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Description of the course evaluation process

We held a course analysis meeting with two members of academic staff – both of whom were 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 KTH’s survey system for course evaluation. 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.

Summary of student’s opinions and Overall Impression

The questionnaire responses show that in average responding students are positive for each item in the questionnaire. Higher averages relate to having sufficient background knowledge to follow the course, being able to learn by collaborating and discussing with others, being able to practice and receive feedback without being graded, being able to get support if needed. The lower average related to being able to learn from concrete examples. Students’ answers also indicated that they would have liked to have more time in between teaching activities and submission deadlines, more time for design crits and practical activities, and updates in the course literature.

The students have been quite positive about this course offering. A number of students appreciated the collaborative and project-based nature of the course, that they obtained continuous helpful feedback from the teachers throughout the course, and that they had the opportunity to choose their own project and methods. A number of students also identified that the amount of work is reasonable for the course.

Prioritized course development

Based on students’ feedback and the teachers’ own assessment, the prioritized areas for course development are as follows:

1. We will create a list of concrete methods examples from the academic literature (procedures, applications) will be compiled and shared with students in Canvas. This is intended to serve as a repository of concrete method examples that students can access throughout the course.
2. We will implement flipped lectures. We will release recordings of the lectures in advance and hold in-person Q&A sessions during the scheduled lecture time. This is intended to improve students’ engagement with non-mandatory lectures and emphasize in-person support for key questions/doubts that students have.
3. Depending on the number of students and groups, we will consider splitting the groups during design crits sessions and book an extra room if necessary, to allocate more time per group.
4. The seminars will allocate more time to the hands-on activity. For the literature discussion of the seminars, we will update the reading materials to reflect more up-to-date issues.