DEI 6150

New Perspectives: Media History and Analysis | (in Human-Computer Interaction)

Course Data

Instructor

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Tweet me for office hours

Course Details

Wednesdays, 4-7pm

In: DMS 3022 | #DEI615

Grading

100% of your grade is made up of the following parts following the UW Grading System:

★ **20% Participation.** You show up in class prepared and participate in discussions.

★ **20% Presentation.** You choose a topic of the week and present it with a team.

★ **20% Blog.** You choose a topic of the week and write a detailed blog post on it.

★ **40% Final Project.** Together with a team you present and deliver a report on a product user experience review.

I. Course Description

Knowledge and information are linked on a global scale though new media and communication technologies. Technology has become pervasive in our lives and has changed how we experience our interactions with ourselves, computing devices, and the world. The scale, speed, and logic - cultural and algorithmic - through which technology and new media operates today is unprecedented. However, this cultural shift towards pervasive computers has not just improved our lives, but provides an increasing amount of challenges for designers of technology and new media in this day and age. It is not enough that technology just works these days, but it is also important that the experience we have with it, is pleasurable.

On the backdrop of development of new media, we will discuss the emergence of pleasurable user experience design. Students will be introduced to the theoretical background of user experience design and emerging new media and how to analyze and design for new media.
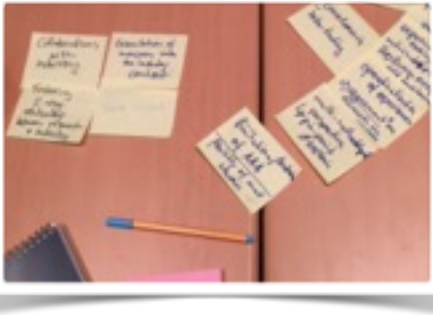
Recommended Books

Some books are recommended, but not required for this course. You will have a knowledge advantage if you choose to purchase them, but this is not required to pass this class.

- Martin and Hanington. (2012) **Universal Methods of Design**: 100 Ways to Research Complex Problems, Develop Innovative Ideas, and Design Effective Solutions. ISBN-10: 1592537561

- Unger and Chandler (2012). **A Project Guide to UX Design**: For user experience designers in the field or in the making (2nd Edition). ISBN-10: 0321815386

- Krug (2013). **Don't Make Me Think, Revisited** (3rd Edition). ISBN-10: 0321965515

- Weinschenk (2011). 100 **Things Every Designer Needs to Know About People**. ISBN-10: 0321767535

- Hartson and Pyla (2012). **The UX Book**: Process and Guidelines for Ensuring a Quality User Experience. ISBN-10: 0123852412

II. Course Objectives

The goal of this course is to help students to understand how to create better interactive new media by understanding the history of new media creation and user experience design. It is also desired that students become acquainted with critical and conceptual tools to analyze new media and user experiences in a context of interaction of humans with computers.

III. Required Materials

You will need a means to take notes during class, whether that is a notebook and pen or a portable/mobile computer. You will also need access to a printer and to the course readings on LEARN. Assignments must be turned in online unless otherwise specified. For class readings, you may make use of a physical or electronic copy, as long as you bring it to class, though you will likely find that it is very important that you be able to take easily accessible notes in the margins of your readings.

IV. Course Requirements and Evaluation

I will do my best to communicate my standards and expectations for each particular assignment. However, you are both encouraged (because I want you to succeed in this class) and expected (because you are adults) to request clarification whenever you have questions.

Participation is an important aspect of this class, and everyone is expected to engage in discussion with their classmates and the professor. You can also engage in discussion about the class on Twitter using the hashtag *#DEI615* and you can tweet directly at the professor by using: *@acagamic*.

A. All assignments are due at the time directed by the professor in the format specified for that assignment. All work must be received by in the manner requested (i.e., paper copy, DVD). Simply emailing files within the deadline period will not meet this requirement. Late work is not accepted.

