## 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 2024 Meets Totally Online Synchronous Instructor Session – Thursday, October 24<sup>th</sup> at 7:00 p.m. (Use Zoom Link)

## Faculty

Dr. Lisa A. Giacumo
Thursdays at 5 p.m. – 8 p.m. by virtual appointment
Online
703-993-2067
lgiacumo@gmu.edu

Preferred contact method:

- Please first post general questions about the course or assignments in a relevant course discussion forum\*.
- Or, for questions about grades or personal information please send an email\*.
- I will respond to the Questions? discussion forum question posts and emails in 24 48 hours, M-F (i.e., business days), barring unforeseen disruptions.

\*I may require a personal phone call or video conference with you, to respond to your communications or follow up with your questions

## **Prerequisites/Corequisites**

Prerequisite: EDIT 732 001 - Analyzing the User Experience in Learning Design and Technology

## **University Catalog Course Description**

Enables usage research exemplified in user experience design lifecycle through data collection, analysis and modeling resulting in user stories, design requirements for a learning technology product design concept. Offered by <u>School of Education</u>. May not be repeated for credit.

## **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 (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available prior to the first course meeting.

• To access your course in Blackboard Learn: <u>https://mymasonportal.gmu.edu/</u>

There is one required synchronous session in week one to begin the course. It will be held on the first Thursday, October 24th at 7:00 PM ET. The remaining synchronous sessions are optional. All synchronous sessions will be recorded.

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.

## Learning Outcomes

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 mockups 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

\*My intention is to offer the most inclusive and equitable environment possible. Therefore, the course textbooks, articles, and websites, are planned guidelines, not always rules, intended to support your learning and development success by setting a transparent path out. However, I do believe there are generally multiple instructional paths forward that would align with the course goals and individuals' professional development goals. And, I recognize that some learners can feel more confident and successful when they are negotiated and adjusted for specific professional development or personal reasons. Therefore, if you reach out to me I am happy to negotiate and coach you through individual adjustments as desired.

# **Technical Requirements**

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

- High-speed internet access with updated browsers.
  - Blackboard Learn supported browsers: <u>https://help.blackboard.com/Learn/Student/Ultra/Getting\_Started/Browser\_Support</u>
  - Canvas supported browsers: <u>https://guides.instructure.com/a/720329</u>]
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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. <u>https://www.mural.co/</u>
- Other optional software may be recommended

# Expectations

• <u>Course Week:</u>

Because asynchronous courses do not have a "fixed" meeting day, our week will normally run from Sunday to the following Sunday. There's one day of overlap to provide some flexibility. This semester, we will start on Wednesday, October 23rd and finish on Wednesday, December 18th. You should have access to the Blackboard course site by Sunday, October 20<sup>th</sup>.

• Log-in Frequency:

Students must actively check the course LMS 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. In addition, students must log in for all scheduled online synchronous meetings, if any.

• <u>Participation:</u>

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.

This is a project-based course and about  $\frac{2}{3}$  of the course activities will be team-based; 2-4 members in each team will complete a team project together. The remaining  $\frac{1}{3}$  of the course activities will be your individual work, posting comments and providing feedback to others. As you work through this course and complete your team project, keep in mind the following holistic theoretical framework:

1. Diversity is an asset (e.g., identities, cultures, abilities, genders, orientations, socioeconomic status, prior experiences). Chances are you will work with individuals who bring different identities, levels of expertise/familiarity, and other assets, during your whole career. Our community should be a safe space to be and explore with curiosity and respect, no matter which assets you bring to the table.

2. Inclusion and equity are imperative to upholding organizational justice. A growing body of scholarly empirical research publications show that perceptions of more just and diverse work environments correlate with better organizational performance and individual satisfaction.

Please: Ask questions to seek understanding when you notice something unexpected, new, or different, then work hard to look for potential answers and be open to exploring alternate views. Make space for everyone's respectful input and accept their perspective. Negotiate respectfully with yourself and others for what you need to be successful. Make decisions that are inclusive, transparent, and equitable in groups. Strive to be flexible, compassionate (i.e., self & others), and courageous with ambiguity.

