Instructor

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Course Information

Class number: 20076, Section 501
Class times: Mon & Wed 10:10-11:40 AM
Room: CDM 226   Campus: Loop
Course homepage: https://d2l.depaul.edu/
Last day to drop the course with no penalty: Jan. 17
If dropped on or after Jan. 18, grade of "W" will be assigned

Course Summary

This course provides an overview of user research and usability evaluation methods. Working as teams, students choose a working computer application and practice course methods on it throughout the term. Students learn to conduct user research to determine user needs and core tasks for the chosen application. User research results are presented in the forms such as user personas and scenarios. The results of user research are then used to guide usability evaluation methods including heuristic evaluation, walkthroughs and usability tests. *Prerequisites: IM 210 or ISM 210.*

Class Format

The course will involve completing readings and preparing for discussions. Class meetings will involve lecture, discussions, hands-on activities, presentations of projects, and group work. There will be a midterm and a final exam to assess understanding of course topics. Group projects play a prominent role in this class, and are used to apply skills, develop collaboration skills, and practice professional presentation.

Learning Objectives

Students will be able to:
1. apply multiple types of user research,
2. apply multiple types of evaluation of user interfaces,
3. determine which evaluation method is appropriate for a particular situation,
4. describe the role and value of user research and evaluation in the design process,
5. establish useful research and test objectives,
6. effectively communicate the results of user research and evaluation through reports and presentations.

Required Texts

*   *Observing the User Experience: A Practitioner's Guide to User Research*, 2nd edition. Goodman, Kuniavsky & Moed, Morgan Kaufmann/Elsevier Science, 2012. ISBN: 978-0123848697.
*   Additional readings to be provided

Software & Computer Labs

The main platform for organizing course information will be D2L. A computer lab will be scheduled as required; however, it will be helpful to bring a laptop/tablet computer to class if possible. The Midterm and Final exam will be given through D2L. For group projects, I recommend project management software (free options will be discussed in class). The Usability Testing module will involve Morae, a professional tool for usability studies. It is available in the CDM usability labs and a 30-day trial can be downloaded to your personal computer.

Evaluation & Grading

Coursework includes the following components.

	Grade Proportion
Participation	12%
IRB Human Subjects Module	3%
Group Project (4 deliverables)	50%
Midterm Exam	20%
Final Exam	15%
Total	100%

Participation. This portion of the grade is based on being an active participant in discussions, activities, and group work. Detailed expectations for participation are described in this syllabus.

IRB Human Subjects Module. Students will be required to complete training related to working with human subjects.

Group Project. Students will work in small teams on a project composed of four deliverables. Presentations will be a part of each project.

> P1 Heuristic Evaluation and Cognitive Walkthrough
> P2 User Research
> P3 Usability Test Plan
> P4 Usability Test Report

Exams. There will be a midterm and a final exam to assess understanding of key concepts covered in the course. These will be administered via D2L. Details TBA.

Grading Scale

Letter grades will be given based on the following minimum percent of total points earned.

A	93.00%	Excellent
A-	90.00%	
B+	88.00%	
B	83.00%	Very Good
B-	80.00%	
C+	78.00%	
C	73.00%	Satisfactory
C-	70.00%	
D+	68.00%	
D	60.00%	
F	0.00%	

Class Schedule

Submit assignments to D2L by 11:59 PM on the due date (unless indicated otherwise) and bring hard copy to class. OUE refers to the *Observing the User Experience* textbook.

