

University of Waterloo

Stratford School of Interaction Design and Business

GBDA 402 – Cross-cultural Digital Business 2 Winter 2019, DMS3024

Section 001 - Tuesday, Wednesday, Thursday, Friday 9:00 – 11:50
Section 002 – Tuesday, Wednesday, Thursday, Friday 13:00 – 15:50

Instructors:

| | | | |
|-------------------|-----------------------|----------------------------|--------------------------------|
| | Tabatha Dominguez | Karin Schmidlin | Jourdan Bousfield |
| Area of Expertise | Business | Design | UX Research |
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| Office Hours | By appointment | By appointment | By appointment |
| Office | DMS 2128 | DMS3012 | |

Industry Partner:

Scotiabank, FactoryU

Course Description:

In this course, students will research, design, and adapt digital products and services to suit specific cultures or communities. They will work with external stakeholders, such as global industry consultants, community clients, and mentors, in order to iteratively develop and create functional design solutions that are economically and socially feasible.

This is the capstone course of the GBDA program. As such, it is designed to bring together all the knowledge, skills, and experiences that have been learned by students since they started the program. This will include, among other things, conceptualizing a project and rationalizing the iterative nature of its development, designing prototypes, testing with end-users, assessing the business dimension, and presenting the final version to the industry partner who commissioned the project. This course is designed to test the student's total knowledge by replicating as much as possible what can be anticipated when they enter the workforce upon graduation. Not only will the extent of student knowledge be tested, so too will its integration as the projects will demand that the full scope of what has been learned be applied.

Required Material and Text:

- Krug, S., *Don't Make Me Think Revisited*; Second Edition, New Riders, a division of Pearson Education Inc., 2014
- Additional articles, documents & information will be required throughout the term and where possible will be posted on LEARN. Students are responsible for registering and/or purchasing required materials (individually) where needed.

Learning Outcomes:

Upon completion of this course, students should be able to:

- A. Conceive designs that:
 - Address specific client needs;
 - Are supported by user - and market research;
 - Can be well articulated in writing and oral presentation;

- B. Prototype effectively by:
 - Adapting to variable platforms (low- and high-fidelity);
 - Adapting to variable user demands (including variable abilities);
 - Creating prototypes that effectively address design needs and communicate the students' ideas effectively;
- C. Research, test, and iterate on designs by:
 - Conducting relevant user research and usability testing;
 - Seeking and actively listening to client feedback;
 - Pivoting on and integrating feedback in meaningful prototype revisions;
 - Rapidly responding to critique in a professional manner;
- D. Plan for a viable business product or service relevant to the client by:
 - Assessing and analyzing the business environment where the product or service will compete
 - Generating and evaluating alternative options using market research
 - Making justifiable decisions about the value of the product or service
 - Prove the concept is viable and beneficial to the client and their objectives
 - Set and monitor what success will look like
- E. Execute a viable business product or service relevant to the client by:
 - Understanding the needs of clients and relevant stakeholders;
 - Generating project ideas based on the client's overall business objectives
 - Determine resources and skills needed to execute the selected project
 - Manage the project effectively, productively, efficiently, and within the expected deadlines
 - Monitor success factors and report on progress
- F. Communicate Effectively:
 - Create a presentation that will meet the needs of clients;
 - Effectively communicate design ideas in oral presentations;
 - Communicating a polished oral pitch to prospective clients, supplemented by visual media;
 - Demonstrate your ability to articulately and clearly express complex ideas in a written format;
 - Produce high quality and grammatically correct writing assignments.

Organization:

This course is the equivalent of four university-level courses. To meet university guidelines, 12 contact hours per week have been assigned, translating into three hours over four consecutive days. Class will meet Tuesday - Friday.

In the three daily hours, instructors have segmented these into sections with breaks in-between. Instruction will take several forms, from formal lectures to one-on-one sessions. The Accelerator Centre will be brought in for feedback and for your final presentation. There will be a number of guest lectures to provide depth and differing perspectives. Given the nature of the core assignments your professors will concentrate on the following core areas:

1. **Tabatha Dominguez'** instruction will be focused on the business dimension, about what the industry partner is likely to want and how these business goals can be met;
2. **Karin Schmidlin's** instruction will be focused on visual, user interface (UI), and interaction design (IXD);
3. **Jourdan Bousfield's** instruction will be focused on user experience and user research

