

# University of Waterloo

Stratford School of Interaction Design and Business

## GBDA 402 – Cross-cultural Digital Business 2 (ver.9.4) Winter 2020, DMS3024

Section 001 - Tuesday, Wednesday, Thursday, Friday 9:00 – 11:50  
Section 002 – Tuesday, Wednesday, Thursday, Friday 13:00 – 15:50  
Section 003 – Tuesday, Wednesday, Thursday, Friday 9:00 – 11:50

	TUESDAY	WEDNESDAY	THURSDAY
<b>SECTION 1</b>	<b>Sebastian Siebel-Achenbach</b>	<b>Jourdan Bousfield</b>	<b>Karin Schmidlin</b>
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### Course Description:

In this course, students will analyze markets, customers and consumers, in order to design and create digital products or services, to suit specific cultures or communities, within the context of creating their own product.

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, analyzing a market and the customers and consumers within it as well as conceptualizing a product and rationalizing the iterative nature of its development, designing prototypes, testing with end-consumers, and finally developing the commercial viability of the business.

This course will demand significant student time; dedication, and critical thought both individually and as part of a team, with well-planned decisions throughout. The experience is designed to test the student's total knowledge and academic commitment, 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, the merging and integration of the program as a whole, will demand that the full scope of one's learning be utilized, and be applied intelligently, practically and seamlessly throughout the journey.

### Required Material and Text:

- Students will need to have pens, pencils, whiteboard markers in various colors, post-it notes, and blank paper available.
- 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. Plan and launch a viable business by:
  - Assessing and analyzing the business environment where a product or service will compete;
  - Generating and evaluating alternative business models using secondary market research;
  - Making justifiable decisions about the value of a product or service that the student will design;
  - Understanding the needs of clients and relevant stakeholders;
  - Determine resources and skills needed to execute the selected project;
  - Manage the project effectively, productively, efficiently, and within the expected deadlines;
  - Set and monitor success factors and report on progress;
- B. Plan a product or service that meets the needs of consumers and customers by:
  - Conducting relevant secondary user research and usability testing;
  - Conduct relevant and appropriate primary investigation assessments;
  - Address specific customer and consumer needs;
  - Conceive designs that are supported by user and market analysis;
- C. Analyze, test, and iterate on designs and prototypes effectively by:
  - Actively listening to and assessing feedback;
  - Pivoting realistically on and integrating feedback in meaningful prototype revisions;
  - Rapidly responding to critique in a professional manner;
  - Conceive designs that can be well articulated in writing and oral presentation;
  - Creating prototypes that are adaptable to variable platforms (low- and high-fidelity);
  - Creating prototypes that are adaptable to variable user demands (including variable abilities);
  - Creating prototypes that effectively address design needs and communicate the students' ideas effectively;
- D. Communicate Effectively:
  - Create a presentation that will meet the needs of clients;
  - Effectively communicate design ideas in oral presentations;
  - Communicating a polished oral pitch, 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 delivered over four days. To meet university guidelines, 12 contact hours per week have been assigned, translating into three hours over three consecutive days with a fourth day assigned to project deliverables. All students are expected to be available for classes and team meetings over all four days consistently and reliably.

In the three daily hours, instructors have segmented these into sections with breaks in-between. Instruction will take several forms, from formal lectures, in-class assignments, to one-on-one sessions and team meetings. Given the nature of the core assignments your professors will concentrate on the following core areas:

1. **Siebel-Achenbach/Dominguez** instruction will be focused on the customers and the business market opportunity within the problem space given, and how to translate the market opportunity into a viable product/service idea
2. **J. Bousfield/Zhang-Kennedy** instruction will be focused on the consumer and customer experience such that the touch points regarding the use and exposure to the end product/service is understood in order to design the appropriate deliverable for the market
3. **Schmidlin/Drainville** instruction will be focused on visual design of the prototypes, user interface (UI), and interaction design (IXD) for the purpose of creating a prototype that will effectively meet the needs of the consumers and customers while working within the commercial constraints of the company.

