

# PUBLISHED COURSE ANALYSIS



Publishing date: 2023-01-30

A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration.

*Interaction Design, 7.5 ECTS cr. (ISGC01)*  
Course convener: John Sören Pettersson

## Basic LADOK data

Course Code: ISGC01  
Application Code: 40832  
Semester: HT-22  
Start Week: 202245  
End Week: 202302  
Pace of Study: 50%  
Form of Study: Campus

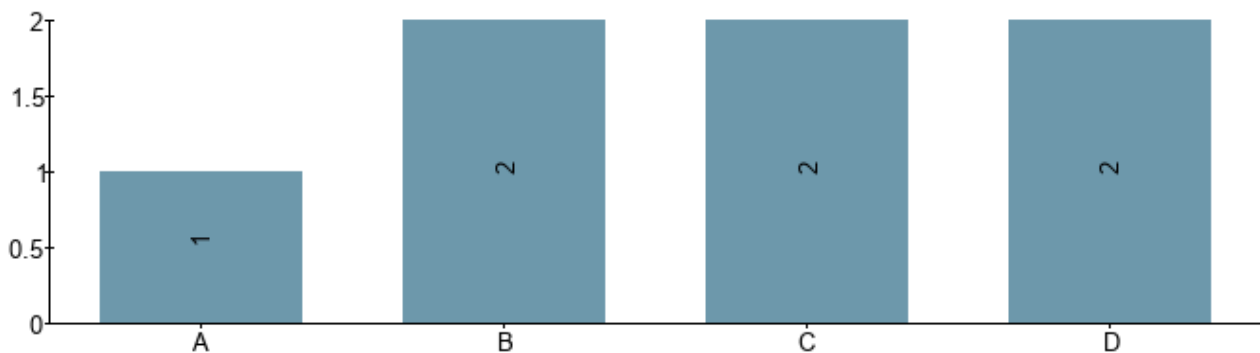
## Course Data

Number of questionnaires answered: 7  
Number of first registrations<sup>[1]</sup>: 51

## Changes suggested in the course analysis of the previous course date:

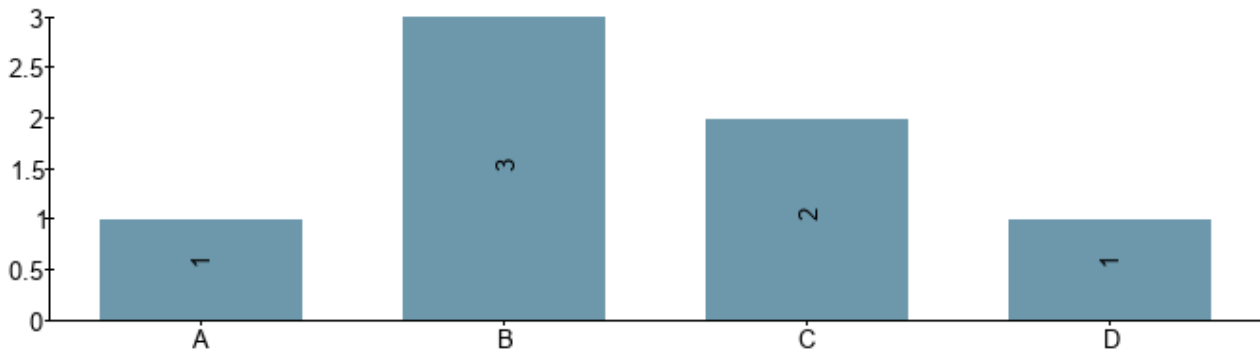
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### 1. The contents and structure of the course has supported the achievement of the learning outcomes



