Emnerapport / Course report ved / at Infomedia #193

Emnekode / Course code	MIX204
Emnetittel / Course title	Design for mediebruk
Semester	2026V
Emneansvarlig / Course coordinator	Duc Tien Dang Nguyen
Sist evaluert (semester / år) / Last evaluation (semester / year)	2026

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

MIX204 introduces students to the challenges involved in designing, evaluating, and improving systems and interfaces that present complex media content. The course approaches these challenges from a media, interaction, and design perspective. The focus is on how users experience, understand, and interact with media through digital systems, rather than on the technical implementation of the systems themselves.

The course works with advanced systems that were originally developed for expert users, such as Lifelog Search and Multimedia Verification. A central aim is to explore how such systems can be made more accessible and meaningful for broader user groups through UX design and new forms of interaction. The course places emphasis on how interaction design shapes access to media, interpretation of media content, and actual media use.

The course is organised into two modules.

In Module 1, students evaluate existing systems using both subjective and objective methods. These methods include qualitative interviews, focus groups, performance metrics, eye-tracking, and other relevant methods. The purpose is to give students insight into media use and user experience across different user groups.

In Module 2, students use the findings from the evaluations to redesign and extend the systems for experimental and non-established interfaces and new usage contexts. These may include large displays, mobile devices, virtual reality, or voice-based interaction. The work results in prototypes and specifications that show how media-oriented interaction design can transform expert systems for non-expert users.

Teaching methods include lectures, guest lectures, workshops, group supervision, practical evaluation activities, interviews, user studies, design work, and project-based group work. The work is carried out in teacher-assigned groups. Participation in user studies is strongly recommended, as this is an important part of the learning process.

The assessment is based on two group submissions. The first submission documents the evaluation of existing systems, including methods, findings, and analysis of user experience. The second submission documents the redesign work, including prototypes, specifications, and reflection on how the proposed design responds to the findings from the first module.

The assessment emphasises students’ ability to evaluate complex media systems, understand user experience data, identify design challenges, and develop UX/UI proposals for new users, contexts, and forms of interaction.

Oppfølging fra tidligere evalueringer / Follow up from previous evaluations

In 2025, MIX204 focused on UX design for research-based systems related to lifelogging and multimedia verification. Students worked in groups to evaluate how well these systems supported users in terms of accuracy, speed, and interaction quality. The work included UX analysis, performance metrics, and expert interviews with system developers and users.

Several parts of the course worked well. Students interviewed leading experts in the field, worked with complex real-world systems, and showed high engagement. The course also led to clear and focused UX improvements for the systems.

At the same time, the previous evaluation identified some challenges. There were differences between the student groups, both in process and final results. The topic was demanding, and many prototypes remained at the Figma stage. It was also suggested that future versions of the course should form better-balanced groups, start the real challenges

earlier, and consider whether the course should focus more deeply on one system or create a clearer balance between the two systems.
In 2026, the course followed up on these points while keeping the same general direction. The work was still built around Lifelog Search and Multimedia Verification, but with clearer attention to the connection between evaluation and redesign. Teacher-assigned groups were used to support better balance between students. The course also aimed to make the two-module structure clearer: Module 1 provides the empirical and analytical foundation, while Module 2 uses this foundation for redesign, prototyping, and specification.

Evalueringsmetode(er) / Form of evaluation	Survey questionnaire

Sammendrag av studentene sin evaluering / Summarize the results from the student evaluation
The official student evaluation administered by the department/faculty unfortunately provided a very limited basis for assessing the course, as only one student responded. The single response was quite negative. However, because the response rate was extremely low, it cannot be considered representative of the student group as a whole. The result should therefore be interpreted with substantial caution and should not be used as the main basis for evaluating the course.
In addition to the official evaluation, the course team conducted two rounds of in-depth, in-person feedback sessions with all student groups. These sessions provided a much richer understanding of the students' experiences. They also allowed students to give feedback through direct discussion, including comments on the course structure, teaching, group work, evaluation activities, and project work. This feedback is therefore more useful for understanding how the course functioned in practice.
Overall, the in-person feedback was very positive. Most students reported that they were very satisfied with the course. They described the topics as interesting, relevant, and challenging. Students appreciated working with complex systems and real design problems related to lifelogging and multimedia verification. The feedback suggests that the course succeeded in engaging students with advanced media systems from a user experience and interaction design perspective.
Several aspects of the course were highlighted as especially successful. Students found the guest lectures highly relevant. This was also seen as an improvement from the previous year. The guest lectures helped connect the course topics to real research, professional practice, and current developments in the field. Students also expressed strong appreciation for the teaching assistants. The TAs were seen as important sources of support during group work, evaluation activities, and prototyping.
Students also identified some areas for further improvement. One recurring point was that the two core systems could be better balanced. The lifelogging part was perceived as more detailed and more developed than the multimedia verification part. This made the two tracks feel somewhat uneven. Students also suggested that the course could include more AI. This could be included either as part of the systems being studied, as a design topic, or as a tool for supporting analysis, prototyping, and interaction design.
Students also noted some conflicts between TA hours and activities in other courses. This is a practical timetabling issue rather than a major course design problem. It has been noted and should be relatively easy to improve in future versions through earlier coordination with the administration and the other courses involved.
Overall, the available student feedback indicates that MIX204 is functioning well and that most students were satisfied with the 2026 course. While the official evaluation result is noted, the broader in-person feedback gives a more reliable basis for course development. The main areas for improvement are to create a better balance between lifelogging and multimedia verification, consider how AI can be included more clearly, and avoid timetabling conflicts between TA hours and other course activities.

