

*EDC 385G (Unique # 09965)*

## **Designs and Strategies for New Media**

<https://utexas.instructure.com/courses/1187128>

*Spring 2017*

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<b><i>Class Meeting:</i></b>	Wednesdays
<b><i>Time:</i></b>	4:00 - 7:00 pm
<b><i>Room:</i></b>	SZB 240 & SZB 439B Lab
<b><i>Instructor:</i></b>	Dr. Min Liu
<b><i>Office:</i></b>	SZB 244N
<b><i>Office Hours:</i></b>	Wednesdays or Fridays afternoons <i>by appointment</i> (email me to make an appointment)
<b><i>Telephone:</i></b>	232-6248 (direct line)
<b><i>Email:</i></b>	MLiu@austin.utexas.edu (Email is the quickest way to reach me.)
<b><i>TA:</i></b>	Chris Pan
<b><i>Lab Times:</i></b>	see weekly schedule below
<b><i>Email:</i></b>	<a href="mailto:panzl89@utexas.edu">panzl89@utexas.edu</a>

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**COURSE DESCRIPTION:** This course is about human-computer interaction (HCI) for eLearning. The emphasis of the course is on examining and understanding the designs and strategies for new media. We are particularly interested in looking at the use of new media from the perspectives of *information design*, *interaction design*, and *interface design*. We will also investigate how different characteristics of learner groups might impact the designs. Developing such an understanding and acquiring such knowledge will make one better informed in creating effective educational applications. Through activities such as researching, evaluating, designing, and developing, students are expected to develop an understanding of how design principles can be applied to create effective eLearning applications. The contexts for this course will be primarily interactive, collaborative, multi-disciplinary, and student-centered. Industry leading software will be used for design and site analysis assignments; and for creating the final end-of-semester project.

**OBJECTIVES:**

- Demonstrate an overall understanding of designs and strategies relevant to new media technologies
- Demonstrate knowledge on information design, interaction design and interface design specifically
- Be able to evaluate web applications using design principles
- Be able to conduct usability testing research
- Be able to apply and illustrate relevant design principles in producing an interactive application

**EXPECTATIONS:**

This course will be delivered in a **blended** learning mode with **Seven** face-to-face sessions as indicated below (in **green**) as well as asynchronous online sessions. Since this is a graduate level course and given the nature of online instruction, students are expected to be diligent in checking activities and assignment due dates on the course site, follow the instruction and guidelines, and complete all activities and assignments accordingly. Students are expected to be self-directed and participate in all class activities actively on a consistent basis, and be on top of things and turn in your assignments on the due dates.

Feel free to ask me and/or Chris questions at any time. If you would like to meet me about class or non-class related matters, feel free to contact me. Meetings can take place in a variety forms: f-to-f, conference call, email, phone etc.

**COURSE STRUCTURE:**

This course will be taught in a blended manner with *asynchronous* sessions and **Seven** face-to-face sessions. This means that you can access the learning materials and activities via Canvas on your own time, but you will need to follow the weekly module schedule. Discussions/reflections will take place throughout the semester for both *asynchronous* and *synchronous* sessions. **Be sure to check the due dates and times for each week.** For *asynchronous* sessions, if you are unable to participate on an ongoing basis in a manner similar to a face-to-face class, you are strongly advised to take this course at a later time.

When you access our course website on Canvas, you'll notice that the course is structured by weeks. Click on **Home** in the left-hand navigation to see all weeks. At the top, there will be a "Syllabus & Guidelines" section, containing the syllabus and all guidelines for the course, and "Resources" section, containing additional information including assignment/project examples from previous semesters. Below you can see a screenshot of the first week. Each week, as a module, will be organized into these sections: **Overview** (giving you an overview of the week), **Read** (readings of the week), **Do** (tasks to complete for the week), and **Q&A** (for you to ask any questions to me and your classmates). Each module

lasts 1 week (Thursday to Wednesday). New modules will be available Wed. at 5pm. For example, you can see Week 3 module on Jan. 25 at 5pm. Two modules will be unlocked (open) each week.

