

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

EDIT732 001 - Analyzing the User Experience in Learning Design and Technology  
3 Credits, Fall, 2025  
August 25 – October 19  
Meets Totally Online

**Faculty**

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**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.

I use she/her/hers for myself and you may address me as “Dr. Giacomo,” “Dr. G.,” or “Dr. Lisa,” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, *if* you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

**Prerequisites/Corequisites**

Enrollment is limited to Graduate or Non-Degree level students. Students in a Non-Degree Undergraduate degree may not enroll.

**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 The School of Education. May not be repeated for credit.

**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 (76% or more) using an asynchronous format via the Canvas Learning Management system (LMS). You will log in to the Canvas course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on <https://canvas.gmu.edu/>.

There is **one required, recorded synchronous session** in week one to begin the course. It will be held on **Wednesday, August 27, from 6:30 – 9:30 PM ET**. The remaining synchronous sessions are optional. All synchronous sessions will be recorded.

The course will be delivered via the Canvas 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.**

### 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
- Given the other course goals and your professional development goals, negotiate alternative learning activities, deadlines, project deliverables, logistics, and other decisions, as appropriate for your individual contexts (e.g., personal, professional, academic).

### **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

### **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 Canvas's supported browsers see:  
<https://community.canvaslms.com/t5/Canvas-Badges-Credentials/What-Browsers-are-Supported/ta-p/528725>

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

<https://support.canvas.io/article/31-what-device-should-i-use-with-canvas>

- Students must maintain consistent and reliable access to their GMU email, Mural, and Canvas, 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.

- 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will normally run from Monday through Sunday. This semester, we will start on **Monday, August 25nd, and finish on Sunday, October 19th.**
- Log-in Frequency:  
Students must actively check the course Canvas and/or Slack 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 scheduled online synchronous meetings.
- 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.

As you work through this course, keep in mind the following holistic theoretical framework:

1. Different perspectives are assets (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. A welcoming atmosphere, healthy community, and access, are imperative to upholding organizational justice. A growing body of scholarly empirical research publications show that perceptions of more justice, welcoming communities, and access to resources, in 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 supportive, transparent, and fair, 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 your colleagues and course instructor.

4. You are not expected to create a “perfect” project or deliverables. Instead you should try to create polished deliverables, meet specific learning objectives and course outcomes, thereby expanding your instructional design (ID)/ user experience (UX) knowledge and skills. Perfection is the enemy of done. ;-)

5. This course will present many optional opportunities to build relationships, thereby investing in your network development. Seize these optional 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 the opportunities you will have with your colleagues this term.

6. 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. 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.** There may be assignments where I ask you NOT to use Generative AI and if you would choose to disregard this request, your behavior will be considered academic misconduct.

- 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 that 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 ensure accessibility must be registered with George Mason University Disability Services.

## 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>

Schneiderman, B. (2022). *Human Centered AI*. Oxford University Press.

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

## Course Performance Evaluation

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

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

Students are expected to collaborate equitably on a virtual project team with other colleagues enrolled in the course. It is normally expected that these same teams will work on the same project in the same semester during in the EDIT 752 course, which normally occurs in the second half of the semester. Should a student be unable to commit to registering for the EDIT 752 course and continue with the team project, this student may engage in a team of one project and should consult with the instructor for any requested scope adjustments.

These virtual teams operate best when they agree to engage in a regular, weekly synchronous video conference whole team meeting. All team meetings should include an agenda to guide discussion, action items, and team status reviews. Should the team agree a meeting is not needed one any specific week, the team may agree to cancel a regular meeting. **All meetings should be recorded** in case of unexpected situations where individuals must leave early or arrive late.

A project team may also collaborate with a live client who is external to the course as well. In these situations, teams should also schedule a second regular weekly video conference meeting with the client. Similarly, the team agree a meeting is not needed one any specific week, the team may agree to cancel a regular meeting. **All meetings should be recorded** in case of unexpected situations where individuals must leave early or arrive late.

The purpose of the client meetings would be to solicit input, information, resources, access to individuals, share project updates, and discuss client feedback. Teams should be prepared with an agenda and take notes during the meeting. Additionally, all complete course deliverables should be made available to the client for their review and feedback. The team should provide finalized deliverable versions to both the instructor and the client. All deliverables created for that client will be shared in Canvas with the instructor and other students enrolled in the course.

