University of Waterloo
Stratford School of Interaction Design and Business
GBDA 401: Cross-Cultural Digital Business 1
Fall 2018

Section 001 Morning	Section 002 Afternoon
Mon 9-11:50AM, DMS 3024	Mon 1-3:50PM, DMS 3024
Tue 9-11:50AM, DMS 3024	Tue 1-3:50PM, DMS 3024
Wed 9-11:50AM, DMS 3024	Wed 1-3:50, DMS 3024
Thu 9-11:50AM, DMS 3024	Thu 1-3:50PM, DMS 3024

Instructor Information
Instructor <mark>Business</mark>: Vivian Yang
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Instructor <mark>UX Design</mark>: Leah Zhang-Kennedy
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Instructor <mark>UX Research</mark>: Karin Schmidlin
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Course Coordinator: Karin Schmidlin
"I'm your first point of contact for anything related to this course."

Course Description
In this course students will engage in advanced study of how to adapt digital products and services to suit specific cultures or communities. You will develop proofs of concept; design prototypes; usability tests, and a business case while working with global businesses, consultants, and a community partner.
Our community partner for Fall 2018 is the **Royal Society of Arts (RSA) Student Design Awards,** a competition that challenges emerging designers to tackle real-world social, economic, and environmental issues.

More about the RSA competition: https://www.thersa.org

This course consists of 3 equal parts: <mark>Business</mark>, <mark>UX Design,</mark> and <mark>UX Research</mark> and is being taught by 3 instructors that have expertise in these areas. The term is organized around 6 design sprints. The sprint themes are:
Understand – Define – Diverge – Decide – Prototype – Validate.
At the end of each sprint teams present their findings and receive feedback from the three instructors.

Course Goals and Learning Outcomes
Upon completion of this course, students should be able to:

A. Conceptualize a generative design by
   ● Addressing user needs
   ● Conducting relevant, credible market and user research
   ● Communicating in writing and oral presentation the values, meaning and social implications of a design
   ● Differentiating a design from pre-existing models
B. Prototype effectively by
   ● Adapting to variable platforms (low -, and high-fidelity)
   ● Creating prototypes that effectively address user needs
C. Iterate designs effectively by
   ● Seeking and actively listening to user feedback
   ● Conducting and reporting relevant, credible usability testing
   ● Pivoting on and integrating feedback in meaningful prototype revisions
   ● Rapidly responding to critique in a professional manner
   ● Providing effective and actionable feedback on designs
D. Manage a project effectively by
   ● Effectively scaling and scoping projects
   ● Facilitating positive and productive team communication
   ● Coordinating human resources to achieve productivity
   ● Making the most efficient use of limited material resources
   ● Consistently meeting hard stop deadlines
E. Plan a viable business strategy by
   ● Conducting relevant market research
   ● Accurately assessing resource needs
F. Execute a business strategy by
   ● Creating creative briefs and prototypes that effectively communicate a design concept
   ● Communicating a confident, polished, convincing pitch in an oral presentation, accompanied by visual media
   ● Provide polished supporting documents and prototypes to stakeholders
G. Develop team assessment, self-assessment and reflexivity skills by
   ● Evaluating own performance and set structured and measurable goals for improvement
   ● Assessing the strengths of one's team members and provide actionable feedback for improvement
   ● Scoping, committing to, and delivering on one's individualized commitments to the project

- Applying skills learned in previous GBDA courses to novel contexts
- Acquiring new skills via self-directed learning
- Learning and habitually apply project management and team communication tool

Course Requirements and Assessment
For this course, students will predominantly be assessed on the technical quality of the content they produce, its growth and iteration along the way, the consideration of cultural and contextual suitability, and the creative and critical thinking skills each team employs. Many smaller assignments are structured to set deadlines, provide early feedback, pinpoint any problem areas and keep things on schedule.

Deliverables & Assessment

What	Details	Specs	Due Date	%
RSA Submission				**45%**
	Hero Image: A singular 'poster image' that conveys the essence of your project, plus 1 sentence description	A3 PDF image	Oct 18	5%
	Written Summary: A single A3 PDF page that summarizes your big idea using the following format: - Problem (50 words max) - Process (75 words max) - Solution (50 words max)	A3 PDF	Nov 8	10%
	4 x A3 PDF boards outlining your Proposal: 4 pages describing your proposal and demonstrating that you have met the 6 judging criteria	4x A3 PDF boards. Each board should include a heading. Number each board in the top right hand corner, in the order they should be viewed by the judges	Nov 29	10%
	Supporting Material: Up to 5 A3 pages of additional material illustrating your development process	5 x A3 PDFs. This could include scanned pages of your sketchbook or computer modeling/sketches	Nov 29	5%
	Business Model Canvas: A fully fleshed-out Business canvas with additional text (50 words max) for each section		Nov 9	15%