B. Please wait at least 24 hours after you have received a grade before discussing it with me. However, if you want to discuss a particular grade you must do so no more than *one week after the grade is returned*. I'm happy to address questions and concerns; I'm

not interested in negotiating point values once you've done the math for how an assessment will impact your overall grade.

C. *ALL assignments* must be completed in order for a student to pass this course with a C grade or higher. Any student receiving a grade of D or lower on any assignment is strongly encouraged and expected to discuss the matter with me in office hours.

D. I will be using a standard A through F scale outlined at the following URL: http://ugradcalendar.uwaterloo.ca/page/uWaterloo-Grading-System . The following is a brief sketch of what qualities correspond to each letter grade in this class:

*   Cs are the average; they are not what you get for blowing off this class. A grade of C indicates that you *met **all** of the criteria on a given assignment*. C's are not cause for alarm—they mean that you are doing fine.

*   Bs shows that you have done *more than what is required*. It may mean that you have done extra research and contributed regularly to class discussion, and that you have produced a paper that is stylistically innovative, interesting, and exceptionally solid.

*   An A performance is a superior performance in this class. To get an A, you must expend increased effort to seeing and thinking beyond the surface level in your reading, research, and speaking as well as show particular skill in composing your work. An A performance includes being a *leader* in class activities and demonstrating *critical* thought in both class discussion and your assignments.

*   To get a D, you will not have completed all assignments in a *sufficient and timely manner*. Also, a D will be given if it is clear that *sufficient effort and time is not being spent on reading, your major assignments, and class participation*.

*   An F will be given in cases where a student's work is *seriously lacking*. Plagiarism will also result in a grade of F.

Your grade is made up of the following parts:

Participation (20%, individual). You show up in class prepared and participate in discussions. Your contributions to discussion, group activities and the general classroom atmosphere will be vital in determining what knowledge and skills you take from this course. This means that you are expected to show up on-time having properly prepared for whatever is planned according to the class calendar or prior announcements. You should ask questions, offer answers, listen, facilitate others' opportunities to contribute, and respect your classmates' opinions. Students who do not attend class will receive no participation credit for missed days. A respectful attitude towards your classmates is required. If you want you can also take the discussion online (in addition to attending the class) by using the hashtag #DEI615 on Twitter.

Presentation (20%, team). You choose a topic of the week and present it with a team. At the start of the course (in the first week), we will brainstorm a list of topics for the class based on available topics and I will provide reading and background research material on the topics in the class. Every class will also

feature a discussion and reflection part as well as a hands-on exercise part (which counts towards your participation marks). If you know you will be absent (for a doctor's appointment, job interview, etc.), you must speak with me 2 days in advance, so that we can discuss mitigation strategies for your team to make up the missed presentation (or ideally reschedule the presentation); they will not be accepted late and count as missed if I am not notified within the due time mentioned.

The Monday before the team presentation, the team must email me a PDF draft with the presentation that they are planning to present and a list of questions/topics that they would be believe would be interesting to be discussed after the presentation. If the workload was not correctly split among team members, this is also the time to notify me about this.

A typical **classroom session** (3 hours) will look like the following:

➡ (60 min) *Presentation* of the week (by student team or professor)

➡ (15 min) Break

➡ (45 min) *Discussion* and reflection on the topic of the week (lead by professor)

➡ (15 min) Break

➡ (45 mins) Hands-on *exercise* of the week (an exercise for the topic of the week given out by the professor)

Blog (20%, individual). You choose a topic of the week and write a detailed blog post on it (I recommend using medium.com, which nicely integrates with Twitter, or wordpress.com for your blogs). Blog posts should range around 700-1000 words. Every student in the class has to do this once. We will schedule your blogpost in the second session of this class in advance, after you have set up and submitted your blog to the professor. This should be done after class and incorporate important points of the discussion that happened during class as well as your reflection on the presentation from the team/professor. You will need to provide the following in your blog post:

- Provide an exegesis of the main ideas of the topic of the week as well as the core points of the method explained. Focus on why this is useful for UX designers.

