

George Mason University
College of Education and Human Development
Learning Design and Technology

EDIT 732 001 - Analyzing the User Experience in Learning Design and Technology
3 Credits, Spring 2022
Meets Totally Online
Synchronous Instructor Session – TBD

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Enables usage research as exemplified in the user experience design lifecycle through data collection, analysis and modeling resulting in user stories and design requirements for a learning technology product design concept.

Course Overview

This course will provide students with opportunities to implement usage research to inform user experience design as applied to a design concept of a learning technology system or product. Students may have the opportunity to interact with stakeholders, subject matter experts, users/learners and draft a usage research plan as well as collect, analyze and model usage data resulting in user stories and design requirements. The course will be focused on implementing initial usage research phases of the user experience (UX) lifecycle integrating process 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 Tuesday of the course at 5:00 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 course start date.

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

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

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]

- 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 usage research process to inform subsequent user experience design applied to a selected project:

- Determine a learning or training-related product initial design concept, stakeholders and users/learner participants
- Plan for usage research data elicitation and analysis
- Apply processes of usage research data elicitation
- Apply processes of usage research data analysis
- Conduct data synthesis to distill the essence from usage research
- Analyze disparate pieces of data from usage research using affinity analysis techniques
- Represent usage research data using data modeling
- Write user stories/design goals and/or requirements for UX design grounded in user needs

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

Required Texts

Hartson, R., & Pyla, P. S. (2019). *The UX book: Agile UX design for a quality user experience* (2nd 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, VIA, hard copy).

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

Deliverable 1: Product concept statement (5%)

Deliverable 2: Data elicitation plan for usage research (15%)

Deliverable 3: Document, integrate and organize raw data (5%)

Deliverable 4: Synthesis and sorting of work activity notes (10%)

Deliverable 5: Work Activity Affinity Diagram (WAAD) (20%)

Deliverable 6: Usage Research Models (20%)

Deliverable 7: User Stories and Requirements (15%)

Deliverable 8: Usage Research Process and User Stories/Requirements 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**

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

DELIVERABLE 1 – Product Concept Statement

The project team will draft a product concept statement to reflect their selected topic, users/learners and problem context for their usage research and UX design. The product concept statement will describe the participants or users who will be engaged in the usage research process as part of the user experience lifecycle. The product concept statement will also reflect how the intended UX design problem and context connects to principles of instructional design or a learning or training need. The product concept statement will be submitted in Blackboard. The product concept statement will be written in future tense, in approximately 150 words describing the product vision including the following elements:

- Product/system name
- Description of users or learners
- Description of how these users or learners will use it
- Description of what problem(s) the system will solve
- Description of the major attractions or distinguishing features of the product
- Articulation of the design vision and emotional impact goals describing the experience the product or system will provide to the users or learners
- Articulation of connection to principles in instructional design (e.g. learning or training need)

DELIVERABLE 2 – Data elicitation plan for usage research

The project team will draft a data elicitation plan for usage research to prepare to collect data from the representative users or learners who may use your product or system. This plan should include determining data sources and methods to potentially include observation (if feasible) and interviewing, among other methods to understand user/learner needs. This plan will be submitted as a PowerPoint briefing of 8-10 slides in Blackboard. The plan will include and describe:

- Usage research questions and strategy to rapidly learn about the product, system or context
- Participants and recruitment plan with work roles of users/learners and characteristics
- Remote, in-person or hybrid approach for observation/interview data collection
- Strategy for eliciting and capturing observation/interview data aligned with usage research methods
- Strategy for maintaining connections to data sources and storing raw data
- Team member responsibilities

DELIVERABLE 3 – Document, integrate and organize raw data

The project team will bring together the collected raw data into the design studio space in Mural software to begin to document, integrate and organize the data. All raw data sources will be represented in digital post-it form in the remote design studio space using Mural collaborative software. This deliverable will be submitted in Blackboard as an exported PDF Mural document reflecting the team's collection, integration and initial organization of the raw data.

