

ADES 5440 – HUMAN-CENTERED INTERACTION DESIGN 2

Instructor: Michael R. Gibson, Associate Professor or Keith M. Owens, Associate Professor

*Office Hours:*TBD

Course Description

This course is designed to afford students opportunities to build upon the knowledge and understandings they constructed during their enrollment in both ADES 5410 | Foundations & Frameworks of Interaction Design and ADES 5420 | Human-Centered Interaction Design 1 during the previous semester. The coursework is structured so that multi-disciplinary teams can work together to engage in the development and design of two interactions that require efficient yet thoroughly probative, broadly informed immersion in

1. research and planning processes,
2. iteratively and heuristically guided ideation,
3. revision,
4. the construction of two to three prototypes
5. the assessment of two to three prototypes
6. "reporting out"/effective documentation of what are (hopefully) useful, usable and desirable outcomes.

As the course progresses, the student teams will be challenged to guide their decision-making by using knowledge derived from (as necessary) computing and information science, the social sciences, design, and marketing and business management.

Prerequisites (for MA in Des w/ Concentration in IxD students): ADES 5410 and 5420 with a course grade of "B" or better; (for Com Sci and Tech Comm students): permission of the instructor, and (preferably) proof-of-passage of ADES 5410 and 5420 with a course grade of "B" or better, OR two, 5000-level Com Sci or Tech Comm 3 SCH offerings that the instructor judges to be on par with ADES 5410 and 5420 with a course grade of "B" or better.

Required Texts

Dirksen, J. (2015). *Design for How People Learn*. San Francisco, CA, USA: New Riders Publishing.

Hoekman, R. (2015). *Experience Required: How to become a UX leader regardless of your role*. San Francisco, CA, USA: New Riders Publishing.

Zaki Wurfel, T. (2009). *Prototyping: A Practitioner's Guide*. Sebastopol, CA, USA: Rosenfeld Media.

Recommended Texts

Benz, P. (2015). *Experience Design: Concepts and Case Studies*. New York, NY, USA: Bloomsbury Academic.

Quesenbery, W. (2010). *Storytelling for User Experience*. Sebastopol, CA, USA: Rosenfeld Media.

Course Objectives

Through the completion of course assignments, *students will acquire competency in the following areas:*

- utilizing heuristic analysis to assess the efficacy of given interactions from multiple critical viewpoints, especially those that account for what aspects of these cause particular groups to experience satisfaction, or even joy, as well as frustration, angst and disappointment
- understanding why specific stakeholders in a given group have the needs, biases, expectations and aspirations that they regarding the perception and operation/functionality of a given interaction
- the application of diverse means to contextually frame a given problematic situation—these can include but are not limited to the operation of persona-based modeling (within specific scenarios of use), experience prototyping, the definition and prioritization of "positive" and "negative" situational attributes based on experience mapping and etically and emically framed contextual inquiries.

Through the completion of course assignments, *students will develop competency in the following areas:*

- the ability to effectively interview individuals and small groups of stakeholders that affect and are affected by the design of a particular interaction or set of interactions, and then glean understandings that can be used to positively affect design decision-making from these interviews
- engaging in card sorting processes to develop and/or assess the organizational structure of a given interaction into categories that enhance systemic understanding among design teams and stakeholder groups
- planning and operating usability testing of prototypes in ways that account for the array of user or participant needs, biases, expectations and aspirations

Through the completion of course assignments, *students will continue to develop competency in the following areas:*

- the ability to strategically plan and operationalize failure analysis processes and protocols to assess the design and functionality of various interactive systems
- the skills and understandings necessary to effectively identify interactive situations that are somehow problematic for particular groups
- the skills and understandings necessary to effectively account for and then analyze how and why a diverse array of contextualizing factors, conditions and behaviors cause or contribute to “what it is” that causes a given interactive situation to be problematic for a specific group
- the capacity to iteratively develop multiple, inventive and/or innovative approaches to re-thinking and re-making a given interactive situation so that it becomes less problematic for a specific group
- the aptitudes and capabilities necessary to effectively document their working processes, so that they emerge from this learning experience with a variety of means to showcase and, if necessary, “pitch” what they will have developed to potential collaborators, private investors and public funding agencies