- Highlight the possible applications of the ideas from the presentation/topic of the week. Application can range from helping us better understand how technologies mediate our relationship to the world to concrete insight into marketing techniques or consumer behaviour. Either way, these should be linked to events or experiences outside of what was discussed in class or in the presentation, add your own view here.

- Initiate an online discussion of the topic of the week. Prepare questions at the end of your blog post that can be discussed online and that take your view of the matter a bit further.

Final Project (40%, team). Together with a team of ~5 people (this can be the same as your topic of the week team) you present and deliver a report on a product user experience review using the user experience design and research techniques discussed in class. Your product can be a tangible hardware

product or a software product. You will need to make an appointment with me before the end of class to discuss your product idea. We will brainstorm ideas for products halfway through class. Working with a team, you will:

✦ Present your project to the class in the last week of November. Prepare a 10 minute presentation and expect 5-10 minutes of Q&A.

✦ Write a user experience evaluation report (2500 words) explaining how you evaluated the product and how the product's design is intended to communicate effectively its application, meaning, and intended use. Also consider the product's merits, dangers and emergent properties or applications.

✦ Create an instructional multimedia website for your report online that includes video and a responsive design. The website should convey the findings of your report, but also teach about the set of UX design methods that you have used to arrive at your product evaluation, tying it back to our course readings, presentations, and discussion, as well as other material that you may have researched online. You may direct your instructional module to the audience of your choice: engineers, marketing, design, HCI, or the product development team more broadly. Your objective is to educate entrepreneurs and developers about the "big idea" so that they understand the importance of your method for arriving at valuable improvements of your product.

V. Academic Integrity

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect, and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Other sources of information for students:

✦ Academic Integrity Tutorial: https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial

✦   Academic Integrity Office (uWaterloo): https://uwaterloo.ca/academic-integrity/node/3

VI. Students with Disabilities

The Accessibility Services office, located in *Needles Hall Room 1132*, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

VII. Classroom behaviour

Cell phones must be turned off during lectures. If you forget to turn off your cell phone and it rings during class, I reserve the right answer it and place it in my safe-keeping for the remainder of the class. This includes voice, text, video, data or any other current or future transmission technology.

Computers may be used for note-taking purposed only. If you use a computer for any other purpose (e.g., browsing Facebook, playing League of Legends, watching unrelated videos), I'll ask you to turn it off and place it on my safe-keeping for the remainder of the class.

Any behaviour that disrupts the learning environment or impinges on the dignity of a classmate will result in the offending student being asked to leave the classroom for the day and perhaps for good.

Lecture notes are not a substitute for class attendance. Attend class and watch the videos to ensure that you have received and understand the material. If you are not sure about anything, please make an appointment with me early. If you never ask, I will not be able to help you.

Emails regarding an assignment received within 24 hours of the assignment due date will not be answered; it is your responsibility to start your assignments early. Emails not sent from your uwaterloo.ca account will remain unanswered! In general, I prefer tweeting and direct calls over email. I reserve the right to not be able to answer your email in time. The best way of communication with me is via phone or in person.

Do not interrupt class mates. If you arrive late or need to leave early, please sit near the back.

Sometimes you will be asked to close your laptop for class activities. You must follow this advice without exceptions.

VIII. Schedule

Week	Proposed Topic	Notes/Reading
09-14 to 09-18	*Syllabus and course introduction*	In-depth reading links will be made available in Learn
09-21 to 09-25	*A History of User Experience and Why We Need To Design for Pleasure and not just Function*	Instructor. Group finding session and blog assignment.
09-28 to 10-02	Design Principles	Student Team
~~10-05 to 10-09~~	*Accessibility*	**Instructor away at conference**
10-12 to 10-16	Human Psychology	Student Team
10-19 to 10-23	Content Strategy	Student Team
10-26 to 10-30	*Usability and Accessibility*	Instructor. **Brainstorm ideas and discuss final project products.**
11-02 to 11-06	Prototyping	Student Team
11-09 to 11-13	User Research	Student Team
11-16 to 11-20	*Analytics*	Instructor
11-23 to 11-27	Visualization	Student Team
11-30 to 12-04	**Final Presentations**	Present the final product reports