**Digital media Design**
Fall 2018
INF 385H ‖ 27713
Th 6:00p-9:00p
UTA   208
Instructor: Ramona Broussard, MSIS

## I. Rationale:

Human interaction with technology is a topic of increasing interest in professional and academic fields related to information technology, especially with the increasing ubiquity of computing and technological connectivity.

## II. Course Aims and Objectives:

*Aims*

This course will introduce students to foundational theories about how to design digital media for human use. Students will explore HCI: issues and interactions.

*Learning Objectives:*

The student successfully completing this class will:
- Understand and explain the impacts and ethical implications of designed objects on human societies.
- be able to identify key issues related to information studies and human interaction with information technology,
- relate perspectives and issues in information studies to practical problems regarding human interaction with technology,
- be able to describe and critique techniques for information elicitation, presentation, and organization
- be familiar with complex cultural issues surrounding information and technology, including emotions, and social factors that relate to information and technology.
- Be able to present work to others as well as give and take constructive feedback.
- Be able to work individually and as part of a team to tackle problems and design solutions for them.
- Be able to visually represent those solutions with a variety of tools including use of paper prototypes and appropriate software.

## III. Format and Procedures:

This course will entail three major instructional techniques:
1 – *Discussion* about the readings and other assignments.
2 – activities and *exercises*, to explore the topics at hand.
3 – individual and group *projects* to demonstrate knowledge and experience.
I do very little formal lecturing. You should expect to be an active participant during class time.

**IV. Course Schedule:** \*\**This syllabus represents my current plans and objectives.  As we go through the semester, those plans may need to change to enhance the class learning opportunity.  Such changes, communicated clearly, are not unusual and should be expected.*

| Date | Topic(s) | Readings/videos/audio: complete before class | Deliverables Due before class time |
|---|---|---|---|
| **Th Aug 30** | Introductions: Instructor, students, syllabus, and overview | | |
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| **Th Sep 6** | Setting the mood: mindful IxD | Löwgren & Stolterman Chaps 1&2; Laurel Chap. 1 | |
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| **Th Sep 13** | The process of design thinking | Löwgren & Stolterman Chapters 3-5 | Describe the problem you will  address with your designed solution |
| | | | |
| **Th Sep 20** | Foundations and structure; choose a partner for critique | Löwgren & Stolterman Chapters 6 and 7; Laurel Chapter 2 | |
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| **Th Sep 27** | NO CLASS  - VIRTUAL WORK DAY | Sharpe; Winograd (both on Canvas) | *Designed solution: full report* |
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| **Th Oct 4** | Action and collaboration We will discuss designed solutions | Laurel 3 and 4; Berlin et al. (on Canvas) | Discussion responses to Designed solutions |
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| **Th Oct 11** | NO CLASS - VIRTUAL WORK DAY | Dupre; Bowker & Star (both on Canvas) | *Critique* |
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| **Th Oct 18** | Heuristics | Laurel chapter 5; Nielsen\* (on Canvas) | Discussion responses to critique. |
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| **Th Oct 25** | NO CLASS - VIRTUAL WORK DAY | Hanks & Belliston Chapter 1, Lessig (on Canvas) | *Initial portfolio* |
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| **Th Nov 1** | Sketching and visualizing | Hanks & Belliston Chapters 2 and 3 | |
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| **Th Nov 8** | NO CLASS - VIRTUAL WORK DAY | Hanks & Belliston Chapters 4 and 5 | *Paper prototype for group project* |
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| Th Nov 15 | The future | Laurel Chapter 6; Verbeek (on Canvas) | |
|---|---|---|---|
| | | | |
| Th Nov 22 | NO CLASS - THANKSGIVING | | |
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| Th Nov 29 | Ethical specifics | Smith; Segal (on Canvas) | *Sketchbook and diary* |
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| Th Dec 6 | Student Presentations | No readings | Group project presentation; final day for participation |
| | | | |
| M Dec 10 | NO CLASS DAY | | Group project report; Final portfolio. |

**Feedback Statement**
During this course I may ask you to give me feedback on your learning in informal as well as formal ways, including through anonymous Canvas surveys about readings and in-class activities. These surveys are not required nor are they graded.

**V. My Assumptions**
Students in my class should be motivated to learn in new ways and to respect their colleagues in the course by being considerate of others as well as being present and participating in group projects thoughtfully.