**Assessment:**

		<b>%</b>	<b>DUE</b>
<b>Contribution</b> (Determined by peer evaluations from every prototype submission & instructor team)	Individual	<b>15</b>	Throughout the course
<b>Role Reflections 5% each x 3</b> (Business Analyst, UX Designer, Visual Designer)	Individual	<b>15</b>	DUE at each prototype deadline
Video Project Proposal	Individual	<b>10</b>	Must have all three profs approve your proposal to move forward
<b>Digital Product Project</b>			
Prototype 1 and Report	Team	<b>10</b>	Week 4
Prototype 2 and Report	Team	<b>15</b>	Week 7
Prototype 3 and Report	Team	<b>20</b>	Week 10
Mini Pitches and Presentation Materials	Team		Week 11
Final Presentations		<b>15</b>	Week 12
Debrief and Celebration			Week 12

**NOTE:** If a student misses four consecutive classes, without instructors' previous approval, they will automatically be pulled from the team and continue the project as an individual study. Any analysis 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. The same deliverables as stated above are expected. Any student faced with this situation will not be able to participate in peer reviews and may forfeit grades at the discretion of the instructors.

**Assessment Criteria:****Contribution (Individual):**

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. Products/services 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. Successful companies are rarely built on one person's sole idea but rather the influx of multiple sources of inspiration that when accumulated together generates results greater than originally anticipated.

To quantify the contribution marks there will be a number of in-class discussions, exercises, handouts to complete, mini-assignments, surveys, pop-quizzes etc. for students to engage in every class. Students will be expected to meaningfully attend and 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. Grades are collected from attendance in class as a base, and increase to higher marks based on active engagement. Grades are posted after each prototype submission. Each instructor submits 10 marks plus 10 additional marks from peer reviews to a total of 40 marks for monthly contribution grades. Marks cannot be made up and are at the discretion of the instructor.

### **Role Reflection Report (Individual):**

This capstone course is meant to bring together all of the three pillars of the GBDA program including Design, Technology and Business. As such all students will be expected to take on “roles/jobs” in each area of “Business Analyst”, “Visual Designer” and “UX designer” for each prototype. Student individually will need to submit a “role reflection report” based on their contribution for that prototype submission. Students cannot submit a role reflection on the same role more than once.

Students will submit an individual report to reflect on their contributions (from their role) and to demonstrate the critical thinking required to evaluate the learning’s gained from each “role/job” during the prototype development process. The purpose of this report is to show (individually), how the student views the outcome of each prototype from their prospective roles and explain the learning gained from the iterative testing process specifically, from their “roles” perspective, and any insights and recommendations for future development. A separate rubric will be posted on Learn.

### **Video Project Proposal (Individual):**

Students individually will make a brief video (2 minutes) about a project proposal based on the problem topic given at the start of the term on “Quality Education”. The idea does NOT need to be supported with market research at this point. Rubric is posted on Learn. Proposals will be used to create teams for the term project.

- This includes a 30-second self-interview recording describing the goal of the project followed by a 1:30-minute recording of the project in action (i.e. an insight into the environment where your project could be adopted and/or a short journey with a user that is struggling in your target market and/or a future focused ideal where your project is already adopted etc.)
- For example if you envision a “soapy marker” that children could use to write on their own skin, you may decide to show a video with children from a developing economy practicing word problems, and demonstrate how a soapy marker could improve learning by copying words from an app and writing on their own skin, and when done, children can wash off their soapy writing.
- Since we keep the videos short, future students will be able to watch all/most videos and get an overview of what capstone projects look like.

Instructors will evaluate the video and assign either an ‘accept’ or ‘reject’ mark. The concepts that are accepted can form the basis of a team for prototyping. Those that were rejected can be reconfigured and resubmitted for evaluation. By week four, teams will be formed. Students self select teams but must have at least two accepted proposals per team. Ideally, teams should have two or three accepted concepts to allow debate as to which specific one all members want to pursue. Teams will then use this consensus concept to analyze, confirm assumptions, and revise the concept as the project evolves. The contents will vary slightly depending on each student’s business idea, but the objective will be the same: to convince a customer and/or investor of the merits of the concept much like a introductory meeting for a pitch.

