

IDESN 1500

User Experience 1

“Fundamentally, interaction design is about how people relate to other people and how products mediate those relationships. It matters little whether the product is a document, an artifact, a computer or a computer program, a service, a business activity, or an organizational environment. All of these classes of products and their specific families of products are open to design thinking that is based on facilitating the relationships among people to reach specific goals and objectives.”

— *Richard Buchanan*

Course description

The terms interaction and experience are seemingly ubiquitous, yet remain ambiguous in their everyday use. Throughout this class we'll explore multiple models of interaction and experience and discuss how they relate to the practice of design; where design is defined as the act of applying purpose, planning and intention to advance the needs and wants of individuals. In addition to the more theoretical question of “what is interaction and experience”, this course provides opportunities for hands on research and practice as we consider application of theory and practice to the design of interfaces. As such, this course is divided in three project parts.

Project 1: Experiences

As designers, we are often tasked with designing something very specific: a website, an app, a marketing campaign. A good designer will be sure to align design deliverables with a particular set of business/project goals. But, a great designer will also consider the unpredictable ways in which their design will be experienced within a much larger time-frame and context. With that in mind, in our first project you research and diagram a set of individuals' lived experiences within a complex set of products, services, systems, and environments. Also known as experience mapping or journey mapping, this project's final deliverable will consist of a poster and presentation, visualizing moments of joy and frustration, derived through both qualitative and quantitative research methods.

Spring 2020

Friday

8:00 am – 11:45 am

Lunder Arts Center, Room 318

3.00 CEUs, Prerequisite: None

Lisa Spitz

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617-349-8041 (office)

617-438-8184 (cell)

Office Hours

email for an appointment

Project 2: Interactions

Our second project is a deep dive into the elements of interaction. Through a series of short conceptual exercises you'll experiment with the use of visual cues for conveying affordances, eliciting interaction, and evoking a particular emotion. Various models of interaction will be discussed, including the use of animation in crafting interfaces' which are discoverable, learnable, predictable and desirable.

Project 3: Design for Use

Our third project is a culmination of the semester with special emphasis on bringing value to people's lives through design. In this final project, you'll be challenged to conceptualize and prototype the interface for a mobile app, ambient device, or IoT device that addresses one or more pain points from our first project. This project requires attention to a user's overarching journey, storyboarding, and prototyping with emphasis on both experience and interactions.

Course objectives

At the end of this course, students will be able to:

- ❶ Describe the interconnected relationship between people, products, services, and environments.
- ❷ Explore differences between the design of objects and interactive experiences.
- ❸ Explore different meanings of "interaction" and "user experience" and explain how they relate to one's practice of design.
- ❹ Build concept development abilities through multiple design variations and iterations.
- ❺ Develop an approach towards design that balances intuition with research insights.
- ❻ Develop a command of time, motion, and visual communication towards the design of meaningful interactions.

Required Reading

There are no required books for this course. All reading assignments will be provided via PDF and/or web links.

Recommended Reading

Head, Val. *Designing Interface Animation*. New York: Rosenfeld, 2016. Print.

Norman, Donald A. *The Design of Every Day Things*. New York: Doubleday, 1990. Print.

Dreyfuss, Henry. *Designing for People*. New York: Allworth Press, 2012. Print.

Anderson, Stephen P. *Seductive Interaction Design: Creating Playful, Fun, and Effective User Experiences*. New Riders. 2011. Print.

Evaluation

Generally speaking, projects are evaluated on **research** (evidence that you have conducted a spectrum of research and turned it into useful interpretations and models); **ideation and concept development** (strength of the idea and how well it responds to the research); and **realization** (attention to detail, professional presentation).