Class	Before Class Required Reading	In Class Topics and Activities	After Class Deadlines and Activities
Module 1: Introduction / User-Centered Research in Product Development			
M Jan 6		• *Cancelled due to weather*	
W Jan 8	• [Seven great myths of usability](#) • OUE, Chapter 1 Introduction • OUE, Chapter 3 Balancing Needs Through Iterative Development	• Course overview • Usability, evaluation, and **u**ser-centered design • Research and evaluation in product development	• Optional: • [Usability 101: Introduction to Usability](#)
Module 2: Core Evaluation Methods			
M Jan 13	• OUE, Chapter 5 Competitive Research • [Competitive Usability Evaluations: Learning from Your Competition](#)	• Method: *Competitive analysis* • Explanation of P1 • Effective group collaboration	• **Due Tue Jan 14: [Group Formation Survey](#) and Software Evaluation Proposals** • Read [collaboration tips](#) and [teamwork rubric](#).
W Jan 15 CDM 801	• [Lewis and Rieman,](#) Cognitive walkthroughs and Heuristic analysis • [A Guide to Heuristic Website Reviews](#)	• Method: *Cognitive walkthrough* • Method: *Expert reviews* • Launch group work • Picking software to evaluate	• **Due Thu Jan 16 to D2L: Group Organization Plan**
M Jan 20		• Group work and feedback on P1	
W Jan 22		• **Due: Presentations of P1** • Synthesis	• **Due Thu Jan 23: P1 Heuristic Evaluation and Cognitive Walkthrough** (Submit to D2L dropbox AND discussion topic). • **Due Sun Jan 26: Up vote your picks for the 3 best P1 projects**
Module 3: User Research			
M Jan 27	• OUE, Chapter 6 Universal Tools: Recruiting and Interviewing • Skim OUE Chapter 17	• Method: *Interviewing* • Ethics of user research • Midterm overview • Explanation of P2	• **Due Tue Jan 29: IRB Human Subjects module** (Submit screenshot of completion to D2L dropbox)
W Jan 30	• OUE, Chapter 9 Field Visits: Learning from Observation	• Method: *Contextual inquiry* • Field visit location TBA	• Study for Midterm
M Feb 3 CDM 801		**Midterm Exam** Meet in Lab.	
W Feb 5	• OUE, Chapter 17 Research into Action: Representing Insights as Deliverables	• Representing research: personas, scenario, task analysis diagrams, experience models	• **Teamwork feedback.** Details TBA.
M Feb 10	• OUE, Chapter 15 Analyzing Qualitative Data	• Group work and feedback on P2	
W Feb 12 Class 12		• **Due: Presentations of P2** • Synthesis	• **Due Thu Feb 13: P2 User Research** (Submit to D2L dropbox AND discussion topic). • **Due Sun Feb 16: Up vote your picks for 3 best P2 projects**

Class	Before Class Required Reading	In Class Topics and Activities	After Class Deadlines and Activities
Module 4: Web Analytics			
M Feb 17 Class 13	• OUE, Chapter 16 Automatically Gathered Information: Usage Data and Customer Feedback • Optional: Three Uses for Analytics in User-Experience Practice	• Method: *Analytics*	
Module 5: Usability Testing			
M Feb 19 Class 14	• OUE, Chapter 2 Do a Usability Test *Now* • OUE, Chapter 11 Usability Tests	• Method: *Usability Tests* • Preparing: recruitment, choosing features to test, creating tasks, writing a script • Explanation of P3 & P4	
M Feb 24 Class 15	• Morae tutorials (Getting Started videos 1 through 4) • Optional: OUE, Chapter 4 Research Planning	• Conducting tests: Organizing the space, moderating tests, managing observers • Intro to Morae and usability labs	• **Due at scheduled pilot test: Usability Test Plan**
W Feb 26 Class 16	• Optional: Thinking Aloud: The #1 Usability Tool	• Pilot testing *(Groups scheduled in lab)*	
M Mar 3 Class 17		• Pilot testing *(Groups scheduled in lab)*	
W Mar 5 Class 18	• Optional: OUE, Chapter 18 Reports, Presentations, and Workshops • Optional: : Making Usability Findings Actionable: 5 Tips for Writing Better Reports	• Analyzing usability tests • Reporting results • Group work and feedback on P4	
M Mar 10 Class 19		• **Final Presentations**	
W Mar 12 Class 20	None	• **Final Presentations & Wrap-Up**	• **Due Fri Mar 14: P4 Usability Test Report (Submit to D2L dropbox AND discussion topic)** • **Up vote your picks for 3 best P4 projects by March 16**
M Mar 17	**Take-Home Final Exam** The exam will be administered via D2L. It will open at 8:45 AM CST and must be completed by 11:00 AM CST on the scheduled final exam date, Monday, March 17, 2014. It may be taken at any location (i.e., it does not need to be taken on campus). Additional details TBA.		

Group Projects

Group projects will comprise a significant portion of this class (50% of the course grade). <u>Plan for weekly time allocated to group work for this class.</u> Detailed instructions will be provided for each project. While the group may assign a primary role to each group member, all group members are jointly responsible for the entire assignment and presentation.