DELIVERABLE 4 - Synthesis and sorting of work activity notes

The project team will begin to analyze the collected raw data by synthesizing work activity notes. Teams will make sense of the data by transforming raw data notes into concise, elemental, modular and brief statements reflecting one concept, idea, fact or topic remaining true to the user or learner's intentions. Each work activity note will be tagged with a source ID and sorted into inferred categories of: 1) inputs to user stories or requirements; 2) inputs to data models and; 3) inputs to the work activity affinity diagram (WAAD). This deliverable will be submitted in Blackboard as an exported PDF Mural document reflecting the team's synthesis and sorting of the work activity notes.

DELIVERABLE 5 – Work Activity Affinity Diagram (WAAD)

The project team will continue usage research analysis by constructing a work activity affinity diagram or a WAAD with the generated work activity notes as well as potentially generate additional notes/groupings as the WAAD(s) develops. This affinity diagramming activity is a hierarchical bottom-up technique for organizing and visualizing disparate pieces of data with similarities and emergent themes to generate new insights into user needs for requirements and ultimately, design. This deliverable will be submitted in Blackboard as an exported PDF Mural document reflecting the team's building of the WAAD with topic labels that identify sensemaking and logical groups of notes with labeled emergent themes.

DELIVERABLE 6 – Usage Research Models

The project team will leverage usage research data analysis to inform and generate at least two usage research models described in the text to provide different perspectives on the work practice to inform user needs, requirements and ultimately design. Selecting two kinds of models that might be appropriate for the data, the team will generate varied representations of the data to reconceptualize and reframe relationships and flow among information and artifacts in the identified system. These models will be generated in graphical representation software (such as Mural or FlowMapp) and submitted in Blackboard as an exported PNG or JPG image file.

DELIVERABLE 7 - User Stories and Requirements

The project team will review the usage research analysis, WAAD and usage research models to codify the discovered wants and needs of the users/learners as input into the prototype design of the identified product or system (design accomplished in the follow-on course). These design needs will be written as user stories or design goals and/or requirements. Requirements as design goals will be written to inform what users/learners need to support their learning or work. User stories will arise out of usage research data grounded in problems users have had with the existing system or generated new ideas for design through usage data analysis. The user stories will be written as the desired capabilities of small-scope requirements or smallest unit of work that benefits the end user in the user/learner's voice. These user stories or requirements will ultimately inform the minimum viable product (MVP) or prototype and provide freedom to interpret how the design should achieve these goals in the follow-on course. This is a Performance-Based Assessment or PBA for this course and will require submission and prioritization of these codified UX design requirements grounded in usage research data analysis and modeling. This deliverable will be submitted in Blackboard as a PowerPoint slide(s).

DELIVERABLE 8 – Usage Research Process and User Stories/Requirements Presentation –

The project team will collaborate to narrate an informative presentation (maximum length 10 minutes) that provides an overview to describe their usage research process and resulting user stories/requirements. 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.

- **Other Requirements**

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

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 research or usage research process and facilitate the completion of your project deliverables.

This course typically requires intensive team-based interaction which will be introduced in the first synchronous session with an overview of team formation; brainstorming, as well as pitching and selecting a project direction; determining a target audience; and beginning to draft a project product concept statement. This initial session sets the pace for the course and provides a foundation for your success. Getting teams established quickly is critical, so the first synchronous session in week 1 at the start of the course is required.

Throughout the course, you are also 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 research cycles and design thinking activities are easier to complete in a synchronous format.

These iterative UX research cycles will incorporate collecting data from potential users/learners and their context to extract product requirements that will form the basis for design and evaluation cycles. This course focuses entirely on the process of understanding the needs of users and using this information to design effective solutions; a process that is critical to effective UX/ISD design.

As you work through these UX research cycles, you should also expect to hold synchronous meetings to interact with users/learners/target audience/stakeholders and potentially collect and analyze user data to formulate design requirements.

Students who do not participate or contribute will receive zero points in the applicable area.