3. This is a place to go beyond what you currently know, to experiment with new methods, explore new ideas, and ask questions, and, in this class context, you can feel comfortable to do so. Trying out new things is not always easy. You are going to do things you are not sure about and make mistakes in the process. This is OK. In fact, it is expected, but that is why you could consult with the instructional team and course instructor.

4. You are not expected to create a "perfect" UX project or UX deliverables. You should try to meet specific learning objectives and course outcomes, thereby expanding your ID knowledge and skills. Perfection is the enemy of done. ;-)

5. This course will present many opportunities to build relationships, thereby investing in your network development. Seize these opportunities and you will eventually get to open doors for yourself that wouldn't otherwise exist. I have learned that kindness, a sense of curiosity, a customer-service orientation, a solution-focus, assuming good intentions of others, and doing my best with transparency and honesty, nurtures a strong community around me that also lifts me higher. I encourage you to explore these opportunities.

## • <u>Technical Competence:</u>

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.

## • <u>Technical Issues:</u>

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.

• <u>Workload:</u>

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.

• <u>Netiquette:</u>

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.

• <u>Accommodations:</u>

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **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 5: 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: Surveys (i.e., EnKA, ExKA, End-of-Course), Remote (synchronous or asynchronous) Team Collaboration and Leadership, Team Ways of Working Agreements, Online Asynchronous Discussions, Individual Activities, Self and Peer Feedback/Evaluation.

I will post assignment grades and feedback in Blackboard within a week or so of the specified deadlines. I usually tend to complete my grading activities on Mondays and Tuesdays, immediately following the weekend submission cycle.

\*My intention is to offer the most inclusive and equitable environment possible. Therefore, the course assessment methods and instructions are planned guidelines, not always rules, intended to support your learning and development success by setting a transparent path out. However, I do believe there are generally multiple performance and assessment paths forward that would align with the course goals and individuals' professional development goals. And, I recognize that some learners can feel more confident and successful when they are negotiated and adjusted for specific professional development or personal reasons. Therefore, if you reach out to me I am happy to negotiate and coach you through individual and/or group adjustments as desired.

Should you require additional time to submit deliverables for feedback and/or grading, please understand that I may also require additional time to complete my review and/or assessment.

You are invited to complete the following activities and receive a letter grade based on the points earned from the activities.

## • 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.

Team 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. 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=70%-79% F=<70%%

## Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

You may use ChatGPT or similar AI tools during your brainstorming to generate ideas; however, you should be aware that information generated by such tools may be biased, inappropriate, incomplete, inaccurate, or incorrect. You are responsible for all content that you post in our course and submit for your assignments. Using raw information outputs generated by such tools in your

course assignment as your own work, even partially, without acknowledgment for the computer assist will be considered academic misconduct. If you choose to include information generated by such tools in your course assignments, you must cite the source and ensure the content is appropriate, accurate, authentic, and complete.

## **Professional Dispositions**

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <a href="https://cehd.gmu.edu/current-students/cehd-student-guide">https://cehd.gmu.edu/current-students/cehd-student-guide</a>.

## **Class Schedule\***

Planned weekly activities and requirements are listed below. There is an intended overlap between weeks on the weekends, to support diverse learner needs. Any changes to the planned schedule will be announced in class.

\*My intention is to offer the most inclusive and equitable environment possible. Therefore, deadlines and sequences are guidelines, not always rules; intended to move us forward together along a transparent path but not restrict individuals' progress or success. I do believe there are generally multiple schedule paths forward that would align with the course goals and individuals' outside-of-course obligations and/or learning needs. And, I recognize that some learners can feel more confident and successful when they are negotiated and adjusted for specific reasons. Therefore, if you reach out to me I am happy to negotiate and coach you through individual and/or group adjustments as desired.

Should you require additional time to submit deliverables for feedback and/or grading, please understand that I may also require additional time to complete my review and/or assessment. I usually tend to complete my grading activities on Mondays and Tuesdays, immediately following the weekend submission cycle.