### **Things to consider:**

- The focus of this video is to frame the student’s approach to their project. In doing so, there should be a common understanding regarding:
  - **“who”** the project will be helping,
  - **“why”** they are in need of help,
  - **“where”** the target user and customers would be located, or “where” the project would be deployed, and ultimately
  - **“what”** will be built to create the ideal future outcome.

NOTE: Once “approval” is received, teams will be self-selecting based on the constraint that every team MUST have at least two approved proposals on every team.

**Digital Product Project:**

Students at times will be expected to submit deliverables individually to receive a grade such as with their role reflections, and at other times as submission in teams of 5-6 people such as with their prototypes. Individuals and teams must submit all deliverables to pass the course or will receive an incomplete for their final grade. Penalties for lateness are significant at 10% per day overdue for the first two days, thereafter it will not be accepted and receive a zero. Assignments are normally due on Friday by 4 p.m. If they are not received by Sunday at 4 p.m., they will not be accepted and result in a mark of zero.

NOTE: The GBDA402 Digital Project is meant to build on learning from GBDA401 where concepts such as personas, journey maps, business model canvas etc. have already been learned. Students should consider the tools learned in prior courses as evidence that can be used to make the best case for their prototypes. That is not to say that they are not graded and therefore not necessary. On the contrary, teams that select the strongest methodology to prove their case will be able to justify the decisions made on their prototype better than those teams that do not. This course is designed for students to demonstrate team decision-making, where showing their ability to select models, methodologies and frameworks, that will add to the value of their prototype is critical for success. For example, if a student discusses a target audience but has no relevant evidence to support a known persona, then the case made will likely be weaker than a team that is well informed on their target audience needs.

Students should expect to draw on knowledge gained, and methodologies previously covered, to feed into their team's development process but it is up to the student teams to determine which tools to adopt that will best inform their prototype outcome.

TOPIC: For this capstone course, one of the UN sustainability initiatives has been selected as the basis for all the projects. The instructors have selected 'Quality Education'. This is a broad topic and will not obviously lend itself to the clear development of a digital product that your team can launch a business with. Over a semester, as analysis about the consumer, customer, market, and competitors in the problem space and market locale is learned, a digital product offering is to be conceived and made the basis for a future start-up company.

Digital products should be developed to be relevant to some aspect of 'quality education' but also to the specific market that the team chooses to launch the product, be it for the for-profit or not-for-profit sector. For example, teams may choose to focus on executive education, teachers, educational assistants, university educators, or products to help learning in third world counties. The video proposals will narrow down the target and focus of the project.

Products should be created using industry standard technologies, design standards, and by the end of the term, be justified as a commercially viable solution to the problem. Teams may need to extend secondary research of comparable solutions from across cultures to provide insights on existing Canadian-based secondary research. Teams will need to develop a final prototype to demonstrate the product their business will be selling. From this perspective, the final digital business (and this capstone course) will require student teams to be market analysts, business decisions makers, creative designers and producers, user and customer experts, and innovative technology developers, in order to have the business agility needed to be successful.

TEAMS: Students will receive approvals from their video proposals and once received are able to self-select teams of 5-6 people per team as long as there are at least two people per team that received an approval on their proposal video. Teams can then choose which "approved proposal" they will develop for their prototype.

This term, student will be taught to follow an agile, iterative, development process used frequently in technology companies in "the real world". This means that course moves beyond what was taught in GBDA401 such that teams will submit a prototype for the purpose of having something tangible for testing and based on real feedback, teams will reiterate to improve the outcome over three cycles. Armed with real tangible feedback, teams will be able to improve their prototypes moving forward through the term and produce a final prototype that has been tested at several points. The purpose is to gain real feedback from real users and customers to feed into the follow up development process.

