

**George Mason University**  
**College of Education and Human Development**  
**Learning Design and Technology (LDT)**

EDIT752 001 – Designing and Evaluating the User Experience in Learning Design and Technology  
3 Credits, Fall 2022  
Meets Totally Online  
Synchronous Instructor Session – 10/19/2022 (Use Zoom Link)

**Faculty**

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**Prerequisites/Corequisites**

Recommended Prerequisite: EDIT732 Analyzing the User Experience in Learning Design and Technology

**University Catalog Course Description**

Enables the design and evaluation of learning technology solutions or products as exemplified in the user experience design lifecycle through generative design, prototyping and evaluation culminating in reporting of user experience research results

**Course Overview**

This course will provide students with opportunities to implement user experience design and evaluation processes and techniques as applied to a learning technology system or product. Students may have the opportunity to interact with stakeholders, subject matter experts, or users/learners to conduct generative design, iterative prototyping and user experience evaluation. The course will be focused on producing design ideas that will be implemented in a limited prototype for user experience evaluation planning and implementation to result in revision recommendations. The course incorporates approaches from multiple disciplines including instructional design, computer science, human-centered design and related fields.

**Course Delivery Method**

This course will be delivered online (100%) using an asynchronous (and occasional synchronous) format. Synchronous sessions will be conducted using Zoom and will utilize other collaboration tools. There is one required synchronous session in week one to begin the course. It will be held on the first Monday of the course at 5:30 PM ET. The remaining synchronous sessions are optional. All synchronous session will be recorded.

The course will be delivered via the Blackboard learning management system (LMS) housed in the MyMason portal. The course site will be available prior to the first meeting.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Mural Collaboration Software – link provided by the instructor. This software will provide the digital design studio workspace for remote collaborative work for this course. <https://www.mural.co/>
  - Other optional software may be recommended

### *Expectations*

- Course Week: This course is an online course which means it encompasses online sessions which are asynchronous (not in real time) and occasionally synchronous (in real time) as designated by the instructor. or synchronous (in real time) designated by the instructor. Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 times per week
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Experience the life cycle of user experience design specifically the phases of design solutions, prototype candidates and evaluation of UX design
- Conduct a generative design workshop to ideate and iterate on design solutions for a selected use case
- Prototype and iterate a UX conceptual design with associated interaction producing mock-ups or wireframes
- Develop a UX evaluation plan for formative evaluation using qualitative data collection to identify UX problems in the prototype
- Implement UX evaluation plan and describe recommendations to refine design based on data analysis
- Present UX design, prototyping and evaluation process, methods and techniques

## **Professional Standards ((International Board of Standards for Training, Performance and Instruction (IBSTPI):**

Upon completion of this course, students will have met the following professional standards:

- 1 Prof Foundations: Communicate effectively in visual, oral and written form.
- 4 Professional Foundation: Apply data collection and analysis skills in instructional design projects
- 7 Planning & Analysis: Identify and describe target population and environmental characteristics
- 8 Planning & Analysis: Select & use analysis techniques for determining instructional content
- 11 Organize instructional programs and/or products to be designed, developed and evaluated
- 12 Design instructional interventions

## **Required Texts**

Hartson, R., & Pyla, P. S. (2019). *The UX book: Agile UX design for a quality user experience* (2<sup>nd</sup> ed.). Morgan Kaufmann. ISBN-13: 978-0128053423

<https://play.google.com/store/books/details?id=RHIGCwAAQBAJ>

Other readings and resources will be provided by your instructor in Blackboard

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Usage Research Process and User Stories/Requirements Project – Performance-Based Assessment (80%)

Deliverable 1: Ideation (5%)

Deliverable 2: UX Conceptual Design Sketching (5%)

Deliverable 3: Wireframes and Mood Boards (10%)

Deliverable 4: Prototype (20%)

Deliverable 5: UX Evaluation Plan (10%)

Deliverable 6: UX Evaluation: Data Collection (10%)

Deliverable 7: UX Evaluation: Data Analysis (10%)

Deliverable 8: Reporting Results in Narrated Presentation (10%)

Participation (20%) – Includes elements such as: Remote (synchronous or asynchronous) Team Collaboration and Leadership, Team Ways of Working Agreements, Online Asynchronous Discussions, Individual Activities, Self and Peer Feedback/Evaluation.

