

DM2630

Author - Madeline Balaam, balaam@kth.se

Description of the course evaluation process - we held a course analysis meeting with three members of academic staff - all experienced teachers within the area of interaction design and HCI. We read and discussed the course evaluation survey data, 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 complete the course evaluation survey hosted on KTH website.

Development that has been implemented since last course offering - I made substantial changes to the course prior to this course being offered. I took the decision to involve industrial speakers around specific UX topics; I integrated Figma as a UX tool for use across the course; I updated the assignments to make the goals of the assignments clearer and more targeted towards specific UX actions. I updated the reading, and worked in speaker recruitment to ensure that the work we were reading, and the people we heard speak were diverse. I wanted all students to see themselves as having a place in UX.

Students' workload - The students reported a mixed workload around the course and its requirements. Some students found the amount of work to be the right amount, while others found the workload to be too high. The reading each two weeks could take some time depending on how seriously the students choose to engage with the texts - and some of the texts were quite complicated. I tried to scope the assignments with number of hours required.

Overall impression - the students have been very positive about this course offering. The average values for the course evaluation this year are much improved. Students also told me throughout the course that they were enjoying it, and all the guest speakers also emphasised how much they enjoyed giving the classes for the students.

Prioritized course development - give more time and learning opportunities around interaction design criticism; integrate some 'crit' times into the course where students can give and receive feedback on their responses to different design challenges; remind students often about deadlines and

ensure they can find a route through the assignments that fits their busy schedule.