**Prototype 1 with Report (Team):**

Teams will need to submit a low-fidelity prototype focusing on black and white wireframes. Pen and paper or wireframe software is recommended. Focus should be put on user flow, layout, placement of interface components and clear calls to action. The first prototype may be simple but must be “testable”, so that teams can gain feedback and work toward building a solid project by the end of the term. The accompanying report should connect the prototype goal with the business objective.

**Prototype 2 with Report (Team):**

Students will need to submit a high fidelity prototype supported and justified by testing, reiterating, customer and user learning and your business needs. Prototype should include preliminary branding for your startup business. Prototype 2 will be a higher fidelity design that will need to incorporate findings and decisions made in the business model and/or from feedback from Prototype 1. Teams may need to supplement learning from secondary research to inform the further refinement of Prototype 2. Teams should be looking at refining the design at this point and should not have pivoted significantly from Prototype 1. All designs will be openly posted for feedback from all other teams to be provided. All teams providing feedback to others should be constructive based on information-based observations, for the purpose of assisting the class as a whole, learn from each other.

**Mini Pitches and Presentation Materials (Team):**

Mini pitches are meant to provide an opportunity for teams to practice presenting their story of their product and discuss the methodology that has informed and refined the development process over two prototypes. The purpose of the mini-pitch is to present a concise delivery, much like an entrepreneurial elevator pitch to a potential investor for your business. The class TA will be holding Skype mini-pitches and teams will schedule via email as per the weekly schedule.

Teams must also separately submit their final presentation materials on Learn and these can be slides, visuals, or any creative material that the team intends to use for their final presentation. This can be in a draft format but must have the full structure and high level content that will be included. Due dates are on the weekly schedule.

**Prototype 3 and Report (Team):**

Teams will be required to deliver a fully-interactive and high-fidelity prototype that has considered the feedback received from the testing done from the first two prototypes. The final product could be a mobile app, a website, InVision or Figma project, a cross-platform proof-of-concept or similar designed product of equivalent calibre. Attention to detail, consistency in UI design, and a seamless user flow are of crucial importance to meeting the needs of the target audiences. The final prototype should show significant number of screens and detailed digital development to demonstrate significant progress worthy of a capstone course that incorporates all elements learned in the program. Teams are expected to consider feedback gained from Prototype 2 testing for this final design. The final prototype should be about polishing and showing a professional commercially viable product.

**Final Presentation (Team):**

At the end of the term, the team will present the business concept with the final designed prototype as it has evolved over the term. Teams are expected to be able to demonstrate their business idea in the form of a clear outline of the user of the product as well as the customer that will purchase the prototype. The strongest presentations will be able to show clear interactions of the business, AND a well-designed product for the target groups based on those touch points. Presentation elements should be reflective and validated with relevant analysis and/or testing summaries to justify the design and business decisions.

**Peer Evaluation (Individual):**

At the same time as the prototypes are due, a peer evaluation is mandatory from each student to feed into contribution grades. Mandatory peer evaluations for Prototype teamwork are to assess team members in an objective way. A form is on Learn and a dropbox submission is required for each member of the team. Failure to submit means a zero on that evaluation; students who do not comply are not assumed to be in agreement with what other group members have submitted. If no one on the team submits a completed peer evaluation form, all receive a zero for that assignment. Instructors will use these peer evaluations as input into determining the level

of contribution of each member. Final grades are at the discretion of the instructors.

**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 analysis was employed, did it conform to ethical norms, objective standards and was it 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?

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

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. To substantiate any claims, a group member should provide evidence of unacceptable work or the need to "re-do" contributions by a team member. 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, TA's as well as instructors. No other tools are encouraged, as instructors cannot support you if you use tools such as WeChat, Facebook, WhatsApp etc. Evidence of team effort will not be evaluated if tools other than Slack, are used.

