

**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 2025
October 22 – December 17, Mason Online

Faculty

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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 School of Education. 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 fully online (76% or more) using an asynchronous format via the Mason's Learning Management system (LMS). Synchronous sessions will be conducted using Zoom and instructor events will be recorded for later viewing. You will utilize other collaboration tools as well. 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/>.

Under no circumstances may students participate in online class sessions while operating motor vehicles.

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 mock-ups or wireframes
- Develop a UX evaluation plan for formative evaluation using qualitative data collection to identify UX problems in the prototype
- Implement UX evaluation plan and describe recommendations to refine design based on data analysis
- Present UX design, prototyping and evaluation process, methods and techniques
- 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](#)):

This course addresses 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* (2nd ed.). Morgan Kaufmann.

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

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

Technical Requirements

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

- High-speed internet access with updated browsers.
- Canvas supported browsers: <https://guides.instructure.com/a/720329>
- 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 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.
- 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 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.

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Sunday, and finish on Sunday. There’s one day of overlap to provide some flexibility.
- This semester, we will start on Wednesday, October 22rd and finish on Wednesday, December 17th. You should have access to the Canvas course site by Monday, October 20th.
- 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.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments,

and participating in course discussions and group interactions.

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

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 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 in the EDIT 732 course, which normally occurs in the first half of the semester. Should a student be unable to commit to completing the EDIT 732 course with the same team project in the same semester as EDIT 752, 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 in 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, if the team agrees 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: Ideation (5%)

Deliverable 2: UX Conceptual Design Sketching (5%)

Deliverable 3: Wireframes and Mood Boards (10%)

Deliverable 4: Prototype (20%)

Deliverable 5: UX Evaluation Plan (10%)

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

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

Deliverable 8: Reporting Results (10%)

Participation (20%) – Includes elements such as: Remote (synchronous or asynchronous) Team Collaboration and Leadership, Team Agreements and Assessments, 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 readings, videos, activities, 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.

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 Canvas. Check out the Canvas assignment for more instructions and the rubric for grading expectations.

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 Canvas. Check out the Canvas assignment for more instructions and the rubric for grading expectations.

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 Canvas. Check out the Canvas assignment for more instructions and the rubric for grading expectations.

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 Canvas. Check out the Canvas assignment for more instructions and the rubric for grading expectations.

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 Canvas. Check out the Canvas assignment for more instructions and the rubric for grading expectations.

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 Canvas to provide a representation of analyses process and UX problem descriptions. Check out the Canvas assignment for more instructions and the rubric for grading expectations.

DELIVERABLE 8 - Reporting Results

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 Canvas as a narrated and uploaded team presentation. Check out the Canvas assignment for more instructions and the rubric for grading expectations.

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.

Ongoing Discussion Board Participation

Teams will be given the opportunity to share deliverable drafts with other students in the class. This practice allows students to source inspiration and generate new ideas and approaches to their projects, learn from others in their learning community, and optionally offer feedback to help teams improve their work. This additionally supports the idea of iteration throughout the design process, the creation of a learning community, and nurturing network relationships.

Grading/Due

Participation accounts for 20% of your course grade. Refer to the Assignment Rubrics for grading criteria.

- **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 one time 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.

- **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%%

- **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.

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/polices-procedures/>.

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

Class Schedule*

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Week	Topics	Assignments
Week 1	Generative Design Hartson & Pyla: Chapter 12 – 14 Shneiderman: Chapter 8 – 10, 26, and Personal Epilogue (pp. 275 – 280)	Complete the Entrance Knowledge Assessment (EnKA) Survey. Complete the Syllabus Scavenger Hunt. Module 2: Read, watch videos, review Canvas module pages.

