DWDD 2510 Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Year: 2025
Course Prefix: DWDD 2510
Course and Section #: 001
Course Title: Interaction Media Production
Credits: 3

Course Description

Focuses on the use of digital visual effects in mobile publishing environments. Includes multi-layer effects in known mobile layouts, creation of digital mattes and parallax for unique visual user engagement, as well as integration techniques according to development platforms.
Lab access fee of $45 for computers applies.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Eric Oliver

Student Learning Outcomes

1. Describe the historical setting for rich Digital Effects in multimedia, technical aspects of the various technologies involved in development, standards and media limitations, and criteria for delivery in various publishing platforms.
2. Assess the utility of the various tools used in the production of Digital Effects for digital publication development.
3. Use storyboarding, template design, and implementation strategies to effectively create unified visual experiences within a Rapid Prototype development process.
4. 4Implement well thought out overlays or layered visuals, advertisements, and interactive media elements to engage an audience.
5. Implement HTML, CSS, and Javascript into a digital production project.
6. Produce highly engaging Digital Effects for use in Rich Media Applications at the intermediate level.
7. Describe the characteristics of well-designed digital effects and the impact of using such in digital publications.

Course Materials and Texts

1. You will need a computer and access to the internet.
2. Adobe Creative Cloud (Photoshop & Illustrator) is free for students with an official UVU account.
3. Figma account is free when you sign up for an educational account using your official UVU email.
4. $45 lab access fee - this gives you access to the on-campus Mac labs in Computer Science Building. **Mac Labs CS 412, CS514 and CS 613**

Course Requirements

Course Assignments, Assessments, and Grading Policy

1. Case Study Documentation: Students will create a case study documenting their progress while creating the course project throughout the semester. A template will be provided as an example of the content required to complete the case study requirement.
2. Course Assignments: Assignments are listed sequentially in Canvas, along with a description of the purpose and requirements for completing each task. Assignment rubrics describe the objectives and grading criteria for each assignment and project so students can review the methods for evaluating their work.
3. Course Project Overview: Students will follow an industry-standard process for creating digital products. Students select a topic for an app they will develop for the rest of the semester. The development phase will include wireframing, mockups, and creating high-fidelity prototypes for a native app. Students will adapt their native app designs to a responsive design using Figma.

Grading Policies

The most important thing to remember is to be "detail-oriented." You are expected to hand in all materials relating to your assignments and individual projects on time. The grading of assignments and projects evaluates the competencies and objectives measured on a scale of proficiency and mastery. A rubric that will outline the evaluation of components and how much they're worth before you begin each project.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

Incomplete Grade Statement:

As per Utah Valley University Policy, under extenuating circumstances, you can request an "Incomplete" grade if you have at least 70% of your homework done by the end of the semester. This is typically representative of completing module 12 or higher. Then, you will have additional time to finish up the coursework with your instructor. This will be negotiated with your instructor, and if you do not finish the coursework within one year, the grade will automatically revert to an "E" grade.

Required or Recommended Reading Assignments

All reading comes from the required books and select internet articles.

General Description of the Subject Matter of Each Lecture or Discussion

Students will follow an industry-standard process for creating digital products. Students select a topic for an app they will develop for the rest of the semester. The development phase will include wireframing, mockups, and creating high-fidelity prototypes for a native app. Students will adapt their native app designs to a responsive design using Figma.

Project 1 – Mobile First Design

Students will select a topic and develop a mobile-first design

Project 2 – Responsive Website

Students will adapt their mobile design to a responsive website or work on another platform.

Case Study

Students will document their experiences during the course in a case study suitable for inclusion in their portfolio.

Interactive Media Production

Welcome to Week 1 of our prototyping course! This week, we'll be getting you set up and familiar with Figma so you can start creating some cool stuff. Interaction designers must develop a diverse skillset to thrive in their roles. Figma is a designer's dream because it provides the tools for day-to-day tasks and projects.

Product Design Process

Week 2, we will cover the product design process and your role as an interaction designer in solving a user problem. Additionally, you will select a design problem to work on for the remainder of the course. To solve this design problem, you will explore how the problem is to be solved by writing a proposal as this week's assignment. Think of the proposal as the first part of a case study you include in a portfolio. Consider who is the audience reading the case study and their understanding of the problem you will explore. The proposal will consider the user, the task to solve, and the processes and steps needed to complete the task. Through the remaining weeks, we will go through the various stages of product design until we have a polished prototype ready to hand off to a development team.