Week	Topics	Assignments
Module 1	Generative Design	M1 Assignment - Complete the
		Entrance Knowledge Assessment
10/23 - 10/29	Hartson & Pyla:	(EnKA) Survey
	<b>Chapter 12 - 14</b>	
		Prepare for the Mandatory
	Additional reading/resources located in the W1 Learning	Synchronous Session.
	Materials folder.	Review W1 Checklist for details.
		Attend the Mandatory Synchronous
		Session on Thursday evening
		(10/24/24, 7:00 – 8:30 PM EDT).
		Check announcements for details.
		After the synchronous session: Enroll in your group

		M1 Assignment - Ideation and
		<b>Design Ideas</b> submitted by Sunday,
		October 29th at 11:59 pm E1
Module 2	Mental Models and	M2 Assignment - Evidence of
10/29 - 11/3	Conceptual Design	Ideation and Conceptual Design
		Sketch by Sunday, November 3rd at
	Chapter 15 - 16	11:59 pm E1.
	Additional reading/resources	
	located in the W2 Learning	
	Materials folder.	
Module 3	Designing Interaction and	M3 Assignment - Wireframes and
11/3 - 11/10	Emotional Impact	Mood Boards by Sunday, November
		10th at 11:59 pm ET.
	Hartson & Pyla:	
	Chapter 17 - 18	
	Additional reading/resources	
	located in the W3 Learning	
	Materials folder.	
Module 4	Prototyping	M4 Assignment - Limited
11/10 - 11/17		Prototype and URL submitted by
	Hartson & Pyla:	Sunday, November 17th at 11:59 pm
	Chapter 20	EI
	Additional reading/resources	Team Project Status Report
	located in the W4 Learning	(TPSR) – Mid Project Review - to
	Materials folder.	be completed by 11:59 PM,
Module 5	UX Evaluation Methods and	November 22nd (weanesday). M5 Assignment - UX Evaluation
11/17 - 11/24	Preparation	<b>Plan</b> submitted by Sunday, November
		24th at 11:59 pm ET.
	Hartson & Pyla:	
	Chapter 21 - 23	
	Additional reading/resources	
	located in the W5 Learning	
	Materials folder.	
Module 6	UX Evaluation: Data	M6 Assignment - UX Evaluation:
11/24 - 12/1	Collection	Data Collection submitted by
	Handara (P. D. L	Sunday, December 1st at 11:59 pm
	Hartson & Pyla: Chapter 25	E1.

	Additional reading/resources located in the W6 Learning Materials folder.	
Module 7 12/1 – 12/8	UX Evaluation: Data Analysis Hartson & Pyla: Chapter 26 Additional reading/resources located in the W7 Learning Materials folder.	M7 Assignment - UX Evaluation: Data Analysis submitted by Sunday, December 8th at 11:59 pm ET.
Module 8 12/8 – 12/15	Final Presentations and Reporting Results	M8 Assignment - Complete the Entrance Knowledge Assessment (ExKA) Survey M8 Discussion - Keep, Change, Delete, and say what you're looking forward to next! Make at least one original post by 11:59 PM, Thursday, December 12 <sup>th</sup> and respond to at least one of your peers' posts by 11:55 PM, Sunday, December 15th M8 Assignment - Please complete the Course Evaluation! Submit a Screenshot of your End-of-course Survey <u>Completion notice</u> (i.e., course name, my name, current semester) by 11:55 PM, Sunday, December 15 <sup>th</sup> . Screenshots should NOT include any of your responses. M8 Assignment - Team Project: Presentation - to be completed by 11:55 PM, Sunday, December 15 <sup>th</sup> M8 Assignment – Team Project Status Report (TPSR) – After Action Review - to be completed by 11:55 PM, Sunday, December 15 <sup>th</sup>

