

I590 SPRING 2019

Section 33664 6:15 p.m. to 8:45 p.m. M I2 122

Section 34877 6:15 p.m. to 8:45 p.m. T I2 122

Design Studio Two

Eli Blevis, Professor of Informatics

Hope Kerkhoff, Associate Instructor

Mengyi Liu, Associate Instructor

Manas Singh, Associate Instructor

Blevis, Eli B. <eblevis@indiana.edu>

Liu, Mengyi <mli2@iu.edu>

Kerkhoff, Hope Elizabeth <hkerkhof@iu.edu>

Singh, Manas <masing@iu.edu>

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Welcome.

I reserve the right to amend this syllabus over the course of the semester. Please be sure you have the latest version.

Studio Class

This is a studio class. This means that most of the time you will work on projects and meet o share your work with others to prompt discussions and feedback. You will not receive detailed project briefs as you may be used to receiving in some other classes which may be studio-inspired but which are not strictly studio classes. You will select your own themes for the projects, with guidance and advice from the instructors and peers. Themes are not the same things as problems—I will explain more in class. Knowing how to set the specific focus of how your project team addresses the theme is an important learning objective for this class.

Class Vision

We will create high quality interaction design projects, one individual and one team, as evidence of professional skills and thought. We will integrate HCI and design theory and methods and other skills that you learn in other classes into practice. The projects will take the form of short five minute video presentations and reports suitable for your portfolios.

Pre-Requisite

Design Studio One or permission of the Professor.

Participatory Class Design

Many of the Design Studio One designers have contributed helpful comments about the design of Design Studio Two. Further comments about how we organize our class are welcome, if they improve the professional quality of the class outcomes and the well-being of all participants.

Deliverables

- One individual project due/presented in week 14 (5 minute video presentation and portfolio report)
- One team project (3-4 team members) due/presented in week 11 (5 minute video presentation and portfolio report)

Class Studio Sessions: *Sharingtations*

Except for the two presentation weeks, each class has the same organization. Up to six groups per class will divide into pairs of groups, with 45 minute meetings for each pair. These meetings are organized as “*sharingtations*.” Participants will be called upon to present individual or group work in progress for feedback and discussions with the pair of groups. The pairings will vary from one week to another. A typical class will look like this:

6:15-7:00 Groups A and E meet with the Faculty
7:05-7:50 Groups C and F meet with the Faculty
7:55-8:40 Groups B and D meet with the Faculty
8:40-8:45 Closing statements

All participants are required to attend from 6:15-8:45.

When your group is not meeting, you must be working on the class projects during that time.

Videos

Videos are exactly 5 minutes, no more and no less. They may be generated from presentation software such as PowerPoint or Keynote, or they may be created with video oriented software such as Premiere. Either is acceptable and neither creates an advantage absent quality content.

Portfolio Form Reports

A portfolio form report is a PDF format file with at least the following parts:

1. Title (*carefully crafted*)
2. Your name(s) and contact information
3. Key Image(s) (*concept prototype in use*)
4. Executive Summary
5. Vision Statement (*phrased as should do, can do, can know, and forms*)
6. System Scenarios
7. Process (*organized as PRICPS*)

An HTML version of your PDF report is highly recommended, but not strictly required as a deliverable.

Weekly Progress

You must submit a weekly progress report for your individual project and your group in each non-presentation week prior the presentations, except for the first class.

Selecting a Project Theme

You as an individual or in your group must select your own project theme stated according to the should do, can do, can know, and forms paradigm explained in Design Studio One. You can select one (or more) from each of the theme, approach, measure, and form samples below. You can add your own themes, approaches, measures, or forms to the lists below.

Should Do Sample Themes

Inclusivity
Maintain social order
Preserve cultural heritage
Sustainability
Connecting people
Improving health
Personal development
...

Can Do Sample Approaches

Annotate and link
Combine with utility
Distance collaboration
Gamification
Itinerary
Match interests

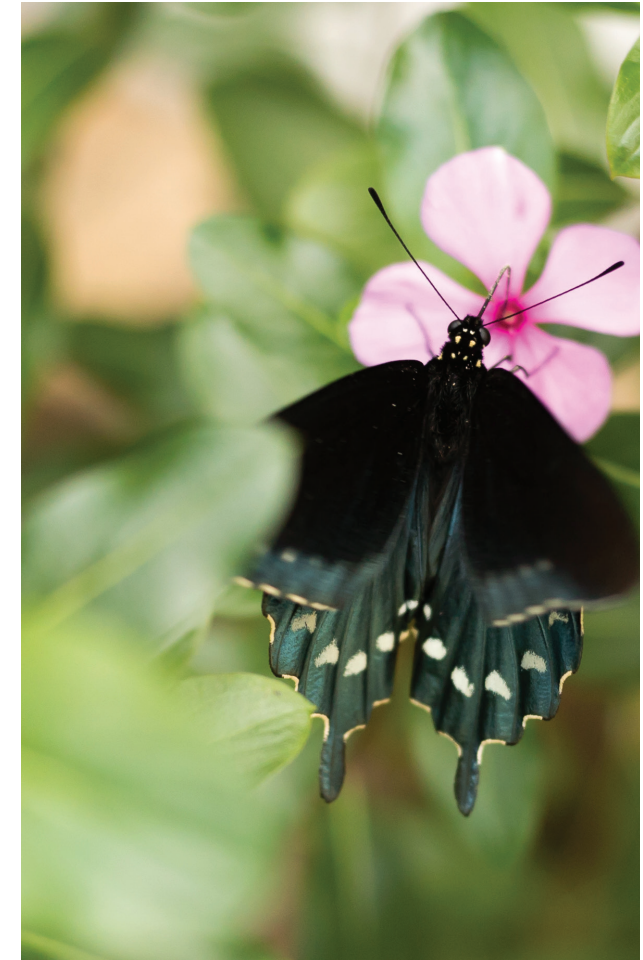
Motivate with metaphor
Promote awareness
Redirective practice
Scaffold behaviors
Subscription services
...