**VI. Course Requirements:**
   1.   Class attendance and participation policy:
You are expected to attend class and participate in discussions and activities. I understand that some students will speak more than others and I have provided a variety of ways that you can participate so be sure to complete assignments before class, and to be present and active during class. We will be an activity-focused class. You need to be present in class to do well in the course overall. I will allow 2 absences without penalty, but will expect you to find a fellow student to give you notes. Personal technology is SOMETIMES allowed in the classroom, if it is used for note-taking or to assist in class activities. However, if people are abusing this privilege and getting distracted from class activities I WILL ask everyone to stop using it, regardless of who was abusing it.

**A note about Religious Holy Days**
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

# Course Readings/Materials:

**Required Textbooks(the only things you must buy or borrow yourself)**

Hanks, K., Belliston, L., & Thomson Course Technology PTR Development Staff. (1980). *Rapid viz: A new method for the rapid visualization of ideas*. W. Kaufmann.
Laurel, B. (2013). *Computers as theatre*. Reading, MA: Addison-Wesley.
Löwgren, J., & Stolterman, E. (2004). Thoughtful interaction design.

*Some recommended reading*

Glushko, R. J. (2013). The discipline of organizing. *Bulletin of the American Society for Information Science and Technology*, *40*(1), 21-27.
Hartson, R., & Pyla, P. S. (2012). *The UX Book: Process and guidelines for ensuring a quality user experience*. Elsevier.
Johnson, J. (2013). *Designing with the mind in mind: simple guide to understanding user interface design guidelines*. Elsevier.
Krug, S. (2018). *Don't make me think!: Web & Mobile Usability: Das intuitive Web*. MITP-Verlags GmbH & Co. KG.
Norman, D. (2013). *The design of everyday things: Revised and expanded edition*. Constellation.
Rosenfeld, L., & Morville, P. (2002). *Information architecture for the world wide web*. " O'Reilly Media, Inc.".

*Required Readings that I will make available digitally as a PDF on Canvas:*

Berlin, Lucy M., Robin Jeffries, Vicki O'Day, Andreas Paepcke, and Cathleen Wharton. (1993) Where did you put it? Issues in the design and use of a group memory. *Proceedings ACM CHI 1993,* 23-30.
Bowker, Geoffrey & S. Leigh Star. (2000). *Sorting Things Out: Classification and its Consequences*. Cambridge, MA: MIT Press, pp. 33-50.
Dupre, John. (2006) Scientific classification. Theory, Culture, and Society 23(2-3): 30-32.
King, William Davies. (2008) Collections of nothing. Chicago: University of Chicago Press. (Ch. 4-7, pp. 79-163.) (This reading is optional.)
Lessig, Lawrence. (2006). Cyberspaces. *Code 2.0*. New York: Basic Books, pp. 83-114.
Nunberg, Geoffrey. (1996) Farewell to the information age. In The future of the book. Geoffrey Nunberg, ed., Brepols (Belgium) and University of California Press.
Segal, David. (2011) The dirty little secrets of search. New York Times, February 12, 2011.
Sharp, Helen, Yvonne Rogers, & Jenny Preece. (2007). What is Interaction Design? In *Interaction Design: Beyond Human-Computer Interaction*, pp. 1-40.
Smith, H. J., Dinev, T., & Xu, H. (2011). Information privacy research: an interdisciplinary review. *MIS quarterly*, *35*(4), 989-1016.
Verbeek, P. P. (2011). *Moralizing technology: Understanding and designing the morality of things*. University of Chicago Press.
Winograd, T., and Fernando Flores. (1987) Understanding computers and cognition: a new foundation for design. Reading, MA: Addison-Wesley. (Ch. 5)

# Assignments, Assessment, and Evaluation

**Late Assignments**
It is important to complete your work on time, both so you can stay on track and so you can work with your fellow students. You will be docked 10% each day every day late for any assignment.

**Assignment details:**

*Design thinking: our habits*
You will choose one habit or problem in your own life that you want to change. Examples include: "stop losing my keys," "lift weights 3x a week", or "write every day". You will then design and implement a solution that encourages that habit change. For example, install a hook to put your keys on at home, and program a reminder into your phone for every day you come home at 5pm to put your keys away. For this assignment, you can make the solution digital or analog or both! You will then write a 1000 word report explaining what you did, along with at least 3 images and a justification of your reasoning. Note: you don't need to prove that you actually changed the habit, but you do need to justify with credible evidence why your solution will be a good one. That means cite your sources. You will make these available to your fellow students via Canvas and we will discuss them. You will get 1 point for describing your idea to me 2 weeks before the due date for the completed report.
*15 points*.

