

## COURSE REPORT – Summary of course evaluation

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

<b>Course LADOK code:</b> KD641B	<b>Scope (hp):</b> 15,0
<b>Course title:</b> Interaction design: Embodied Interaction	
<b>Course coordinator:</b> Kozel Susan	<b>Number of registered students:</b> 16
<b>Semester in which the course is conducted:</b> VT25	
<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> TAIND24, TAINE24	

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

<b>Formative course evaluation, for example dialogue during the course (optional)</b>	<b>Approx. number of students who participated in formative course evaluation(s):</b>
<b>Summative course evaluation (obligatory)</b> <input type="checkbox"/> Only via Canvas <input checked="" type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	<b>Number of students who participated in the summative course evaluation:</b>  1. Five students responded to the course evaluation circulated by Student Services.  2. Further feedback was coordinated by the students themselves and reported at the IDM programme meeting on 23 May.

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

<p><b>Summary of the students' oral and written feedback:</b></p> <p>The feedback from the students was very favourable. They appreciated the content, the structure, the teachers and the TA. Some details comments from the forms:</p> <ul style="list-style-type: none"> <li>• It was very well structured in terms of pace and mix of activities</li> <li>• I liked the combination of theory and practice</li> <li>• I like that it was right before the TP1 because the information from this course, especially the writing exercises and the focus on methodologies, acted as a preamble to TP1</li> <li>• The level of what was expected from us was perfect: we had enough freedom to explore different methods, technique, theories without the strict requirement to deliver a functioning and well-rounded product</li> <li>• The well structured course, the mix of literature and practice.</li> <li>• The schedule, the literature, the workshops, the professors, everything!</li> <li>• Overall, a good balance of theory and practice and group and individual work.</li> <li>• The course was well-structured, enabling us to absorb the readings effectively and participate in the seminars. The short lectures between project work provided a helpful way to stay grounded and maintain focus without straying too far in our projects.</li> </ul>
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## **Teacher's perspective (To be completed by the course coordinator)**

### **Summary of the teacher's views:**

This was a very successful course. The change of position in the calendar from 2<sup>nd</sup> to 3<sup>rd</sup> course in the first year was highly beneficial, as was the size of the group (15 students). The combination of teachers (Susan and Erik) was appreciated, as was the support from Felipe the TA. Most of all, the group of students was hardworking and supportive of each other. They were not afraid to embark on a steep learning curve and stick with it.

## **Action plan (To be completed by the course coordinator)**

The underlying analysis and the action plan should be based on a summary of the students' individual course evaluations, views from teachers in the course and the knowledge development in the research field. If identified problems are left without action, this should be motivated.

### **The following changes are planned in the short and long term:**

WHAT should be done, WHO should do it and WHEN should it be done?

There is very little that needs to be changed in the short term:

- One student asked for workshops to bridge the theories into practices. The course did have 4 workshops, but perhaps the link could be strengthened.
- Another student requested meetings with stakeholders.
- Conduct the course evaluation so that it is partially done in class.

In the longer term we should update the literature list and revise the learning objectives.

Remember to orally feedback the results of the course evaluation to

- the students who have completed the course evaluation
- the students of the next course round, i.e. the next time the course is given