	PROJECT 1 Experiences Weeks 1–5	PROJECT 2 Interactions Weeks 5–9	PROJECT 3 Design for Use Weeks 9–14	Relevant Course Objectives
RESEARCH				
Produces insight into people’s lived experiences through both qualitative and quantitative research methods.	■			1 2 3 4 5 6
Visual research captures and categorizes inspiration from both physical and digital interfaces.		■		1 2 3 4 5 6
IDEATION AND CONCEPT DEVELOPMENT				
Developed a range of rough, conceptual sketches.	■	■		1 2 3 4 5 6
Evidence of logical connections between research and concepts.	■	■		1 2 3 4 5 6
Storyboards and sketches clearly communicate scenarios or context(s) of use.			■	1 2 3 4 5 6
Concepts bring value to people’s lives.			■	1 2 3 4 5 6
REALIZATION				
Effectively uses storytelling and data visualization to convey the complexity and richness of experience.	■			1 2 3 4 5 6
Prototypes, wireframes, diagrams, and/or presentations bring strongest concepts to life.	■	■		1 2 3 4 5 6
Form evokes appropriate meaning and elicits interaction.		■	■	1 2 3 4 5 6
Users engaged in validation, with redesigns as needed.		■	■	1 2 3 4 5 6
Object/interface contains clear hierarchy/affordances of use, providing access to its purpose or function.			■	1 2 3 4 5 6

In addition to the three main projects, students will engage in semi-weekly reading and journaling assignments addressing objectives ① ② ③. Journal entries are to be turned in weekly, using the assignment submission link and guiding questions in Blackboard. Grading is set up to encourage engagement with content, rather than worrying about writing issues, or doing the “right” thing. **Your journal entries account for a total of 20% of your grade** and will be graded as follows:

- **A** = assignment is on time and complete, with reasonable effort and understanding of the material;
- **B** = assignment is on time and complete, with either lower effort, or significantly less understanding of material;
- **C** = assignment is turned in late, or turned in on time but incomplete;
- **F** = any assignment not turned in by May 4, 2018.

Course expectations

Blackboard is your go-to resource for this class. The course schedule, homework assignments and announcements will all be posted weekly via Blackboard. You are responsible for keeping track of weekly assignments and expected to come to class with the appropriate work products. Engage in class discourse during critiques and discussion and take notes to capture feedback on your work. Internet use unrelated to coursework and texting in class will not be tolerated.

Attendance Policy

Regular attendance in class is required. Students are expected to arrive on time and remain in class for the entire period scheduled. The responsibility for work missed due to any type of absence rests with the student. A failing grade may be assigned to any student who attends less than 80% of class meetings (3 classes of a course meeting once per week or 6 classes of a course meeting twice weekly). Any exceptions are made at the discretion of the instructor.

Attendance is taken during every class period. Do not make prior commitments that require you to miss class or leave class early (i.e. doctor or dentist appointments, family weddings, car appointments, etc) unless absolutely necessary. Personal commitments should be scheduled on your personal time, not class time.

If you know that you will have to miss a class, ask a classmate to bring in your work and check Blackboard for that week’s assignment — you will be expected to have completed your work upon your return to class. I strongly recommend “saving up” absences for any unexpected emergencies for genuine need.

Grade breakdown

10% – Attendance
20% – Journal Entries
25% – Project 1, Experiences
20% – Project 2, Interactions
25% – Project 3, Design for Use
= 100%

Grading policy

A – Exceptional work in all aspects.
B – Above average work, distinguished in certain but not all aspects.
C – Average work.
D – Below average work.
F – Failing work. No credit.

Chronic lateness will lower your course grade. Leaving class early (15 minutes), or arriving late (15 minutes) counts as a half (50%) absence. Coming to class with no work is marked as a half (50%) absence.

Learning Community Statement

Faculty, staff and students are all responsible for advancing a campus and classroom climate that creates and values a diversity of ideas, perspectives, experiences and identities. As such, we aspire to engage together in a community where each person is respected and empowered to express themselves and be heard.

We commit to creating an environment and developing course content that recognizes the learning experience of every student with dignity and respect, regardless of differences that include, but are not limited to: race, socio-economic status, ethnicity, indigenous background, immigration status, nationality, gender identity/expression, language, abilities and accommodations, religion/spirituality, sexual orientation, veteran status or membership in uniformed services, political views, age and physical appearance.

Mission Statement

Lesley University's Mission Statement states that "...Lesley prepares socially responsible graduates with the knowledge, skills, understanding and ethical judgment to be catalysts shaping a more just, humane, and sustainable world." Among many experts in the field, Diane Goodman has described the following competencies: (1) Building self-awareness, (2) Understanding and valuing others, (3) Knowledge of societal inequities, (4) Interacting effectively with a diversity of people in different contexts, and (5) Fostering equity and inclusion. Our mission and these competencies are embedded in our curricula and our classrooms. They provide a foundation for transformative teaching and learning, and approaches to social justice.