	<p>Team Charter</p> <p><i>Additional reading/resources located in the W1 Learning Materials folder.</i></p>	<p>Attend Course Kick Off Meeting Thursday evening (10/23/24, 6:30 – 7:30 PM ET) or Watch Recording (optional). Link in Zoom area of course menu.</p> <p>Module 1 Discussion - Ideation and Design Ideas - Post your Draft by Wednesday, 11:59 PM. Respond (2, total) to another team (1) and share your final version (1) by Sunday, 11:59 PM.</p> <p>Module 1 Discussion - Team Charter Reflection Given TPSR 2 from EDIT 732 – Post updates by 11:59 PM, Sunday.</p>
Week 2	<p>Mental Models and Conceptual Design</p> <p>Hartson & Pyla: Chapter 15 - 16</p> <p>Shneiderman: Chapter 11 - 17</p> <p><i>Additional reading/resources located in the W2 Learning Materials folder.</i></p>	<p>Module 2: Read, watch videos, review Canvas module pages – before your team meetings.</p> <p>Module 2 Activity - Project Coaching - Schedule a meeting with instructor, to be completed by 11:59 PM, Sunday (optional).</p> <p>Module 2 Discussion - Evidence of Ideation and Conceptual Design Sketch – Post your Draft by Wednesday, 11:59 PM. Respond (2, total) to another team (1) and share your final version (1) by Sunday, 11:59 PM.</p>
Week 3	<p>Designing Interaction and Emotional Impact</p> <p>Hartson & Pyla: Chapter 17 – 18</p> <p><i>Additional reading/resources located in the W3 Learning Materials folder.</i></p>	<p>Module 3: Read, watch videos, review Canvas module pages – before your team meetings.</p> <p>Attend Virtual Office Hour or Watch Recording (optional).</p> <p>Module 3 Discussion - Wireframes and Mood Boards Discussion – Post your Draft by Wednesday, 11:59 PM. Respond (2, total) to another team (1) and share your final version (1) by Sunday, 11:59 PM.</p>
Week 4	<p>Prototyping</p> <p>Hartson & Pyla: Chapter 20</p>	<p>Module 4: Read, watch videos, review Canvas module pages – before your team meetings.</p>

	<p><i>Additional reading/resources located in the W4 Learning Materials folder.</i></p>	<p>Module 4 Activity - Project Coaching - Schedule a meeting with instructor, to be completed by 11:59 PM, Sunday (optional).</p> <p>Limited Prototype and URL Discussion - Post draft by Thursday. Respond (2, total) to another team (1) and share your final version (1) by 11:59 PM, Sunday.</p> <p>Team Project Status Report Assignment – Submit by 11:59 PM, Sunday.</p>
Week 5	<p>UX Evaluation Methods and Preparation</p> <p>Hartson & Pyla: Chapter 21 – 23</p> <p>Shneiderman: Chapter 25 (pp. 229-257)</p> <p><i>Additional reading/resources located in the W5 Learning Materials folder.</i></p>	<p>Module 5: Read, watch videos, review Canvas module pages – before your team meetings.</p> <p>Attend Virtual Office Hour or Watch Recording (optional).</p> <p>UX Evaluation Plan Discussion - Post draft by Thursday. Respond (2, total) to another team (1) and share your final version (1) by 11:59 PM, Sunday.</p>
Week 6	<p>UX Evaluation: Data Collection</p> <p>Hartson & Pyla: Chapter 25</p> <p><i>Additional reading/resources located in the W6 Learning Materials folder.</i></p>	<p>Module 6: Read, watch videos, review Canvas module pages – before your team meetings.</p> <p>Module 6 Activity - Project Coaching - Schedule a meeting with instructor, to be completed by 11:59 PM, Sunday. Optional.</p> <p>UX Evaluation: Data Collection Discussion - Post draft by Thursday. Respond (2, total) to another team (1) and share your final version (1) by 11:59 PM, Sunday.</p>
Week 7	<p>UX Evaluation: Data Analysis</p> <p>Hartson & Pyla: Chapter 26</p> <p>Shneiderman (Optional): Chapter 24</p> <p><i>Additional reading/resources located in the W7 Learning Materials folder.</i></p>	<p>Module 7: Read, watch videos, review Canvas module pages – before your team meetings.</p> <p>Attend Virtual Office Hour or Watch Recording (optional).</p> <p>UX Evaluation: Data Analysis Discussion - Post draft by Thursday. Respond (2, total) to another team (1)</p>

