

IDESN 2505

User Experience II

Course Description

A continuation of the principles and methods of User Experience 1, with more in-depth analysis and hands-on practice in designing for user and client needs. The purpose of this course is to develop a deeper understanding of the research and design skills necessary for identifying and defining problems, developing diverse conceptual solutions, and implementing scalable systems. This course covers the skills needed to create products that address peoples' needs and create emotional connections. Topics include research, ideation, prototyping and testing; as well as the creation of a consistent visual language for interface appearance and usability.

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

- 1 Evaluate the effectiveness of an interface in relation to how it improves or enhances a user's experience with a product;
- 2 Analyze and integrate multiple stakeholder needs in a design problem;
- 3 Use problem framing techniques to formulate and define project goals;
- 4 Develop and propose multiple/varied concepts which address project goals functionally and visually;
- 5 Validate design decisions via (informal) user testing, research, and industry best practices;
- 6 Create visual and interactive systems that are consistently applied to multiple project components or multi-page/multi-screen projects.

Assignments

This semester we'll be working on a real-world project for Toast, a restaurant point of sale platform (www.toasttab.com). As a growing, restaurant-centered business, Toast is committed to creating intuitive and delightful experiences. This semester, you'll be helping Toast to reinvent their restaurant onboarding experience. This experience begins when a customer first reaches out to Toast and ends when the restaurant has successfully installed their hardware and software and completed their first day of sales. **The particular point in the customer journey you'll be focusing on is the when the customer unboxes and installs their new Toast hardware/software.**

Fall 2019

Tuesday 1:15PM – 5:00PM,
University Hall, Room L-001
3.00 CEUs, Prerequisite: UX I

Lisa Spitz

lspitz@lesley.edu
617-349-8041 (office)
617-438-8184 (cell)

Office Hours

email for an appointment

Toast currently offers both on-site and remote install options for their customers. An on-site install means that a technician from Toast will go to the restaurant to unbox and install the customer's equipment for them. This is a great option, particularly for complex restaurant setups. But this business model is not scalable (it's expensive, requiring trained experts be available in locations across the world). At the same time, *one thing we know about restaurant owners is that they are historically NOT comfortable with technology*. This means that "doing it yourself", even for a restaurant with a simple setup, including remote support from a technician, can feel complex and unwieldy. **Your challenge this semester is to design a remote install experience for Toast customers that feels simple.**

As part of your process, you'll need to take a close look at Toast's competitors. On one end of the spectrum, you'll find POS solutions like Aloha and Micros, which offer a high-touch service model. Many restaurant owners have come to expect this level of service, making the remote install experience even less appealing to these owners. On the other end of the spectrum you'll find POS solutions like Square, which rely on an entirely self-service model. Toast currently operates in a middle space between these two types of competitors, offering both high-touch and self-service support for customers. That said, a goal that Toast has is to continue building momentum with restaurants that expect a high touch model while scaling with a model like Square's, which is lower touch, lower cost, and easier to use. You'll need to determine what Toast's options are for a middle of the ground experience, that feels high touch, while remaining cost effective from a business perspective.

Assignment 1: Problem Framing

This bigger project will be broken down into three smaller phases or assignments. To start our project you'll need to become familiar with the problem space. Learning about the restaurant business will be important. This includes learning about Toast, their existing install experience, their customers/restaurant owners, and their competitors. What types of people open a restaurant and why? What is their mindset? How does choosing and installing a POS system fit into the larger restaurant ecosystem? What particular pain points do restaurant owners face during their POS onboarding experience? Related, what can you learn from direct and indirect competitors? What does a high touch, low cost, easy to use unboxing/onboarding experience look like? (Hint: some competitors and onboarding experiences you should check out include Square, Shopify, Aloha, and Micros; as well as companies like Peleton. Use your imagination to find others).

At the end of assignment 1, you should be able to clearly articulate the problem you are solving (including customer pain points), business and user goals, and best practices in onboarding experiences. This is the precursor to ideating potential solutions. Possible activities include interviews, competitive analysis, documentation, and storytelling.