## 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 by your instructor, and are subject to change.

Weeks	Day	Instructor	Teachable Key Subject(s)	Processes and Outcomes: Readings / Handouts (where indicated) / Classwork Preparation Required	DUE
<b>1</b> <b>Term and Project Introduced</b> Jan 6-10	Tue Jan 7	Sebastian Tabatha	Course Introduction / Schedule Review / Project Overview / Problem Discussion  Problem Topic – Class discussion on the United Nations Sustainability Goals <ul style="list-style-type: none"> <li>Topic – Quality Education</li> </ul> Discussion: How can this problem topic be narrowed down to be solved realistically by a company	--Problem Statement Review - narrow the focus. Define 'Quality' in Education  --Ethics Review  --"How might we" solve problem  --Product Vision Exercise  --Value Proposition for this "product" idea. Who can benefit?  --Bring a cereal box to Jan14 class	
	Wed Jan 8	Jourdan Leah	Introduction - How to think about UX Design Process for this project (UX strategy)	Class activities and readings will be posted to LEARN each week or provided during class.	
	Thu Jan 9	Karin Raymond	Design History 1  How design movements inform today's trends	Class activities and readings will be posted to LEARN each week or provided during class.	
	Fri Jan 10		Introduce – How to Gather Library Data for this project	--Mandatory on campus workshop	Workshop on-site
<b>2</b> <b>Problem Definition – Preliminary Problem Space and Ideation</b> Jan 13-17	Tue Jan 14	Sebastian Tabatha	Problem Definition – How to think about customers and consumers in the problem topic, and the businesses that serve them  What does a customer buy? What is the CVP?  Get students to adopt a single subject and reflect on the business potential.	--Consumer Behavior and the Buying Process (on course reserves)  --Discussion "The difference between customers and consumers and where to find the information you need"  --Bring a cereal box to class for in-class activity: Product Box	
	Wed Jan 15	Jourdan Leah	Problem Definition – How to understand problems Users are facing (User Experience / User stories)  Determine "user" persona	Class activities and readings will be posted to LEARN each week or provided during class.	
	Thu Jan 16	Karin Raymond	Design Principles 1: Layout, composition, grids	Class activities and readings will be posted to LEARN each week or provided during class.	
	Fri Jan 17		Teamwork	INDIVIDUAL TASK: Submit a video project proposal to solve a sub-segment of "Quality Education". Students may present one or two variations for options. Purpose is to create a starting point for development of the prototype.	DUE: Video Project Proposal (10%)



<b>3</b> <b>Translation – Understanding Problems and translate into actions</b> Jan 20-24	Tue Jan 21	Sebastian Tabatha	Applying the business model  Problem Definition – How to understand where business forms to solve problem	--Video: Business Model Canvas of Nespresso  --Exercise – Map out the BMC based on the Video Project Proposal  -Output = a list of “assumptions that need to be validated”	
	Wed Jan 22	Jourdan Leah	Translation - UX design for kids	Class activities and readings will be posted to LEARN each week or provided during class.	
	Thu Jan 23	Karin Raymond	Prototyping 1: Low-Fidelity	Bring paper, pens, markers, tape and Post-it notes.	
	Fri Jan 24		Teamwork	INDIVIDUAL TASK: Project Proposal Review – Students should review proposals and where necessary make plans to improve areas that were not approved.  Meetings for clarification may be required and will be scheduled on a case by case basis with instructors determining where further input is required	On Call Meetings for teams with proposals that were not approved
<b>4</b> <b>Translation – Understanding Problems and translate into actions</b> Jan 27-31	Tue Jan 28	Sebastian Tabatha	Translation – The Business Model  TEAMS FORMED  Refine business model, review assumptions teams need validated; determine next steps	Teams will be self selected AND must meet the two approved proposals on every team criteria  Teams dot vote on “approved” video proposals within teams  Select Prototype Goal – What does the team want to test in Prototype 1  Exercise: Working Agreements Exercise: Team Charter	
	Wed Jan 29	Jourdan Leah	Translation - Guided workshop on translating ideas to potential customers	Class activities and readings will be posted to LEARN each week or provided during class.	
	Thu Jan 30	Karin Raymond	Prototypes review	Prototype testing review;  Slack setup	
	Fri Jan 31		Teamwork	TEAM TASK: Finalize and submit a prototype showing a basic prototype that shows the product idea and is able to test out a prototype goal.  INDIVIDUAL TASK: Role reflection and peer evaluation to submit	DUE: Prototype 1 with report (10%)  DUE: Role reflection 1 (5%)  1 <sup>st</sup> peer evaluation

