

## COURSE CONTENT

<b>Course Code</b>	DR2008
<b>Course Title</b>	User Experience in Design
<b>Pre-requisites</b>	NIL
<b>No of AUs</b>	3
<b>Contact Hours</b>	39 hours studio contact

### **Course Aims**

This course is designed to introduce you to user behaviour and usability testing through methods combining experience design, cultural anthropology, urban and ethnographic studies. Through analysis of everyday public spaces, you will gain an ability to evaluate how user-centered design will help build comfort, convenience and ease of use without compromising the performance of designed products and experiences. These fundamental skills will provide a base which you can apply to other advanced design courses.

### **Intended Learning Outcomes (ILO)**

By the end of the course, you should be able to:

1. Identify and discuss techniques used to analyse user experience.
2. Describe user experience through observation and analysis of human behaviour.
3. Apply an analysis of human behaviour to the design of an original proposal for a product or experience.
4. Present, discuss and critique user experience design in a clear and cohesive manner.
5. Contribute to the learning environment by participating productively to class discussion, critiques and activities related to design and user experience.

### **Course Content**

#### **What is User Experience?**

From mobile phones to augmented and ubiquitous technologies embedded into our everyday spaces, society has become increasingly mediated by technologies that influence human relationships and behaviour. As such, designers have an opportunity to develop a sense of cultural sensitivity to the ways in which we navigate our everyday lives not only using devices but in the public spaces we inhabit. Cultivating an effective comprehension of user experience requires nuanced observation and analysis of human behaviour. What is user experience? What does it mean to create user-centered experiences? Why do some products satisfy customers while others are frustrating? How can you create more empathetic user experiences?

#### **Public Space as User Experience**

User experience is not limited to what we do on our devices but is all around us, embedded into the way we navigate through our everyday spaces. We will explore a variety of ways by which public space is a designed experience through an analysis of everyday spaces such as public transportation, hawker centers and others and evaluate how these experiences compare across cultures and places.

#### **Place, Mobility and Ubiquitous Computing**

An exploration of concepts and projects on place and mobility and how media in our everyday

environment has become increasingly pervasive or ubiquitous. Some of the questions for analysis will include: How do we create a sense of place and identity in an increasingly mediated environment? What are some ways in which designers, artists, researchers and organizations have visualized place-making using new media? How does the presence of information technologies allow for the development of new forms of environmental knowing?

### **Maps, Mapping and Spatial Experience**

An introduction and analysis of diverse traditions and techniques of maps and mapping in order to create an understanding of spatial experience and navigation.

### **Interactive Environments and Experience Design**

An introduction into the field of interactive environments and immersive environments. This will be a basic introduction that familiarizes you with the field and the ways in which these experiences are designed. Questions explored include: What is experience design and what are the possibilities of responsive environments? How might this change the way we think about the world around us and the ways that we communicate with each other?

### **Class assignments**

Responses to assigned readings, class presentations on field trips/public space analyses and a final project. You will also keep an online journal or sketchbook. The journal can include images, notes, and drawings (hand drawn images or sketches should be scanned and posted). The final project is an original proposal and proof of concept for a product or experience that explains and visualizes the proposal clearly and thoughtfully, integrating and responding to research developed for the project. The final project will be developed through lectures, tutorials, class exercises and peer/instructor feedback sessions.

### **Assessment (includes both continuous and summative assessment)**

<b>Component</b>	<b>ILO Tested</b>	<b>Programme LO</b>	<b>Weighting</b>	<b>Team/ Individual</b>
<b>Continuous Assessment</b> Responses to Reading (10%) Class presentations (20%) Course Journal (10%)	1,2,3,4	--	40	Individual
<b>Final Project:</b> An original proposal and proof of concept for a product or experience presented in class and including a short video that explains and visualizes the project.	1,2,3,4	--	40	Individual
<b>Continuous Assessment: Participation</b>	5	--	20	Individual
<b>Total</b>			100%	

## Reading and References

1. Chipchase, Jan. *Hidden In Plain Sight: How To Create Extraordinary Products For Tomorrow's Customers*. New York: Harper Business, 2013.
2. Dreyfuss, Henry. *Designing for People*. New York: Allsworth Press, 1955.
3. Goodwin, Kim. *Designing for the Digital Age: How to Create Human Centered Products and Services*. Indianapolis: Wiley Publishing, 2009.
4. Kim, Annette M. *Sidewalk City: Remapping Public Space in Ho Chi Minh City*. Chicago: University of Chicago Press, 2015
5. Löwgren, Jonas and Stolterman, Erik. *Thoughtful Interaction Design: A Design Perspective on Information Technology*. Cambridge, Massachusetts: The MIT Press, 2004.
6. Maeda, John. *The Laws of Simplicity*. Massachusetts: The MIT Press, 2006.
7. Norman, Donald A. *The Design of Everyday Things*. New York: Basic Books, 1988.

## Course Policies and Student Responsibilities

### (1) General

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

### (2) Punctuality

You are expected to be punctual for all classes. If you are more than 30 minutes late, you will be deemed as absent and will not be able to sign on the attendance register.

### (3) Absenteeism

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is

involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Planned Weekly Schedule\*

\*Subject to adjustment by instructor according to the teaching situation, students' progress, public holidays and unforeseeable circumstances. A revised schedule will be issued to students at the start of the semester.