- **Assignments and/or Examinations**

## **User Experience Design, Prototype and Evaluation (80%):**

### **DELIVERABLE 1 – Ideation**

The project team will consider analysis and modeling to inform and inspire ideation resulting in several design ideas. The goal of this deliverable is to ideate, generate and accumulate multiple ideas about design characteristics or features aligned with prior usage research along with creative ideas of how to implement them in a prototyped solution. This process will be informed by both bottom-up and top-down design approaches to support the nature of learning and/or work through consideration of the abstraction of the activity, requirements, framing/reframing and ecological design. Verbal and visual interaction by the team will result in evidence or output of collaborative design ideation. The evidence for ideation will be submitted as a PDF in Blackboard.

### **DELIVERABLE 2 – UX Conceptual Design Sketching**

The project team will select a design direction from their ideation to begin to sketch conceptual designs. Each team member will rapidly sketch ideas considering the ecological perspective of the topic, system or device to allow everyone's ideas to be considered and negotiated for discussion. Sketches should also consider conceptual design for interaction as well as emotional perspectives to nurture the user experience. Team members will bring their sketches together to further brainstorm, sketch and discuss to further determine the identified design direction. Several sketches demonstrating different ideas considered resulting from this process will be submitted as a PDF in Blackboard.

### **DELIVERABLE 3 – Wireframes and Mood Boards**

The project team will draft a wireframe of the more detailed UX design and interaction as well as produce a mood board representing various themes and metaphors related to the design. Wireframes document, communicate and provide schematic diagrams that define content and flow. The wireframes will illustrate high-level design concepts, layout and interaction without an abundance of visual content. Particular aspects of the design direction will be selected to be explored further with detailed wireframes demonstrating particular interactions. The team will also produce a project mood board to explore themes through a collage of artifacts and images showcasing different aspects related to emotional design to also begin to define the overall visual theme of the design. The wireframes and mood board will be submitted as a PDF file in Blackboard.

### **DELIVERABLE 4 - Prototype**

The project team will produce a prototype design representation significantly less than a full implementation of the design. The team may consider various approaches to limited prototyping for implementation striving for the highest-level fidelity feasible (e.g. wireframing, horizontal prototyping, vertical prototyping, T prototyping, etc.) to best represent their design concept given time and other constraints. The team will focus on user/learner workflow, navigation and states to support the selected portion of designed tasks. The team may represent the flow of design in their prototype for selected user activity and aspects (without addressing all possible navigational paths) and then begin to increase the fidelity of their wireframes adding more detail. The prototype deliverable will be submitted as screen shots or PowerPoint or a prototype URL or video demo.

### **DELIVERABLE 5 –UX Evaluation Plan**

The project team will leverage established UX evaluation templates to create and customize a plan to implement analytic UX evaluation methods to formatively evaluate the prototype design to identify and address UX problems in the design. Teams will create a UX target table to plan how to examine the attributes of the prototype design collecting qualitative subjective data selecting specific analytics evaluation methods and techniques (e.g. design walkthrough, expert UX inspection, heuristic evaluation, think-aloud, co-discovery, remote UX evaluation through software). Teams will determine participants, number of participants (ideally 3-4) and how to conduct the session remotely. This deliverable will be submitted as PowerPoint slides in Blackboard.