#### 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 2a: Product Concept Statement (Iteration 2) & Large Language Model (LLM) Usage Reflections (5%)

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 (15%)

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.

I will post assignment grades and feedback in Canvas within a week or so of the specified deadlines. You are invited to complete the activities above and receive a letter grade based on the points earned from the activities.

\*My intention is to offer the most supportive learning environment possible. Your success is my success! 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, intended learning outcomes, 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.

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 within 1 – 2 business days, immediately following the weekend submission cycle.

- **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 Canvas. 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
- Starting with the “why” / Description of what problem(s) the system will solve
- Description of users or learners
- Description of how these users or learners will use it
- 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 Canvas (with notes so that the instructor can interpret). 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
- Evidence that data ethics and inclusion have been considered
- Strategy for maintaining connections to data sources and storing raw data
- Team member responsibilities
- Mentioning of 1-2 AI tools you will be using to either develop materials, recruit participants, collect, analyze, or synthesize, or present your data along with a reflection on how you might address the intended and unintended consequences of leveraging these tools and/or biases the tools may introduce with reference to the Human-Centered AI book and/or additional reading resources provided for this module.

### **DELIVERABLE 2a – Product Concept Statement (Iteration 2) & Large Language Model (LLM) Usage Reflections**

The project team will reflect on the feedback offered by the instructor, fellow students, and a LLM of their choosing and revise their previous product concept statement. Changes, or the lack of changes, will be documented by leveraging a Mural template and or by answering questions offered in the course module. After analyzing feedback from multiple sources, students will be encouraged to submit a rewritten product concept statement.

### **DELIVERABLE 3 – Document, integrate and organize raw data (Round 1 of Data Synthesis)**

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 Canvas 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 (Round 2 of Data Synthesis)**

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 Canvas 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) – Final Evidence of Data Synthesis**

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 Canvas 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 Canvas 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 Canvas 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 in narrating 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 Canvas 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.

As mentioned previously, you are also expected to meet regularly with your team throughout the course. 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. You should complete the week's reading and other independent preparation activities before you meet synchronously so that decisions can be made more efficiently and effectively.

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. You cannot successfully pass this class unless there is a perception you are contributing to your teams' success. If there are issues with that perception, please reach out to me immediately to help navigate how you might set the right tone with your group.

- **Other Requirements**

Every student registered for any course with a required performance-based assessment is required to submit this assessment to Canvas (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Canvas. Failure to submit the assessment to Canvas will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Canvas submission, the IN will convert to an F nine weeks into the following semester.

- **Course Questions/Instructor Availability**

Any course questions should be posted to the course question section on Canvas 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 (e.g., within 1 – 2 business days for online courses) 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.

## **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 <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Also, see <https://cehd.gmu.edu/students/policies-procedures/>.

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

### **Class Schedule\***

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

\*My intention is to offer the most supportive environment possible. Therefore, deadlines, activities, 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 within 1 – 2 business days following the submission cycle. This summer, that means I will most likely be grading mostly on Fridays along with Wednesday (i.e., week 1). That is barring any unforeseen professional, personal, or family, situations. If you need more time to submit past the pre-planned deadline, I will also need more time to circle back to grade work. That's most likely to happen on my next regular grading day.

<b>Module 1</b>	<b>Topics</b>	<b>Assignments</b>
Module 1	Introduction to User Experience (UX) Design and Usage Research  The UX Book 2 - Chapters 1, 2, and 5  W1 Lecture Video 1: Defining UX  W1 Lecture Video 2: Usage Research  W1 Expert Discussion Video: Intersecting UX Design and ISD	<b>Complete the Entrance Knowledge Assessment (EnKA) Survey</b>  <b>Prepare for the Mandatory Synchronous Session.</b>  Review W1 Checklist for details.  <b>Attend Required Meeting Wednesday evening (8/27/24, 6:30 – 9:30 PM EDT).</b> Link in Zoom area of course menu.  <b><u><a href="#">Sign Up for a Virtual Team Project</a></u> scope of work by Wednesday evening</b> in Required Zoom meeting.  Select LLM & 2 AI Newsletters

