

Instructor

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Office hours:

Mondays, 10:00am -12:30pm
Fridays, 2:00pm - 4:00pm

If you cannot meet in person, Online Skype meetings are available. Please send me an email if you would like to meet online. Also, please email me if you need to see me outside of my stated office hours.

Course Information

Class number: Section 501
Class times: Thu 10:00 AM -1:15 PM
Room: 14 E. Jackson 206 (Daley Building, Loop Campus)
Course homepage: <https://d2l.depaul.edu/>
Prerequisite: ISM 210.
Last day to drop the course with no penalty: January 15, 2018. If dropped on or after February 19, 2018, 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 forms such as user personas, scenarios, and journey maps. The results of user research are then used to guide usability evaluation methods including heuristic evaluation, walkthroughs, and usability tests.

Class Format

The course will involve completing readings before class and preparing for discussions. Class meetings will involve lecture, discussions, hands-on activities, presentations of projects, and group work. There will be a midterm 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

Computers

This class meets in a room that is equipped with laptops for student use during class time. Students may use these laptops or bring their own devices.

Software

Course information will be provided [D2L](#). 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

| | Grade Proportion |
|---------------------------------------|------------------|
| Attendance and Participation | 10% |
| IRB Human Subjects Module | 5% |
| P1 Individual Evaluation Project | 15% |
| Group Project (P2, P3, P4) | 40% |
| Midterm Exam | 20% |
| Individual Reflection/Portfolio Piece | 10% |
| <i>Total</i> | 100% |

- **Attendance and Participation.** Attendance is taking in every class. This portion of the grade is based on the % of classes attended and may be adjusted up or down based on participation in class (ex., active participation by contributing to discussions/activities, arriving on time, etc.) More than three absences automatically reduces this grade to a D (60%) and may constitute failure of the course.

Participation also includes formal feedback sessions that will be held in class. During these formal sessions, students will be required to give feedback. Feedback will be assessed during these sessions.

- **IRB Human Subjects Module.** Students are required to complete training related to working with human subjects.
- **Group Project.** Students work in project teams most of the quarter. Presentations/sharing will be a part of each project.
- **Midterm.** There will be a midterm to assess understanding of key concepts covered in the course. These will be administered via D2L. Details TBA.
- **Individual Reflection/Portfolio Piece.** Students will construct a project summary, which may be used in a professional portfolio.
- **Extra Credit.** Opportunities for extra credit may be offered, ex.: participation in CDM user studies, job/internship show and tell, and special topic mini-presentations.

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

OUE refers to the *Observing the User Experience* textbook. Required and optional readings other than course textbook are provided in D2L in each module in the Content section of D2L. Assignment details are posted in D2L in the Content tab in the Assignments module.