### **DELIVERABLE 6 – UX Evaluation: Data Collection**

The project team will collect qualitative UX data for analytic UX evaluation of the prototype to begin to identify UX problems or design flaws identified for revision. The team will implement their selected UX method(s) outlined in their plan and collect raw UX data notes or observational comments. The team will go through the notes to clean them up or elaborate to then extract elemental data notes consolidate notes around particular UX problems. This deliverable will be exported as a PDF file providing evidence of data collection and organization in Mural uploaded to Blackboard.

### **DELIVERABLE 7 – UX Evaluation: Data Analysis**

Project teams will further analyze the qualitative UX problem data to expand and interpret findings to come to agreement on the meaning of the observations and interview data collected. The team will edit raw UX notes into UX problem descriptions to prioritize and describe the UX problems identified to ultimately recommend specific revisions. The UX problem(s) description(s) will provide enough information to understand the problem in its usage context to glean insight into its causes and possible solutions as well as be conscious of relationships among similar problems to come up with suitable redesign solutions. The problem description will be written in the following format: 1) problem name; 2) problem statement; 3) user goals and task information; 4) what the user tried to do, what happened instead and why and; 5) causes and potential solutions. This deliverable will be submitted as a PowerPoint slide(s) in Blackboard to provide a representation of analyses process and UX problem descriptions.

### **DELIVERABLE 8 - Reporting Results in Narrated Presentation**

The project team will collaborate to narrate an informative 10 minutes or less presentation that provides to describe their UX design, prototype and evaluation process with resulting prioritized recommendations for revisions. Each team member will participate to narrate part of the presentation which may be a captured zoom presentation or narrated PowerPoint or other form of recorded asynchronous presentation. This deliverable will be submitted in Blackboard as a narrated and uploaded team presentation.

### **Participation (20%)**

Given the intensity of this course, regular participation is crucial. You will have assignments and activities throughout the course to help you learn the UX design and evaluation process and facilitate the completion of your project deliverables.

This course typically requires intensive team-based interaction which carries over from the prerequisite course where you began your project.

Throughout the course, you are expected to meet regularly with your team. It is recommended that you meet at least once a week and that you collectively find time to work synchronously as many of the UX design and evaluation activities are enhanced with some synchronous time working with your team.

Your course will be fully focused on completing your UX design and evaluation project activities. As you work through this process, you should also expect to hold synchronous meetings to interact with users/learners/target audience/stakeholders as you participate in generative design cycles and collect and analyze user data for UX evaluation of your project.

Teammate peer evaluations will be implemented at the mid-point and end of the course to collect participation data. This information will inform your instructor's comprehensive assessment of your participation across the course that will encompass the evaluation.

### **Grading/Due**

Participation accounts for 20% of your course grade. Each teammate peer evaluation will be worth 10 points. Refer to Participation Rubric for grading criteria.

- **Course Questions/Instructor Availability**

Any course questions should be posted to the course question section on Blackboard for all class participants to view and benefit from the collaborative responses. The instructor will typically respond to the majority of questions/concerns on the day of the class allocated to that particular topic and remaining responses will likely occur periodically on Monday through Thursday.

**Please note:** Response to questions/concerns posted on Friday through Sunday will typically require some additional turn-around time.

- **Grading**

Your final grade will be based on the following scale:

A=94%-100%  
A-=90%-93%  
B+=86%-89%  
B=83%-85%  
B-=80%-82%  
C=71%-79%  
F=70%

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

### **Class Schedule**

| Week   | Topics   | Assignments   |
|--------|--|---|
| Week 1 | <p><b>Generative Design</b></p> <p><b>Hartson &amp; Pyla:<br/>Chapter 12 - 14</b></p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>                          | <p><b>Ideation and Design Ideas</b> submitted by Sunday, October 23rd at 11:59 pm ET</p>  |
| Week 2 | <p><b>Mental Models and Conceptual Design</b></p> <p><b>Chapter 15 - 16</b></p> <p><i>Additional reading/resources located in the W2 Learning Materials folder.</i></p>                                | <p><b>Evidence of Ideation and Conceptual Design Sketch</b> by Sunday, October 30th at 11:59 pm ET.</p>   |
| Week 3 | <p><b>Designing Interaction and Emotional Impact</b></p> <p><b>Hartson &amp; Pyla:<br/>Chapter 17 - 18</b></p> <p><i>Additional reading/resources located in the W3 Learning Materials folder.</i></p> | <p><b>Wireframes and Mood Boards</b> by Sunday, November 6th at 11:59 pm ET.</p>  |
| Week 4 | <p><b>Prototyping</b></p> <p><b>Hartson &amp; Pyla:<br/>Chapter 20</b></p> <p><i>Additional reading/resources located in the W4 Learning Materials folder.</i></p>                                     | <p><b>Limited Prototype and URL</b> submitted by Sunday, November 13th at 11:59 pm ET</p> <p><b>Peer Evaluation</b> - to be completed by <b>11:59 PM, November 9th (Wednesday)</b>.</p> |
| Week 5 | <p><b>UX Evaluation Methods and Preparation</b></p> <p><b>Hartson &amp; Pyla:<br/>Chapter 21 - 23</b></p> <p><i>Additional reading/resources located in the W5 Learning Materials folder.</i></p>      | <p><b>UX Evaluation Plan</b> submitted by Sunday, November 20th at 11:59 pm ET.</p>   |



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|--------|---|---|
| Week 6 | <p><b>UX Evaluation: Data Collection</b></p> <p><b>Hartson &amp; Pyla: Chapter 25</b></p> <p><i>Additional reading/resources located in the W6 Learning Materials folder.</i></p> | <p><b>UX Evaluation: Data Collection</b> submitted by Sunday, November 27<sup>th</sup> at 11:59 pm ET.</p>  |
| Week 7 | <p><b>UX Evaluation: Data Analysis</b></p> <p><b>Hartson &amp; Pyla: Chapter 26</b></p> <p><i>Additional reading/resources located in the W7 Learning Materials folder.</i></p>   | <p><b>UX Evaluation: Data Analysis</b> submitted by Sunday, December 4<sup>th</sup> at 11:59 pm ET.</p>   |
| Week 8 | <p><b>Final Presentations and Reporting Results</b></p>   | <p><b>Week 8 Assignment - Team Project: Presentation</b> - to be completed by Wednesday, December 7<sup>th</sup> at <b>11:59 PM</b>,</p> <p><b>Week 8 Assignment - Teammate Peer Evaluation</b> - to be completed by Wednesday, December 7<sup>th</sup> at <b>11:59 PM</b>.</p> <p>Please complete the Course Evaluation!</p> |

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).

- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

### **Assessment & Rubrics:**

#### **User Experience Design, Prototype and Evaluation Rubric – Performance-Based Assessment (80%):**

| Criteria  | IBSTPI Standard                       | Does not Meet Standards                          | Meets Standards                            | Exceeds Standards                                    |
|---|---------------------------------------|--|--|--|
| <b>DELIVERABLE 1: Ideation<br/>(Total possible points – 5)</b>      |                                       |  |  |  |
| Connecting ideation to prior usage research analysis and models (1) | 12 Design instructional interventions | No evidence or limited evidence of connection to | Some evidence of connection to prior usage | Clear evidence of connection to prior usage research |

