Course	**DEI 625 – Fall 2013**
Course title	**Media Innovation and Impact**
Meetings	Wednesdays, 4:00-7:00
Instructor	Neil Randall
Office and Hours	Wednesdays 3:00-4:00
Email	nrandall@uwaterloo.ca (contact by email highly recommended) or via LEARN
Rationale	This course is about innovation impact and user experience design. We will examine the meaning and the misconceptions surrounding the term "innovation" and its meanings. We will explore the role of user experience (UX) design in the perception of innovation and the reality of UX's significance in innovation implementation. We will experiment with innovative methods of solving specific user experience challenges.
	We will focus our study of innovation and user experience through the lenses of four assigned books. One of these – the Norman book – is essential background reading for anyone in the design field (and thus the innovation field). A second – Berkun - explores commonly held conceptions surrounding innovation. A third deals directly with principles of interaction, and a fourth on the relationship between games, interaction, and innovation.
Textbooks	Berkun, Scott (2010). *The Myths of Innovation*. O'Reilly Media.
	Resmini, Andrea and Rosati, Luca (2011). *Pervasive Information Architecture: Designing Cross-Channel User Experiences*. Morgan Kauffman.
	Norman, Donald (2002). *The Design of Everyday Things*. Basic Books.
	McGonigal, Jane. (2011). *Reality is Broken: Why Games Make us Better and How They Can Change the World*. Penguin.
UW LEARN Site	This course uses the LEARN site (learn.uwaterloo.ca). I will post announcements there and will conduct all email and other communication through this site, mount or link additional materials, establish discussion threads, and so forth. Importantly, you will submit all your assignments to a LEARN dropbox. Please check and use this site for all course purposes.
Assignments	A. **Assignment A (20%)— Commentary on Readings** (Individual) [Due Sep 27 (Berkun), Oct 9 (Norman), Nov 6 (McGonigal), Nov 20 (Resmini & Rosati), submit to LEARN dropbox on each date.]
	B. **Assignment B (25%)—Stratford Festival Archives Project** (Pairs) [Present to class Oct 30; submit final materials to LEARN dropbox Nov 1.]
	C. **Assignment C (25%) —YouInc Gamification Project (**Groups of 3**)** [Present to class Nov 13; submit final materials to LEARN dropbox Nov 15.]
	D. **Assignment D (30%)—Design of Multichannel Information Architecture Experience (**Groups of 4**)** [Present to class Nov 27; submit final materials to LEARN dropbox Dec. 4.]
	Note: In all cases calling for a submission to the LEARN dropbox, the deadline is 11:59 pm Eastern time on that specific date. Be absolutely certain that the filename contains your name, or at least one of the names of your group (a filename such as "assignment.docx" isn't useful); in the case of groups, be sure the assignment contains all names.

Schedule	Sep 11	1. Introductions, syllabus, assignment overview 2. *Description – Assignment A* 3. The Internet and Innovation: a 40-year case study 4. Workshop: Innovations in your lifetime
	Sep 18	1. Visit from Dr. Francesca Marina, Stratford Festival archives director 2. *Description – Assignment B* 3. Discussion – Berkun (1-6) 4. Workshop – Innovations in user interaction
	Sep 25	1. Discussion – Norman (entirety) 2. Workshop – The design of everyday things
	Oct 2	**No class – Gamification conference begins**
	Oct 9	1. Discussion – McGonigal (Parts One and Two) 2. Workshop – Games for good, and gamification examples
	Oct 16	1. **Groups meet on projects (instructor at conference)**
	Oct 23	1. **Groups meet on projects (instructor at meetings)**
	Oct 30	1. Discussion – McGonigal (Part Three) 2. Discussion – Resmini & Rosati (Part One)
	Nov 6	1. Discussion – Resmini & Rosati (Parts 2 and 3) 2. Workshop – Multichannel interaction design
	Nov 13	**Presentations – Assignment C**
	Nov 20	1. Workshop – multichannel interaction design
	Nov 27	**Presentations – Assignment D**

Participation
I don't assign grades for participation. I do, however, reserve the right to penalize for lack of participation. By participation, I mean an engagement with the material and with your classmates. This can take many forms. If you never offer comments, that's not good. If you are consistently paying no attention in class, that's not good either. If it is clear you are the group member who contributed the least (and I will check and assess this), that's extremely not good. I'm also aware that frequent participation does not always mean effective participation, so understand that as well.

Grading
I'm an English prof. Admittedly, my fields of research go well beyond traditional English studies, but I still assess according to how I know best. This means that grades are assigned subjectively (compared with other disciplines), because that's what English profs believe is best for the kinds of assignment we give. There are no precise checklists of what goes into an assignment, and everything depends on how well you justify what you do. Furthermore, I limit my comments on assignments, because in my experience that's the only way to grade effectively. I understand that you come from various disciplines and have likely been graded otherwise in the past, but those systems aren't my system. We'll discuss grading as we proceed.

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