ADES 5460 – INTERACTION DESIGN: INCEPTION-TO-PITCH CAPSTONE PROJECT
Instructor: Michael R. Gibson, Associate Professor or Keith M. Owens, Associate Professor
Office Hours:TBD

Course Description
This six semester-credit-hour course is designed to build upon knowledge its students will have constructed in the three semester-credit-hour offering titled "INTERACTION DESIGN MAKERLAB 1." This course is designed to be taken during the third semester of enrollment in the curriculum that facilitates the MA in Design with a Concentration in Interaction Design program. Its course content has been structured in ways that build upon knowledge and understandings students constructed during their enrollments in each of the courses that constitute this graduate program's curriculum.
 Unlike the other course offerings in this curriculum, ADES 5460 | Interaction Design Makerlab 2 is designed to

1. facilitate a series of learning experiences that requires groups of two to four of its students to work together in interdisciplinary teams in collaboration with either an industry partner, a community organization partner, or, in many cases, both to—
2. design and implement a human-centered interaction on behalf of a specific group or set or groups who are being adversely affected or inhibited by a particular set of social, economic, public policy, environmental or technological conditions.

Each student team will be challenged to develop and design an interactive system over the course of the semester that positively affects the behavior of their specified group or set of groups as they interact with particular products, environments, sets of protocols or procedures or systems within communities. No two student teams' projects will evolve according to the same sets of parameters.
 Each student on a given team will be challenged to continuously fulfill one to three primary roles on that team as the semester progresses. These roles will likely evolve along with each team's project schedule as
1. the team gains or constructs knowledge by engaging in various iterative design processes, prototype development and testing and implementation, and
2. the industry and/or community org partner(s) provide critical feedback and access to resources

As was the case during students'enrollments in ADES 5440 | Interaction Design Makerlab 2 the previous semester, each team will be challenged to accomodate scenarios of use that span a broad spectrum of types of interactions and scenarios of use. Each team will also be challenged to accommodate levels of scale that span the spectrum from the operation of specific controls and applications to ensuring effective functionality in a complex environment or diversely populated community setting. As was also the case during the evolution of ADES 5440, a select array of technical skills that help facilitate prototyping, programming and coding, and computational thinking will be presented, but it is expected that each student and each student team will augment these presentations with their own, self-guided construction of knowledge in these areas as necessary to operationalize their respective systems.

Prerequisites (for MA in Des w/ Concentration in IXD students): ADES 5410, 5420, 5430, and 5440 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 to four, 5000-level Com Sci or Tech Comm 3 SCH offerings that the instructor judges to be on par with ADES 5410, 5420, 5430 or 5440 with a course grade of "B" or better.

Required Texts
Lyons, N. & Wilker, M. (2012). *Interactive Project Management.* San Francisco, CA, USA: Peachpit Press/Voices That Matter.
Belsky, S. (2012). *Making Ideas Happen.* New York, NY, USA: Portfolio, an imprint of Penguin Group USA.

Recommended Texts
Kahneman, D. (2013). *Thinking Fast and Slow.* New York, NY, USA: Macmillan/Farrar, Straus and Giroux.

Course Objectives
Through the completion of course assignments, *students will acquire competency in the following areas:*
 • the construction of knowledge that informs how individuals and groups think and make choices as they engage in everyday interactions to address a particular set of issues embedded within or that "surround" a given problematic social, cultural, economic, technological or public policy situation

- a set of core skills and one or more based of knowledge necessary to effectively plan and guide interactive project management processes
- processes for communicating effectively with the people who constitute interactive project development teams
- developing strategies for ensuring that a well-understood-by-all-team-members-and-stakeholders process is formulated and effectively followed and adjusted over time as necessary to meet expectations, deliver on promises, and that values diverse inputs and critical feedback from the majority of project partners and stakeholders

Through the completion of course assignments, *students will develop competency in the following areas:*
- planning and operating development processes to guide the evolution of interactive projects that effectively account for the diverse tasks, stages and phases that must occur over the course of the project schedule
- ensuring that given interactive project management processes facilitate the best work possible as effectively nd efficiently as possible on behalf of clients, stakeholders and project team members
- cultivating knowledge gleaned from existing interactive project management methods, combined with the ability to identify and plan for "gaps" in these methods, to guide the evolution of processes that ensure all involved know what to expect and what to ask for
- cultivating knowledge that effectively answers key developmental questions, such as "what do clients and stakeholders need and desire, and why?," "what aspects of our project will be most challenging to the individuals and groups involved?," and "how can the best work be done efficiently?"

Through the completion of course assignments, *students will continue to develop competency in the following areas:*
- planning and operating opportunities to demonstrate various "stages" of their team's interactive project development as a means to engage stakeholders and potential collaborators and investors in constructively critical dialogue that effectively guides design decision-making
- documenting the processes that informed the development of their team's system(s), so that they emerge from this learning experience with the raw material and knowledge necessary to use the particular "conception and poject evolution stories" of their systems to showcase their expertise and potential to possible employers, collaborators and funders
- the abilities necessary to consistently and effectively initiate and sustain meaningful critical dialogue between themselves and their peers, their instructor(s), and potential collaborators and funders in ways that positively inform their design decision-making

Course Structure

This course is offered in a design studiolab format, and will meet for one, 170-minute class session 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 entire 15 weeks engaged in a carefully scheduled sequence of learning experiences which have been orchestrated to help each interactive project team design an effectively useful, usable and desirable interaction design system by the end of the semester. 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 sequential phase of each student's assigned interaction design system will be worth a specific number of total course points that will accumulate toward his or her's final course grade. Each of these sequential phases 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 "per phase" criteria will be recorded on an assessment document that each student will receive one to two weeks after the culmination of each these phases. 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 (a)   Designing an effective interactive system as a member of a development team who   50%
                  makes consistent and positive contributions to his/her team for 15 weeks

Project I (b)	Assessment of individual team member's contribution to his/her team's "initial pitch" presentation and "final pitch" presentation		25%
Project I (c)	Assessment of individual team member's ability to effectively assume one or morevarious roles on his/her development team, and to provide reasonable documentation of this		25%

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.