

DM2628

Author - Madeline Balaam, balaam@kth.se

Description of the course evaluation process - we held a course analysis meeting with two members of academic staff – both of whom were experienced teachers within the area of interaction design and HCI – and were involved in delivering the course . We read and discussed the course evaluation data which had been collected through an online tool called Miro. Together the two staff identified the main themes of areas of success and areas for further development. For areas of further development we discussed possible approaches and agreed on the best option to take forward in the coming year.

Describe how all students have been given the possibility to give their opinions on the course - all students were invited to participate in a 20 minute course evaluation activity in the final session of the class using Miro. The activity was divided into two activities, one where students identified the things they had learnt during the course, and the second which focused on identifying things they had liked about the course, and things that could be improved.

Development that has been implemented since last course offering - the course was offered online again, and followed the same process as the previous year, making use of Figma and Miro to support design activities at a distance.

Overall impression - the students have been quite positive about this course offering. A number of students identified that the teachers were helpful, that the practical activities we offered through the course were helpful, that the course offered an opportunity for students to explore and be creative.

Prioritized course development:

- 1) milestone reports will become oral and will be delivered during group supervision. Feedback will be oral in these sessions.

(goal: increase speed of feedback; improve attendance at group supervisions). Assignment still P/F in canvas

- 2) Student groups will lead reading seminar activities - becomes new assignment

(goal: increase student engagement with reading; bring variety to reading seminars;)

New assignment on canvas P / F

3) revise final proforma to be clearer about what students should submit /write about

(goal: improve students skills at reporting on design methods)

4) Individual submission of reflective documents (max 2 pages) which reflects and references at least 3 chapters / articles - teachers provide a series of prompts to choose from

(increase student's engagement with reading; ensure all students are participating in course; includes finding new articles for students to read