*Critique*
With a partner, you will choose one digital design (an app, a site, a game, an interactive exhibit around town…) The two of you will critique the digital design in a discussion post on Canvas of at least 2000 words. You must also find at least three scholarly articles related to the object of critique. Your critique must include:
a)  A description of and at least 3 images pertaining to the object.
b)  2-3 areas for improvement and suggestions for improvement based on evidence from our readings and the sources you chose.
*15 points*.

*Discussion Responses*
You are expected to respond to at least 2 peers twice  during the semester (4 total - see also above). These posts are worth 1.25 points each. Be sure to connect your comments explicitly to some of the assigned readings, readings you find on your own, or in-class discussions thus far in the semester.
*5 points*.

*Weekly sketchbook and diary*
You are expected to keep a journal of notes and idea sketches from readings and class. These can include prototype screen shots, relevant quotes from readings, discussions, and activities - a good rule of thumb is at least 3 pages of content per week of class. These may be typed or hand-written, but I need to be able to decipher the contents.
*15 points*.

*Online portfolio:*
You will create a public website that includes a biography, a video description of a project you've worked on (for this class or elsewhere), images of you or your work, and at least 3 IxD projects (You can use the three you'll do in this class, or others). There are free options and University provided options for this. You will receive 10 points for turning in a first draft to me at the end of October, and the final 5 points for completing it at the end of the semester.
*15 points.*

*Preparation for group project (individually graded)*
You will use your Rapid Viz book and the provided samples from Snyder to create a paper prototype of a new interface for the topic your group chooses. You will each do this portion individually. You must also write an executive summary of your prototype. We will discuss these together in class.
*10 points.*

*Group design (group graded)*
In groups of no more than three, you will bring together your pototypes to agree on an improved and augmented prototype. You will present your product to the class on Dec 6 (10 points), and write a report for me by Dec 10 (10 points).
*20 points.*

*Participation*
There are a few hard rules for penalties if you completely miss class, and those penalties stack! Up to 2 absences: Free. 3 absences will result in -2 points. 4 absences will result in -5 points and a reduction of one letter in your overall grade. 5 or more absences will result in an automatic failure of the entire course.
*5 points*

**Evaluation**
I use a 100-point grading scale for this class. There *are* half grades, with the exception of A+. Your work will be graded on college-level writing and presenting standards, demonstrated insight, completion of expectations of the assignment, and coherence of organization. In general, work receiving an "A" will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material. A "B" signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks either some aspects of preparation or it lacks significant insight into the material or frequent grammatical errors. A "C" for work denotes work that meets expectations but is poorly constructed, supported, or inconsistent argument, or work with multiple errors. A "D" indicates that work barely meets the requirements of the assignment and is the lowest passing grade.

**Grading Scale:**

| | | |
|---|---|---|
| A | 100% | to 94% |
| A- | < 94% | to 90% |
| B+ | < 90% | to 87% |
| B | < 87% | to 84% |

| | | |
|---|---|---|
| B- | < 84% | to 80% |
| C+ | < 80% | to 77% |
| C | < 77% | to 74% |
| C- | < 74% | to 70% |
| D+ | < 70% | to 67% |

## Use of Canvas for class

In this class I use Canvas—a Web-based course management system with password-protected access at http://canvas.utexas.edu —to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

## Academic Integrity

### University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Each student in this course is expected to abide by the University of Texas Honor Code. **See the UT Honor Code above.** Any work submitted by a student in this course for academic credit will be the student's own work. For this course, collaboration is allowed in the following instances: *Your game redesign.*

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

## IX. Other University Notices and Policies

### Use of E-mail for Official Correspondence to Students

- All students should become familiar with the University's official e-mail student notification policy.  It is the student's responsibility to keep the University informed as to changes in his or her e-mail address.  Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at **http://www.utexas.edu/its/help/utmail/1564** .

**Documented Disability Statement**

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone).  Faculty are not required to provide accommodations without an official accommodation letter from SSD.  *(Note to Faculty: Details of a student's disability are confidential.  Faculty should not ask questions related to a student's condition or diagnosis when receiving an official accommodation letter.)*

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required.  Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

**Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

**Q drop Policy**

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6).  As stated in Senate Bill 1231:

"Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

**Emergency Evacuation Policy**
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made.  Please be aware of the following policies regarding evacuation:

- ▪ Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- ▪ If you require assistance to evacuate, inform me in writing during the first week of class.
- ▪ In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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*Changes to the syllabus*
I may make minor changes to the syllabus to suit the needs of the class during the semester. It is your responsibility to come to class, ask for notes from fellow students if you miss, and keep track of Canvas to receive any such announcements.