- **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/polices-procedures/>

Class Schedule

Week	Topics	Assignments
Week 1 - January 17 th through 23 rd	<p>Introduction to User Experience (UX) Design and Usage Research</p> <p>The UX Book 2 - Chapters 1, 2, and 5</p> <p>W1 Lecture Video 1: Defining UX</p> <p>W1 Lecture Video 2: Usage Research</p> <p>W1 Expert Discussion Video: Intersecting UX Design and ISD</p> <p>W1 Content Slider: Learner Experience Design</p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>	<p>Prepare for the Mandatory Synchronous Session.</p> <p>Review W1 Checklist for details.</p> <p>Attend the Mandatory Synchronous Session on Monday evening. Check announcements for details.</p> <p>After the synchronous session: Enroll in your group</p> <p>Week 1 Activity - Team: Ways of Working - to be completed by 11:59 PM, Sunday, January 23rd.</p> <p>Week 1 Assignment - Team Project: Product Concept Statement - to be completed by 11:59 PM, Sunday, January 23rd.</p>
Week 2 January 24 th – 30 th	<p>Usage Data Elicitation</p> <p>The UX Book 2 - Chapters 5, 7 (6 optional)</p> <p>W2 Lecture Video: Usage Research Data Elicitation</p>	<p>Week 2 Discussion - Project Concept Statement Peer Discussion - Make at least one original post by 11:59 PM, Thursday, respond to at least two of your peers' posts by 11:55 PM, Sunday, January 30th.</p> <p>Week 2 Assignment - Team Project: Data Elicitation Plan</p>

	<i>Additional reading/resources located in the W1 Learning Materials folder.</i>	PowerPoint Presentation - to be completed by 11:59 PM, Sunday, January 30th.
Week 3 January 31 st – February 6 th	Usage Research Data Analysis The UX Book 2 - Chapter 8 <i>Additional reading/resources located in the W1 Learning Materials folder.</i>	Week 3 Activity 1 - Analyzing Work Practice - to be completed by 11:59 PM, Sunday, February 6th. Week 3 Activity 2 - Analyzing Interview Data - to be completed by 11:59 PM, Sunday, February 6th. Week 3 Assignment - Team Project: Gather Raw Data
Week 4 February 7 th – 13 th	Usage Research Data Analysis and Synthesis The UX Book 2 - Chapter 9 W4 Lecture Video: Usage Research Data Analysis W4 Example Video: Developing a WAAD <i>Additional reading/resources located in the W1 Learning Materials folder.</i>	Week 4 Assignment - Team Project: Raw Data - to be completed by 11:59 PM, Sunday, February 13th. Week 4 Assignment - Team Project: Work Activity Notes – to be completed by 11:59 PM, Sunday, February 13th.
Week 5 February 14 th – 20 th	Usage Research Data Modeling Part 1 The UX Book 2 - Chapter 9 W5 Lecture Video: Usage Research Modeling Part 1 W5 Example Video: Developing Usage Research Models <i>Additional reading/resources located in the W1 Learning Materials folder.</i>	Week 5 Discussion - Project Model Selections - Make at least one original post by 11:59 PM, Thursday, February 17th respond to at least two of your peers' posts by 11:55 PM, Sunday, February 20th. Week 5 Assignment - Team Project: WAAD - to be completed by 11:59 PM, Sunday, February 20th.

<p>Week 6 February 21st – 27th</p>	<p>Usage Research Data Modeling Part 2</p> <p>The UX Book 2 - Chapter 10</p> <p>W6 Lecture Video: Usage Research Modeling Part 2</p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>	<p>Week 6 Discussion - Inclusive Design - Make at least one original post by 11:59 PM, Thursday, February 24th respond to at least two of your peers' posts by 11:55 PM, Sunday, February 27th.</p> <p>Week 6 Assignment - Team Project: Usage Research Models - to be completed by 11:59 PM, Sunday, February 27th.</p>
<p>Week 7 February 28th – March 6th</p>	<p>UX Design Requirements and User Stories</p> <p>The UX Book 2 - Chapter 11</p> <p>W7 Lecture Video: User Storied and Design Requirements</p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>	<p>Week 7 Assignment - Team Project: User Stories and Design Requirements - to be completed by 11:59 PM, Sunday, March 6th.</p> <p>W7 Discussion - Integrating UX, LX ISD, and Design Thinking - Make at least one original post by 11:59 PM, Thursday, March 3rd respond to at least two of your peers' posts by 11:55 PM, Sunday, March 6th.</p>
<p>Week 8 March 7th – March 13th</p>	<p>Results from Usage Research: Understanding Needs</p> <p>The UX Book 2 - No textbook reading</p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>	<p>Week 8 Assignment - Team Project: Presentation - to be completed by 11:59 PM, Wednesday, March 9th.</p> <p>Week 8 Assignment - Teammate Peer Evaluation - to be completed by 11:59 PM, Wednesday, March 9th.</p> <p>Please complete the Course Evaluation!</p>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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

