 (9%)
Total	11 (100%)



	Mean	Standard Deviation
Assignments	3.9	1.3

Other teaching activities

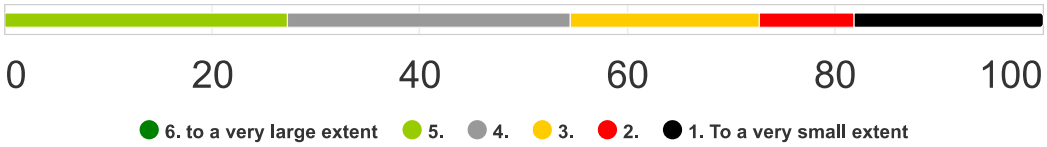
Other teaching activities	Number of responses
1. To a very small extent	2 (22%)
2.	1 (11%)
3.	2 (22%)
4.	1 (11%)
5.	2 (22%)
6. To a very large extent	1 (11%)
Total	9 (100%)



	Mean	Standard Deviation
Other teaching activities	3.3	1.8

6 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?

	Number of responses
1. To a very small extent	2 (18%)
2.	1 (9%)
3.	2 (18%)
4.	3 (27%)
5.	3 (27%)
6. to a very large extent	0 (0%)
Total	11 (100%)



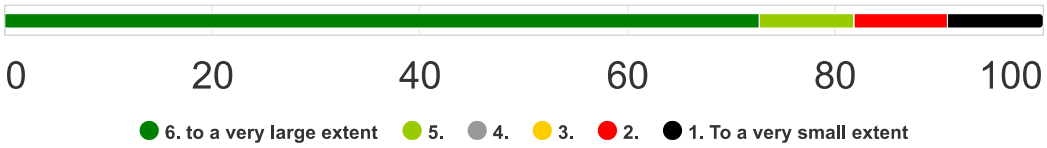
	Mean	Standard Deviation
	3.4	1.5

Comments (optional)
It is not normal to have essays. I can understand when we have journal and project for evaluations but really why do we need to write it and it costs 7 essentials??
We had a rehearsal supervision that I couldn't attend due to being sick. My group dynamics were bad because the rest of my group hadn't worked on the project as much as I had and the professors were aware of that. Still, on rehearsal day I didn't get any feedback from my group as well as from my professors and when presenting on the final day, the feedback I got was that it was a "shame" that we didn't improve the presentation after the rehearsal feedback which I wasn't aware of.

Other questions

7 To what extent has the course given you the opportunity to take responsibility for your own learning?

	Number of responses
1. To a very small extent	1 (9%)
2.	1 (9%)
3.	0 (0%)
4.	0 (0%)
5.	1 (9%)
6. to a very large extent	8 (73%)
Total	11 (100%)



	Mean	Standard Deviation
	5.1	1.8

We had barely 5 lessons and other time we were just giving some tasks or literature to read for our project and we competed them