## **CEHD** Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: https://cehd.gmu.edu/about/culture/

## **GMU Policies and Resources for Students**

## Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <a href="https://catalog.gmu.edu/policies/honor-code-system/">https://catalog.gmu.edu/policies/honor-code-system/</a> ).
- Students must follow the university policy for Responsible Use of Computing (see <a href="https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/">https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/</a>).
- 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 <a href="https://ds.gmu.edu/">https://ds.gmu.edu/</a>).
- 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 <u>viahelp@gmu.edu</u> or <u>https://cehd.gmu.edu/aero/assessments</u>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <u>https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/</u>
  - o Canvas: <u>https://its.gmu.edu/service/canvas/</u>
- For information on student support resources on campus, see: <u>https://ctfe.gmu.edu/teaching/student-support-resources-on-campus</u>
  - TimelyCare: <u>https://caps.gmu.edu/timelycare-services/</u>

• Writing Center: <u>https://writingcenter.gmu.edu/</u>

# 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 <u>University Policy 1202</u>. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as <u>Student Support and Advocacy</u> <u>Center</u> (SSAC) at 703-380-1434 or <u>Counseling and Psychological Services</u> (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 <u>titleix@gmu.edu</u>.

## Assessment & Rubrics:

<u>(80%):</u>				
Criteria	IBSTPI Standard	Does not Meet Standards	Meets Standards	Exceeds Standards
DELIVERABLE 1: Ideation	1			I
(Total possible points – 5)				
Connecting ideation to prior usage research analysis and models (1)	12 Design instructional interventions	No evidence or limited evidence of connection to prior usage research analysis and modeling	Some evidence of connection to prior usage research analysis and modeling	Clear evidence of connection to prior usage research 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 significate 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
DELIVERABLE 1: Points				
<b>DELIVERABLE 2: UX Conce</b>	otual Design Sketchi	ng (Total possible j	points – 5)	1
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 of multiple sketches that thoughtfully consider conceptual design for interaction and emotional perspectives
DELIVERABLE 2: Points		-		-

<u>User Experience Design, Prototype and Evaluation Rubric – Performance-Based Assessment</u> (80%):

DELIVERABLE 3: Wireframes and Mood Boards (Total possible points – 10)					
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	
DELIVERABLE 3: Points					
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 support selected learning tasks	Outstanding evidence of a limited prototype design thoughtfully considering workflow, navigation and user states to well- support selected 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	
DELIVERABLE 4: Points					
DELIVERABLE 5: UX Evalua	tion Plan (Total pose	sible points – 10)	Evidence of use	Thorough avidence	
customizing and describing plan to implement selected analytic UX evaluation method(s) with approximately 3-4 participants (5)	instructional programs and/or products to be designed, developed and evaluated	use of evaluation templates or planning	of evaluation planning template with selected analytic evaluation method and participants described	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,	No or limited evidence of description of approach to identify and	Evidence of description of approach to identify and recruit 3-4	Outstanding evidence of description of approach to identify and recruit 3-4	

	developed and evaluated	recruit 3-4 participants and how to conduct sessions	participants and how to conduct sessions	participants and how to conduct sessions		
DELIVERABLE 5: Points						
DELIVERABLE 6: UX Evalua	tion: Data Collection	i (Total possible po	<u>pints – 10)</u>	<b>D</b> 11 1		
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		
DELIVERABLE 6 Points:						
DELIVERABLE 7: UX Evalua	tion: Data Analysis (	10 points)				
Analyze UX problem data editing and synthesizing raw notes into UX problem descriptions (5)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	No evidence or little evidence of editing and synthesizing raw notes into UX problem descriptions	Evidence of editing and synthesizing raw notes into UX problem descriptions	Excellent evidence of editing and synthesizing raw notes into UX 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		
DELIVERABLE 7 Points:	Dagalta in Namatad I	Duese autotion (10 m	·			
DELIVERABLE 8: Reporting	Nesults III INAFFAted	resentation (10 pc	jiiits)			
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		
DELIVERABLE & POINTS: Total Points Across Parts 1-8 (Total Evidence of Usage Research and User						
Stories/Requirements Project) 80% of grade						

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