Team work and process. Students will complete a <u>Group Formation Survey</u> which I will use to form groups. Group members will be expected to establish their own norms for communicating expectations, plans, check-ins, and deadlines. I encourage groups to use collaboration tools such as [Google docs](#), [Asana](#), and [Trello](#) to manage tasks and facilitate communication. This is a basic aspect of professional work and the ability to work well with others is key. In order to complete quality work that is completed by deadlines, I encourage groups to contact me with any questions so I can help. Do not wait until the last minute to ask for help! Here is [a great resource](#) for tips on working successfully in a group.

Problems working in groups. Ideally, working in a group is fun and allows individuals to learn from each other. As you probably have experienced, it can also be time-consuming and stressful. Please make an effort to stay positive, encouraging to others, flexible, and respectful. I encourage team members to address and confusions or tensions as early as possible. I am willing to step in to aid collaboration if needed; groups members should contact me. <u>If groups are having difficulty working together, I reserve the right to assign roles and to be cc'd on all group communication related to the project (ex., cc me on emails and send me meeting notes/decisions).</u> Since there is a lot of group work in this class, we need to make great efforts for individuals to work well together.

Evaluation of projects. Generally, each group member will receive the same grade for a project, which is based on the overall quality of the project and presentation that was produced. However, in some cases, additional credit may go to those who make an exceptional contribution to a project and reduced credit to those who contribute little to a project. I will ask students to use [this Teamwork rubric](#) to evaluate each other around the middle of the term (only visible to me):

Policies & Expectations

Attendance
Students are expected to attend each class and to remain for the duration. Attendance will be taken. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. Three absences for any reason, whether excused or not, may constitute failure for the course. ***Please communicate with me if you must be absent or late for any reason.*** Students are individually responsible for material they may have missed due to absence or tardiness. Please notify me in advance if there are any special needs.

If you are sick with the flu (fever, aches, pains), don't come to class. I can help make sure you are filled in.

Exams can only be made up with a serious documented excuse (e.g. illness, death in the family). A make-up exam must be arranged as soon as possible and always before the student attends the next class meeting. Arrangements involving other excuses require prior permission from the instructor.

Late Assignments
Late assignments will be accepted only if you (1) contact me at least two hours before the due date with an explanation, and (2) turn in the assignment within three days of the due date. Each day the assignment is late after three days will decrease the possible point value by 10%. Late assignments may not include comments in addition to the grade. **If you do not communicate with me at all within 24 hours of the due date, I will not accept the assignment and no credit for the assignment will be given.** My policy is intended to encourage communication with me regarding any difficulty handing the assignment in on time.

Guidelines and Expectations
- Food and drink during class is ok
- <u>Attend every class</u>. (Communicate with me if you must miss class for any reason)
- <u>Arrive on time to every class</u>. Being present and arriving on time to every class is my expectation for everyone. Important information is communicated at the very beginning of class. If there is a reason why you cannot consistently arrive on time to class, please let me know.
- <u>Be a respectful participant by keeping phones in silent mode and do not text in class</u>. If you have a need to be available by phone (sick relative, etc.), please let me know.
- <u>Be engaged in class discussions and workshop activities</u>:
  - Participate with enthusiasm
  - Show genuine effort to cooperate with others
  - Show leadership and take initiative in group efforts
  - Frequently and eagerly offer your thoughts, perspectives, and responses to instructor/classmates
  - Make contributions that reflect excellent preparation (i.e., complete required reading)
- <u>Practice professionalism</u>
  - Communicate (face-to-face, emails, etc.) with the professor and fellow students in a professional and appropriate manner
  - Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
  - Be careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire);
  - Be respectful towards others

Attitude

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues. Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Withdrawal

Students who withdraw from the course do so by using the Campus Connection system. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Coursework Grade Review Requests

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a coursework grade, the student may submit a grade review request in writing to the instructor. The request must be submitted within 48 hours after the assignment grade has been posted. The request must include the student's argument for a different grade evaluation, based on verifiable evidence presented by the student. The instructor handles grade review requests and responds to the student with a review decision as soon as possible.

Retroactive Withdrawal

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:
- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

Academic Integrity Policy & Plagiarism

This course will be subject to the academic integrity policy passed by faculty. More information can be found at http://academicintegrity.depaul.edu/.

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor. **Assignments submitted to D2L will be electronically checked for plagiarism (using specialized software built in to D2L).**

Resources for Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Student Center, LPC, Suite #370
Phone number: (773)325.1677
Fax: (773)325.3720
TTY: (773)325.7296

Online Instructor Evaluation

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Visit the Writing Center

Consider visiting the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation.

You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment.

How do I schedule an appointment? To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing. You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it's always a good