Prototype				25%
	A fully functioning and interactive prototype of your project	Possible technologies: InVision, 3D printing, website etc	Dec 3	
Presentations				**20%**
	6 Sprint presentations		Sept 13, 27, Oct 4, 18, Nov 8, 22	2% (x5) Total: **10%**
	Final Presentation		Dec 3	10%
Reviews				**10%**
	360 Reviews	(see below)	Sept 13, 27, Oct 4, 18, Nov 8, 22	1% (x5) Total: **5%**

For this capstone course students will receive a group mark. The individual grade is heavily derived from the 360 peer-evaluations, so working well with a team and carrying the weight of the project equally (and avoiding either under-contributing or over-contributing) is essential if students want to do well in this course. The instructors reserve the right to adjust the final grade for over- or underperforming students.

RSA SDA Submission
The submission to the RSA Student Design Award will be checked against a checklist of submission requirements (see table above). Before the submission, it is important to be aware of the judging criteria of the award, which are: (1) Social and environmental benefit – how does your design benefit society and the environment? (2) Research and insights – how did you investigate this issue? What were your key insights? (3) Design thinking – how did your research and insights inform your solution? How did you develop, test, iterate and refine your concept? Demonstrate the journey you've been through to the end result. (4) Commercial awareness – does your journey make sense from a financial point of view? What is the competitive environment your solution would sit within? (5) Execution – we are looking for a design that is pleasing and looks and feels well resolved. (6) Magic – we are looking for a bit of 'magic' – a surprising or lateral design solution that delights. *More can be found on LEARN.*

360 Review
At the end of each design sprint, students will complete a **360 review**. This is a peer review assessment form, where students review their teammates' as well as their own performance during the sprint.

Course Outline
The class is taught in six design sprints. Instructors will teach topics that they have the most expertise in with each one covering one day a week. In addition, Thursdays will serve as presentation days with the instructor team. Below is a temporary timeline. The final delivery of the lectures and time below may change due to class ability, interest and progress.

Sprint		Date	Topic	Faculty
	Intro	Sept 6	Intro, Syllabus & Teams	All
1	UNDERSTAND	Sept 10	User Centered Design and Design thinking	Karin Schmidlin
		Sept 11	What are the important business questions to ask about new ideas	Vivian Yang
		Sept 12	Establishing Requirements	Leah Zhang-Kennedy
		Sept 13	**Sprint 1 Understand: Presentations**	**All**
2	DEFINE	Sept 17	Research 1: The User Interviews, surveys & questions	Karin Schmidlin
		Sept 18	Business Models	Vivian Yang
		Sept 19	The research question	Leah Zhang-Kennedy
		Sept 20	Check-ins/workshop/guest speakers	All
		Sept 24	Research 2: The Market Market and Competitor Analysis	Karin Schmidlin
		Sept 25	Business Analysis Tools 1	
		Sept 26	Interaction Design	Leah Zhang-Kennedy
		Sept 27	**Sprint 2 Define: Presentations**	**All**
3	DIVERGE	Oct1	Ideation & Storytelling	Karin Schmidlin
		Oct 2	Business Analysis Tools 2	Vivian Yang
		Oct 3	Service Design	Leah Zhang-Kennedy
		Oct 4	**Sprint 3 Diverge: Presentations**	**All**
NO CLASS		*Oct 8*	*THANKSGIVING*	
NO CLASS		*Oct 9*	*STUDY BREAK*	
NO CLASS		*Oct 10*	*STUDY BREAK*	
		Oct 11 (Makeup Oct 8)	Workshop - TBD	All
		Oct 12 (Makeup Oct 9)	Workshop - TBD	All
4	DECIDE	Oct 15	Personas & Customer Profiles	Karin Schmidlin
		Oct 16	Commercial Awareness: Competitive Environment Analysis of your solution 1	Vivian Yang
		Oct 17	"Decide" methods	Leah Zhang-Kennedy
		Oct 18	**Sprint 4 Decide: Presentations**	**All**
5	PROTOTYPE	Oct 22	Mental Models & Human Behavior	Karin Schmidlin
		Oct 23	Commercial Awareness: Competitive Environment Analysis of your solution 2	Vivian Yang
		Oct 24	Storyboarding	Leah Zhang-Kennedy
		Oct 25	Check-ins/workshop/guest speakers	All
		Oct 29	Social Entrepreneurship & Value Proposition Design	Karin Schmidlin
		Oct 30	Marketing and Sales for Startups (Guest Speaker)	Vivian Yang
		Oct 31	Rapid Prototyping	Leah Zhang-Kennedy
		Nov 1	Check-ins/workshop/guest speakers	All
		Nov 5	Experience Maps	Karin Schmidlin
		Nov 6	Business Model Canvas	Vivian Yang