|   |  |   |   |   |
|---|--|---|---|---|
|   |  | prior usage research analysis and modeling  | research analysis and modeling  | analysis and modeling   |
| Ideate, generate and accumulate multiple ideas about design characteristics and features (2)  | 12 Design instructional interventions  | No evidence or limited evidence of ideation and multiple design ideas   | Adequate evidence of ideation and multiple design ideas   | High level of evidence of significant ideation and thought along with multiple design ideas   |
| Collaborative design ideation with verbal and visual output (2)   | 12 Design instructional interventions  | No connection or limited evidence of collaborative design ideation provided   | Evidence of collaborative design ideation   | High level of collaborative design ideation evidenced by significant visual output of design ideas  |
| <b>DELIVERABLE 1: Points</b>  |  |   |   |   |
| <b>DELIVERABLE 2: UX Conceptual Design Sketching (Total possible points – 5)</b>  |  |   |   |   |
| Sketches considering conceptual design for interaction and emotional perspectives (5)   | 7 Planning & Analysis: Identify and describe target population and environmental characteristics | No evidence or limited evidence of sketches that do not consider conceptual design for interaction and emotional perspectives | Evidence of sketches that consider conceptual design for interaction and emotional perspectives             | Outstanding, detailed evidence of multiple sketches that thoughtfully consider conceptual design for interaction and emotional perspectives |
| <b>DELIVERABLE 2: Points</b>  |  |   |   |   |
| <b>DELIVERABLE 3: Wireframes and Mood Boards (Total possible points – 10)</b>   |  |   |   |   |
| Wireframes representing more detailed UX design and interaction defining content and flow with limited visual content (5)   | 11 Organize instructional programs and/or products to be designed, developed and evaluated       | Limited or no wireframes and/or few details in UX design and interaction defining content and flow                            | Evidence of wireframes with UX design and interaction defining content and flow with limited visual content | Excellent evidence wireframes with detailed UX design and interaction defining content and flow with limited visual content                 |
| Mood board with collage of images, artifacts and visuals representing themes and metaphors related to overall visual theme of design (3)  | 11 Organize instructional programs and/or products to be designed, developed and evaluated       | Limited or no images, artifacts or visuals representing visual themes and metaphors related to design                         | Evidence of images, artifacts or visuals representing visual themes and metaphors related to design         | Excellent evidence with multiple images, artifacts or visuals representing thoughtful visual themes and metaphors related to design         |
| <b>DELIVERABLE 3: Points</b>  |  |   |   |   |
| <b>DELIVERABLE 4: Prototype (Total possible points – 20)</b>  |  |   |   |   |
| Limited prototype design representation (significantly less than full implementation) that considers workflow, navigation and user states to support selected learning tasks (10) | 12 Design instructional interventions  | No evidence of prototype design representation  | Evidence of a limited prototype design representation considering workflow, navigation and user states to   | Outstanding evidence of a limited prototype design thoughtfully considering workflow, navigation and user states to well-support selected   |

|   |   |   |   |   |
|---|---|---|---|---|
|   |   |   | support selected learning tasks   | learning tasks aligned with user experience   |
| Increased fidelity of prototype beyond wireframes with additional visual design and detail (10)   | 12 Design instructional interventions   | No evidence of increased fidelity of prototype beyond wireframes  | Evidence of increased fidelity of prototype beyond wireframes with additional visual design                         | Significant evidence of increased fidelity of prototype beyond wireframes with additional visual design and detail                              |
| <b>DELIVERABLE 4: Points</b>  |   |   |   |   |
| <b>DELIVERABLE 5: UX Evaluation Plan (Total possible points – 10)</b>   |   |   |   |   |
| Use evaluation templates customizing and describing plan to implement selected analytic UX evaluation method(s) with approximately 3-4 participants (5) | 11 Organize instructional programs and/or products to be designed, developed and evaluated            | No evidence of use of evaluation templates or planning  | Evidence of use of evaluation planning template with selected analytic evaluation method and participants described | Thorough evidence of evaluation planning template customization with selected analytic evaluation method, and participants thoroughly described |
| Description of approach to identify and recruit 3-4 participants and conduct the evaluation sessions (5)  | 11 Organize instructional programs and/or products to be designed, developed and evaluated            | No or limited evidence of description of approach to identify and recruit 3-4 participants and how to conduct sessions  | Evidence of description of approach to identify and recruit 3-4 participants and how to conduct sessions            | Outstanding evidence of description of approach to identify and recruit 3-4 participants and how to conduct sessions                            |
| <b>DELIVERABLE 5: Points</b>  |   |   |   |   |
| <b>DELIVERABLE 6: UX Evaluation: Data Collection (Total possible points – 10)</b>   |   |   |   |   |
| Collection of qualitative UX data (5)   | 4 Professional Foundation: Apply data collection and analysis skills in instructional design projects | No evidence or little evidence of collection of qualitative UX data   | Evidence of collection of qualitative UX data   | Excellent evidence of significant qualitative UX data given time constraints  |
| Cleaning, elaboration and extraction of UX data notes consolidated around UX problems (5)   | 4 Professional Foundation: Apply data collection and analysis skills in instructional design projects | No evidence or little evidence of cleaning, elaboration and extraction of UX data notes consolidated around UX problems | Evidence of cleaning, elaboration and extraction of UX data notes consolidated around UX problems                   | Excellent evidence of cleaning, elaboration and extraction of UX data notes consolidated around UX problems                                     |
| <b>DELIVERABLE 6 Points:</b>  |   |   |   |   |
| <b>DELIVERABLE 7: UX Evaluation: Data Analysis (10 points)</b>  |   |   |   |   |
| Analyze UX problem data editing and synthesizing raw notes into UX problem descriptions (5)   | 4 Professional Foundation: Apply data collection and analysis skills in                               | No evidence or little evidence of editing and synthesizing raw notes into UX  | Evidence of editing and synthesizing raw notes into UX  | Excellent evidence of editing and synthesizing raw notes into UX  |