Can Know Sample Measures

Acculturation needs
Amount and quality
Cultural artifact
Inventory
Psychology
Travel needs
...

Sample Forms

Desktop app
Installation
Interactive product
Mobile app
Service
Tablet app
Virtual reality app
Web site
...



Important Note about Third Party Materials

Your use of third party materials must conform to ACM policy:

[Third party material](#)

[Fair use](#)

[Sample permission request letter](#)

The reason for this policy is to underscore the goal of producing professional quality, publishable work, as you will be expected to produce in real-world practice. In your professional career, you will be expected to adhere to copyright laws. It is also a matter of ethics and respect for the work of others. Moreover, since this studio class emphasizes visual thinking, most of your evidence of such thinking must be your own original work.

Semester Important Dates

Classes begin	Monday January 7, 2019
Martin Luther King, Jr. Day (classes do not meet)	Monday January 21, 2019
Spring recess begins (after last class)	Saturday March 9, 2019
Classes resume after spring break	Monday March 18, 2019
Day of last classes	Saturday April 27, 2019
Days of examinations	Monday–Friday April 29, 2019–May 3, 2019

Schedule

Weeks 1-10 *Sharingtations*
 Week 11 Group Project Presentations*
 Week 12-13 *Sharingtations*
 Week 14 Individual Project Presentations*
 Week 15 All final materials due

* Note that guests are welcome to attend presentations

Grading

G: Group projects: 40%
 I: Individual projects: 40%
 C: Attendance & contribution: 20%

Very Important Notes

Your grade for individual projects limits your maximum grade for group projects. That is

$$\text{Final grade} = (\min(G,I) * .4) + (I * .4) + (C * .2)$$

Unexcused absences are not allowed. Excused absences require documentation.

The contribution grade is based on the thoughtfulness of your comments and your support for the quality of the class as a whole. It is possible to receive a low grade for contribution if you try to dominate the discussions or otherwise demand undue attention.

Design Components and Design Framework

The table on the next page diagrams design components (rows) within a design framework (columns) we introduced in Design Studio One. A design component is a unit of reportable work in design. The design framework is a general, common notion of the way in which design components are organized together to form a design, within more or less equivalent renamings. I will further explain the table in class.

Required References

Eli Blevis. 2012. The PRInCiPleS Design Framework. In John M. Carroll (ed.). *Human-Computer Interaction Series, 1, Volume 20, Creativity and Rationale*, Springer, Pages 143-169.

Bella Martin and Bruce Hannington. 2012. *Universal Methods of Design*. Beverly, MA: Rockport.

Design Component	Design Space			Concept Space		
	Predesign	Research	Insights	Concepts	Prototypes	Strategies
AEIOU			●			
Affinity diagram			●			
Annotated photograph	●	○	●	○		
Appearance prototype					●	
Behavioral prototype					●	
Collection		●				
Competitive intelligence		●				
Cultural Probes		●			●	
Design fiction				●		●
Disposable Camera study		●				●
Enterprise plan						●
Exploratory prototype					●	
High fidelity prototype					●	
Hypothesis	●					
Interview study		●				
Iteration				●	●	
Journey map			●	●		●
Literature report		●				
Look and feel prototype					●	
Low fidelity prototype					●	
Persona		⊗	○	●		
Personal inventory		●				●
PRICPS						
Primary observations		●				
Proof of concept prototype					●	
Research hypothesis			●			
Research through Design (RtD)		●			●	
Semantic differential			●			
Shadow study		●				
Should do, Can do, Can know	●		●			
Sketch				●		
Social value plan						●
Stakeholder diagram			●			●
Storyboard				●		
Survey study		●				
Technology development plan						●
Think aloud protocol		●				
Usability prototype					●	
Use case diagram					●	●
Vision statement	●		●			
What-if scenario			●			
Wizard of Oz prototype					●	
Working prototype					●	

Additional Important Information

Absences and Disengagement

The use of digital devices to look up references or work on projects in class is encouraged. The use of digital devices to engage in social media or similar forms of disengagement may result in an unexcused absence at the discretion of the associate instructors.

Accommodations & Feedback

We welcome your feedback. We will do our best to accommodate specific requests if they are reasonable and have merit.

Academic Misconduct

The class is morally and procedurally bound by IU's policies on academic misconduct, the details of which you can read about at the following website: www.indiana.edu/~code/code/index.shtml

Religious Observance

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course professor by the end of the second

week of the semester. A separate form must be submitted for each day. The form must be signed by the instructor, with a copy retained by instructor, and the original returned to the student. Information about the policy on religious observance can be found here: www.indiana.edu/~vpfaa/holidays.shtml

English

If English is not your native language or you are otherwise shy about speaking in class, please do not worry. You will not be penalized in any way for making contributions to the class in less than perfect English or for taking time to compose your answers. You are welcome to say what you want to say in your language of choice first and then ask for help from others to translate to English. I will frequently emphasize to the class the need for all of us to be supportive of each other when it comes to contributing to the discussions. There is no need to feel rushed when responding to questions in class—an important part of the class is the construction of a feeling of community with the faculty and your peers.

Important Notice

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual

misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit <http://stopsexualviolence.iu.edu/> to learn more. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a Mental Health Counselor on campus (contact information available at <http://stopsexualviolence.iu.edu/employee/confidential.html>).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