The screenshot displays a course management interface with the following structure:

- Syllabus & Assignments Guidelines** (Status: checked)
- Resources** (Status: checked)
- [F-to-F] Week 1 (Jan. 18): Introduction** (Status: checked)
  - Week1 Overview** (Status: checked)
  - Dr. Liu's teaching and research interests** (Status: checked)
- [F-to-F] Week 2 (Jan. 25): Everyday Design** (Status: checked)
  - Week2 Overview** (Status: checked)
  - Read** (Status: checked)
    - Donald Norman's essay** (Status: checked)
    - Shedroff (1994)** (Status: checked)
    - Norman\_EverydayDesign\_CH1-4** (Status: checked)
  - Do** (Status: checked)
    - Sign Up for leading a discussion** (Status: checked)

**MATERIALS:**

Required Readings:

- Norman, D. A. (2013). *The Design of Everyday Things: Revised and Expanded Edition*. New York, NY: Basic Books. Available at [www.amazon.com](http://www.amazon.com), and UT-coop.

- Weinschenk, S. (2011). *100 Things Every Designer Needs to Know About People*. New Riders Press. Available at [www.amazon.com](http://www.amazon.com), and UT-coop.
- Krug, S. (2014). *Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability* (3rd Edition). New Riders Press. Available at [www.amazon.com](http://www.amazon.com), and UT-coop
- Barnum, C. M. (2010). *Usability Testing Essentials: Ready, Set...Test!*. Morgan Kaufmann. Available at [www.amazon.com](http://www.amazon.com), and UT-coop.
- Other readings will be provided on the course site

Software:

Software will be used to create part of the Final project. The options for software include *Adobe Captivate*, prototype/mockup software, *html/CSS* and/or other related software. Students can choose the software he/she wants to learn building upon his/her interests/skill levels. Details will be discussed in class.

Two in-class tutorials (Captivate –screencast & Axure) will be provided in class. You can sign up Lynda.com for free with your UT EID for video tutorials of various software tools. You can also find online tutorials of your choice to learn software tools you plan to use.

**ASSIGNMENTS:**

Assignments for this course include:

- Active participation in weekly discussions (both online & f-to-f)
- Various in-class and out-of-class design activities
- Readings & reflections on various topics of designs & strategies
- Learning software
- Final project:
  - A. Research Component- usability testing
  - B. Development Component – visual presentation

**HELP SESSIONS:**

Chris will set up several lab sessions organized around the tools and needs of the students. He will also provide one-to-one help through various means such as in person, conference call through the course site, Skype, phone, etc. Feel free to contact her to arrange these sessions.

**INTERNET & HEADSET:** You are expected to have access to Internet for class sessions and activities. For synchronous sessions, you will need headphones for better audio.

**LATE WORK POLICY:** All work is due based on the specified due-dates except in emergency situations. If work is turned in late, no credit will be given. This policy is in effect as an incentive to stay current with the assigned work. Like many courses, the work of one session is based on understanding the work of the previous sessions. Falling behind in the work greatly reduces the chances of success at attempting later work. One "Murphy" (that is, one late submission due to human error) is permitted for the semester.

**COURSE DROPPING:** The last day of the official add/drop period without administrative approval is Jan. 20. A student seeking to drop a class after this day should go to the Office of Dean/Student Division (SZB 216).

**SCHOLASTIC MISCONDUCT & ACADEMIC DISHONESTY:**

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Academic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Academic dishonesty in any form will result in a grade of "F" or NC for the entire course.

**POLICY ON ADA:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

**RELIGIOUS HOLYDAYS:** By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

**CLASSROOM EVACUATION FOR STUDENTS (more on p. 13):**

All occupants of university buildings are required to evacuate a

building when a fire alarm and/ or an official announcement is made indicating a potentially dangerous situation within the building.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

If you require assistance in evacuation, inform your instructor in writing during the first week of class.