	<p>W1 Content Slider: Learner Experience Design</p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>	<p><b>After the synchronous session: Enroll in your group</b></p> <p><b>Module 1 Activity - Team: Ways of Working</b> - to be completed by <b>11:59 PM, Sunday.</b></p> <p><b>Module 1 Assignment - Team Project: Product Concept Statement</b> - to be completed by <b>11:59 PM, Sunday.</b></p> <p><b>Post DRAFT Project Team Charter to Discussion</b> – by <b>11:59 PM, Sunday.</b></p>
Module 2	<p><b>Usage Data Elicitation</b></p> <p>The UX Book 2 - Chapters 5, 7 (6 optional)</p> <p>W2 Lecture Video: Usage Research Data Elicitation</p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>	<p><b>Module 2 Discussion - Project Concept Statement Peer Discussion</b> - Respond to at least two of your peers' posts by <b>11:59 PM on Wednesday.</b></p> <p><b>Module 2 Assignment - Team Project: Data Elicitation Plan PowerPoint Presentation</b> - to be completed by <b>11:59 PM, Sunday.</b></p> <p><b>Module 2a Assignment – Product Concept Statement (Iteration 2) &amp; LLM Usage Reflections</b> – to be completed by <b>11:59 PM, Sunday.</b></p>
Module 3	<p><b>Usage Research Data Analysis</b></p> <p>The UX Book 2 - Chapter 8</p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>	<p><b>Module 3 Activity 1 - Analyzing Work Practice</b> - to be completed by <b>11:59 PM, Sunday.</b></p> <p><b>Module 3 Activity 2 - Analyzing Interview Data</b> - to be completed by <b>11:59 PM, Sunday.</b></p> <p>Work on Module 3 Assignment - Team Project: Gather Raw Data (<i>not due until next week</i>)</p>
Module 4	<p><b>Usage Research Data Analysis and Synthesis</b></p> <p>The UX Book 2 - Chapter 9</p>	<p><b>Module 3 Assignment - Team Project: Raw Data</b> - to be completed by <b>11:59 PM, Sunday.</b></p>

	<p>W4 Lecture Video: Usage Research Data Analysis</p> <p>W4 Example Video: Developing a WAAD</p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>	<p><b>Module 4 Assignment - Team Project: Work Activity Notes</b> – to be completed by <b>11:59 PM, Sunday.</b></p>
Module 5	<p><b>Usage Research Data Modeling Part 1</b></p> <p>The UX Book 2 - Chapter 9</p> <p>W5 Lecture Video: Usage Research Modeling Part 1</p> <p>W5 Example Video: Developing Usage Research Models</p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>	<p><b>Complete the Anonymous Mid-Course Evaluation Survey</b></p> <p><b>Module 5 Discussion - Project Model Selections</b> - Make at least one original post by <b>11:59 PM, Thursday</b> and respond to at least two of your peers' posts by <b>11:55 PM, Sunday.</b></p> <p><b>Module 5 Assignment - Team Project: WAAD</b> - to be completed by <b>11:59 PM, Sunday.</b></p>
Module 6	<p><b>Usage Research Data Modeling Part 2</b></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><b>Module 6 Assignment - Team Project: Usage Research Models</b> - to be completed by <b>11:59 PM, Sunday.</b></p> <p><b>REQUIRED Module 6 Discussion – Inclusive Design</b> - Make at least one original post by <b>11:59 PM, Thursday</b> respond to at least two of your peers' posts by <b>11:55 PM, Sunday.</b></p>
Module 7	<p><b>UX Design Requirements and User Stories</b></p> <p>The UX Book 2 - Chapter 11</p> <p>W7 Lecture Video: User Storied and Design Requirements</p>	<p><b>Module 7 Assignment - Team Project: User Stories and Design Requirements</b> - to be completed by <b>11:59 PM, Sunday.</b></p> <p><b>REQUIRED W7 Discussion - Letter to a Future Student</b> - Make at least one original post by <b>11:59 PM,</b></p>