<b>5</b> <b>Planning -</b> Project and Startup Defined Feb 3-7	Tue Feb 4	Sebastian Tabatha	Review Prototype 1  Consolidate Business Model (Team BMC)  Understanding Business Markets and the target market  Work on secondary research support needed	--Review Prototype testing results from Prototype 1 and set testing goal for Prototype 2  With their business model canvas in hand teams to create a list of assumptions, that have been noted. --Teams to start a deep dive on BMC focusing on one model --Value Proposition Canvas (gains, pains and "jobs" the customer wants done)  --Mission Statement redefined  --If groups understand "jobs the customer wants done", then class can start discussion of impact analysis  --"Why hire a milkshake" discussion	
	Wed Feb 5	Jourdan Leah	Guest speaker about product management	Class activities and readings will be posted to LEARN each week or provided during class.	
	Thu Feb 6	Karin Raymond	Design Principles 2: Color, typography, iconography	Class activities and readings will be posted to LEARN each week or provided during class.	
	Fri Feb 7		Teamwork	TEAM TASK: Prototype 1 Testing – Students should complete prototype testing to gain feedback needed to improve prototype.  Meetings for clarification may be required and will be scheduled on a case by case basis with instructors determining where further input is required	Testing Day  On call meetings
<b>6</b> <b>Planning -</b> Project and Startup Redefined Feb 10-14	Tue Feb 11	Sebastian Tabatha	Impact Mapping  Stakeholder identification and analysis  How do you deliver the product or service?	--Impact Map Exercise (Deliver X, results in Y impact in behavior used in business for the purpose of taking high level BMC assumptions and determining actual value of efforts)  Activity: "The Five Why's"	
	Wed Feb 12	Jourdan Leah	Iteration Planning – Survey design; Interview planning and execution	Class activities and readings will be posted to LEARN each week or provided during class.	
	Thu Feb 13	Karin Raymond	Interactive design patterns, microinteractions	Activity: Designing motion	
	Fri Feb 14		Teamwork Catch up day	Happy Valentines Day / Start of reading week	No meetings
<b>READING WEEK – Feb 17-21</b>					
<b>7</b> <b>Refining Development -</b> Prototyping Feb 24-28	Tue Feb 25	Sebastian Tabatha	Determine priority of features	Kano Analysis (to determine priority from impact mapping exercise)  Do the features solve the original problem?	
	Wed Feb 26	Jourdan Leah	Development and guided workshop – Journey mapping; service blueprint	Class activities and readings will be posted to LEARN each week or provided during class	

