

Iterative Writing and Curiosity Learning in Interaction Design Education

Morteza Abdipour¹, Jasmina Maric¹

¹ Department of Computer Science and Engineering, Chalmers University of Technology and University of Gothenburg
abdipour@chalmers.se, jasmina@chalmers.se

Curiosity-driven learning requires opportunities for students to explore, articulate, and refine their ideas throughout the design process. In a master's-level Interaction Design Methodology course, iterative writing is integrated into each phase of the three-diamonds design methodology. This helps students transform observations, decisions, and experiences into design knowledge. The course structure has been developed and refined over three years through an iterative pedagogical redesign.



Course Evaluation

Over Three Years

4.5/5

One of the highest course ratings in the programme.

WRITING 1 Exploration	WRITING 2 Prototype & Evaluation	WRITING 3 Design Iteration & Improvement
<p>Students explore real-world contexts to identify needs, challenges, and opportunities. Writing supports observation, synthesis, and design reasoning.</p> <p>Through writing, they:</p> <ul style="list-style-type: none"> Investigate context Synthesize observations Frame design directions 	<p>Students prototype ideas, test them with users, and evaluate outcomes. Writing captures decisions, evidence, and reflections that inform the next iteration.</p> <p>Through writing, they:</p> <ul style="list-style-type: none"> Justify design decisions Reflect on user feedback Identify improvements 	<p>Students refine design solutions based on insights from testing and evaluation. Writing supports reflection, improvement, and the rationale behind design changes.</p> <p>Through writing, they:</p> <ul style="list-style-type: none"> Analyse results Explain improvements Connect learning to future steps

Writing structures thinking. Structured thinking strengthens design learning.

Iterative writing transforms writing from a final deliverable into a core design practice. It supports exploration, development, and improvement while strengthening reflection, self-assessment, and reflective judgment. Writing becomes part of design knowledge formation rather than post-hoc documentation.