Emneansvarligs evaluering / The course coordinator's evalutaion
From the course coordinator's perspective, MIX204 in 2026 continued to give students access to highly relevant, challenging, and research-based topics within media use, UX evaluation, and interaction design. The course gives students the opportunity to work with advanced systems originally developed for expert users, such as Lifelog Search and Multimedia Verification, and to explore how these systems can be redesigned for broader user groups and new interaction contexts.
A major strength of the course is the connection to leading experts and real research environments. Over the last four

years, the course has maintained a high academic and professional quality partly because of the involvement of top international experts in the field. These experts have contributed through guest lectures, interviews, system presentations, and direct engagement with student groups. This has been highly valuable for the students and has helped them understand the real challenges behind complex media systems.
At the same time, maintaining this level of quality is difficult. It is challenging to secure continued involvement from internationally leading experts, especially for a bachelor-level course. The amount of time required from these experts is also significant. Their contribution is not limited to giving guest lectures. They also support students through interviews, explanations of complex systems, and feedback on project work. This creates a rich learning environment, but it also makes the course demanding to organise and raises questions about long-term sustainability.
Despite these challenges, the course format remains important. Students benefit from working with topics that are difficult, but also highly relevant. The course helps them understand the gap between expert-oriented systems and the needs of broader user groups. It also gives them practical experience with evaluation methods, user studies, prototyping, and interaction design for complex media content.
The two-module structure worked well as a general model. Module 1 gave students a foundation through evaluation of existing systems. Module 2 allowed them to use the findings from these evaluations to propose new forms of interaction and redesign. However, the balance between the two core systems should be improved. Lifelog Search received more detailed attention than Multimedia Verification, and this should be adjusted in future versions.
The course also has room to include more AI. This should be done in a way that fits the course aims, rather than shifting the focus away from media use and interaction design. AI could be included as part of the systems, as a topic in relation to user understanding and trust, or as a tool for analysis, prototyping, and design exploration.
Overall, the course is assessed as successful. It gives students access to challenging and current topics, strong expert input, and practical experience with UX evaluation and redesign. The main challenge is to keep the high quality of the course while making the model more sustainable for future years.

Evt. kommentar til karakterfordeling / Comments on the grade distribution

The grade distribution in MIX204 in 2026 was unusually high. Of 23 students, 19 received an A and four received a B. This should be considered carefully, particularly given previous concerns in the programme about high grades.
The result can partly be explained by the group-based assessment and the generally strong quality of the student work. Students were well prepared, engaged seriously with the course, and produced strong UX evaluation and design projects.
At the same time, the assessment criteria should be reviewed and made more precise, especially to create a clearer distinction between very good and outstanding work. However, the goal should not be to achieve a particular grade distribution. Grades should primarily reflect the actual quality of the work in relation to the learning outcomes and assessment criteria.

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

For the next evaluation period, the main goal is to maintain the strong engagement, relevance, and high quality of the course, while making a few targeted adjustments based on student feedback and the course coordinator’s experience. Planned areas for refinement include:
- Creating a clearer balance between the target systems, so that students receive a similar level of introduction and support for each system.
- Considering how AI can be included more explicitly where it fits naturally with media use, UX evaluation, and interaction design.
- Continuing to use guest lectures and expert input, while making expert involvement more focused and sustainable.
- Preparing students well before expert interviews, so that the interviews remain useful and efficient.
- Continuing with teacher-assigned groups to support balanced group work.
- Coordinating TA hours earlier with the administration and other courses, to avoid timetable conflicts for students.
- Supporting students in moving from evaluation findings to concrete design decisions.

These measures are intended as focused refinements rather than major changes. The aim is to preserve the strongest parts of MIX204: real systems, relevant topics, expert involvement, user studies, and media-oriented interaction design.

At the same time, the adjustments should make the course slightly clearer, more balanced, and easier to organise in future years.