Required Reading

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

Recommended Reading

- Anderson, Stephen P. (2011). *Seductive Interaction Design: Creating Playful, Fun, and Effective User Experiences*. Berkeley, CA: New Riders.
- Frost, Brad. (2016). *Atomic Design*. Pittsburgh, PA: Brad Frost.
- Kholmatova, Alla. (2017). *Design Systems: A practical guide to creating design languages for digital products*. Freiburg, Germany: Smashing Magazine Media AG.
- Marsh, Joel. (2016). *UX for beginners: a crash course in 100 short lessons*. Sebastopol, CA: O'Reilly & Associates Inc.
- Weinschenk, Susan M. Ph.D. (2011). *100 Things Every Designer Needs to Know About People*. Berkeley, CA: New Riders.
- Young, Indi. (2008). *Mental Models: Aligning Design Strategy With Human Behavior*. Brooklyn, NY: Rosenfeld Media, LLC.

Assignment 2: Concept Development

In the second part of our project, you will ideate and present a diverse range of potential new concepts for the Toast unboxing/remote install experience. Deliverables for assignment 2 include low fidelity prototypes, diagrams, storyboards, and wireframes (as appropriate), in which you'll demonstrate possible functionality and advocate for the best solution.

Assignment 3: Scalable Design

In the third part of our project process, you will create high-fidelity prototypes of your "best" concept. Additional uses cases and scenarios will be considered, in an effort to demonstrate the scalability of your proposed solution. Deliverables for assignment 3 include high fidelity prototypes, design patterns, and specifications.

Tentative Schedule

- **September 10:** Syllabus review and design process warm-up. Discuss semester long project and homework for next week.
- **September 17:** Field trip to Toast headquarters, 401 Park Dr #801, Boston, MA 02215. Start in class at 1:15 PM, head to Toast for 3:00-5:00 PM.
- **September 24:** Field trip to Toast Configuration Center, 5 Commonwealth Ave, Woburn, MA 01801. Time TBD.
- **October 1:** Work in class on Toast problem framing proposals.
- **October 8:** Submit problem framing proposals to Toast, including competitive research, business goals, user goals, and product insights.
- **October 15, 22, 29:** Work in class on Toast concept development proposals.
- **November 5th or 12th:** Present concepts to Toast product/user experience stakeholders (in-class at Lesley).
- **November 12, 19, 26, December 3, 10:** Work in class on scalable design solutions.
- **December 17:** Present final, scalable design solution, to Toast via remote screenshare.

Blackboard

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.

Grade Breakdown

25% – Problem Framing
 25% – Concept Development
 25% – Scalable Design
 15% – Participation
 10% – Attendance

= 100%

Grading Policy

- Exceptional work in all aspects.
- Above average work, distinguished in certain but not all aspects.
- Average and/or unexceptional work. Lowest passing grade.
- Below average work.
- Failing work. No credit.

Though there is some group work in this class, all deliverables will be evaluated on an individual basis, with assignments being collected via Blackboard. Evaluation criteria is based on a combination of course and assignment learning outcomes, to be discussed in class.

Participation

This course serves as a bridge between undergraduate design courses in which explicit direction is provided, and advanced design courses (and eventual employment) in which you are expected to take initiative and drive process. As a result, in this course, I will assume the role of mentor/advisor. I will provide guidance, including suggested activities, methods, and tools. But, it's up to you to decide how to solve your design problem. All of the methods, skills, activities, and deliverable learned in prior courses are relevant in this class. You are expected to ask questions, to take risks without fear of failure, to explore possibilities, to justify design decisions with research data, and to reflect on your successes and failures.

As such, in addition to course assignments, students will be evaluated based on participation on a weekly basis. If you miss a class, you are responsible for communicating your project status by the end of our scheduled class time in order to receive a grade for that week.

Participation grades account for a total of 15% of your grade and are based on the following success criteria:

- **Reflective:** Reflects on successes and failures and adjusts course accordingly. (Can answer "what worked/what didn't work?")
- **Grounded:** Justifies decisions based on project goals, research data (either primary or secondary), and/or industry standards. (Can answer "why are you doing that?")
- **Self directed:** Does not wait to be told what to do next. Actively seeks out possible methods, processes, and tools to support the project. (Can answer "what will you do next?")

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

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.

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. Review the attendance policy on the left.

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.

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.

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 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.

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

Center of Academic Achievement

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.