Wireframes and User Experience Flow Diagrams

In week 3 of this course, we'll outline user flows for your selected project. User flows are essential to understand how users navigate the product or application, ensuring a smooth and intuitive experience. To accomplish this, we'll use low-fidelity wireframes, which provide an essential visual representation of the user interface without going into detailed design elements.

Interface Composition

Welcome back to Week 4, where our focus shifts to the captivating world of interface design. First on the agenda is creating a new Figma file within your project folder. This week's tasks revolve around local styles foundational layout elements.

Incorporating insights from your wireframes, include a minimum of 5 screen frames that serve as the canvas for your content. Buttons, headings, paragraphs, images, and even placeholders for icons will begin shaping your interface. This week marks the convergence of creativity and precision.

As always, make sure to check out the resources provided if you're unsure where to start or get stuck while working on the assignment.

In week 4, you began the process of converting paper or digital wireframes into low-fidelity mockups. This week, you will continue to refine and iterate on your low-fidelity mockups. Reviewing your designs will reveal a selection of design elements. Chances are, you will have typography, placeholders for images, menus, buttons, and more.

Converting these design elements into a collection of styles and components will help you establish a polished system for design. Additionally, styles and components provide the framework for a design system. We will start small by sticking with the basics. Review your designs and convert your interface objects to components.

Components are powerful and let us do the following:

1. **Component Variants:** Create interactive objects with multiple states
2. **Component Instances**: Modify elements like color or text while maintaining the original state of the component

The readings and videos contained in this module include the information needed to complete this week's assignment.

Strategies for Creating Interactive Prototypes

We'll bring your low-fidelity mockups to life as an interactive prototype. Using the features and elements from the previous week and its related sub-modules, students will build out the prototype flow of their design and refine the different interactions, triggers, and styling elements. If you're feeling stuck on the flow of your prototype, revisit your wireframes and user flow. Doing so can help you evaluate what may have changed what can be improved, and remind you of the original intentions of your design.

Strategies for Conducting a Usability Study

Last week, you created a low-fidelity prototype. A prototype is essential to this stage of the course project because you are now prepared to start testing your design with real, potential users. This week, you will prepare your prototype for testing by planning a usability study. Studies are essential to UX design because the data collected allows you to make informed design decisions based on a participant's behavior and words.

This week's assignment includes planning and conducting a simplified usability study by doing the following:

- Completing a Usability Study Plan Document
- Conducting a Usability Study with several participants
- Documenting the results in a note-taking spreadsheet.

Usability Study Results

A usability study is essential to the design process. Most likely, after observing users test a prototype, changes are needed to improve your designs. Often, usability testing occurs multiple times during the design process. For example, before moving from a low-fidelity prototype to high-fidelity mockups, conducting a test ensures the designs are functional before moving to the next design phase. Another reason we test is that changes are cheaper to make at the wireframe or low-fidelity stage than after a product is released.

This week, we will continue to explore the iteration and testing phase by identifying opportunities to improve our designs. After documenting these insights, we will make the changes to our designs. Lastly, we will document our efforts to show the differences before and after conducting a usability study. In week two you created the first section of a case study you will complete by the end of the semester.

This week you will add the second section by documenting the changes to your designs after conducting a usability study and making changes. Instructions for completing the assignment and updating the case study are covered in detail in this module, complete with examples.

Responsive Design (Part 1)

Responsive web design or responsive design is an approach to web design that aims to make web pages render well on various devices and window or screen sizes from minimum to maximum display size to ensure usability and satisfaction.

A responsive design adapts the web page layout to the viewing environment using techniques such as fluid proportion grids, flexible images, and CSS3 media queries.

- Fluid grid concepts
- Flexible images
- Media queries allow pages to use different CSS rules
- Responsive layouts automatically adjust and adapt to any device size.

