

IDESN 1700-80

# Sketching for Interactive Design

*“What if there was a way to more quickly look at problems, more intuitively understand them, more confidently address them, and more rapidly convey to others what we’ve discovered?... There is. It’s called visual thinking... Visual thinking means taking advantage of our innate ability to see – both with our eyes and our mind’s eye – In order to discover ideas that are otherwise invisible, develop those ideas quickly and intuitively, and then share those ideas with other people in a way that they simply “get”.”*

— Dan Roam, *The Back of the Napkin*, 2008

## Course Description

In a conference room full of people, your most productive tool is not necessarily the computer. It’s the whiteboard. Imagine for a moment that you are the lead UX Designer on a project. Your team members are comprised of Developers, Project Managers, Business Owners, and perhaps a few Subject Matter Experts. They are having a conversation about a new product line. When you leave the conference room - you’re the one responsible for translating all that “talk” into something concrete. Features, requirements, priorities, end users, business goals, customer goals - you can get lost in the details. Worse yet, you can spend hours and hours drafting something in the latest wireframing tool, only to come back to your project team to find out it’s not quite right. I’m here to tell you there’s a better way. All you need is a whiteboard and marker (or paper and pen) and the confidence to make the first mark. This class is designed to give you that confidence.

Designers sketch for a variety of reasons: to reflect on or record what we’re seeing or hearing, work through some thinking, or communicate an idea. In this course you’ll be challenged to practice each of these modes of sketching as you visualize data, decisions, processes, and ideas. Emphasis will be placed on the practical use of sketching within the User Experience field, particularly as it relates to understanding people and envisioning solutions. Finally, as an introductory course you’ll have ample opportunity to build confidence in your ability to represent lines, shapes, textures, characters, emotions, and actions through sketching.

## Supplies

In terms of supplies - you can get by with plain printer paper and pen/sharpie. But, if you feel like splurging/experimenting I recommend a sketchbook and a variety of pens. While there’s no “right” or “wrong” set of supplies, here’s what I’ll suggest if you’re looking for specific recommendations:

- **9” x 12” Sketchbook:**  
Popular brands include Strathmore and Canson.
- **Pens for sketching:**  
Pigma Micron 05 Black, Pigma Micron 03 Red, Pigma Graphic 1 Black
- **Markers for highlighting:**  
Tombow N55 Dark Gray, Tombow N75 Light Gray, Tombow 055 Yellow

## Course Objectives

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

- Sketch quickly and freely without fussing over details, as demonstrated through quantity of sketches and variation in form produced within a specified time period.
- Use sketching to document observational and interview data.
- Use sketching to visualize future interface concepts and interactions.
- Use peer feedback and self-reflection to revise sketches for overall communication and clarity.
- Use sketchnoting as a means of visual note-taking, representing spoken content in sketch form.

## Expectations and Requirements

This 8-week, asynchronous course will be delivered in myLesley, fully online. The course has 8 modules. Each module begins on Monday and ends on Sunday. Each week you are expected to log in to myLesley to review that week's learning objectives, readings, and activities. You are required to engage in group discussions and submit work to the class forum, blog or journal entries to the instructor. A failing grade may be assigned to any student who misses 2 or more weeks of course participation. Any exceptions are made at the discretion of the instructor.

### Peer-to-Peer Learning in an Online Classroom

Research shows that peer-to-peer learning – an active group of peers engaging with one another in discussion and on projects – is the key to student achievement in online courses; online courses in which students do not actively engage with their peers often leads to lower student achievement. Stay in touch, participate regularly in the peer review process, and complete assignments on time so that there is time to get feedback.

### Creating and Sustaining a Vibrant Online Classroom Community

Although we are not in the same room at the same time, active participation in creating a positive learning environment is expected and highly valued. This includes full engagement in class discussion, completing all required reading and assignments, and taking personal responsibility for the success of building our virtual community classroom. When posting written comments or giving feedback to peers, be tactful and mindful of your tone; it is easy to misinterpret intent online since we lack body language. Avoid sarcasm and 'yelling' (writing in all capital letters). If you do not understand a response of another student, please ask clarifying questions. Also, your peers are often relying on you to post assignments

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### Software Requirements

In Weeks 1-8, you'll need access to [CamScanner](#) (free) or [Adobe Scan](#) (also free) for digitizing sketches and uploading to Blackboard.

In Weeks 2-8, you'll need access to an online tool called Peergrade (free) for participating in the peer review process. You can access Peergrade through links in Blackboard.

In Week 7, you will need access to a paper prototyping tool called Prototyping on Paper (POP), by Marvel (free). This app is available for iPhone and Android: <https://marvelapp.com/pop/>.

and respond promptly in order to complete their own work, so do your best to keep up with the projects and maintain a positive tone.

## Course Format

This is NOT a drawing class; this is a sketching class. According to Bill Buxton in "Sketching User Experiences", sketches contain minimal detail. They are quick, timely, inexpensive, disposable, and plentiful; and are used to suggest rather than confirm. As such, no one sketch should be labored over and all sketching should be done on paper or whiteboard - not in Illustrator, Photoshop, or any other digital software platform.

## Assignments & Grading

All assignments are due by the day and time posted. Unless there is an extreme, unavoidable and documented emergency, there will be no exceptions. Grading is based on the learning objectives and rubrics as defined by each of the following types of assignments.

### Warm-Up Activities (5% of grade)

In the first two weeks, there will be three warm-up activities, graded based on participation and completeness. These warm-up activities will account for a total of 5% of your grade. See the grading rubric for more details.