Criteria	IBSTPI Standard	Does not Meet Standards	Meets Standards	Exceeds Standards
DELIVERABLE 1: Product concept statement				
(Total possible points – 5)				
Description of group/persons to serve as users/learners and/or participants in usage research and follow-on user experience design process (1)	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No evidence or limited description of clients and participants	Description of clients and participants with some roles described	Concise, informative description of clients and participants, roles in user experience design process
Proposal written in future tense, approximately 150 words, with name and description of organization/context, statement of what it will do, problem it will solve, if design or redesign, major attractions or distinguishing features of the product, design vision, usefulness, etc. (2)	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No evidence or limited proposal submitted with concept statement	Adequate proposal submitted with what system will do, problem will solve, design vision, emotional impact goals	Outstanding proposal submitted with clear and specific system concept statement with what system will do, problem will solve, design vision, and emotional impact goals
Topic connected to principles in instructional design (e.g. learning or training need) (2)	1 Prof Foundations: Communicate effectively in visual, oral and written form.	No connection or limited evidence or thought of ID process or principles	Evidence or thought of ID process or principles intersected with user experience design process	High level of evidence or thought of ID process or principles intersected with user experience design process
DELIVERABLE 1: Points				
DELIVERABLE 2: Data elicitation plan for usage research (Total possible points – 15)				
Prepared usage research questions with strategy for rapid learning about system or context (3)	4 Professional Foundation: Apply data collection and analysis skills in	No evidence or limited evidence of preparation of usage research questions and	Evidence of preparation of usage research questions and	Outstanding, detailed evidence of preparation of thoughtful usage research questions

	instructional design projects	strategy for rapid learning	strategy for rapid learning	and strategy for rapid learning
Participants and recruitment plan with described work roles and characteristics (3)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects 7 Planning & Analysis: Identify and describe target population and environmental characteristics	No evidence or limited evidence of identified participants and recruitment plan with description of work roles and characteristics. Limited to no consideration of research ethics.	Evidence of identified participants and recruitment plan with description of work roles and characteristics. Some evidence and consideration of research ethics are captured.	Significant evidence of identified participants and recruitment plan with description of work roles and characteristics. Research ethics are clearly considered in plan.
Described approach for data collection (3)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	No evidence of description of approach for data collection	Some evidence of description of approach for data collection	Evidence of description of approach for data collection
Described strategy for observation/interview data elicitation and capture (3)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	No evidence or limited description of strategy for data elicitation and capture	Evidence of description of strategy for data elicitation and capture aligned with usage research methods	Thoughtful description of strategy for data elicitation and capture well-aligned with usage research methods
Described strategy for maintain connection to data sources and storing raw data (3)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	No strategy described for maintaining connection to data sources and storing raw data	A strategy described for maintaining connection to data sources and storing raw data	Well-conceptualized strategy for maintaining connection to data sources and storing raw data
DELIVERABLE 2: Points				
DELIVERABLE 3: Document, integrate and organize raw data (Total possible points – 5)				
Raw data documented in collaborative design studio space from multiple sources by deadline (2)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	Limited or no raw data documented in collaborative design studio space by deadline	Evidence of raw data documented in collaborative design studio space by deadline	Excellent evidence raw data documented from multiple sources in collaborative design student space by deadline