Assessment:

| | | % | DUE | |
|------------------------------|------------|-----------|--------------------------------------|---|
| Contribution | Individual | 20 | Throughout the course | <p>Note: If a student misses 4 classes in a 2-week period (8 class days), they will automatically be pulled from the team and continue the project as an individual study. Any research or other work done up to that date by the team can be used by the individual student, who will from here on work alone on the project, with the same deliverables as stated above.</p> <p>Any student faced with this situation will not be able to participate in peer evaluations and may forfeit grades at the discretion of the instructor.</p> |
| Industry Project | Group | 32 | | |
| 1. User Personas | (15) | | Feb 13, 9 AM | |
| 2. User Journey Map | (15) | | Mar 13, 9 AM | |
| 3. Proof of Concept Report | (20) | | Mar 22, 9 AM | |
| 4. Digital Prototype | (50) | | Apr 4, 9 AM | |
| Presentations (x5) | Group | 8 | Jan 17, Jan 31, Feb 14, Mar 7, Apr 4 | |
| Peer Evaluations (x2) | Individual | 10 | Feb 12, Apr 5 | |
| Creative Debrief | Individual | 30 | Apr 5, 9 AM | |

Assessment Criteria:

Contribution:

Class participation is one of the most important parts of learning and it is beneficial for everyone to come with an open mind and a willingness to share ideas. Projects can be described, intended, designed, and executed in a multitude of ways and it is in the best interest of the group as a whole to be able to share ideas. In order to have a classroom culture that is open and exploratory we need to trust that we will be heard and that we can make mistakes.

To quantify the contribution marks there will be a number of in-class discussions, exercises, handouts to complete, mini-assignments, surveys etc. for students to engage in every class. Students will be expected to meaningfully participate in class and contribute insights and value to classroom learning to receive a grade. Students, who do not come to class, cannot participate and therefore forfeit the mark. Marks can not be made up and are at the discretion of the instructor.

Industry Project:

There are four separate deliverables that contribute to the industry project assignment. Students in groups of 4-6 people are expected to submit a user journey map, user personas, a proof of concept report, and a digital prototype.

1. User Personas: Persona’s are fictional representations of users. They are informed of both qualitative and quantitative data, and serve as a reliable reference when working through the design process. A brief report will accompany the 2-3 personas explaining *how* you collected the insights and *what* insights are informing the personas. Your instructor will provide separate instruction guidelines for expectations for this deliverable.

2. User Journey Map: A User Journey Map outlines an individual's perspective of a product, service or brand over time and across channels. It is a step-by-step visual interpretation of the user’s interactions in the problem space. The Journey map should begin with the how the user becomes familiar with or hears about the product or service. It will outline all paths or decisions that the user will make and should include any situational or environmental factors that could impact their journey. Along with the Journey Map you will be asked to submit a brief summary and explanation of the map. Your instructor will provide separate instruction guidelines for expectations for this deliverable.

3. Proof of Concept Report: A proof of concept report will be submitted where groups will need to articulate the value of their selected project and be able to justify the decisions made. Decisions will need to be justified using market research in the business environment, the competitive marketplace, and the stakeholders' needs including the client. This is a detailed document outlining the product, its market '*niche*', its cost and development, and its anticipated success for the client. The contents will vary slightly depending on the project, but the objective will be the same: to convince a client of the merits of what the team has recommended. Students will receive instructions regarding this component during the course.

4. Digital Prototype: Students will be required to deliver a fully-interactive and high-fidelity prototype at the end of the course. This could be a mobile app, a website, InVision project or a cross-platform proof-of-concept. Attention to detail, consistency in UI design, and a seamless user flow are of crucial importance to meeting the needs of the stakeholders. Your instructor will provide a separate instruction guidelines for expectations for this deliverable.

Presentations and Sprints:

Teams are expected to report regularly on the progress they have made on their projects. Students will be graded on their ability to meaningfully be able to prove advancement on the final project as per their assigned objectives. Students are also graded on their ability to communicate creatively, with clarity, professionally and effectively with relevance to the target audience.

Peer Evaluation:

Students will be expected to hand in an assessment of their groups performance as a team twice throughout the term. There will be a specific handout provided on Learn for each student to complete. Due dates are provided on the weekly schedule. Students who do not hand in their peer evaluations, run the risk of having their own peer evaluation grades effected. Peer evaluations are used as input to the instructors weighting however final grades are at the discretion of the instructor.

Creative Brief:

The creative brief uses all of the work your team has gathered, but it is an individual writing assignment. It must therefore be in your own voice. All research is shared, however the goal with the Creative Brief is to clearly and articulately express your design journey and research. The Creative brief is a written statement of 1500 words in total (no longer). Students will create a document that is broken down into three evenly divided sections of 500 words each:

1. **Design Journey.** Students should outline the design problem as they understand it, the design solution, and how the team resolved the problem through prototyping and user interface design;
2. **User Research.** Students should outline their understanding of the user. This section should also outline how the users were researched, and what was learned from this research as well as how this research was tested;
3. **Market Research.** Students should outline their understanding of the market. This section should also outline how the market was researched, and what was learned and modified as a result of this research.