For evacuation in your classroom or building:

1. Follow the instructions of faculty and teaching staff.
2. Exit in an orderly fashion and assemble outside.
3. Do not re-enter a building unless given instructions by emergency personnel.

**Concealed (Campus) Carry: Handguns (effective Aug. 1, 2016)**

From the Provost: UT's "Implementation Task Force has improved information for students. This includes a webpage on the campus carry website geared towards students, and an updated training module that emphasizes critical information about the law and new policies. It also includes information about exclusion zones, oral notification for faculty offices, and urging those who choose to carry to think through their day."

<https://campuscarry.utexas.edu/students>

**PERFORMANCE EVALUATION:**

**All guidelines are on the course site.**

Student performance will be evaluated on the following course requirements. Academic dishonesty (presenting anyone else's work as one's own) in any form will result in a grade of "F" for the assignment or project in which it was demonstrated. As a rule, no "incomplete" grades will be given in this course except in situations where a student is unable to complete all the projects for the course due to an extreme emergency.

*Participation --- 20 pts:*

**Active participation** in all course related activities is a critical component of the course performance. Participation grade is evaluated in following aspects:

1. Attendance: Each student is required to attend *each* class (both online & face-to-face) and engage in discussions on the readings or other class activities. If you absolutely must miss a class because of an emergency, you must inform me *in advance via email or in person*. It is your responsibility

to talk to your classmate(s) and get informed of what happens in class and turn in the assignment on a due date.

If you miss a class without any advance notice, being sick and/or an emergency, 4 participation points will be deducted. **Tardiness:** Being on time for class is part of professionalism. Two points will be deducted from your grade for each time you are late after class has started, after 1 tardy.

2. Leading a class discussion (8 pts): A group of three students are expected to lead discussion on the readings of a week. You will get a chance to sign up for the week after the 1<sup>st</sup> class. Detailed guideline is available on Canvas.

3. Reading reflection & Participation in class discussion (8 pts): Students are expected to participate actively, **both online and f-to-f**, in discussing the readings assigned for each class. In order for class discussions to be beneficial, students are expected to complete the readings prior to each class. Detailed guideline is available on Canvas for online reading reflections (5 weeks). For f-to-f discussions, you are expected to read and prepare for in-class discussion.

Professionalism:

- Being on time and ready to begin class or synchronous session(s)
- Actively listening and participating during whole class and small class activities or posting & replying for online discussions
- Being involved and engaged during the entire class time
- **NOT doing any activities unrelated to class** (e.g., emailing, texting, shopping, grading papers, work for other classes)
- Talking to Professor Liu about any concerns you have with the class

*Design Activities --- 16 pts:* The goal is to apply what is learned in class readings and discussions in evaluating and thinking critically about the design.

1. Everyday design assignment (individual project, completion grade) - 3 pts
2. Web Evaluation assignment (group project) - 8 pts
3. Debate: What's the role of each I (class project) - 5 pts

*Learning Tools—14 pts:*

Each student is expected to learn how to use *Captivate* for making screencasts and use *Axure* for creating a mockup. The two assignments are 7 points each. Detailed guidelines will be provided on the course site. Tutorials will be provided in class.

If you want to learn another piece of software in place of either of these two pieces of software, you can discuss with me and come up with a specialized plan, given your skill level and interest.

*Final Project --50 pts:*

The final project consists of 3 parts:

*A. Research component (25 pts.):* Based upon the readings, discussions, and hands-on activities, you will be asked to conduct a small usability testing research project on a topic of your choice. The purpose of this part is to allow you to further develop expertise in conducting usability testing in the area of your interest and share your findings with the class.

*B. Development component (20 pts.):* Based upon your research findings, you are asked to use tools such as *Captivate, Axure, and/or others* to visually illustrate your understanding of *information design, interaction design, and interface design* by creating a mockup of the part(s) of website/app you want to improve based upon your usability testing results.