Raw data integrated and organized represented in post-it form (3)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	Limited or no raw data integrated and organized from multiple sources in post-it form	Evidence of raw data integrated and organized from multiple sources in post-it form	Excellent evidence of raw data integrated and organized from multiple sources in post-it form
DELIVERABLE 3: Points				
DELIVERABLE 4: Synthesis and sorting of work activity notes (Total possible points – 10)				
Synthesize work activity notes by transforming raw data notes into work activity notes (5)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	No synthesis of work activity notes evident	Synthesis of work activity notes evident	Thorough synthesis of work activities notes evident and transformed raw data into concise, modular and elemental statements
Sorting work activity notes tagged with a source into categories (5)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	No sorting of work activity notes evident	Sorting of work activity notes evident into logical categories	Thorough sorting of work activity notes evident into logical categories
DELIVERABLE 4: Points				
DELIVERABLE 5: Work Activity Affinity Diagram (WAAD) (Total possible points – 20)				
Construction of the Work Activity Affinity Diagram(s) (10)	7 Planning & Analysis: Identify and describe target population and environmental characteristics	No evidence or limited construction of WAAD	Adequate evidence of construction of WAAD	Thorough evidence of construction of WAAD
Generation of insights for user needs through sensemaking and logical grouping of notes with emergent themes (10)	8 Planning & Analysis: Select & use analysis techniques for determining instructional content	No or limited evidence of insights into user needs with superordinate themes generated	Some evidence of insights into user needs with superordinate themes generated	Outstanding evidence of multiple insights into user needs with several logical superordinate themes generated
DELIVERABLE 5: Points				
DELIVERABLE 6: Usage Research Models (Total possible points – 20)				
Generate two usage research models (10)	8 Planning & Analysis: Select & use analysis techniques for determining	No evidence or little evidence of modeling implemented	Evidence of two usage research models connected to usage research data	Excellent evidence of two usage research models well-grounded in usage research data

	instructional content			
Reconceptualize and reframe relationships and flow among information, people and artifacts through modeling (10)	8 Planning & Analysis: Select & use analysis techniques for determining instructional content	No evidence or little evidence of reconceptualization or reframing of relationships, flow or structure of information and artifacts in analysis of work practice	Evidence of reconceptualization or reframing of relationships, flow or structure of information and artifacts in analysis of work practice	Excellent reconceptualization or reframing of relationships, flow or structure of information and artifacts in thorough analysis of work practice
DELIVERABLE 6 Points:				
DELIVERABLE 7: User Stories and Requirements (15 points)				
Generate written user stories as design goals or requirements (15)	8 Planning & Analysis: Select & use analysis techniques for determining instructional content	No evidence or little evidence of written user stories as design goals or requirements	Evidence of written user stories as design goals or requirements connected to usage research data analysis	Excellent evidence of insightful written user stories as design goals or requirements grounded in usage research analysis and in the user's voice
DELIVERABLE 7 Points:				
DELIVERABLE 8: Usage Research Process and User Stories/Requirements Presentation (10 points)				
Narrated, informative presentation providing an overview of usage research process and resulting user stories/requirements (10)	1 Professional Foundations: Communicate effectively in written and oral form	Presentation does not adhere to established timeframe, and/or does not state clearly usage research process and user stories/requirements	Presentation mostly adheres to established timeframe, and states usage research process and user stories/requirements	Informative presentation adhering to established timeframe; well-articulates usage research process and user stories/requirements
DELIVERABLE 8 Points:				
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
<p>Includes elements such as: Remote (synchronous or asynchronous) Team Collaboration and Leadership, Online Asynchronous Discussions, Individual Activities, Self and Peer Feedback/Evaluation.</p> <p>(Total possible points – 10)</p>				
Participation Assignments (10)	1 Prof Foundations: Communicate effectively in visual, oral and written form.	Minimum assignment requirements are not met. Content lacks organization and/or is difficult to understand. Writing is unstructured, and/or hard to follow. Writing lacks clarity and suffers from excessive grammar, language, and punctuation errors or overall errors that significantly affect clarity. Assignment is delayed and no coordination with the instructor is made prior to the due date.	All required elements of the assignment are fully complete. Content is presented in an organized and easy to understand method. Writing is generally clear with minimal errors in grammar, language, and punctuation that do not affect clarity. Assignment is completed on time or may be slightly delayed as long as it is coordinated with the instructor well in advance of the due date.	All required elements of the assignment are fully complete, and student may go beyond the minimum requirements where appropriate (i.e., greater than minimum response posts). Content is well-organized and easy to understand. Writing is clear and easy to follow with few or no grammar, language, or punctuation errors. Assignment is completed on time.
<p>Total Points (<u>Remote (synchronous or asynchronous) Team Collaboration and Leadership, Team Agreements Online Asynchronous Discussions, Individual Activities, Self and Peer Feedback/Evaluation</u>) 80% of grade</p>				