

GBDA 302
Global Media Project 2

Winter Term 2018
University of Waterloo,
Stratford Campus
Global Business and Digital Arts

Syllabus

Class schedule: Fridays 10:00 am – 12:50 pm

Description

This course is a project course focused on digital media literacy and the design of persuasive digital media. You will design educational content aimed at global online distribution, targeting specific underserved demographics that are stipulated by our course partner, MediaSmarts. Together, we will discuss digital media literacy topics such as online privacy and cyberbullying, and design strategies for creating playful educational content for youth and kids. The goal of the course is to help you to unpack the role of persuasive digital media in shaping human interactions and to reflect on the ethical responsibilities of designers that arise as a result.

Contact

Instructor: Leah Zhang-Kennedy
Office Location: DMS 3126, Stratford Campus
Office Hours: Fridays 1:30 pm – 3:30 pm
Email: lzhangke@uwaterloo.ca

Teaching Assistant: TBA
Email: TBA

Objectives

There are a number of interrelated learning outcomes for this course. The key learning outcomes will be to further develop your media analysis and design skills, as well as to critically reflect on the design of online materials that are overtly intended change users' behaviours, in both positive and negative ways.

1. You will further hone your media practice skills:
 - a. You will improve your techniques for collaboration and problem-solving.
 - b. You will work with an external client (MediaSmarts) and consultants, thus developing best practices for future projects.
 - c. You will learn how to give constructive feedback to your peers.
 - d. You will learn how to respond to peer, client and user feedback.
 - e. You will conduct yourself in a collegial, professional and, collaborative manner.
 - f. You will develop project management skills related to media development.
 - g. You will learn to scope and schedule a set of inter-related projects and provide them on time.
 - h. You will learn to iterate your design mechanics, art-style, and interface in response to feedback and testing.
 - i. You will learn from failure and iteration.
2. You will integrate critical thinking and communication skills with digital media design.
 - a. You will carry out background research, learning how to translate academic material into media content that is publically accessible and playful.
 - b. You will learn about theories surrounding educational game design.
 - c. You will summarize and present design concepts that are contextually and culturally appropriate.
 - d. You will create persuasive educational content for mass audiences.

Textbook

Fogg, B. J. (2003). *Persuasive Technology: Using Computers to Change What We Think and Do*. San Francisco, CA: Morgan Kaufmann. Hardcopies of the textbook are available through the U of Waterloo bookstore, and online copies are accessible through the library. Other weekly readings are on LEARN.

Participation and Attendance

Students are expected to attend all classes and participate in discussions. The instructor should be notified of any anticipated absences well in advance. Teams should take attendance at each scheduled team meetings in and outside of class and monitor team members' contributions throughout the term. Hand-in your team's attendance sheet and peer evaluations to the instructor mid-course and at the end of the term.

Evaluations

This course includes both individual and group deliverables.

Participation and attendance (individual): 15%

Assignment 1: Getting to know MediaSmarts: 15% (individual)

Assignment 2: Designing a usability study for kids: 15% (individual)

Term project: Digital Media Project for MediaSmarts: 30% (group)

1. Project brief and schedule: 5%
2. Usability testing report: 10%
3. Implemented prototype: 10%
4. Project website and documentation: 5%

Peer Evaluations (individual): 10% (5% ea. x 2)

Milestone Presentations (group): 15% (5% ea. x 3)

Projects

The term projects will consist of two individual projects and one large ongoing project with specific deliverables due according to the schedule above. Details about the projects can be found on LEARN.

Assignments 1 and 2 must be completed independently. The term project will be done in teams of 4-5. Students are responsible for organizing and managing their teams. Choice of team members and team names should be emailed to the instructor by Jan. 26

Project Extensions and Lateness Policy

All assignments must be submitted on LEARN on the specified day and time they are due (see exceptions below). Details about extensions will be provided in class.

Assignment 1 and 2: A flexible deadline extension of 24-hours will be available to each student. You may use it for one 24-hour extension for either Assignment 1 OR Assignment 2. Once the 24-hours are used up, late assignments will be penalized by a deduction of 10% per 24 hour period, or part thereof, out of the final mark received on the assignment. You do not need to notify the instructor when applying the extension.

Term project deliverables (x4): A flexible deadline extension of 48-hours will be available to each team. You may use it for one 48-hour extension or split it between two out of the four deliverables. Once the 48-hours are used up, projects handed in late will be penalized by a deduction of 10% per 24 hour period, or part thereof, out of the final mark received on the project. You do not need to notify the instructor when applying the extension.

Term project presentations: No extensions. Teams must present their project progress to the class on the day it is due.

Tentative Course Schedule

Below is a tentative timeline. The content of the lectures and order may change based on class progress and interest.

Week	Date	Topic	Assignments and Due Dates
1	Jan. 5	Course Overview Intro to MediaSmarts	Assignment 1 introduced and assigned Term project introduced
2	Jan. 12	Persuasive Technology and Procedural Rhetoric	
3	Jan. 19	Playful Educational Content Design; Designing media for children	.
4	Jan. 26	Games for learning; Sprint Methodology	Assignment 1 due Teams and projects selected
5	Feb. 2	Sprint Week; In-class user testing	User testing of initial ideas with classmates in class
6	Feb. 9	Project presentations #1 – Project pitch	In-class pitches to MediaSmarts
7	Feb. 16	Project and mid-course 360 review Mid-course peer evaluations	1 Page Project Brief and schedule /Gantt chart due
8	Feb. 23	Reading Week; No class	
9	Mar. 2	Designing user studies for children; User-testing and validation	Your term project content should be in “beta” for user testing by the end of week
10	Mar. 9	Project presentations #2 – Usability testing	Earlier this week you will be conducting user tests outside of class and present the results on Friday. Usability testing report due Mar. 12
11	Mar. 16	The ethics of persuasive technology	Assignment 2 due Mar. 19
12	Mar. 23	Project and end-course 360 review End-course peer evaluations	
13	Mar. 30	Project presentations #3 - Final presentation and demo; Last day of class;	Implemented prototype and presentation due
	Apr. 6		Project website and documentation due

Research Ethics on Working with Children and Youth

Course projects should not include participants who may be vulnerable such as children. Instead of usability testing with children, you will use prior published research about children and youth to inform your design decisions (content will be covered in class) and use adult participants to validate your designs and prototypes.

Notes on Avoidance of Academic Offenses

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check www.uwaterloo.ca/academicintegrity for more information.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity (check www.uwaterloo.ca/academicintegrity) to avoid committing an academic offence, and to take responsibility for his/her 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 instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

A Note for Students with Disabilities

The Office for Persons with Disabilities (OPD), 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, please register with the OPD at the beginning of each academic term.