DWDD 4240 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 4240
Course and Section #: 001
Course Title: Experience Design Process
Credits: 3

Course Description

Focuses on advanced strategies and principles used in digital product development to enhance the user experience. Focuses on strategy and research methodologies for production-level digital product design through advanced user research and engages in product interactions with target audiences.
This is a core class for the Interaction & Design Emphasis in the Web Design and Development Bachelor Degree.

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: Dan Hatch

Student Learning Outcomes

1. Explain advanced interaction design terms, practices, and principles.
2. Evaluate the quality of others' designs, prototypes, and documents.
3. Apply advanced user experience design methodologies to digital product design projects.
4. Evaluate digital design projects using web heuristics to propose design solutions.
5. Use advanced test methods on digital product solutions to validate product design decisions.
6. Complete an advanced usability study on a digital product or prototype.

Course Materials and Texts

1. Required book: User Experience Research: Discover What Customers Really Want by Marty Gage (Author), Spencer Murrell (Author)
2. You will need a computer and access to the internet.

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. Readings are shown on the course schedule and should be completed before coming to class on the scheduled date.
2. Discussions. Primarily we will discuss topics related to that week's project work and other assignments.
3. Team Design Activities include a set of in-class team design challenges that will require you to apply course concepts and principles as you complete your team project. In essence, you will be creating first drafts of various sections of your team service-learning project.
4. Projects. Individual Assignments will consist of completing individual tasks to help support your team's research project.

Class Grading Policies

How will your final grade be calculated? Attend class and participate! There will be numerous graded team activities during class time. You will receive no points for in-class team activities that you miss. You are expected to hand in all materials relating to your assignments and projects according to specifications.

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

Advanced Introduction to Human-Centered Design: UX Research Deep Dive

This module delves into the foundations of HCD, offering students an in-depth understanding of the core principles. We will examine the historical context and evolution of HCD. Discussions will also encompass emerging concepts and trends in HCD.t.

Human Centered Design: Research Project Selection

Students dive into the process of selecting research projects that align with human-centered design principles. They learn how to create clear and concise project proposals, setting the stage for their hands-on research projects.

The Design Thinking Model: Empathize

This unit delves into the discovery process of identifying and understanding the target user. Students create user personas to guide their research projects, gaining a deeper understanding of their audience's needs and preferences.

Research Methodologies: Having Effective Conversations

Students explore various research methodologies for usability testing and design validation, building skills in designing usability studies. This week, we will be conducting audience interviews.

Human-Centered Design Process: Define

We will continue to work on our project brief and look at ways to organize user research on our project before we suggest solutions.

Design Thinking: Ideate

This week focuses on fostering creativity and generating innovative solutions to the challenges identified earlier in our human-centered design exploration. Through a blend of brainstorming techniques, idea-generation methods, and prototyping exercises, students learn to cultivate an open-minded and collaborative environment.

The Design Thinking Model: Prototype

Students will be creating prototypes to use in their research and test plans.

Recruitment & Study Preparation

Students will delve into the world of metrics and analytics, learning to measure UX success. A/B testing, multivariate testing, and advanced analytics tools will be covered, equipping students with the skills to make data-driven design decisions..

Lesson 9: Anatomy of Case Studies

Communicating Digital Design is the course topic, and we will start to get to the meat of our course work by exploring the primary tool used in the industry to convey project insights. Case studies are the primary tool used to analyze projects in the Web Design and Development industry. We will also start the design process for a mobile app by creating sketches.

The Design Thinking Model: Test Pilot

Students focus on refining their analytical skills to interpret data from user testing and feedback. This week underscores the pivotal role of preparing usability tests to be performed. The testing has to be piloted beforehand to uncover any issues that will arise from running through the study before conducting the real usability study. .

Analyzing Research Results

Students learn to conduct effective tests, gathering valuable feedback to refine designs. Emphasis is on integrating user insights for iterative improvements, ensuring user-centered and highly usable design solutions.

Design Thinking Process: Iteration

Students refine their solutions based on user feedback and usability testing. Through hands-on exercises, they develop the ability to make informed design decisions, highlighting the continuous improvement integral to the human-centered design process.

Research Documentation

Students learn to assess design variations and refine their projects based on user insights. This data-driven approach ensures that design decisions are informed by real-world user interactions and preferences.

Research Preparation

This iterative process enables students to optimize user experience and functionality, ensuring alignment with user preferences and behaviors identified through testing. The week serves as a key moment for fine-tuning designs to meet user expectations.

Stakeholder Presentations

Students will present their human-centered design projects to stakeholders. Leveraging the skills gained, they articulate their design process, showcase key decisions, and demonstrate the evolution of their solutions. This finale equips students with the ability to effectively communicate the value of their projects in real-world scenarios, honing their presentation and justification skills for future design endeavors.

Course Mode:
This is with a Hybrid Face to Face and Online 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.