Lesley Art + Design Critique Culture Statement

Critique is a conversation about the content and context of the work you make, as well as the development, process, and final form your work takes. It's not a personal critique about you as an individual. Critique can be an intense process to engage in whether you are presenting work or are participating in the conversation. As a student, it is important to realize that feedback comes from many different voices and perspectives and may conflict and contradict itself. This is true for the positive and the negative, but it is important to not take it personally or constantly be on the defensive. Critique is a vital part of the creative process. It is a

Attendance policy

- Attendance is mandatory.
- More than 3 absences = failure for the course
- Leaving class early (15 minutes), or arriving late (15 minutes) counts as a half (50%) absence.
- Coming to class with no work is marked as a half (50%) absence.

Design Department Matriculation Policy

All students in a B.F.A., Diploma, or Certificate Program in Design are required to receive a C- or higher in Design Sequence courses. Design students receiving a D+ or lower will need to repeat this course (or pass an additional design elective) if they wish to matriculate in the Design program.

communication skill that needs to be learned and practiced the same as any technical skill or mastery of medium and materials. Critique extends beyond the art and design school environment to professional and personal studio practices. It is an essential part of the process of making and evaluating your work. Participation in the process is necessary for it to be valuable.

Library Services

The Library Research Portal (research.lesley.edu) provides access to multiple services and authoritative resources for academic research including books, articles, tests, visual media, and teaching resources. The Lesley University Library encourages students and faculty to use these academic resources for their assignments:

- [Our Ask-A-Librarian](#) page lets you chat, text, call, e-mail, or request a meeting with a librarian!
- Visit our two libraries for drop-in help, course reserves, computers/ wifi, printing, new magazines and journals, and (of course) books!
Sherrill Library (main library), Brattle Campus, 617-349-8850
Moriarty Library (arts library), Porter Campus, 617-349-8070

Academic Dishonesty

Academic dishonesty comes in many forms. The following list is not meant to be exhaustive and a student may be charged and found guilty of violating the University's Academic Integrity Policy for an offense not enumerated below. Academic dishonesty includes: cheating, plagiarism, fabrication and falsification, multiple submissions, abuse of academic materials, complicity/unauthorized assistance, lying/tampering/theft. Please review the student handbook for details: <http://www.lesley.edu/academic-integrity-policy/>

Disability Statement

Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and to benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided.

Back up your work

Back up your work weekly using OneDrive (available through your Lesley account), Dropbox, Google drive, your own backup drive, etc.

Data loss – from a lost, fried and/ or stolen hard drive, dead laptop, or malware – cannot be used as an excuse for late or missing work.

You are responsible for the re-creation of any projects that are lost or missing.

Center of Academic Achievement

If you are a student with a documented disability, or feel that you may have a disability, please contact the appropriate disability administrator.

For Students with Learning Disabilities, Attention Disorders and Asperger Syndrome:

Kimberly J. Johnson

Director LD/ADD Academic Support Program

Doble Hall, 2nd floor

Phone: 617-349-8462, Fax: 617-349-8324, kjohnso7@lesley.edu

For Students with Physical, Sensory, and Psychiatric Disabilities:

Daniel Newman

Director of CAA (ADA/504 Coordinator)

Doble Hall, 2nd Floor

Phone: 617-349-8572, Fax: 617-349-8324, dnewman@lesley.edu

The contact persons play the role of facilitator between the student's needs, faculty requirements, and administrative guidelines of the University. Disability-related information is not shared without the permission of the student.

Equal Opportunity and Inclusion Policy

Lesley University remains committed to a policy of equal opportunity, affirmative action, and inclusion for all current and prospective faculty, students, and staff and to eliminating discrimination when it occurs. Lesley University does not discriminate on the basis of race, color, religion, sex, national origin, age, veteran status, disability, or sexual orientation in admission to, access to, treatment in, or employment in its programs and activities. Lesley will not ignore any form of discrimination, harassment, or sexual harassment by any member of the Lesley community. Moreover, Lesley does not condone any form of retaliation against any person who brings a complaint of discrimination, harassment or sexual harassment or against anyone who cooperates in a complaint investigation. For more information, visit <https://lesley.edu/students/policies/equal-opportunity-and-inclusion-policy> or contact Dr. Nathaniel Mays, Dean of Student Life and Interim Title IX Coordinator, 617-349-8539 and equalopportunity@lesley.edu