	<i>Additional reading/resources located in the W1 Learning Materials folder.</i>	<b>Thursday</b> and respond to at least two of your peers' posts by <b>11:55 PM, Sunday.</b>
Module 8	<p><b>Results from Usage Research: Understanding Needs</b></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><b>Complete the Entrance Knowledge Assessment (ExKA) Survey</b></p> <p><b>Complete the 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, October 17<sup>th</sup> and respond to at least one of your peers' posts by 11:55 PM, Sunday.</b></p> <p><b>Please complete the Course Evaluation! Submit a Screenshot of your End-of-course Survey Completion notice (i.e., course name, my name, current semester) Screenshots should NOT include any of your responses.</b></p> <p><b>Module 8 Assignment - Team Project: Presentation</b> - to be completed by <b>11:59 PM, Wednesday.</b></p> <p><b>Module 8 Assignment - Teammate Peer Evaluation</b> - to be completed by <b>11:59 PM, Wednesday (post to Canvas)</b></p>

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

## 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/>



## ***Diversity and Inclusion***

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

## ***Land Acknowledgement***

At the place George Mason University occupies, we give greetings and thanksgivings to the recognized Virginia tribes who have lovingly stewarded these lands for millennia including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future; and to the Piscataway tribes, who have lived on both sides of the river from time immemorial. The education offered here is a credit to the land that has received our students. The good they will do in this world is the harvest of the soil upon which they stand, sit, and live.

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

### **Policies**

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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.
- Online learners who require effective accommodations to insure accessibility must be registered with [George Mason University Disability Services](#).

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Canvas should be directed to <https://its.gmu.edu/knowledge-base/canvas-student-help/>.
- For information on student support resources on campus, see <https://stearnscenter.gmu.edu/knowledge-center/knowning-mason-students/student-support-resources-on-campus/>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>

### **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](mailto: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	Needs Work	Competent	Exceeds Standards
<b>DELIVERABLE 1: Product concept statement</b> <b>(Total possible points – 5)</b>				
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.	You could improve by adding evidence or elaborating on description of clients and participants.	You could improve by increasing some clarity, or adding structure, being more concise, in your informative description of clients and participants, roles in user experience design process.	Concise, informative description of clients and participants, roles in user experience design process.
Proposal written in future tense, approximately 150 –300 words, with name and description of organization/context, starting with a statement of problem it will solve (the why), a couple ideas of what a potential solution will do, if design or redesign, major attractions to these potential solutions, design vision, usefulness, etc. (2)	1 Prof Foundations: Communicate effectively in visual, oral, and written form.	You could improve by adding evidence or elaborating on the specific system concept statement with what system will do, problem will solve, design vision, and emotional impact goals.	You could improve by increasing some clarity, or adding structure, being more concise, in describing 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.	You could improve by elaborating on how ID process or principles intersected with user experience design process.	You could improve by increasing some clarity, or adding structure, being more concise, in describing the 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: 5 Points				
<b>DELIVERABLE 2: Data elicitation plan for usage research (Total possible points – 15)</b>				
Prepared usage research questions with strategy for rapid learning about system or context (3)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	You could improve by elaborating on the strategy to uncover answers to usage research questions	You could improve by increasing some clarity, or adding structure, being more concise, in describing the strategy to uncover answers to usage research questions for rapid learning.	Outstanding, detailed evidence of preparation of thoughtful usage research questions and strategy for rapid learning. Procedures for conducting the research are clearly outlined (e.g., target audience defined, recruitment protocol specified, what research methods are being leveraged detailed, specific procedures on how the research will be conducted, what technologies are being used, how research ethics are being considered, how recordings will be stored, etc.).
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	You could improve by elaborating on the identified participants and recruitment plan with description of work roles and characteristics, or consideration of research ethics.	You could improve by increasing some clarity, or adding structure, being more concise, in identifying participants and recruitment plan with description of work roles and characteristics, and consideration of research ethics are captured.	Significant evidence of identified participants and recruitment plan with description of work roles and characteristics. Research ethics (e.g., consent, recording / data storage practices, etc.) are clearly considered in the plan.
Described approach for data collection and evidence of ethical and inclusive data capture procedures (3)	4 Professional Foundation: Apply data collection and analysis skills in	You could improve by elaborating on the approach for data collection	You could improve by increasing some clarity, or adding structure,	Evidence of description of approach for recorded data collection with