	Thu Feb 27	Karin Raymond	Brand, branding and brand identity	Workshop: Developing a visual brand identity for your project	
	Fri Feb 28		Teamwork	TEAM TASK: Finalize and submit a prototype supported and justified by feedback, submitting a prototype that includes the feedback received from Prototype 1 testing  INDIVIDUAL TASK: Role reflection and peer evaluation to submit	DUE: Prototype 2 with report (15%)  DUE: Role reflection 2 (5%)  2 <sup>nd</sup> peer evaluation
<b>8 Refining Development - Prototyping</b> Mar 2-6	Tue Mar 3	Sebastian Tabatha	Prototype 2 critique  What stands in the way of achieving the goal?	Reviewing Prototype 2  Activity – Competitive analysis; Balanced Score Card	
	Wed Mar 4	Jourdan Leah	Development – Usability and Accessibility  Prepare usability test	Class activities and readings will be posted to LEARN each week or provided during class	
	Thu Mar 5	Karin Raymond	Design History 2	Class activities and readings will be posted to LEARN each week or provided during class.	
	Fri Mar 6		Teamwork	TEAM TASK: Prototype 2 Testing – Students should complete prototype testing to gain feedback needed to improve prototype.  Meetings for clarification may be required and will be scheduled on a case by case basis with instructors determining where further input is required	On Call Meetings
<b>9 Iteration - Pitch Week</b> Mar 9-13	Tue Mar 10	Sebastian Tabatha	Financial statements and ratio analysis	Discussion -Source of revenue expectations validated -Market potential and size -Pricing models reviewed -Expenditures understood  Outcome - pricing for team product determined	
	Wed Mar 11	Jourdan Leah	Data analysis and interpretation of the results – What does your research say about your potential customers  Peer UX design critique	Class activities and readings will be posted to LEARN each week or provided during class	
	Thu Mar 12	Karin Raymond	Beyond the Basics 1: Emotional/affective design	Class activities and readings will be posted to LEARN each week or provided during class.	
	Fri Mar 13		Mini Pitches	TASK: Skype presentations with TA to be scheduled via email  Focus on being concise. Tell the story of your product.	DUE: Scheduled pitch via Skype

<b>10</b> <b>Iteration Refined</b> – Final plan for refining and cleanup of final iteration Mar 16-20	Tue Mar 17	Sebastian Tabatha	Presentation preparation  Plan out needed/desireable presentation accessories, ie. Props, samples, video, pamphlets, PowerPoint slides (with graphs and illustrations)	---Presentations 101  --The Basic Presentation Checklist  --Why the Best Presentations are Good Conversations  --Are your Presentations Inspiring  --How to Give Killer Presentations	
	Wed Mar 18	Jourdan Leah	Prototype Refined – Heuristic evaluation and cognitive walkthrough	Class activities and readings will be posted to LEARN each week or provided during class	
	Thu Mar 19	Karin Raymond	Beyond the Basics 2: Mirror neurons & mimetic desire, voice and gesture		
	Fri Mar 20		Teamwork	TEAM TASK: Finalize and submit a prototype supported and justified by feedback, submitting a prototype that includes the feedback received from Prototype 2 testing  INDIVIDUAL TASK: Role reflection and peer evaluation to submit	DUE: Prototype 3 with report (20%)  DUE: Role reflection 3 (5%)  3 <sup>rd</sup> peer evaluation
<b>11</b> <b>Finalize - Building</b> Mar 23-27	Tue Mar 24	Sebastian Tabatha	Finalize – Mock presentations with “worst case scenarios”  What to do when power is out, team members are ill, technical glitches etc.	Not all teams will be able to present. Teams will be selected randomly at the start of class.  Everyone should be fully ready.	
	Wed Mar 25	Jourdan Leah	Product demo and critique  Finalize – Design Critique	Class activities and readings will be posted to LEARN each week or provided during class	
	Thu Mar 26	Karin Raymond	Finalize – The pitch	Finalize the slide deck and refine team performance	
	Fri Mar 27		Teamwork	TASK: Finalize deliverables and submit links on learn including all slide decks being used for final presentations	DUE: Presenting materials
<b>12</b> <b>Present - Mar 30 - Apr 3</b>	Tue Mar 31	Sebastian Tabatha	Dealing with Q&A	Class video preparation will be posted to LEARN	
	Wed Apr 1	Tabatha/ Leah / Ray	Final Presentations Section 2 & 3	Time slots are allocated by class section. Students are welcome to attend ALL presentations of their peers.	DUE: Presentations (15%)
	Thu Apr 2	Sebastian /Jourdan /Karin	Final Presentations Section 1 Karin/Jourdan/Sebastian	Time slots are allocated by class section. Students are welcome to attend ALL presentations of their peers.	
	Fri Apr 3	ALL	Debrief and celebration		

**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