Emnerapport / Course report ved / at Infomedia #181

Emnekode / Course code	MIX301
Emnetittel / Course title	Media technology: theory and development
Semester	2025H
Emneansvarlig / Course coordinator	Duc Tien Dang Nguyen
Sist evaluert (semester / år) / Last evaluation (semester / year)	2022

Hva er emnets undervisnings- og vurderingsform? / What are the teaching methods and forms of assessment used in the course?

MIX301 introduces first-year master's students to the design and development of interactive media technologies, guiding them from user research to a functional prototype. In 2025, the course places particular emphasis on vibe coding, understood as AI-assisted, conversational programming for rapid exploration, prototyping, and iteration.

The course applies Innovation Pedagogy (Type 1) and is based on problem- and project-based learning, with a strong focus on experimentation, iterative development, and hands-on work. Teaching methods include lectures, readings, workshops, tutorials, and supervised project work, supporting both individual and collaborative learning. Students apply relevant technology theories and integrate ethical and privacy considerations into their project work.

Assessment is project-based and centers on the development of an interactive media technology prototype. Students are assessed on the prototype, a public demonstration at Media City Bergen, and accompanying analytical and reflective components, including a literature-based critique and an ethics and privacy analysis. The assessment emphasizes both practical outcomes and critical reflection on technology use, theory, and responsibility.

Oppfølging fra tidligere evalueringer / Follow up from previous evaluations

Previous course evaluations indicated that while the course was generally well received, some students experienced the subject matter as challenging (it was with Computational Photography in 2024). In response, the course has been further developed to better support student learning, with clearer framing of activities and a stronger emphasis on exploratory and iterative approaches.

In 2025, this was addressed through a more practice-oriented structure and the introduction of vibe coding as a central method, enabling faster experimentation and lowering technical barriers in the early stages of prototyping. These adjustments were intended to make complex topics more accessible while maintaining academic depth.

Evalueringsmetode(er) / Form of evaluation	Survey questionnaire

Sammendrag av studentene sin evaluering / Summarize the results from the student evaluation

The course had 19 registered students, of whom 7 students responded to the course evaluation, corresponding to a response rate of approximately 37 percent. The results should therefore be interpreted with appropriate caution.

Among the responding students, the evaluation indicates a high level of overall satisfaction with the course. Teaching quality is evaluated positively, and students highlight the course's relevance and contemporary focus. The emphasis on exploration, experimentation, and hands-on project work is particularly appreciated.

Students report meaningful learning outcomes, especially related to practical experience with interactive media technologies and AI-assisted development. The introduction of vibe coding is perceived as supportive of rapid prototyping and learning through experimentation.

Some students note that the course content can be demanding and that clearer information or framing at the start of activities would be beneficial. No major structural issues are identified, and all respondents indicate that they would recommend the course. Overall, the results suggest that the course is functioning well, with minor opportunities for refinement.

Emneansvarligs evaluering / The course coordinator's evalutaion

From the course coordinator’s perspective, the course achieved its intended learning objectives and functioned well overall. Student engagement was high, particularly in the project-based work, and most students were able to develop functional and conceptually grounded interactive prototypes.

In the 2025 iteration, a stronger emphasis was placed on vibe coding as a form of AI-assisted, conversational programming. This approach supported rapid exploration and iteration and helped lower technical barriers in the early stages of the course. As a result, students were able to engage more confidently with complex technologies while maintaining a focus on design, theory, and reflection.

At the same time, the course remains demanding, and the high degree of autonomy requires careful balancing with guidance. Feedback and observations indicate that clearer framing and more explicit expectations at the beginning of activities would further support student learning. Overall, the course is assessed as successful and well aligned with the program’s goals, with clear strengths in exploratory learning and contemporary technological relevance.

Last opp karakterfordeling her (Du finner den i Inspera, alternativt kan du ta kontakt med administrativ kontaktperson)

Upload the grade distribution here (You'll find it in Inspera, you can also contact the administrative contact person)

Resultatliste MIX301 2.pdf

Evt. kommentar til karakterfordeling / Comments on the grade distribution

The final grade distribution shows a strong overall performance. The majority of students achieved high grades, with 11 receiving an A and 7 receiving a B, indicating that most students met or exceeded the learning outcomes to a very high standard. Only one student received a C, suggesting that few students struggled significantly with the course requirements. Overall, the distribution reflects a high level of achievement and good alignment between teaching, assessment, and learning objectives.

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

For the next evaluation period, the primary goal is to improve clarity and pedagogical scaffolding without reducing the exploratory and innovation-oriented character of the course.

Planned areas for improvement include:

- Providing clearer initial explanations of course structure, activities, and expectations, particularly at the start of the course and when introducing new tools such as vibe coding.
- Strengthening guidance on how students are expected to work independently and iteratively, including examples of good practice.
- Clarifying the connection between learning objectives, project milestones, and assessment criteria, to better support students with different academic and technical backgrounds.

These measures aim to enhance accessibility and transparency while preserving the course’s emphasis on experimentation, iteration, and responsible use of emerging technologies.