

## Emnerapport / Course report ved / at Infomedia #156

<b>Emnekode / Course code</b>	INFO263
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<b>Emnetittel / Course title</b>	User involvement and Prototyping
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<b>Semester</b>	25V
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<b>Emneansvarlig / Course coordinator</b>	Pavel Okopnyi
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<b>Sist evaluert (semester / år) / Last evaluation (semester / year)</b>	I don't know
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### Hva er emnets undervisnings- og vurderingsform? / What are the teaching methods and forms of assessment used in the course?

The course employs lectures and seminars (led by hired seminar leaders, who are commonly Master students). In the lectures, the students are introduced to the topics of the course, methods, principles, and research by guest lecturers. The assessment comprises an individual exam, done in class in Inspira (multiple choice questions), and a group exam, which is a report of a semester project. The semester project implies several (4) steps that the students have to take to achieve a goal, that is, to design a product that solves some problem for potential users, including the planning and organization of a participatory design workshop. The students write up a report for each step of the project throughout the semester. These reports are assessed by the seminar leaders (pass/fail). These reports serve as a basis for the final report (group exam).

### Oppfølging fra tidligere evalueringer / Follow up from previous evaluations

I am not sure about the results of the previous evaluation.

<b>Evalueringemetode(er) / Form of evaluation</b>	Questionnaire
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### Sammendrag av studentene sin evaluering / Summarize the results from the student evaluation

In general, the feedback from the students is mildly positive with many questions having 4+ on a 6 point Likert scale (6 - strongly agree, questions focus on satisfaction and positive effects).

In the comments, the students highlight the drawbacks of the course:

- Not enough focus on practical skills, e.g., running workshops or working with Figma.
- Not enough focus on specifics in UI design.
- The course repeats previous courses (MIX100, INFO162) to a significant extent.
- The seminars were often short and not prepared enough.
- Some students did not like the obligatory presentations that they had to do in the course.

### Emneansvarligs evaluering / The course coordinator's evaluation

Overall, the course has many issues which should be addressed in the future. However, such issues cannot be addressed within the course alone, as they propagate to the level of the BA programmes (INFO and MIX). Specifically, as the students noticed, the course repeats to a large extent some previous courses. The issues of repetition have been discussed between the faculty members for years now, yet, no changes have been made.

Another issue with the course is in its presentation (and probably the presentation of the educational programmes as a whole), as many students treat the courses solely as opportunities to get practical skills (e.g., working with Figma) and not a place to learn the philosophy, practices, and approaches of a certain field/domain (Participatory Design).

Finally, in the past years, more and more students do not attend lectures. Out of 100+ students in this course, on average, only ~25 students were in the lectures.

### Evt. kommentar til karakterfordeling / Comments on the grade distribution

The grading in the course is not complete yet.

**Mål for neste evalueringsperiode - forbedringstiltak? / Goals for the next evaluation period - what can be improved?**

There are many things that can be improved in the course(s). Previously, we have tried to remove some repetition between INFO162 and INFO263, but this effort was not enough. Ideally, we should make changes at the programme level (both MIX and INFO) and align the course to remove repetition and make place for the elements which are currently missing in the programmes, for example, methods. Thus, this course can be even eliminated from the programme.

Given the students' focus on practical skill, we should think of a better presentation of the course, as well as the place of our courses in student's educational trajectories. As one of the students mentioned, you can learn practical skills on YouTube, so why would they need UiB? We should shift towards a blended learning approach and embed online elements, such as YouTube videos, in the course, while focusing on parts that we are better at, e.g., field work, user tests, and evaluation.

Finally, we should think of alternative ways of teaching, as lectures do not attract many students and compulsory seminars are not always perceived positively.