### Primary Sketch Activities (30% of grade)

Between weeks 2-8, there are a total of 6 primary sketching activities that map loosely to the design process. After posting your initial sketches on a Sunday, you'll spend the following week reviewing your peers work and providing concrete and actionable feedback. Then, in turn, you'll reflect on your own feedback and revise your sketches. Each of these sketch activities are graded on a 1-4 point scale, accounting for a total of 30% of your grade. Grades are determined based on: reflection & revision, content, and execution. See the grading rubrics for more details.

### Peer Review Process (30% of grade)

Each of the 6 primary sketching activities are followed by a week of peer review and sketch revisions. The peer review process is a key component of this course, accounting for a total of 30% of your grade. This grade is a cumulative grade, calculated at the end of the 8 weeks, based on your submission performance (the quality of sketches you submit = 50% of this grade) and feedback performance (the quality of feedback you provide to peers = 50% of this grade). The peer review process addresses our course learning goal of using peer feedback and self-reflection to revise sketches for overall communication and clarity. See the grading rubrics for more details.

### Required Reading

Roam, Dan. *The Back of the Napkin*. Digital Roam, Inc. 2008. Print

### Recommended Reading

Brown, Suni. *The Doodle Revolution: Unlock the Power to Think Differently*. Portfolio. 2014. Print.

Buxton, Bill. *Sketching User Experiences*. Morgan Kaufmann Publishers. 2007. Print.

Rohde, Mike. *The Sketchnote Handbook: The illustrated guide to visual note taking*. Peachpit Press. 2012. Print.

Rohde, Mike. *The Sketchnote Workbook: Advanced techniques for taking visual notes you can use anywhere*. Peachpit Press. 2014. Print.

Sibbet, David. *Visual Meetings: How Graphics, Sticky Notes and Idea Mapping Can Transform Group Productivity*. The Grove Consultants International. 2010. Print.

## Practice Sketching (30% of grade)

Where the primary sketch activities are focused on achieving a specific goal, here the purpose is fluidity, quantity, and evolution. The practice work you do in weeks 1-6 will help with your other sketching activities, but our primary goal within this activity space is to give you confidence in your ability to represent just about anything through pen and paper. Your practice sketching is graded on a 1-4 point scale, accounting for a total of 30% of your overall grade. Grades are determined based on participation and completeness. See the grading rubric for more details.

## TED Talk Sketchnoting (5% of grade)

In weeks 7 and 8 you'll be asked to sketchnote two different TED Talks. Sketchnoting is a form of visual note-taking. The audience for a sketchnote is largely you. If you find you are a visual learner, this form of note-taking can be beneficial in processing and remembering complex information. Your TED Talk Sketchnotes are graded on a 1-4 point scale, accounting for a total of 5% of your overall grade. Grades are determined based on responsiveness, interpretation, format & flow. See the grading rubric for more details.

## Classroom Respect & Learning Experience Statement

Faculty, staff and students are all responsible for advancing a community 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.

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.

## Grade Breakdown

05% – Warm-Up Activities  
 05% – Sketch 1: Flow Charts  
 05% – Sketch 2: Empathy Mapping  
 05% – Sketch 3: Storyboarding  
 05% – Sketch 4: Wireframing  
 05% – Sketch 5: Paper Prototype  
 05% – Sketch 6: Animation/Interaction  
 30% – Peer Review Process  
 30% – Practice Sketching  
 05% – TED Talk Sketchnoting  
 = 100%

## Grading Policy

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

## 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.

## Research & Library Information

The College of Art and Design Library & Sherrill Library (main Lesley University library): Students are encouraged to use library collections and services for both academic research and studio art inspiration.

### Lesley Library

Lesley Library supports learning and creative inquiry by welcoming all students to use our services and resources. Learn all about the research process from our expert team of librarians and use our Ask Us! service if you get stuck along any step in the process, from brainstorming your next project to citing your sources. While the physical libraries are closed you can still access all of our online materials and services!

- **Your Virtual Library:** [research.lesley.edu](http://research.lesley.edu)
- **Self-Service Portal/FAQ:** [research.lesley.edu/selfservice](http://research.lesley.edu/selfservice)
- **AskUs!:** [research.lesley.edu/askus](http://research.lesley.edu/askus)

### Art & Design Research Guides

- <http://research.lesley.edu/art>
- Books, exhibition catalogs and videos are listed in the FLO library catalog.
- Articles from journals, magazines and entire e-books are online in the library databases (MyLesley login required).
- High quality museum images, including contemporary art, are online in the library databases and books.

### Instructor Feedback

The instructor will provide feedback via Blogs and other assignment tools. The turn-around times for general communication and assignment related feedback are as follows:

- Email and help questions – within 24 hours, Monday-Friday.
- Feedback on your Sketching Activities – within 48 hours after the submission due date
- Feedback on your Revising Activities – as needed throughout the week, and within 48-72 hours after the submission due date.
- Feedback on your Practice Sketching – as needed throughout the week, and within 48-72 hours after the submission due date.

Research strategies, MLA citation help, library tutorials and personalized research help by email, IM or phone.

## Academic Support

Tutoring at the Center for Academic Achievement (CAA) encourages students to become independent, successful, and confident learners. The Center's Peer Tutors provide assistance with writing, reading, math, library research, study skills, organizational skills, and content across many fields.

To schedule a tutoring appointment go to [Lesley Tutoring: WC Online](#) and create your account. We have tutoring specifically for some LA+D courses. Questions for the CAA? Contact [Caa@lesley.edu](mailto:Caa@lesley.edu)

Need some tools for success in Blackboard or our virtual environment? Log onto my Lesley to access the [my Lesley Student Orientation](#). The [Tips for Online Success](#) is an especially helpful module for learning strategy resources.

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## 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.

## 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.