*C. Oral presentation (5 pts.):* You will present your project to the class.

The final grade of the course will be based upon the following:

<u>Final Grade</u>	<u>Points Total</u>
A	=95-100
A-	=90-94
B+	=87-89
B	=83-86
B-	=80-82
C+	=77-79
C	=73-76
C-	=70-72



## TENTATIVE SCHEDULE OF CLASS ACTIVITIES

Please note:

- **GREEN** indicates face-to-face sessions
- If readings are not from the books, they'll be on Canvas
- Sessions for learning software tools:
  - Tutorial session (teaching session)
  - Lab session (work session, though optional, I'd strongly encourage you to attend)

Week (Date)	Class Activities & Readings	Tutorial or Lab	Due by <b>4pm</b> for f-to-f <b>7pm</b> for online
<i>Week 1</i> (Jan. 18)	<ul style="list-style-type: none"> <li>• Introduction to Design</li> <li>• Explanation of the course: Course requirements and expectation</li> <li>• Discussion on tools to learn</li> <li>• Get familiar with the course site:                             <ul style="list-style-type: none"> <li>-Course structure</li> <li>-Syllabus &amp; guidelines</li> <li>-Examples</li> <li>-Discussion forum</li> <li>-Q&amp;A</li> </ul> </li> <li>• Get to know each other: Speed-dating</li> </ul>		
<i>Week 2</i> (Jan. 25)	<ul style="list-style-type: none"> <li>• Discussion Topic:                             <ul style="list-style-type: none"> <li>-What do we learn from everyday designs</li> <li>-What are 3 Is</li> <li>-Web design: why do we care?</li> </ul> </li> <li>• Explain “Everyday Design” assignment</li> <li>• Explain Online session expectations</li> <li>• Sign up for Leading a Discussion:                              <a href="https://utexas.instructure.com/courses/1187128/modules/items/8319108">https://utexas.instructure.com/courses/1187128/modules/items/8319108</a> </li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>- Donald Norman's essay:                              <a href="http://www.jnd.org/dn.mss/toilet_paper_al.html">http://www.jnd.org/dn.mss/toilet_paper_al.html</a> </li> <li>- Norman, <i>The Design of Everyday Things</i>, C1-C4</li> <li>- Shedroff's article:                              <a href="http://nathan.com/information-interaction-design-a-unified-field-theory-of-design/">http://nathan.com/information-interaction-design-a-unified-field-theory-of-design/</a> </li> </ul>		<ul style="list-style-type: none"> <li>• Prepare for discussion</li> </ul>

<p><i>Week 3</i> (Feb. 1)</p>	<ul style="list-style-type: none"> <li>• Discussion Topic: <ul style="list-style-type: none"> <li>- Everyday design, continued</li> <li>- Understanding People: How people behave, I</li> </ul> </li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>- Norman, C5-6</li> <li>- Norman, C7 (optional)</li> <li>- <i>Weinschenk, How people see &amp; How people read (italics-readings for leading a discussion)</i></li> </ul> <p>-From Week 3 (2/1) – Week 8 (3/8), watch some videos <b>weekly</b>, and post what you have watched in your reflection:</p> <ul style="list-style-type: none"> <li>• 2 episodes from <a href="https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu">https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu</a></li> <li>• 1 Tedtalk on Interface design from <a href="https://www.ted.com/topics/interface+design">https://www.ted.com/topics/interface+design</a></li> </ul>	<ul style="list-style-type: none"> <li>• 5:00pm</li> </ul> <p><b>Tutorial:</b> Intro to Captivate – Creating a Basic Presentation (This session is for those who have not used Captivate)</p>	<ul style="list-style-type: none"> <li>• “Everyday Design” Assignment (video due by 4pm &amp; Reflection due by 7pm)</li> <li>• Leading Discussion #1</li> <li>• Reflection #1</li> </ul>
<p><i>Week 4</i> (Feb. 8)</p>	<ul style="list-style-type: none"> <li>• Discussion Topic: <ul style="list-style-type: none"> <li>-3Is (Interface, Interaction, &amp; Information designs), I</li> <li>- Understanding People: How people behave, II</li> </ul> </li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>- <i>Krug, 1-5 (italics-readings for leading a discussion)</i></li> <li>-Weinschenk, How people remember &amp; How people think</li> </ul> <p>-From Week 3 (2/1) – Week 8 (3/8), watch some videos <b>weekly</b>, and post what you have watched in your reflection:</p> <ul style="list-style-type: none"> <li>• 2 episodes from <a href="https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu">https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu</a></li> <li>• 1 Tedtalk on Interface design from <a href="https://www.ted.com/topics/interface+design">https://www.ted.com/topics/interface+design</a></li> </ul>	<ul style="list-style-type: none"> <li>• 5:00-6:00pm Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Leading Discussion #2</li> <li>• Reflection #2</li> </ul>
<p><i>Week 5</i></p>	<ul style="list-style-type: none"> <li>• Discussion Topic:</li> </ul>	<ul style="list-style-type: none"> <li>• 5:45pm</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for</li> </ul>