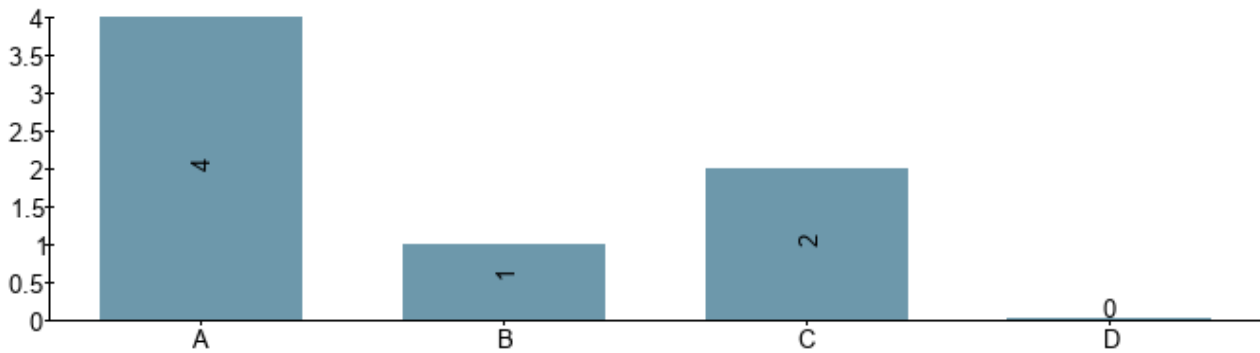
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes



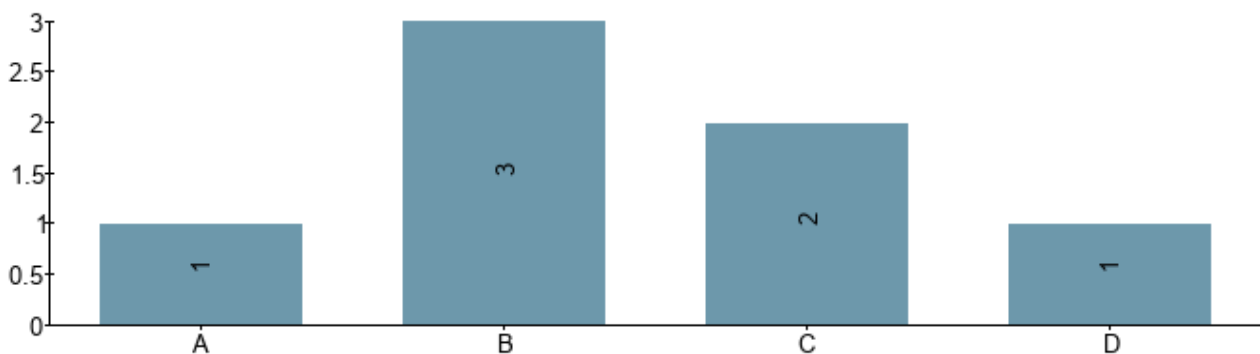
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been



- A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for courses given as part-time studies)
- B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8 and 9 hours for courses given as part-time studies)
- C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5 and 7 hours for courses given as part-time studies)
- D) Less than 20 hours per week (or less than 10 hours per week for courses given as half-time studies, or less than 5 hours for courses given as part-time studies)

4. During the course, I have experienced the reception from teachers and other staff as professional



- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

**Analysis based on course evaluation, including comments fields. If information has been collected in other ways, it should also be analysed here. Any effect of joint courses should be commented**

**on.**

Better communication between teachers of what assignment requirements are, so that no surprises occur at presentation time. One student suggest avoiding group assignments over the Christmas break. Teachers would like to agree, but have to accept that the university gives no free weeks during this time and it is hard to run more complex assignments as individual assignments.

One student complains on varying degrees of responsiveness among teachers to email. However, teachers want to have questions in the discussion board so they can see if colleagues have left a question unanswered. Thus, this is what should be emphasised.

Two students also suggest less focus on the course book and more on the lectures.

### **Suggestions for changes to the next course date.**

Assignment 2 Template, Specification, and tips at the Canvas page were updated as a result of the presentations and will be used next year.

Offer a fast-track "last supervision" before Christmas for groups (or individuals) who want to submit early.

Consider the lecture vs book balance (and consequences for the distance variant if any change is made).

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1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.