	instructional design projects	or thought towards ethics and inclusiveness in data capture.	being more concise, in describing the approach for data collection with some evidence of procedures for ethical and inclusive data capture.	detailed procedures highlighting ethical and inclusive data capture procedures.
Described strategy for observation/interview data elicitation and capture (3)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	You could improve by elaborating on the strategy description for data elicitation and capture	You could improve by increasing some clarity, or adding structure, being more concise, in describing the 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. Interviews are one of the methods required.
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	You could improve by elaborating on your approach to maintaining connection to data sources and storing raw data	You could improve by increasing some clarity, or adding structure, being more concise, in describing your approach to maintaining connection to data sources and storing raw data	Well-conceptualized strategy for maintaining connection to recorded data sources and storing raw data. Raw data coded to protect the identities of those interviewed and/or involved in the research.
DELIVERABLE 2: Points				
<b>DELIVERABLE 2a: Project Concept Statement (Iteration 2) &amp; LLM Usage Reflection</b> <b>(Total possible points – 5)</b>				
Revision of proposal written in future tense with input from peers, instructor, and AI considered as well as a reflection and/or documentation	1 Professional Foundations: Communicate effectively in written and oral form	You could improve by showing your edits and describing your reasoning for why you made	Edits are observable. You could improve by increasing some clarity, or adding structure, being more	Changes and reasons for changes are clear and enhance the ultimate effectiveness of the product concept statement. Evidence

of the process of how the edits emerged. (3)		these edits and including evidence documenting all 3 sources of feedback have been leveraged to update the overarching statement.	concise, in describing the process of editing and the reasons to accept and reject certain feedback, and including evidence documenting all 3 sources of feedback have been leveraged to update the overarching statement.	that feedback has been incorporated from all 3 sources and/or considered.
Template and/or documentation is provided to account for how instructor, peer, and AI feedback has been incorporated into product concept statement. (2)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	You could improve by sharing a template or documentation.	Template and documentation have been provided. You could improve by increasing some clarity, or adding structure, being more concise, in describing how instructor, peer, and AI feedback has been incorporated into product concept statement, so that it's replicable by someone else.	All questions in template and/or documentation have been directly addressed with responses that might make a similar experience replicable by another person outside of project team
<b>DELIVERABLE 3: Raw Data Notes (Total possible points – 5)</b>				
Raw data documented in collaborative design studio space (2)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	You could improve by sharing more raw data documented in collaborative design studio space by deadline	You could improve by increasing some clarity, or adding structure, being more concise, in documenting evidence of raw data from multiple sources in collaborative	Excellent evidence raw data documented from multiple sources in collaborative design student space by deadline.

			design student space.	
Raw data integrated and organized represented in post-it form (3)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	You could improve by sharing more raw data integrated and organized from multiple sources in post-it form	You could improve by increasing some clarity, or adding structure, being more concise, in documenting 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				
<b>DELIVERABLE 4: Synthesis and sorting of work activity notes (Total possible points – 10)</b>				
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	You could improve by sharing more raw data documented in collaborative design studio space by deadline	You could improve by increasing some clarity, or adding structure, being more concise, in documenting 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 (2)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	You could improve by sharing more raw data integrated and organized from multiple sources in post-it form	You could improve by increasing some clarity, or adding structure, being more concise, in documenting 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

Synthesize work activity notes by transforming raw data notes into work activity notes (4)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	You could improve by sharing more synthesis of work activity notes	You could improve by increasing some clarity, or adding structure, being more concise, in documenting synthesis of work activity notes evident, and representing single concepts in more notes	Thorough synthesis of work activities notes evident and transformed raw data into concise, modular, and elemental statements. Only one thought is represented per note
Sorting work activity notes tagged with a source into categories (2)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	You could improve by sorting of work activity notes into a structure	You could improve by increasing some clarity, or adding structure, in sorting of work activity notes evident into logical categories	Thorough sorting of work activity notes evident into logical categories
DELIVERABLE 4: Points				
<b>DELIVERABLE 5: Work Activity Affinity Diagram (WAAD) (Total possible points – 20)</b>				
Construction of the Work Activity Affinity Diagram(s) (5)	7 Planning & Analysis: Identify and describe target population and environmental characteristics	You could improve by building a more complete WAAD	You could improve by increasing some clarity, or adding structure, to the WAAD construction.	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	You could improve by sharing evidence of insights into user needs with superordinate themes generated	You could improve by increasing some clarity, or adding structure to demonstrate evidence of insights into user needs with superordinate themes generated, however, subordinate themes could be	Outstanding evidence of multiple insights into user needs with several logical superordinate themes generated. Each subordinate theme / grouping of stickies is less than 7 – 10 insights total reflecting the nuances of what was learned in the research process