<p>(Feb. 15)</p>	<p>-3Is (Interface, Interaction, &amp; Information designs), II          - Understanding People: How people behave, III</p> <ul style="list-style-type: none"> <li>• Explain “Web Evaluation” Assignment, forming groups, &amp; Group work session</li> </ul> <p><b>Readings</b>          - Krug, 6-9          - Weinschenk, How people focus their attention</p> <p>-From Week 3 (2/1) – Week 8 (3/8), watch some videos <b>weekly</b>, and post what you have watched in your reflection:</p> <ul style="list-style-type: none"> <li>• 2 episodes from <a href="https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu">https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu</a></li> <li>• 1 Tedtalk on Interface design from <a href="https://www.ted.com/topics/interface+design">https://www.ted.com/topics/interface+design</a></li> </ul>	<p><b>Tutorial:</b>          Captivate - Creating a Screencast/Recording a software simulation</p>	<p>discussion</p>
<p><i>Week 6</i> (Feb. 22)</p>	<ul style="list-style-type: none"> <li>• Discussion Topic:              -3Is (Interface, Interaction, &amp; Information designs), III              - Understanding People: How people behave, IV</li> </ul> <p><b>Readings</b>          - <i>Krug, 10-13 (italics-readings for leading a discussion)</i>          - Weinschenk, People are social animals          - Read 1 piece of Edward Tufte’s work: <a href="http://www.edwardtufte.com/tufte/">http://www.edwardtufte.com/tufte/</a></p> <p>-From Week 3 (2/1) – Week 8 (3/8), watch some videos <b>weekly</b>, and post what you have watched in your reflection:</p> <ul style="list-style-type: none"> <li>• 2 episodes from <a href="https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu">https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu</a></li> <li>• 1 Tedtalk on Interface design from <a href="https://www.ted.com/topics/interface+design">https://www.ted.com/topics/interface+design</a></li> </ul>	<ul style="list-style-type: none"> <li>• 5:00-6:00pm Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Leading Discussion #3</li> <li>• Reflection #3</li> </ul>
<p><i>Week 7</i></p>	<ul style="list-style-type: none"> <li>• Discussion Topic: Emotion &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• 5:00pm</li> </ul>	<ul style="list-style-type: none"> <li>• Captivate</li> </ul>