| Class | Before Class Required Reading | In Class Topics and Activities | After Class Deadlines and Activities |
|---|--|---|---|
| Module 1: Introduction / User-Centered Research in Product Development | | | |
| Jan 4 Class 1 | <ul style="list-style-type: none"> Article: Seven great myths of usability (Chrusch, 2000) OUE, Chapter 1 Introduction OUE, Chapter 3 Balancing Needs Through Iterative Development Browse usability.gov | <ul style="list-style-type: none"> Course overview, usability and user-centered evaluation, research and evaluation in product development, usability myths Activities: Introductions, nano-usability test, usability myths and realities Explanation of IRB Human Subjects Training | <p>Due Tuesday Jan 9:</p> <ul style="list-style-type: none"> Software Evaluation Proposals (see D2L discussion) <p>Due Thursday Jan 11:</p> <ul style="list-style-type: none"> Up-vote your preferred software to evaluate (in D2L discussion) |
| Module 2: Core Evaluation Methods | | | |
| Jan 11 Class 2 | <ul style="list-style-type: none"> Lewis and Rieman, Cognitive walkthroughs and Heuristic analysis A Guide to Heuristic Website Reviews OUE, Chapter 5 Competitive Research Optional: Differentiating Your Design: A Visual Approach to Competitive Reviews | <ul style="list-style-type: none"> <i>Cognitive walkthrough, and heuristic evaluation, competitive analysis</i> Activities: practicing core evaluation methods Explanation of P1 Individual Evaluation Project | <p>Due Tuesday Jan 16:</p> <ul style="list-style-type: none"> Post individual heuristic evaluation to D2L discussion (for P1) Group Formation Survey (survey link provided in D2L in Assignments) |
| Module 3: User Research | | | |
| Jan 18 Class 3 | <ul style="list-style-type: none"> OUE, Chapter 6 Universal Tools: Recruiting and Interviewing OUE, Chapter 9 Field Visits: Learning from Observation Skim OUE Chapter 17 Research into Action: Representing Insights as Deliverables Read collaboration tips and teamwork rubric. | <ul style="list-style-type: none"> Ethics of user research, <i>interviewing, contextual inquiry</i> Activities: Launch group work, select software to evaluate, planning for interviews and observations Explanation of CDM User Research Participant Pool Explanation of P2 User Research | <p>Due Tuesday Jan 23:</p> <ul style="list-style-type: none"> Group Organization Plan (post to D2L discussion) P1 Individual Evaluation Project (submit to D2L dropbox) IRB Human Subjects module (Submit screenshot of completion to D2L dropbox) Plan/work with team to conduct P2 research |
| Jan 25 Class 4 | <ul style="list-style-type: none"> OUE, Chapter 17 Research into Action: Representing Insights as Deliverables | <ul style="list-style-type: none"> Representing research: personas, scenarios, task analysis diagrams, journey maps | <ul style="list-style-type: none"> Plan/work with team to advance P2; gather data/notes and bring to class on Feb. 1 Study for Midterm |

| Class | Before Class Required Reading | In Class Topics and Activities | After Class Deadlines and Activities |
|------------------------------------|--|--|---|
| Feb 1 Class 5 | <ul style="list-style-type: none"> OUE, Chapter 15 Analyzing Qualitative Data | <p>Midterm Exam Exam will be administered via D2L. Students <i>must</i> be present in class.</p> <ul style="list-style-type: none"> After exam: Analyzing qualitative data | <ul style="list-style-type: none"> Plan/work with team to finalize P2 and prepare presentation |
| Module 4: Usability Testing | | | |
| Feb 8 Class 6 | <ul style="list-style-type: none"> OUE, Chapter 2 Do a Usability Test <i>Now</i> OUE, Chapter 11 Usability Tests | <ul style="list-style-type: none"> Due: P2 User Research (Submit to D2L dropbox). Due: P2 Presentations (Submit to D2L discussion topic). Preparing for usability tests: recruitment, choosing features to test, creating tasks, writing a script Explanation of <u>P3 Usability Test Plan</u> Activities: Creating a test plan, | <ul style="list-style-type: none"> Due Tuesday Feb 13: Peer Evaluation and Up vote your picks for the three best P2 projects |
| Feb 15 Class 7 | <ul style="list-style-type: none"> Optional: Thinking Aloud: The #1 Usability Tool Optional: OUE, Chapter 4 Research Planning Morae tutorials (Getting Started videos 1 through 4) | <ul style="list-style-type: none"> Conducting tests: Organizing the space, moderating tests, managing observers Intro to Morae and usability labs | <ul style="list-style-type: none"> Plan/work with team to refine and finalize P3; Work on recruitment and scheduling |
| Feb 22 Class 8 | <ul style="list-style-type: none"> Bring printed copies of P3 Usability Test Plan to scheduled pilot test | <ul style="list-style-type: none"> No class meeting due to pilot testing (<i>Groups scheduled in usability lab</i>) | <ul style="list-style-type: none"> Plan/work with team to conduct usability tests Due Sunday Feb 25: P3 Usability Test Plan (Submit to D2L dropbox). |
| Mar 1 Class 9 | <ul style="list-style-type: none"> OUE, Chapter 16 Automatically Gathered Information: Usage Data and Customer Feedback Optional: Three Uses for Analytics in User-Experience Practice Optional: OUE, Chapter 18 Reports, Presentations, and Workshops Optional: : Making Usability Findings Actionable: 5 Tips for Writing Better Reports | <ul style="list-style-type: none"> Analyzing usability tests, reporting results Analytics | <ul style="list-style-type: none"> Plan/work with team to finalize P4 and prepare presentation |
| Mar 8 Class 10 | | <ul style="list-style-type: none"> Final Presentations & Wrap -Up | <ul style="list-style-type: none"> Due Thursday Mar 15: P4 Usability Test Report (Submit to D2L dropbox and discussion board) |
| Mar 15 | <ul style="list-style-type: none"> Due: Individual Reflection/Portfolio Piece (Submit to D2L dropbox), No Class | | |

