COURSE ANALYSIS, postgraduate course

Third cycle courses, EECS School, KTH , from 2018

An asterix (*) denotes non-compulsory data.

Course data

Course name	**Interaction Design Research**
Course ID	FDH3011
Credits	7.5
Credits per module	
Time period for course	**Autumn 2020 – Spring 2021**
Teachers	Kristina Höök
Examiner	
Classroom hours	
Nr of registered students	12
Examination rate, in %	100%

Goals

Global course goals	Distinguish different forms of design knowledge and empirical methods to retrieve design knowledge Discuss how such design knowledge can be validated empirically, theoretically Analyse and criticise design knowledge
How the course design helps fulfill these goals	Through reading and critically examining the literature in the area, students learn what knowledge production in interaction design may entail and how to analyse and critically examine different knowledge forms.

Pedagogical development - I

Changes made **since previous time course was given**	

Course evaluation; comments from students

Based on the anonymous questionnaire.

Evaluation response rate	50%
Overall student view* **Positive comments**	”The hours spent for research and studying were fairly shared. The content was extremely interesting and important for my studies. If it wasn't for thic course I would have missed some of the most imporant literature in my field historically and semantically.” “I like this course very much.” “The professor is an amazing and nice person!!!! She is very charming!!!” “The variety of participants' background. There's always a new perspective comes every session, mostly during the breakout room” “Literature list, all the information and knowledge the tutor and the course members shared.” “A big thank you to the Professor and the University!!!!”

Negative comments	No negative comments
Pre-knowledge, comments*	
Course design, comments*	"Nothing came to mind for improvements, all good!" "I can't think of anything at the moment."
Literature, comments	In the advice to future students, one student commented: "Study carefully all the literature given, they are all were precious pieces."
Examination, comments	No comments.
Particularly interesting* comments	

Course teacher's impressions from the evaluation

Comments	The course is needed for those PhD-students who self-identify as designers. They are otherwise prone to not report on their design processes or design results in a way that is coherent with their research process. For many of the students in this course, it is a relief to find that their way of doing design work can generate valid knowledge contributions and to find knowledge forms for those contributions.

Course teacher's summary

Overall view	The course is well-balanced in terms of literature reading, discussion time, exchange between students and between students and myself.
Positive comments	The course is appreciated by the students, and in their theses and publications they often refer to the literature inntroduced in this course.
Negative comments	There were no negative comments.
View on pre-knowledge*	These students come from different disciplinary backgrounds. Some have a better understanding of how to use design as part of their research method, for others, this is a relevation.
View on course design*	The combination of reading, discussing, taking responsibility for introducing different papers or book chapters allows students to actively shape their understanding of the literature, theoretical concepts and epistemological questions.
View on course material	The book by Redström alongside a range of papers is a good combination.
View on examination	Relating the research methods to their own research work is a good way to anchor their theoretical understanding with a more practical perspective.

Pedagogical development - II

Outcome of course changes made **since last time course was given**	None.
Changes to be made **before next time course is given**	None.

Other

Comments*