This assignment is not to be used to outline your individual accomplishments, this is an objective document outlining the design process and research. It should demonstrate your ability to write articulately; to precisely and clearly tell the design journey; and to evaluate and extract the most important information you gathered as a team. The Creative Brief is a writing exercise, and the expectation is that the writing be of high quality, grammatically correct, and clear. The goal is to effectively summarize the key outcomes of the project and to demonstrate your ability to summarize effectively.

All team members are expected to participate equally in these assignments. Extenuating circumstances, like a medical or personal emergency, will be considered on a case-by-case basis by the instructors; the instructors reserve the right to decide on the availability of an alternative even with credible documentation.

Assessment Format:

Rubrics will be provided for each assignment. In general, assignments will consider the following points:

Content – Have the core issues of the assignment been addressed? Have they been addressed in a logical fashion? Is there sufficient evidence or support to those points to make them potentially persuasive?

Academic Standards – Have external sources been employed and integrated with consistent referencing? If outside surveys were employed, did they conform to ethical norms and objective standards and interpreted impartially?

Professionalism – Was creativity exhibited in the assignments and, if so, how well was it expressed relative to its intent? Were communication skills of a suitable level informative as well as influential? Were the final submissions physically pleasing and indicative of effort shown?

The instructors reserve full authority to assign a group mark for each team assignment. If an individual team member has not carried a proportional workload or has not made themselves available for team work or submitted work of an inferior quality such that other team members felt compelled to substantively re-do the work, instructors reserve the right to assign a grade that is proportionate to that individual's contribution to the team. Contributing your fair share to the team assignments will yield benefits beyond a better individual grade as fully functioning teams are much more likely to submit better work and be rewarded accordingly.

Additional Recommended Readings:

Readings will be assigned as per the weekly schedule however given the structure of the project-based course, additional materials may be introduced as necessary and adjusted as the deliverables progress.

Course Communication:

Slack will be used to communicate with classmates, TAs as well as instructors. No other tools are encouraged, as instructors cannot support you if you use tools such as WeChat, Facebook, WhatsApp etc.

Course Outline:

The following is a course outline for the coming term with due dates for deliverables. At the end of each class additional assignments and/or content changes may be provided.

| Sprint | Day | Instructor | Key Areas | Txt/Chp | Readings / Handouts (where indicated) / Classwork Preparation Required | DUE |
|---|------------|------------|---|---------|--|-----------------------|
| 1 Preliminary Research Jan 8-11 | Tue Jan 8 | Karin | Course Introduction & Project Introduction | | | |
| | Wed Jan 9 | Jourdan | UX Design Process | | --Let's stop talking about the design process (link on Learn) --D. School Bootleg Deck (on Learn) | |
| | Thu Jan 10 | All | Team formation / Charter Agreements | | | |
| | Fri Jan 11 | Tabatha | Understanding the Business Environment | | --How Competitive Forces Shape Strategy; --Generic Strategies (reading and handouts) --Pipelines, Platforms, and the New Rules of Strategy | |
| Problem Definition Jan 15-18 | Tue Jan 15 | Karin | Design basics & Visual Design Principles | | | |
| | Wed Jan 16 | Jourdan | User Research | | --D.School Bootleg Deck Slides 13-35 (on Learn) | |
| | Thu Jan 17 | All | Presentation Sprint 1 | | | Presentation Sprint 1 |
| | Fri Jan 18 | Tabatha | Problem Definition: What do you know and what do you need to know | | --Creating Value for Stakeholders --Stakeholder Analysis Tool --Framing the Problem: Understanding and using analytics | |
| 2 Research Review & Refine Jan 22-25 | Tue Jan 22 | Karin | Colour, Typography and Iconography | | | |
| | Wed Jan 23 | Jourdan | UX Methods and Strategies | | --Understand Mixtape (on Learn) | |
| | Thu Jan 24 | All | Feedback | | | |
| | Fri Jan 25 | Tabatha | Research Competition in the Business Environment | | --Competitive Intelligence and the Market Oriented Organization | |
| Refining Problem Jan 29-Feb 1 | Tue Jan 29 | Karin | Layout, Composition & Grids | | | |
| | Wed Jan 30 | Jourdan | Demographic and Behavioural Personas | | | |
| | Thu Jan 31 | All | Presentations Sprint 2 | | | Presentation Sprint 2 |
| | Fri Feb 1 | Tabatha | Product Life Cycle: Defining Reality | | --Exploit the Product Life Cycle --Break Free from the Product Life Cycle | |
| 3 Targeted Research Feb 5-8 | Tue Feb 5 | Karin | Sketching & Ideation | | Bring paper, notebooks, pens | |
| | Wed Feb 6 | Jourdan | User Interview Planning | | | |