		and share your final version (1) by 11:59 PM, Sunday.
Week 8	Final Presentations and Reporting Results	<p>Module 8: Read, watch videos, review Canvas module pages – before your team meetings.</p> <p>Week 8 Team Project Report Discussion - Post by 11:59 PM, Wednesday.</p> <p>Week 8 ExKA Survey Assignment – Submit by 11:59 PM, Wednesday.</p> <p>EDIT 752 Course Evaluation! Submit a Screenshot of your End-of-course Survey <u>Completion notice</u> (i.e., course name, my name, current semester). Screenshots should NOT include any of your responses. Submit by 11:59 PM, Wednesday.</p> <p>End of Project Team Status Report (TPSR) - Submit by 11:59 PM, Wednesday.</p> <p>M8 Discussion – Keep, Change, Delete, Say Good Bye! Initial post by Tuesday. Post reply to another colleague’s initial post by 11:59 PM, Wednesday.</p>

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

- Common Policies Affecting All Courses at George Mason University:
<https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>
 - Academic Standards
 - Accommodations for Students with Disabilities
 - FERPA and Use of GMU Email Addresses for Course Communication
 - Title IX Resources and Required Reporting
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of 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/>
- For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment & Rubrics:

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

Criteria	IBSTPI Standard	Does not Meet Standards	Meets Standards	Exceeds Standards
DELIVERABLE 1: Ideation (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 significant ideation and thought along with multiple design ideas
Collaborative design ideation with verbal and visual output (2)	12 Design instructional interventions	No connection or limited evidence of collaborative design ideation provided	Evidence of collaborative design ideation	High level of collaborative design ideation evidenced by significant visual output of design ideas

DELIVERABLE 1: Points

DELIVERABLE 2: UX Conceptual Design Sketching (Total possible points – 5)				
Sketches considering conceptual design for interaction and emotional perspectives (5)	7 Planning & Analysis: Identify and describe target population and environmental characteristics	No evidence or limited evidence of sketches that do not consider conceptual design for interaction and emotional perspectives	Evidence of sketches that consider conceptual design for interaction and emotional perspectives	Outstanding, detailed evidence of multiple sketches that thoughtfully consider conceptual design for interaction and emotional perspectives
DELIVERABLE 2: Points				

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				
DELIVERABLE 4: Prototype (Total possible points – 20)				
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 Evaluation Plan (Total possible points – 10)				
Use evaluation templates customizing and describing plan to implement selected analytic UX evaluation method(s) with approximately 3-4 participants (5)	11 Organize instructional programs and/or products to be designed, developed and evaluated	No evidence of use of evaluation templates or planning	Evidence of use of evaluation planning template with selected analytic evaluation method and participants described	Thorough evidence of evaluation planning template customization with selected analytic evaluation method, and participants thoroughly described
Description of approach to identify and recruit 3-4 participants and conduct the evaluation sessions (5)	11 Organize instructional programs and/or products to be designed, developed and evaluated	No or limited evidence of description of approach to identify and recruit 3-4 participants and	Evidence of description of approach to identify and recruit 3-4 participants and how to conduct sessions	Outstanding evidence of description of approach to identify and recruit 3-4 participants and how to conduct sessions

		how to conduct sessions		
DELIVERABLE 5: Points				
DELIVERABLE 6: UX Evaluation: Data Collection (Total possible points – 10)				
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 Evaluation: 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:				
DELIVERABLE 8: Reporting Results in Narrated Presentation (10 points)				
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 8 Points:				
Total Points Across Parts 1-8 (Total Evidence of Usage Research and User Stories/Requirements Project) 80% of grade				

Participation (20%)

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

Framework for engaging in this course

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/>

Planned weekly activities and requirements are listed in the schedule. 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, readings, videos, activities, assessments, rubrics, 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 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.

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. ;-) Aim for polished, not perfect.

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.