Responsive Design (Part 2)

At this point in the course, we have conducted user research, created wireframes, developed low-fidelity mockups, and conducted usability testing with real users. You have taken insights from the tests to improve and modify your designs. You have put a lot of effort into your project. You will continue to iterate and evaluate your designs. To complete the responsive designs and move on to the next phase of the course (prototyping), you will want to answer these questions to ensure your designs are complete.

Micro-interactions

Up to this point in the course, we have built the framework for a responsive website that addresses a specific user need. You have completed user research, wireframes, a low-fidelity prototype, and usability testing. Last week, you completed designs for a high-fidelity responsive website.

For the remainder of the semester, we will focus on creating a high-fidelity prototype. This week, we will start small by creating micro-interactions. In the following weeks, we will add interactivity, like transitions, animations, and other techniques to bring our designs to life.

Micro-interactions are the simple interactions that provide feedback to users. Usually, they are triggers that communicate changes in the interface. Some examples are buttons, notifications, swipe animations, scrolling, or navigational elements.

Prototype with Smart Animate

Up to this point in the course, you have created a high-fidelity responsive website with a design system and micro-interactions. The next steps are to create prototypes from the responsive web designs (mobile, tablet, and desktop). Creating prototypes can be a time-consuming process requiring exploration and testing. This week, our focus will be exploring the Smart Animate features of Figma and applying them throughout the three prototypes. The following week, we will cover using variables to add additional interactivity.

Prototype with Variables

Variables store values—like fill colors, padding, visibility, and more—that can be reused throughout designs.

Like styles and components, variables can also be published to team libraries. When you update the value of a variable, you can update designs across files accordingly. This helps to create consistent designs across projects and makes updating design systems more efficient. Complete a tutorial and the readings to familiarize yourself with how to use variables to level up your prototypes and designs.

UX Case Study

Congratulations on coming this far in the course. This week, you will finalize all of the work on your course project and summarize your experience in a UX case study. Read and watch this week's course content for insights into writing and designing your own case study. There will be two components:

- Writing: Write and explain the various steps taken to create your course project.
- Design: Create a visually compelling presentation with graphics, typography, and examples of your creative process.

Course Final

We have navigated the product development cycle in a relatively short period of time. You have taken an idea and brought it to life through a process of creating wireframes, mockups, and prototypes. Furthermore, you validated the designs by conducting usability testing. Along the way, you documented your experience by creating a UX case study. With your presentation deck completed, you are ready for the course final.

The final project for this course involves sharing your case study by creating a video of your presentation. As an interaction designer, you will present your work in a variety of ways that may include a website, social media, or blog. There is also an expectation from potential clients or future employers that may require sharing your work over a video conference. Our course final will provide you with the opportunity to share your work as if in that setting.

Course Mode:

This is with a Face to Face or an online, asynchronous course.

Description of how the course works:

All course materials and assignments are available in Canvas. Students are responsible for accessing Canvas frequently and regularly in order to complete assignments and interact with the content.

Microsoft Teams will be used to communicate as needed with the instructor.

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** completing course activities.

Required Course Syllabus Statements

Generative AI
Statement on the Use of AI in Assignments
In our commitment to embracing emerging technologies and preparing you for the digital future, integrating and using artificial intelligence (AI) tools in your assignments is permitted and encouraged where appropriate. However, it is vital to understand and adhere to the following guidelines:
Critical Thinking: AI should be used as a tool to augment your own critical thinking and creativity, not replace it. Your work should reflect an understanding of the course material and your own analysis.
Transparency: Clearly acknowledge the use of AI in your work. When submitting assignments, disclose any AI assistance you've received, including the specific tasks the AI performed.
Ethical Use: Utilizing AI ethically means respecting copyright laws, avoiding plagiarism, and ensuring the originality of your submissions.
Learning Objectives: Remember that the primary goal is your learning. AI should uphold the learning objectives of the assignment and the integrity of the course.
AI Literacy: Part of your education is developing a nuanced understanding of AI's capabilities and limitations. Use these tools not only to complete tasks but also to evaluate the results provided by AI critically.
This approach to AI in assignments fosters a learning environment where technology is a partner in your educational journey, not just a shortcut. Your ultimate goal should be to enhance your skills and knowledge, preparing you for a world where AI is a collaborator in the workplace.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX
Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.