Group Projects

Group projects will comprise a significant portion of this class. Plan for weekly time allocated to group work for this class once group work starts. 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 Group Formation Survey 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. As soon as you encounter subpar performance by a teammate, talk to them and accurately record their performance in your team assessment. If a group is

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). If you speak up early, I can help. If you wait until late in the quarter to speak up, you share responsibility for the problem — and there's little I can do. 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 evaluate each other for each project (only visible to me). Questions that will be asked include ones like the following:

- *Did this group member do their fair share of the work?*
- *Was this group member cooperative in doing the agreed upon tasks?*
- *Did this group member contribute to the ideas and planning?*
- *Has this group member been effective in communicating and meeting with the group as expected?*
- *Has this group member been positive and helpful?*
- *How would you rate the overall quality of this person's work?*

Policies & Expectations

Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken and is reflected in the Class Participation and Attendance portion of the course grade. Your active participation and engagement in the class is expected and is required to get credit for this portion of the course grade.

Absence Policy

- Attend every class.
- One excused or unexcused absence will not negatively affect the Attendance and Class Participation grade.
- For each unexcused absence after the first one, the Attendance and Participation grade is reduced by 15%.
- Three absences for any reason, whether excused or not, may constitute failure for the course.
- Communicate with me if you must miss class for any reason. I appreciate a quick email to let me know.
- 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.

Late Policy

- Arrive on time to every class.
- 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.
- Communicate with me if you must be late to class for any reason. I appreciate it when you let me know.
- Tardiness that exceeds 30 minutes or leaving early by 15 minutes is counted as an absence.

Excused Absence

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/academicprocesses.html>. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

Late Assignments

Completing assignments on time and having them ready for discussion and critique in class is essential for this class. Thus, to encourage accountability, late assignments will not receive credit unless acceptable reasons are documented (sickness, family emergency) and communicated to me within 24 hours of the due date.

Class Behavior

- Food and drink during class is ok.
- **Internet surfing and checking email, etc. during class when your attention is expected is disrespectful and unprofessional.** I am asking for your cooperation and attention during class time.

- Be a respectful participant by keeping phones in silent mode and do not text in class. If you have a need to be available by phone (sick relative, etc.), please let me know.
- Be engaged in class discussions and workshop activities:
 - 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)
- Practice professionalism
 - 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

Email Policy

On weekdays, you can expect me to return emails within 24 hours. Expect a delayed response on weekends. In the spirit of practicing professional communication, make an effort to write email messages in a more formal, professional tone (e.g., proper greeting, correct spelling, etc.).

Attitude

A professional 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 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.

Coursework Grade Review Requests

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a course 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.

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 requirements independently in consultation with the instructor by the deadline 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.

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 & Plagiarism

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

Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PolicyesandProcedures.aspx>

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: csd@depaul.edu.

Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312) 362-8002

Fax: (312) 362-6544

TTY: (773) 325-7296

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

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. 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 idea to schedule your appointment ahead of time. You may schedule tutorials on an

as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.