Phrenological Chart of the Faculties.

ADES 5440 – DESIGNING SCREEN BASED INTERACTIONS
Instructor: Keith M. Owens, Associate Professor >
Communication Design | Applied Design Research
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Office Hours: By Arrangement

Course Description
Designing Screen-Based Interactions is set up to facilitate a series of learning experiences tailored for students working either individually or in small groups. Individual students or groups of students will be challenged to develop, design and test a single interactive screen-based system over the course of the semester. This system should meet the needs and aspirations of a particular end user group on behalf of a selected client, organization or institution. The overarching focus of this course — for this particular cohort — will be on learning how to conduct meaningful user testing experiences in order to validate design and development decisions. To that end, students will be required to conduct interviews, pursue secondary research and develop low to medium-level prototypes that can be used as viable UX/UI test platforms.This course is a required precursor to the studio/lab based course ADES 5460, Interaction Design Inception-to-Pitch Capstone project.

Required Texts
Portigal, S. (2013). *Interviewing Users: How to Uncover Compelling Insights.* New York, Rosenfeld Media
Krug, S. (2014). *Don't Make Me Think, Revisited.* New Riders.
Pannafino, J. and McNeil, P. (2017). *UX Methods: A Quick Guide to User Experience Research Methods.* CDUXP.

Recommended Texts
Lombardi, V. (2013). *Why We Fail.* Sebastopol, CA, USA: Rosenfeld Media.
Garrett, J. (2011). *The Elements of User Experience*. California, New Rider.

Course Objectives
Through the completion of course assignments, *students will continue to develop competency in the following areas:*
- the ability to effectively interview individuals and small groups of stakeholders that affect and are affected by the design of a particular interaction or set of interactions, and then glean understandings that can be used to positively affect design decision-making from these interviews
- engaging in card sorting and other analytical processes to develop and/or assess the organizational structure of a given interaction into categories that enhance systemic understanding among design teams and stakeholder groups
- planning and operating usability testing of prototypes in ways that account for the array of user or participant needs, biases, expectations and aspirations

Course Structure
This course is offered in a design studiolab format, and will meet for two, 90-minute class sessions per week

Wednesdays
6:30 – 9:20 PM
Frisco New Campus
Room 104

(three contact hours per week total). Course content and studiolab etiquette during critically dialectic exchanges between fellow-students and students and faculty are all consistent with the requirements of pursuing a career in professional User Experience and Interaction Design environments. Under the guidance of the instructor, students will spend the entire 15 weeks engaged in a carefully scheduled sequence of learning experiences which have been orchestrated to help each individual design an effectively useful, usable and desirable interaction design system by the end of the semester. Students will work in the studiolab as required, and participate in class discussions and critical dialogues during class hours. Students will submit their work on assigned course projects for critical discussion in iterative phases as stipulated by a per-project development schedule provided to them by the instructor.

Evaluation
Each sequential phase of each student's assigned interaction design system will be worth a specific number of total course points that will accumulate toward his or her's final course grade. Each of these sequential phases will be evaluated according to criteria articulated to all students on the day it is launched. How effectively each student/student team is assessed to have addressed specific "per phase" criteria will be recorded on an assessment document that each student will receive one to two weeks after the culmination of each these phases. A final project and final project presentation must be completed by the final exam date and time for this course. There is no final exam for this course.

Attendance Policy
Attendance is mandatory. Students must sign the attendance sheet during the first (15) minutes of class. No student may sign for another. Every unexcused absence over two will result in a letter grade reduction of the final course grade beginning with the third unexcused absence. Each two instances of tardiness over an initial two of these will be counted as one absence. A student is tardy if he/she arrives after the first 15 minutes of class have elapsed. No make-up opportunities for a missed class session will be given to any student enrolled in this course *unless* that student presents the professor with a UNT-Approved Absence Verification form within 72 hours of the ending of the class session that was missed. Students are hereby notified that meeting with the Instructor of Record for this course during an office hours session does NOT make up/cannot be substituted for a class session that was missed.

Course Risk Factor
This class has been assigned a level 1 Risk Rating, a course in which students are exposed to some minor hazards (most particularly, repeated computer usage), but are not likely to suffer bodily harm.

