

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KD418A	Scope (hp): 15
Course title: Interaktionsdesign i samhället	
Course coordinator: Reitsma Lizette	Number of registered students: 30
Semester in which the course is conducted: VT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. TGIDE22h	

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)	Number of students who participated in the course evaluation:
Summative course evaluation: (Describe the Oral evaluation in class (22nd of March 2024) and online standard university survey (4th of April 2024).	Number of students who participated in the course evaluation: 5 students attended the evaluation session. 8 students filled in the course survey.
Feedback to students: (Describe how and when the feedback was given to the current student group)	

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

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

As only 8 students have filled in the survey, the students' perspective is complemented with the discussions from the oral evaluation in class – but it is still only representing a certain percentage of the class.

Positive:

- The project work with a real stakeholder
- The lectures, especially those of Jens
- The feedback during the midway presentation
- The subtle learning and safe space of the critical exercises
- The material and themes of the critical exercises.
- Nice to hear the real-life experiences of PD in practice.

- Walk-in session for the Annotated Portfolio was appreciated.

Improved:

Course Content

- Co-design or participatory design was considered to be difficult to put into practice during the course duration as it requires a lot of time.
- Making sure that whenever literature is introduced it is also talked through.
- As this course introduces a new approach to interaction design (Participatory Design) it would be good to highlight what other approaches (User-centered Design for example) have been used before and how this is different. Now this was only understood while doing the assignments.
- Some students highlighted that they would like to have more lectures to support the heavy literature that this course introduced.
- Currently, the way Participatory Design is introduced is very Euro-centric. Can it become more open to other perspectives from elsewhere - more decolonial approaches?
- The notion of pluriversal design is too complex to embrace fully as it only was in focus at the end of the course.
- More focus on positioning: can this be made into an actual exercise within the critical exercise?
- It might be nice to indicate the level of expected preparation before each session

Assessment and support

- Currently, there are two different report/writing tasks: a project report and an argumentative essay. This felt unnecessary for some of the students
- The supportive literature (Gaver et. al) on which the annotated portfolio is based does not feel related.
- A walk-in session for the argumentative essay would be good.
- The annotated portfolio exercise was a bit unclear - could do with more guidance.
- Someone said they would have preferred more support than the weekly supervision sessions.
- More flexibility in the word count of the project report
- Finding ways to help carry the learning of the critical exercises through the project duration to support the shaping of the assignments at the end of the course

Group work and Project Management

- How to think about creating groups - some students want to be able to make their own groups for a better overall result. There has been an issue with students engaging in the project on different levels - how to better support this?
- How can we make every team member accountable for the teamwork and the learning together?
 - It could be good to support teamwork by having a collective journal in which experiences of the project and the reflections from the critical exercises come together.
- Someone wanted to see a different topic than working with the library as a stakeholder.
- It would have been nice to also get support on how to manage a project
- How can you talk about this kind of work in relation to the job market? What are the (soft) skills that you learn to develop during this course

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).

We consider the project work with the external stakeholder (in this case Malmö City Libraries) as a relevant case for the students to learn more practically about Participatory Design and Service Design. The critical exercises were valuable as we could go into different tensions and complexities more than we would be able to address in just the project work. We were impressed by the depth of reflection and criticality that we reached as a group through the different critical exercises. The students that attended these sessions seemed to benefit from them in their assignments as well.

Each of the Intended Learning Outcomes is connected to a specific assignment. The idea is that with each assignment the students go deeper into the ILO's, starting with a methodology plan, looking back at the project through a project report and lastly critically thinking through what co-design has as an impact for designing/designers in the argumentative essay. However, we saw that this set-up requires clarifying what the differences between the assignments more thoroughly and highlighting more specifically the important learnings that should be shown in each. We started this round of the course from the start to differentiate the different assignments and to offer support for each of them at different stages in the course duration. We also realized that actual individual supervisions/walk-in sessions with each student is beneficial to support the students, however, as it is not mandatory, not all students attended.

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.)

As this is a relatively new course, there are many aspects to reflect on and evaluate. Overall, we saw the students grow in their ability to talk critically about different methodologies. We also saw that the student groups acted professional and independent with the external stakeholder (Malmö City Libraries). Some groups experienced some difficulty in getting hold of users of the library. We consider this important in learning about co-design.

About the assignments, we have been feeling that we want to get a better understanding of what each of the students has contributed to the project as well as to which extent they fulfill the learning outcomes that relate to the project report. It is therefore that we will change the project report into an oral exam during which each student individually will get some questions about the project and the methods implemented.

We consider the individual supervision sessions important, as the students engaging in those seemed to develop a deeper understanding of the co-design methodology and the assignments (most specifically in the essay and annotated portfolio). We agree that the assignments could be clarified for the next round and that currently the annotated portfolio feels slightly disconnected from the overall course. We consider potential in connecting it more directly to the critical exercises.

Though not everyone saw value in the critical exercises, although most did respond positively towards these sessions, we consider them central in the course – by connecting the annotated portfolio more directly to the critical exercise we see potential for the incentive to taking part in those to grow. This could be done through the format of a reflective journal that can become the foundation of the annotated portfolio. We will rethink this and create an appropriate framework for it.

Concerning the groups, even though not everyone was happy with their group, we think that

this provides a learning opportunity in itself and therefore would refrain from shaping the groups differently. Having individual assignments means that we can see also on an individual level what each student contributed.

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.)

- **There will be a change in assessment of learning objective 3: Perform, adapt and critically evaluate the methodology of a design project. In the next round of the course there will be an oral exam rather than a project report in order to better understand individual learning as well as to reduce the number of writing tasks.**
- **Consider journaling as a tool to keep track of reflections from the critical exercises.**
- **Making sure that all literature introduced is discussed in order to deepen understanding**
- **In order to clarify the Annotated Portfolio assignment, show examples from previous years to help students imagine how to approach it.**

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.