Course Structure

This course is offered in a design studiolab format, and will meet for two, 90-minute class sessions per week (three contact hours per week total). Course content and studiolab etiquette during critically dialectic exchanges between fellow-students and students and faculty are all consistent with the requirements of pursuing a career in professional User Experience and Interaction Design environments. Under the guidance of the instructor, students will spend the first half of the semester engaging in an interdisciplinary, team-based project designed to yield an inventive and positive alternative to a situation that currently inhibits or limits the behavior and perception of a given product or set of products, services, environment(s) or system(s). The second half of the semester will challenge freshly constituted interdisciplinary teams to work toward developing and designing an alternative to *another* “problematic situation.” Students will work in the studiolab as required, and participate in class discussions and critical dialogues during class hours. Students will submit their work on assigned course projects for critical discussion in iterative phases as stipulated by a per-project development schedule provided to them by the instructor. The CVAD Computer Lab, the computing facilities in room 315 of Curry Hall, the Design Research Collaborative in Dallas, and the data visualization and simulation lab in the UNT New College at Frisco are available to students to work on assigned course projects outside of scheduled class time.

Evaluation

Each assigned project will be worth a specific number of total course points to individual students or students working in design teams. Each assigned project will be evaluated according to criteria articulated to all students on the day it is launched. How effectively each student/student team is assessed to have addressed specific project criteria will be recorded on an assessment document that each student will receive one to two weeks after the culmination of each project. The per-project course points each student earns as the semester progresses will be added together at the end of the semester to determine that student’s final course grade. A final project and final project presentation must be completed by the final exam date and time for this course. There is no final exam for this course.

Project I	Inventing an alternative to a “problematic situation,” scenario 1	50%
Project II	Inventing an alternative to a “problematic situation,” scenario 2	50%

Attendance Policy

Attendance is mandatory. Students must sign the attendance sheet during the first (15) minutes of class. No student may sign for another. Every unexcused absence over two will result in a letter grade reduction of the final course grade beginning with the third unexcused absence. Each two instances of tardiness over an initial two of these will be counted as one absence. A student is tardy if he/she arrives after the first 15 minutes of class have elapsed. No make-up opportunities for a missed class session will be given to any student enrolled in this course *unless* that student presents the professor with a UNT-Approved Absence Verification form within 72 hours of the ending of the class session that was missed. Students are hereby notified that meeting with the Instructor of Record for this course during an office hours session does NOT make up/cannot be substituted for a class session that was missed.

Course Risk Factor

This class has been assigned a level 1 Risk Rating, a course in which students are exposed to some minor hazards (most particularly, repeated computer usage), but are not likely to suffer bodily harm.

American Disabilities Act

The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will execute reasonable accommodations for qualified students with a disability, such as making appropriate adjustments to the classroom environment, as well as to the teaching, testing, or learning methodologies that are operated within the structure of the course, as long as actuating any of these adjustments does not fundamentally alter the content that must be delivered within the structure of the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA; <https://disability.unt.edu/>), and to inform the instructor of your need for an accommodation. Requests for accommodation must be given to the instructor no later than 5 pm CST on the final day of the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at <https://disability.unt.edu/>, and by visiting the ODA in Sage Hall on the UNT Denton campus, room 167 (visit the UNT website for updated location information). You also may call the ODA at 940.565.4323.

Building Emergency Procedures

In case of emergency, an alarm will sound. If this occurs, please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of a tornado (campus sirens will sound), or other weather-related threat, please go to the nearest hallway or room on your floor *without exterior windows* and remain there until an all clear signal is sounded. Follow the instructions of your instructors and act accordingly.

Student Rights and Responsibilities

Each University of North Texas student is entitled to certain rights associated with higher education institutions. See www.unt.edu/csrr for further information.

Disclaimer

The instructor retains the right to change the course syllabus and schedule without notice.