American Disabilities Act
The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will execute reasonable accommodations for qualified students with a disability, such as making appropriate adjustments to the classroom environment, as well as to the teaching, testing, or learning methodologies that are operated within the structure of the course, as long as actuating any of these adjustments does not fundamentally alter the content that must be delivered within the structure of the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA; https://disability.unt.edu/), and to inform the instructor of your need for an accommodation. Requests for accommodation must be given to the instructor no later than 5 pm CST on the

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final day of the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at https://disability.unt.edu/, and by visiting the ODA in Sage Hall on the UNT Denton campus, room 167 (visit the UNT website for updated location information).You also may call the ODA at 940.565.4323.

Building Emergency Procedures
In case of emergency, an alarm will sound. If this occurs, please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of a tornado (campus sirens will sound), or other weather-related threat, please go to the nearest hallway or room on your floor *without exterior windows* and remain there until an all clear signal is sounded. Follow the instructions of your instructors and act accordingly.

Student Rights and Responsibilities
Each University of North Texas student is entitled to certain rights associated with higher education institutions. See www.unt.edu/csrr for further information.

Disclaimer
The instructor retains the right to change the course syllabus and schedule without notice.

Academic Integrity Standards and Consequences
According to UNT Policy 18.1.16, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation].

ADA Accommodation Statement
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Additional Readings> A foundation for UxD and IxD design, and thoughtful design generally

Goodwin, K. *Designing for the Digital Age:* How to Create Human-Centered Products and Ser-vices. Indianapolis, IN: Wiley, 2009.

Hackos, J. T. & Redish, J. C. *User and Task Analysis for Interface Design.* NY: John Wiley & Sons, 1998.

Horton, S., & Quesnbery, W. *A Web for Everyone: Designing Accessible User Experiences.* Rosenfeld Media, 2014.

Jarrett, C. *Forms that Work: Designing Web Forms for Usability.* Morgan Kaufman, 2018.

Krug, S. *Rocket Surgery Made Easy: The Do-It-Yourself Guide to Finding and Fixing Usability Problems.* New Readers, 2009.

Kuniavsky, M. *Observing the User Experience: A Practitioner's Guide to User Research.* San Francisco: Elsevier / Morgan Kaufmann, 2012.

Lichaw, Donna. *The User's Journey: Storymapping Products That People Love.* Rosenfeld Media, 2016.

Lobardi, V. *Why We Fail: Learning from Experience Design Failures.* Rosenfeld Media, 2013.

Norman, D. *The Design of Everyday Things: Revised and Expanded Edition.* Basic Books, 2013.

Plattner, H., Meinel, C. & Leifer, L. *Design Thinking Research: Taking Breakthrough Innovation Home.* Basel, Switzerland: Springer International Publishing AG, 2016.

Portigal, S. *Interviewing Users: How to Uncover Compelling Insights*. Rosenfeld Media, 2013.

Redish, J. *Letting go of the Words, Second Edition: Writing Web Content that Works.* Morgan Kaufman, 2012.

Robson, C. Real World Research: *A Resource for Users of Social Research Methods in Applied Settings, 3rd edition.* Wiley, 2011.

Rodgers, P.A. & Yee, J. (Editors). *The Routledge Companion to Design Research.* New York, NY, USA: Routledge, 2015.

Sommer, R. & Sommer, B. *A Practical Guide to Behavioral Research: Tools and Techniques, 5th edition.* NY: Oxford, 2001.

Sanders, L. & Stappers, Pieter J. *Convivial Toolbox: Generative Research for the Front End of Design*. Amsterdam: BIS Publishers, 2013.

Tomer, S. *Validating Product Ideas: Through Lean User Research*. Rosenfeld Media, 2016.

Tomer, S. *It's Our Research: Getting Stakeholder Buy-in for User Experience Research Projects.* Morgan Kaufmann, 2012.

Warfel, T. *Prototyping: A Practitioner's Guide.* Rosenfled Media, 2009.

Young, I. *Practical Empathy: For Collaboration and Creativity in Your Work*. Rosenfeld Media 2015.