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|--|------------|---------|---|--|---|-----------------------|
| | Thu Feb 7 | All | Present interview plan / Feedback | | | |
| | Fri Feb 8 | Tabatha | Scenario Analysis: Market Testing, Making Assumptions, and Planning | | --A note on Scenario Planning --Strategic Response to Uncertainty --Which way should you grow? | |
| Making Decisions Feb 12-15 | Tue Feb 12 | Karin | Library Research | | | DUE: Peer Evals 1 |
| | Wed Feb 13 | Jourdan | Design Systems & Information Architecture | | --Experiment Mixtape (on Learn) Bring paper, notebooks, pens | DUE: User Personas |
| | Thu Feb 14 | All | Presentations Sprint 3 | | | Presentation Sprint 3 |
| | Fri Feb 15 | Tabatha | Finalize market plan / Presenting the position | | --Decision Trees --Video: Business Model Canvas Explained --Video: The Business Model Canvas 9 Steps to Creating a Successful Business Model --Video: Business Model Canvas of Nespresso | |
| Reading Week Feb 18-22 No Classes | | | | | | |
| 4 Scoping the project Feb 26- Mar 1 | Tue Feb 26 | Karin | Design Patterns & Microinteractions | | | |
| | Wed Feb 27 | Jourdan | Journey Mapping | | --Ideate Mixtape (on Learn) Bring paper, notebooks, pens | |
| | Thu Feb 28 | All | Feedback | | | |
| | Fri Mar 1 | Tabatha | Scope Management 1 (planning) | | --A Written Charter: Your Marching Orders | |
| Scoping Refinement Mar 5-8 | Tue Mar 5 | Karin | Branding & Brand Identity | | | |
| | Wed Mar 6 | Jourdan | Useability and Accessibility | | --Don't make me think (pg. 11-52, 172-191) | |
| | Thu Mar 7 | All | Presentation Sprint 4 | | | Presentation Sprint 4 |
| | Fri Mar 8 | Tabatha | Scope Management 2 (documentation) | | Groupwork: Finalizing production plans and assignments | |
| 5 Prototype Mar 12-15 | Tue Mar 12 | Karin | Prototype Methods | | | |
| | Wed Mar 13 | Jourdan | Usability testing and Iterative Design | | | DUE: Journey Map |
| | Thu Mar 14 | All | Prototype Workshop | | | |
| | Fri Mar 15 | Tabatha | Costing: Prove your project is worth investing in | | --tbd (assigned readings will vary by group project) | |
| Reiterate Mar 19-22 | Tue Mar 19 | Karin | Service Design | | | |
| | Wed Mar 20 | Jourdan | Navigation, device standards and responsive web design | | -- Don't make me think (pg. 54-100) | |
| | Thu Mar 21 | All | Feedback/Workshop | | | |

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|--------------------------------|------------|---------|---|--|--|---|
| | Fri Mar 22 | Tabatha | Teams (Virtual teams, conflict management) / Reviewing the charter) | | --Teamwork on the Fly --Getting Virtual Teams Right | DUE: Proof of Concept Report |
| 6 Building Mar 26-29 | Tue Mar 26 | Karin | Design Handoff | | | |
| | Wed Mar 27 | Jourdan | Design Critique | | --Don't make me think (pg. 102-109) | |
| | Thu Mar 28 | All | Feedback | | | |
| | Fri Mar 29 | Tabatha | Presentation preparation / Peer Reviews (Individual assessment) | | --Presentations 101 --The Basic Presentation Checklist --Why the Best Presentations are Good Conversations --Are your Presentations Inspiring --How to Give Killer Presentations | |
| Apr 2-5 | Tue Apr 2 | Karin | Getting ready to pitch | | | |
| | Wed Apr 3 | Jourdan | Getting Hired: Portfolios, Interview prep, Agile development and organizational structure | | Handout: Bring your interview prep material (On Learn) | |
| | Thu Apr 4 | All | Final Presentations | | | Presentation Sprint 5 DUE: Digital Prototype |
| | Fri Apr 5 | Tabatha | Class Review / Course and Program Wrap-Up | | | DUE: Peer Evals 2 |

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 Integrity 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 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70\)](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.

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 characterised 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.

The instructors 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