<p>(Mar. 1)</p>	<p><b>Readings</b>          - 3 Readings on Emotion &amp; Design on Canvas          - <a href="http://www.ted.com/talks/don_norman_on_design_and_emotion">http://www.ted.com/talks/don_norman_on_design_and_emotion</a> (<i>italics-readings for leading a discussion</i>)          - Weinschenk, What motivates people &amp; How people feel</p> <p>-From Week 3 (2/1) – Week 8 (3/8), watch some videos <b>weekly</b>, and post what you have watched in your reflection:          • 2 episodes from <a href="https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu">https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu</a>          • 1 TedTalk on Interface design from <a href="https://www.ted.com/topics/interface+design">https://www.ted.com/topics/interface+design</a></p>	<p><b>Tutorial:</b> Intro to Captivate – Creating Interactions (this is for those who have not used Captivate)</p>	<p>assignment</p> <ul style="list-style-type: none"> <li>• Leading Discussion #4</li> <li>• Reflection #4</li> </ul>
<p>Week 8 (Mar. 8)</p>	<ul style="list-style-type: none"> <li>• Mid-semester evaluation</li> <li>• Presentation on the “Web Evaluation” assignment</li> <li>• Forming debate team and preparation</li> </ul> <p><b>Readings</b>          - Weinschenk, People make mistakes; How people decide</p> <p>-From Week 3 (2/1) – Week 8 (3/8), watch some videos <b>weekly</b>, and post what you have watched in your reflection:          • 2 episodes from <a href="https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu">https://www.lynda.com/Higher-Education-tutorials/Universal-Principles-Design/193717-2.html?org=utexas.edu</a>          • 1 Tedtalk on Interface design from <a href="https://www.ted.com/topics/interface+design">https://www.ted.com/topics/interface+design</a></p>	<p>5:45pm <b>Tutorial:</b> Axure</p>	<ul style="list-style-type: none"> <li>• Mid-semester evaluation <b>due 10am online</b></li> <li>• Prepare for discussion</li> <li>• “Web Evaluation” assignment</li> </ul>
<p>Week 9 (Mar. 15)</p>	<p>Spring break – no class. Have a nice break!</p>		

<p><i>Week 10</i> (Mar. 22)</p>	<ul style="list-style-type: none"> <li>• Debate: What is the role of Each I &amp; What’s the relationship among three Is?</li> <li>• Discussion: Other mockup tools</li> <li>• Discussion Topic:             <ul style="list-style-type: none"> <li>- What’s User Testing &amp; Heuristic Evaluation</li> <li>- How to conduct usability studies, I</li> </ul> </li> <li>• Explain the Final project (“Research Component” &amp; “Development Component”)</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>-Explore the concept of “Design Thinking”:</li> <li>•Listen:             <ul style="list-style-type: none"> <li><a href="http://www.npr.org/2017/01/02/507854095/design-thinking-could-help-those-who-want-to-get-unstuck">http://www.npr.org/2017/01/02/507854095/design-thinking-could-help-those-who-want-to-get-unstuck</a></li> </ul> </li> <li>•Watch:             <ul style="list-style-type: none"> <li><a href="https://commons.wikimedia.org/wiki/File%3ADesignThinking.ogv">https://commons.wikimedia.org/wiki/File%3ADesignThinking.ogv</a> (4:21)</li> </ul> </li> <li>• Read:             <ul style="list-style-type: none"> <li><a href="https://www.insidehighered.com/views/2010/03/02/design-thinking-and-higher-education">https://www.insidehighered.com/views/2010/03/02/design-thinking-and-higher-education</a></li> </ul> </li> <li>- Heuristic Evaluation by Jacob Nielsen <a href="http://www.nngroup.com/topic/heuristic-evaluation/">http://www.nngroup.com/topic/heuristic-evaluation/</a></li> <li>- Barnum, C1- C4</li> </ul> <p>Optional: Design Thinking: Implementing the Process (<a href="https://www.lynda.com/Interaction-Design-tutorials/Design-Thinking-Implementing-Process/476937-2.html?org=utexas.edu">https://www.lynda.com/Interaction-Design-tutorials/Design-Thinking-Implementing-Process/476937-2.html?org=utexas.edu</a>)</p>		<ul style="list-style-type: none"> <li>• Prepare for discussion</li> <li>• Explore other <b>mockup</b> tools</li> </ul>
<p><i>Week 11</i> (Mar. 29)</p>	<ul style="list-style-type: none"> <li>• Discussion Topic: How to conduct usability studies, II</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>- <i>Barnum, C5- C7 (italics-readings for leading a discussion)</i></li> <li>- 1 out of 3 usability studies by Liu and her colleagues on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• 5:00-6:00pm Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Post your usability research topic</li> <li>• Leading Discussion #5</li> <li>• Reflection #5</li> </ul>
<p><i>Week 12</i></p>	<ul style="list-style-type: none"> <li>• Discussion Topic: How to conduct usability</li> </ul>	<ul style="list-style-type: none"> <li>• 5:00-6:00pm Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Mockup</li> </ul>