			further broken down	
The process for data analysis is described in clear terms with justification of different analysis strategies and iterations. Use of different synthesis techniques, tools, and sequencing is articulated. (5)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	You could improve by sharing evidence of process documentation and a clear synthesis process.	You could improve by increasing some clarity, or adding structure to demonstrate that more questions associated with the analysis have been addressed, and adding detail to make process replicable by another person outside of the project team	All questions in template and/or documentation have been directly addressed with responses that might make a similar experience replicable by another person outside of the project team
DELIVERABLE 5: Points				
<b>DELIVERABLE 6: Usage Research Models (Total possible points – 15)</b>				
Generate two usage research models (10)	8 Planning & Analysis: Select & use analysis techniques for determining instructional content	You could improve by sharing evidence of modeling implemented	You could improve by increasing some clarity, or adding structure to demonstrate evidence of two usage research models connected to usage research data	Excellent evidence of two usage research models well-grounded in usage research data and detailing the current problem space. Connections to data are evident in the development of the usage models.
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	You could improve by sharing evidence of reconceptualization or reframing of relationships, flow or structure of information and artifacts in analysis of work practice	You could improve by increasing some clarity, or adding structure to demonstrate 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:				
<b>DELIVERABLE 7: User Stories and Requirements (15 points)</b>				
Generate written user stories as design goals or requirements with evidence of prioritization (11)	8 Planning & Analysis: Select & use analysis techniques for determining instructional content	You could improve by sharing evidence of written user stories as design goals or requirements and prioritization and/or AI use.	You could improve by increasing some clarity, or adding structure to demonstrate evidence of written user stories as design goals or requirements connected to usage research data analysis, or more evidence of some prioritization activities apparent and/or usage of AI, and/or is AI usage documented clearly.	Excellent evidence of insightful written user stories as design goals or requirements grounded in usage research analysis and in the user's voice. Clear use of a prioritization activity is presented. A prioritized order is articulated and incorporated in what aspects of the problem should be solved next semester along with supporting research to tie requirements to the research work conducted throughout the semester. Usage of AI has been documented and is present.
Review and refinement of user stories based on output from a chatbot. Comparison of the before and after stories as well as reasoning for any changes that were either made or not made to user stories (4)	4 Professional Foundation: Apply data collection and analysis skills in instructional design projects	You could improve by sharing evidence refinement conducted with a chatbot	You could improve by increasing some clarity, or adding structure to demonstrate evidence of refinement conducted with chatbot with minimal description of what changes were made to user stories and why	Clear how and why changes were made to user stories and what chatbot feedback was either leveraged or ignored to refine existing user stories
DELIVERABLE 7 Points:				
<b>DELIVERABLE 8: Usage Research Process and User Stories/Requirements Presentation (10 points)</b>				

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	You could improve by adhering to established timeframe, and/or state usage research process, and/or describe user stories/requirements	You could improve by adhering to established timeframe, or stating usage research process, or describing user stories/requirements	Informative presentation using a presentation software of your choice that adhering to established timeframe; well-articulates usage research process and user stories/requirement. The presentation leverages best practices in Instructional Design and incorporates notes where needed.
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	Needs Work	Competent	Exceeds Standards
Includes elements such as: Remote (synchronous or asynchronous) Team Collaboration and Leadership, Online Asynchronous Discussions, Individual Activities, Self and Peer Feedback/Evaluation. (Total possible points – 20)				
Participation Assignments (20)	1 Prof Foundations: Communicate effectively in visual, oral, and written form.	You could improve by meeting minimum assignment requirements, improve content organization and/or readability, structure, flow, creativity, clarity, fix grammar, language, and punctuation or clarity.	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,	All required elements of the assignment are fully complete, and students may go beyond the minimum requirements where appropriate (i.e., greater than minimum response posts). Content is

			and punctuation that do not affect clarity.	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.
Total Points ( <u>Remote (synchronous or asynchronous) Team Collaboration and Leadership, Team Agreements Online Asynchronous Discussions, Individual Activities, Self and Peer Feedback/Evaluation</u> ) 20% of grade				