Week	Topic	Course LO	Readings/ Activities
1	<ul style="list-style-type: none"> <li><b>Intro to User Experience</b></li> </ul> Overview and introduction to course. What is user experience? What does it mean to create user-centered experiences? Why do some products satisfy customers while others are frustrating? How can you create more empathetic user experiences?	1, 2, 4, 5	<b>Introductory Lecture</b> <b>In-class assignment</b> Observational exercise <b>Assigned Project 1</b> <b>Reading 1:</b> To be assigned
2	<ul style="list-style-type: none"> <li><b>Wayfinding and User Experience</b></li> </ul> An investigation of wayfinding and user experience.	1, 2, 4, 5	<b>Presentation of the first project.</b> Sharing observations of Project 1. Critique and feedback <b>Discussion of Reading 1.</b> <b>Reading 2:</b> To be assigned
3-4	<ul style="list-style-type: none"> <li><b>Public Space as User Experience</b></li> </ul> User experience is not limited to what we do on our devices but is all around us, embedded into the way we navigate through our everyday spaces. We will explore a variety of ways by which public space is a designed experience through an analysis of everyday spaces.	1, 2, 4, 5	<b>Discussion of Reading 2.</b> <b>Field Trip 1:</b> Managing how people move through public spaces is a very carefully designed user experience. Document and carefully analyze the user experience during this field trip. Make observations on how other people move through public space. <b>Assigned Projects</b> <b>Project 2: Public Space Analysis</b> Organize your documentation and notes from field trip 1 and create a presentation that you'll share in class <b>Student Presentations</b> on assigned projects.
5	<ul style="list-style-type: none"> <li><b>Place, Mobility and Ubiquitous Computing</b></li> </ul> An exploration of concepts and	1, 2, 4, 5	<b>Lectures on:</b> <ul style="list-style-type: none"> <li>- <b>Place, Space and Mobility</b></li> <li>- <b>Pervasive technology and</b></li> </ul>

	<p>projects on place and mobility and how media in our everyday environment has become increasingly pervasive or ubiquitous. How does this impact user experiences?</p>		<p><b>Ubiquitous Computing</b>  <b>Assigned Projects</b>  <b>Project 3: Experimental Mapping</b>  <b>Reading 3:</b> To be assigned</p>
6	<ul style="list-style-type: none"> <li>• <b>Maps, Mapping and Spatial Experience</b></li> </ul> <p>An introduction and analysis of diverse traditions and techniques of maps and mapping in order to create an understanding of spatial experience and navigation.</p>	1, 2, 4, 5	<p><b>Lectures on:</b></p> <ul style="list-style-type: none"> <li>- <b>Maps and Traditions of Mapping</b></li> </ul> <p><b>Discussion of Reading 3.</b>  <b>Student Presentations</b> on assigned project 3</p> <p><b>Assigned Projects</b>  <b>Reading 4:</b> To be assigned</p>
7	<ul style="list-style-type: none"> <li>• <b>Interactive Environments and Experience Design</b></li> </ul> <p>An introduction into the field of interactive and immersive environments. This will be a basic introduction that familiarizes you with the field and the ways in which such experiences are designed.</p>	1, 2, 4, 5	<p><b>Discussion of Reading 4</b></p> <p><b>Field Trip 2:</b> Visit to an interactive environment and immersive experience</p> <p><b>Assigned Projects</b>  <b>Reading 5:</b> To be assigned</p>
8-9	<ul style="list-style-type: none"> <li>• <b>Final Assignment Proposal</b></li> </ul>	1, 2, 3, 4, 5	<p><b>Discussion of Reading 5</b>  <b>Continuous review</b> Final assignment</p> <p><b>Project 4 Final Assignment:</b> An original proposal and proof of concept for a product or experience presented in class and including a short movie (no more than 10 minutes) that explains and visualizes the project clearly and thoughtfully. Project conceptualization, research and process will be integrated. Continuous assessment and feedback throughout production.</p>

10-12	<ul style="list-style-type: none"> <li>• <b>Final Assignment Development</b></li> <li>• <b>Continuous review of final assignment through various stages of completion</b></li> </ul> <p>Throughout the last 5 weeks of the semester the final assignment will be subject to review through its various stages of completion. This will be carried out both in individual consultation and class presentations and will allow for a peer-review-based examination of the works in progress. In this highly interactive process you will learn through and from the work of your peers and the advice offered by the lecturer. These reviews will take all previously learned concepts into account and test you in terms of your understanding of applying these to practice.</p>	1, 2, 3, 4, 5	<p><b>Continuous review Final assignment</b></p> <ol style="list-style-type: none"> <li>1. Refine the project proposal and write a clear and concise description. List team members and responsibilities.</li> <li>2. Create a project timeline that includes all aspects of development including <ul style="list-style-type: none"> <li>– identifying the design challenge</li> <li>– research</li> <li>– interviews and surveys</li> <li>– analysis of data gathered</li> <li>– prototyping and re-iterating design</li> <li>– bodystorming, planning</li> <li>– production of movie</li> <li>– final presentation</li> </ul> </li> </ol>
13	<ul style="list-style-type: none"> <li>• <b>Final Assignment Presentations</b></li> </ul>	1, 2, 3, 4, 5	<p><b>Student Presentations</b> on final assignment with critique and feedback</p>