|   |   |   |  |  |
|---|---|---|--|--|
|   | instructional design projects   | problem descriptions  | problem descriptions   | problem descriptions   |
| Problem statement written in required format (5)  | 4 Professional Foundation: Apply data collection and analysis skills in instructional design projects | No evidence of problem statement written in required format   | Some evidence of problem statement written in some of the required format  | Problem statement written in required format   |
| <b>DELIVERABLE 7 Points:</b>  |   |   |  |  |
| <b>DELIVERABLE 8: Reporting Results in Narrated Presentation (10 points)</b>  |   |   |  |  |
| Narrated, informative presentation given in established timeframe providing an overview of UX design, prototype and evaluation process and resulting recommendations for revisions (10) | 1 Professional Foundations: Communicate effectively in written and oral form                          | Presentation does not adhere to established timeframe, and/or does not state clearly UX design, prototype and evaluation process and recommendation for revisions | Presentation mostly adheres to established timeframe, and/or states clearly UX design, prototype and evaluation process and recommendation for revisions | Informative presentation adheres to established timeframe, and states clearly UX design, prototype and evaluation process and recommendation for revisions |
| <b>DELIVERABLE 8 Points:</b>  |   |   |  |  |
| Total Points Across Parts 1-8 (Total Evidence of Usage Research and User Stories/Requirements Project) 80% of grade   |   |   |  |  |

Participation (20%)

| Criteria  | IBSTPI Standard   | Does not Meet Standards   | Meets Standards   | Exceeds Standards   |
|---|---|---|---|---|
| Participation consists of two teammate peer evaluation worth 10 points each. (Total possible points – 20) |   |   |   |   |
| Teammate Peer Evaluation (10)   | 1 Prof Foundations: Communicate effectively in visual, oral and written form. | Receives low ratings in most areas of the peer evaluation including preparation, presence, contribution, timeliness, interpersonal relations, and additional comments. Self-evaluation does not align with peer evaluations. Additional comments do not address personal teaming deficiencies or provide mitigation strategies. | Receives positive ratings in most areas of the peer evaluation including preparation, presence, contribution, timeliness, interpersonal relations, and additional comments. Self-evaluation aligns with peer evaluations and additional comments address any personal teaming deficiencies and provide mitigation strategies. | Receives excellent ratings in all areas of the peer evaluation including preparation, presence, contribution, timeliness, interpersonal relations, and additional comments. Self-evaluation aligns with peer evaluations. |
| Total Points  |   |   |   |   |