		Nov 7	Visual Design	Leah Zhang-Kennedy
		Nov 8	**Sprint 5 Prototype: Presentations**	**All**
6	VALIDATE	Nov 12	Usability Testing 1	Karin Schmidlin
		Nov 13	Critique on Business Case	Vivian Yang
		Nov 14	Usability inspection methods	Leah Zhang-Kennedy
		Nov 15	Check-ins/workshop/guest speakers	All
		Nov 19	Usability Testing 2	Karin Schmidlin
		Nov 20	Business Pitch (Guest Speaker)	Vivian Yang
		Nov 21	Work session	Leah Zhang-Kennedy
		Nov 22	**Sprint 6 Validate: Presentations**	**All**
		Nov 26	Analyzing Data	Karin Schmidlin
		Nov 27	Work Session on preparing business model canvas and final presentation	Vivian Yang
		Nov 28	Work Session	Leah Zhang-Kennedy
		Nov 29	Work Session	All
		Dec 3 (Makeup Oct 10)	**Final Presentations**	**All**

Course Readings
All readings will be available on LEARN prior to the classes. Please refer to LEARN for the corresponding dates.

Course Disclaimer

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. This course outline documents our intentions for this course. If over the period of the academic year, it becomes apparent that modifications are necessary, the following strategy will be pursued: Any necessary modifications that may influence student success or the marking scheme will only be made after in-depth, frank discussion with the students.

Course Communication and Materials
Lecture slides, grades, and other course materials will be posted to LEARN.

A Slack (https://slack.com/) account has been set up for this course. Each team will receive access to their unique #channel that should be used as the main team communications tool. All three instructors have access to all channels and can easily be reached for quick questions.

All official announcements will be posted on SLACK by the course coordinator.

Work Submission Policy
With the exception of physical prototypes, all work must but be submitted to the designated Dropbox on LEARN by the posted deadline. Submissions MUST be in the appropriate file format (often PDF). At the end of each sprint, you must submit and leave all physical prototypes for evaluation.

Late Work

Assignments submitted late without approved extensions will be subject to late penalties. 5% will be deducted for projects that are handed in within 24hrs after the deadline and an additional 5% per day thereafter (including weekends) up to a maximum of 50%. After that time a grade of 0% will be assigned for the late work. Late penalties are not recoverable.

Deadlines

Assignments are due by the date given in the schedule at the time of day specified. Extensions to assignment deadlines will be granted only in cases of illness or emergency. Extensions are granted based on the discretion of the instructors. Students should contact the course coordinator (hint: Karin Schmidlin) as soon as possible to make their requests and provide credible documentation (such as a doctor's note or a Verification of Illness Form).

Information on Plagiarism Detection

Students and faculty at the University of Waterloo share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness, and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

We reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by software (e.g., Turnitin.com or Grammarly). Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructors may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student.

Attendance

Students are expected to attend all classes. The instructor of the day as well as the course coordinator should be notified of any anticipated absences well in advance.

A note on copyright free and Creative Commons:

Resources are available in the public domain that are identified as copyright free or that fall under licenses from Creative Commons. Public domain is a term used for works that are not protected by copyright law. If an image is in the public domain then you are allowed to use it—to copy it, to manipulate it and to distribute it. Works identified as Creative Commons allow varying degrees of use. In this case, the authors decide how you can use their images.

Helpful Links:

- CARFAC (Canadian Artists Representation / Le front des artists canadiens) ([CARFAC website](#))

- Wikimedia Commons and Flickr have databases of digital files that are available for use. You need to check the conditions of use as they vary: (Wikimedia Commons website; [Flickr Commons link](#))

- The Copyright Act in Canada was recently amended to reflect the current digital landscape. To find out more about the "Copyright Modernization Act", check out: ([Canadian Copyright Act link](#))

- The following is a conversation that occurred on the US-based site, Copyright Advisory Network. It answers some of the basics related to US Copyright, images and fair use: (http://librarycopyright.net/forum/view/1456)

- The following document defines works in the public domain for United States as of January 1, 2013: (http://copyright.cornell.edu/resources/docs/copyrightterm.pdf)

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

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. See the [UWaterloo Academic Integritiy Webpage (https://uwaterloo.ca/academic-integrity/)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage (http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) 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](#) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). 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 to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline (http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties (http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm)](http://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 (http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

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 to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.