<p>(Apr. 5)</p>	<p>studies, III</p> <p><b>Readings</b>          - Barnum, C8- C9          - 2 Usability studies by Nielson et al.: 1 on methodology &amp; 1 out of 2 sample reports on Canvas (You can find more reports from <a href="https://www.nngroup.com/reports/">https://www.nngroup.com/reports/</a>)</p> <p>-Watch: UX Research Fundamentals, <a href="https://www.lynda.com/User-Experience-tutorials/UX-Research-Fundamentals/439418-2.html?org=utexas.edu">https://www.lynda.com/User-Experience-tutorials/UX-Research-Fundamentals/439418-2.html?org=utexas.edu</a> (1 hr 9 mins)</p>		<p>using Axure</p> <ul style="list-style-type: none"> <li>• Work on your user testing</li> </ul>
<p><i>Week 13</i> (Apr. 12)</p>	<ul style="list-style-type: none"> <li>• Discussion Topic: Universal Usability: Designing for all users</li> <li>• Discussion on your “Research Component”: Issues of importance</li> <li>• 5:30 Guest Speaker:              Courtney Jeffries, Associate Product Manager for Mobile, (courtney.e.jeffries@gmail.com) <a href="https://www.linkedin.com/company/Indeed.com">Indeed.com</a></li> </ul> <p><b>Readings</b>          - article by Shneiderman on Canvas          -Watch:          Foundations of UX: Accessibility <a href="https://www.lynda.com/Accessibility-tutorials/Foundations-UX-Accessibility/435008-2.html">https://www.lynda.com/Accessibility-tutorials/Foundations-UX-Accessibility/435008-2.html</a> (1 hr 20-mins)</p> <p>- Barnum, C10 (optional)</p>		<ul style="list-style-type: none"> <li>• Prepare for discussion</li> </ul>
<p><i>Week 14</i> (Apr. 19)</p>	<ul style="list-style-type: none"> <li>• Individual Q&amp;A on “Research Component” with Dr. Liu (optional)</li> <li>• Work session on your “Research Component” of the Final project</li> </ul>	<ul style="list-style-type: none"> <li>• 5:00-6:00pm Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Email <b>draft</b> of your Research Component to Dr. Liu &amp; Chris, by <b>9am Monday (4/17)</b></li> </ul>
<p><i>Week 15</i> (Apr. 26)</p>	<p>No formal class</p> <ul style="list-style-type: none"> <li>• Q&amp;A on Development Component</li> <li>• Work session on the “Development</li> </ul>	<ul style="list-style-type: none"> <li>• 5:00-6:00pm Lab</li> </ul>	

	Component” of your Final project		
Week 16 (May 3)	<ul style="list-style-type: none"> <li>• Final Project Demonstration</li> <li>• Course evaluation</li> </ul>		<p><b>By 10pm:</b></p> <ul style="list-style-type: none"> <li>• Upload Final Project (<b>both</b> Research Component &amp; Development Component) to Canvas</li> </ul>

### References

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## Evacuation Procedures

Students, faculty and staff should follow the below steps when evacuating buildings:

