Creating intangibles is a part of the designer's body of work. We explore how to design services, touchpoints, and interactions needed to create a meaningful experience.

This course begins an advanced review of interaction design to prepare you to perform digital assessments and use service design thinking on your own projects. We will also examine and re-imagine common artifacts of design.

NOTE: This course is designed to build upon the knowledge from ADES 5410 Foundations & Frameworks of Interaction Design and ADES 5420 Human-Centered Interaction Design I during a previous semester.

Learning Objectives

The coursework is structured so that multidisciplinary teams can work together to engage in the development and design of team-based projects. These projects will require immersion in:

- Planning and conducting research for digital interactions and service design,
- Analyzing the current-state gaps and issues with a real-world product/service,
- Conducting stakeholder and user interviews in remote environments,
- Iteratively and heuristically guided ideation,
- Building, assessing prototypes, storyboards, or services and
- Reporting key findings and recommendations to project stakeholders.

As the course progresses, the student teams will be challenged to guide their decision-making by using knowledge derived from user research, information sciences, social sciences, design, anthropology, marketing, business management, and more.
Course Structure
The course is structured as a seminar. Each class will be some combination of: **lecture, discussions** (student-led and/or professor-led), **project-based learning activities, workshops, and critique**.

Attendance Engagement
This is a highly interactive course. If you’re not present, you won’t be able to regain the experiences you missed. You are allowed two **non-excused absences**. Additional absences without prior approval will result in a **letter grade reduction** off your final grade. If you are unable to attend class, let me know by email at least one day before. **Missing five class sessions** over the course of the semester for any reason(s), even if some portion of these absences are excused, will earn you a final course grade of “F.”

Evaluation
Students often think grades measure how much you learned. Only you can say how much you actually learned. In this class, grades reflect your performance and quality of work.

You will be evaluated on your class engagement week-to-week and your performance on a series of small-scale projects designed to introduce you to the tools, methods, mindsets and postures of interaction designers.

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<thead>
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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Engagement</td>
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<td>Project I</td>
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<tr>
<td>Project II</td>
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How to be Successful in This Course
Although there is no single recipe for success, the following mindsets can help you navigate successfully through this class.

**Embrace creative confidence.** Design is risky. No venture is ever guaranteed success. Designers rely on creative confidence when making leaps, trusting intuition, and chasing solutions that they haven’t yet fully figured out. It takes time to build (or find) creative confidence. I hope that by the end of the course, you will have gained more.

**Make the abstract concrete.** Making an idea real can reveal insights that mere theory cannot. Good designers have a bias toward action, creating tangible—not necessarily beautiful—prototypes. Getting ideas out of your head and into the hands of others is a necessary step toward understanding.

**Fail, then iterate.** Most education systems don’t do much to reward failure, even though it can be a very powerful tool for learning. If you don’t fail at something every so often, chances are you are not taking many risks. We often learn more from failed attempts than successful ones. You have my permission and encouragement to get things wrong in this class, even though you don’t actually need it.

**Reflect often.** You will forget most of what you learned in school. Learning is enhanced and made more permanent when you reflect on your learning experience and its meaning to you. When you reflect on what you learn, how you learn, its value to you, and what else you need to know, you’re more inclined to own and appreciate your learning.
CREATIVE DISCOVERY · UNDERSTANDING INTERACTION

Week 1 — Jan 12
The Experience Economy
We explore how services and experiences have come to dominate. This is the foundation for understanding service design.

Week 2 — Jan 19
Service Design
Part 1 of an exploration into service design.

Week 3 — Jan 26
Service Design
Part 2 of an exploration into service design.

Week 4 — Feb 2
Service Design
Part 3 of an exploration into service design.

Week 5 — Feb 10
Designing Curiosity
Part 1 of 2. We explore how to invite curiosity.

Week 6 — Feb 11
Designing Curiosity
Part 1 of 2. We explore how to invite curiosity.

Week 7 — Feb 23
The Limitations of Empathy
We explore 16 limitations of empathy in design.

Week 8 — Mar 2
Workshop with SMU students
You will help conduct a workshop with SMU students exploring curiosity and empathy.

CREATIVE ENVISIONING · SAMS CLUB

Week 9 — Mar 9
Workshop
We begin an envisioning project with DFW Airport. More details will be provided on Canvas later in the semester.
<table>
<thead>
<tr>
<th>Week 10 — Mar 16</th>
<th>Workshop</th>
<th>We continue our envisioning project with DFW Airport.</th>
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<tbody>
<tr>
<td>Week 11 — Mar 23</td>
<td>Workshop</td>
<td>We continue our envisioning project with DFW Airport.</td>
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<td>Week 13 — Apr 6</td>
<td>Workshop</td>
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<tr>
<td>Week 14 — Apr 13</td>
<td>Workshop</td>
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<tr>
<td>Week 15 — Apr 20</td>
<td>Workshop + Showcase</td>
<td>We wrap up our project with DFW Airport presenting possibilities and future-state scenarios.</td>
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<tr>
<td>Week 16 — Apr 27</td>
<td>Workshop + Showcase</td>
<td>We wrap up our project with DFW Airport presenting possibilities and future-state scenarios.</td>
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