

KURSRAPPORT

Bakgrundsinformation (Fylls i av studieadministratör)

Kursens LADOK-kod: KK408A	Omfattning (hp): 15
Kursens namn: Interaktionsdesign och medier	
Kursansvarig lärare: Anne-Marie Hansen	
Termin som kursen har genomförts: HT22	Antal registrerade studenter: 57
Ange om kursen är fristående kurs, programkurs eller uppdragsutbildning. Om kursen har genomförts inom ett program ange programnamnet. HGMKV21h	

Studieadministrationens perspektiv (Fylls i av studieadministratör)

Studieadministrationens synpunkter:

Kursvärderingsformer och återkoppling (Fylls i av kursansvarig lärare)

Formativ kursvärdering: (Beskriv form för kursvärderingen och när den genomförts) We constantly talked about how to deal with the lack of classes in Figma in the coaching sessions. Some groups had to use a different prototyping software to be able to implement the prototype.	Antal som deltagit i kursvärderingen: all active students involved in group work
Summativ kursvärdering: (Beskriv form för kursvärderingen och när den genomförts)	Antal som deltagit i kursvärderingen: 22
Återkoppling till studenter: (Beskriv hur och när återkoppling genomförts till aktuell studentgrupp)	

Studentperspektiv (Fylls i av kursansvarig lärare)

Sammanfattning av studenternas kursvärderingar: (De fem obligatoriska frågorna ska belysas. Sammanställning från enkätverktyg kan bifogas om så önskas.)

Students thought that the course would have been good, if it had been on location and the Figma lectures were not canceled. The administrative mistake with more students in the course than there was room for on location was something that students noted.

Students liked the coaching sessions and the workshops, the group work where they appreciated the many coaching opportunities with the main teacher, the distance teaching, the tasks (I guess that it is the cases?), the milestone presentations with opponent groups, the opportunity to go through an entire design process.

Improvements of the course:

Majority of the students were surprised that there was no solution to the missing lessons in Figma – learning which they expressed was crucial for their development of prototypes.

Note: the teacher who taught Figma was on sick leave, and the administration could not find a replacement within such a short amount of time.

Some students would appreciate that the course happened on location and not at a distance.

One student noticed that it would be great with a possibility to prepare for the HTML/CSS workshop.

A couple of students would like to learn more about IxD and more broadly about the field of interaction design. This was missing because there was too much focus on methods.

Some students note that there is too much time dedicated to coaching and milestone presentations. Time that could have been spent on other things. For example, lectures in IxD.

A few thought that the second course book was less relevant for their work.

Too much text in the lecture slides. Would have liked more image material.

Lärarperspektiv (Fylls i av kursansvarig lärare)

Sammanfattning av lärarnas synpunkter/Resultat: (Här sammanfattas kommentarerna till kursens genomförande och resultat utifrån en bedömning av studenternas faktiska läranderesultat i förhållande till kursens lärandemål. Såväl framgångsfaktorer som problem identifieras.)

From individual reports it was clear that the majority of the students had good experiences with group work and worked very efficiently together. The logbook for the group work seemed to have played a central role in administrating, planning and distributing work amongst group members.

In this course there were some very unfortunate circumstances that played a role in how the course went. First, the administration made a mistake and signed up more students to the course than what there was room for in the classrooms booked for the course when it was planned in the spring. This meant that the teaching had to go online, and only coaching could happen on location. The students' expectations of on location teaching was not met. On top of this, the teacher who was supposed to teach Figma went on sick leave in the beginning of the course, and no one could replace this teacher. This meant that an important part of the course that students had looked forward to learning was missing. It affected the student work and the

end results. Students had to work hard to achieve what they aimed for in the course, and there was a lot of independent time towards the second half of the course.

Analys och åtgärdsplan (Fylls i av kursansvarig lärare)

Analys: (Kursansvarig ansvarar för att analysen bygger på en sammanfattning av studenternas individuella kursvärderingar, synpunkter från berörda lärare och studieadministratörer, kunskapsutvecklingen inom forskningsfältet samt att analysen görs i samverkan med lärarlaget.)

The students asked for more theoretical lectures on IxD and less coaching and milestone presentations. This can be accommodated so that there is more theory on interaction design and IxD instead of for example weekly coaching sessions.

Furthermore, the second course book on social innovation might not have been relevant enough to all the cases in the course. It should be replaced by a selection of articles about social innovation that evolves with the field. These articles should probably be updated regularly.

The slides need to be improved. The teacher agrees that the slides contained too much text, and they need to contain visual material that show examples of what the teacher presents, rather than text.

Åtgärdsplan: (Här anges vilka förändringar som planeras på kort och lång sikt, samt tidplan för när åtgärderna planeras att genomföras och uppgift om vem som ansvarar för att genomförandet sker. Om identifierade problem lämnas utan åtgärd ska detta motiveras. Uppföljning av föreslagna åtgärder enligt tidigare kursrapport/er redovisas här.)

Less coaching sessions and remove one milestone presentation.

This gives room for one or two lectures on IxD and interaction design theory.

Give students the possibility to prepare for the HTML / CSS lecture and workshop.

Slides for all lectures need to be improved so that they contain more images and less text.

The second course book needs to be replaced by a selection of academic articles that can be renewed if needed. The teacher can plan seminars on these articles where they are discussed in relation to the project work.

Publicering och arkivering (Ombesörjs av studieadministratör)

- Kursrapporten är publicerad och studenterna har meddelats om publiceringen,
- Kursrapporten är arkiverad enligt universitetets arkiveringsregler,
- Kursrapporten har delgivits programansvarig (om det är en programkurs),
- Kursrapporten har sparats enligt institutionens ev. ytterligare önskemål.