- 1 Evacuate when prompted by continually sounding fire alarms or by an official announcement.
- 2 Be aware of and make use of designated primary and alternate evacuation routes.
- 3 Close classroom or office doors as you leave.
- 4 Leave the building in an orderly manner without rushing or crowding — **do not use the elevator.**
- 5 Provide aid to those who need it in an emergency evacuation situation.
- 6 Be aware of and follow instructions given by UTPD and other officials. You may be asked to proceed on foot to designated areas or evacuate the campus entirely.
  - Always evacuate crosswind and/or upwind away from any emergency by a safe route.
  - Evacuate to at least 300 feet from the building and out of the way of emergency vehicles.
- 7 Report to emergency responders any individuals who have been injured or left behind.
- 8 Do not re-enter the building until all-clear is given by official announcement.

### What is an evacuation emergency?

In most cases, evacuations apply only to the buildings that are immediately affected. In some cases, such as local terrorism, flooding or earthquake, the evacuation could apply to the entire campus. Some potential causes for emergency evacuations may include but are not limited to: a major fire or explosion, hazardous materials release, chemical/biological/radiological spill, structural failure, asbestos release, bomb threat, weapons, or an aircraft collision with a building.

### Severe or Inclement Weather Procedures

Students, faculty and staff should follow the below procedures in the event of a severe or inclement weather warning:

- 1 Seek shelter immediately in designated areas.
- 2 If you're inside a building...
  - Go to the lowest level of the building, if possible.
  - Stay away from windows.
  - Go to an interior hallway.
  - Use arms to protect head and neck in a "drop and tuck" position.
- 3 If there is no time to get inside...
  - Lie in a ditch or low-lying area or crouch near a strong building.
  - Be aware of potential for flooding.
  - Use arms to protect head and neck in a "drop and tuck" position.
  - Use jacket, cap, backpack or any similar items, if available, to protect face and eyes.

### Seeking Shelter: Tornados and Hazardous Material Releases

#### Tornado Procedures

In the event of a tornado watch or warning, students, faculty and staff should take the following steps:

If a tornado is sighted near the university...

- 1 Dial 911 from a campus phone or 512-471-4441 to report tornado sighting to the UTPD dispatcher.
- 2 Seek a safe shelter inside a building, in a ditch or beside an embankment.

- If a tornado is imminent near you...
- 1 Use interior hallways away from building's exterior windows as a tornado shelter.
    - Close all doors to rooms with exterior windows.
    - Avoid all windows and other glassed areas.
    - Avoid the most dangerous locations of a building, usually along south and west sides and at corners.
  - 2 Protect yourself by going into a "drop and tuck" position.

### **Hazardous Material Procedures**

Students, faculty and staff should observe the following steps in the event of a hazardous material release on campus:

- 1 You will receive a shelter-in-place announcement.
- 2 Immediately move indoors.
- 3 Close all windows and doors to shelter and seal as best you can, using towels, clothes or paper.
- 4 If there appears to be air contamination within the shelter, place a paper mask, wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection.
- 5 Continue to follow the instructions given by the response authorities.

### **When else is it important to seek shelter?**

The procedures described above for tornados and hazardous material releases are known as shelter-in-place procedures. Sheltering-in-place is the use of any classroom, office or building for the purpose of providing temporary shelter. Shelter-in-place procedures are internationally recognized as standard practices of providing shelter for any of the following reasons: a chemical truck overturning, tornado, chemical train derailment, chemical facility accident, pipeline rupture, terrorist attack, release of biological agents, release of chemical agents, drilling accident, hazardous materials release, or radiological release.

### **Sudden Cardiac Arrest!**

Go to the iTunes Store and download the free [HeartStart](#) app that allows you to learn how to use the Phillips AED using simulated hands-on training with touchscreen technology.

You can also watch this short, [interactive training demonstration](#) to familiarize yourself with the use of the Phillips AED.

### **Workplace violence or an active shooter video**

Know what to do if you encounter workplace violence or an active shooter with [these videos](#) (UT EID required)