COURSE OUTLINE IDES 3305A • SPECIAL STUDIES • Winter (2023)

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Course Time and Location: Please refer to Carleton Central under Student Services – Registration or Search Schedule: https://central.carleton.ca/prod/bwysched.p_select_term?wsea_code=EXT

Course Description

Special Industrial Design Studies deal with specific projects, which may differ from year to year depending on the availability of specialists in a particular field or study opportunities as they present themselves. Prerequisite(s): IDES 2302 or permission of the School of Industrial Design.
Lectures, tutorials, laboratory and studio three hours a week or equivalent.

Learning Outcomes

By the end of this course, students will be able to:

1. Produce a portfolio of work that fulfills the industry requirements of an XD/UX designer position.

2. Create wireframes with a specialized prototyping application (Adobe XD will be required).

3. Create and apply usability tests, and present and synthesize test results.

4. Demonstrate best practices in creating design systems.

5. Formulate user story maps and user stories within an Agile Scrum environment.

Course Deliverables

These are the deliverables for this course. Please see 'Appendix B Course Schedule' for more detailed information.

Deliverables:

1)	Brand and Trend Analysis (Week 5)	30%
2)	Translated data into solutions (Week 9)	30%
3)	Developing and testing a solution (Week 14)	40%

Student Access to Quiz, Test and Exam Papers

Examinations are for evaluation purposes only and will not be returned to the student.

Required Materials

Materials required for the course are listed below. You may be asked by your instructor to refer to Brightspace for a more comprehensive list of required materials.

- Access to a computer with Adobe Suite for completing assignments (photo, illustration, video, wireframes, and/or animation editions)

- Access to tools for at least one type of prototype/model making (foam core models, clay models, 3D printed, CAD models, CNC, etc.)

- Look over the recommended literature (See "References" in Appendix 1)

Computer Requirements

Please refer to the computer requirements on the School of Industrial Design Website. You may be asked by your instructor to refer to Brightspace for other information or requirements related to computer work.

http://www.id.carleton.ca/undergraduate/about-the-bid-program/computer-requirements

Individual/Group Work

Courses may include individual and group work. It is important in collaborative work that students clearly demonstrate their individual contribution.

Review/Presentation Attendance

Attendance at scheduled SID Reviews/Presentations is mandatory. These are equivalent to exams when indicated in the course outline. Failure to attend the Review/Presentation without reasonable cause, will result in a grade of F. Students arriving late for the Review/Presentation or not remaining for the complete session without approval from the instructor, will be addressed on a case-by-case basis at the discretion of the instructor.

If you are not able to attend a Review/Presentation, foresee arriving late or need to leave before it is complete, please email your instructor in advance explaining the reason for the situation. It is important that you provide a reasonable rationale for your absence, late arrival or early departure. In the event of an illness or death in the family, you will be required to sign a form verifying your claim and this form is available through the SID administration office.

Late Submission of Lecture & Studio Deliverables

Students who do not hand in deliverables on time will have their earned grade reduced by 33% per day up to a maximum of 3 days.

Participation and Professionalism

Active participation and professional conduct (e.g. class discussion, consultations with instructors, work ethic, etc.) are important in lecture and studio courses and may be formally evaluated by a grade. Professionalism also includes Carleton's Policy on Academic Integrity described in more detail below with links to content which you are required to review.

Academic Integrity

Carleton's Policy on Academic Integrity is available at: https://carleton.ca/registrar/academic-integrity/ and covers the following topics:

*Plagiarism (*e.g. submitting work in whole or in part by someone else, failing to acknowledge sources through the use of proper citations when using another's work).

Test and Exam Rules **(**e.g. attempting to read another student's exam paper, speaking to another student even if the subject matter is irrelevant to the text, using material not authorized by the examiner).

Other Violations (e.g. improper access to confidential information, disruption in classroom activities, misrepresentation of facts for any academic purpose).

This policy governs the academic behavior of students. In industrial design, ideas and concepts come from a multitude of sources and may be modified and utilized in the design and development process. The student should reference such sources appropriately and it is strongly advised that you read Carleton's Policy on Academic Integrity prior to conducting any work at the University.

Requests for Academic Accommodation

You may require special arrangements to meet your academic obligations during the term. For an accommodation request for any of the following topics below, refer to the link provided for more information: https://students.carleton.ca/course-outline/

- **Pregnancy obligation**: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the Student Guide to Academic Accommodation (PDF, 2.1 MB) For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form (click here).

- **Religious/Spiritual Obligation**: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the Student Guide to Academic Accommodation (PDF, 2.1 MB)

- **Academic Accommodations for Students with Disabilities**: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the

PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

- **Survivors of Sexual Violence***:* As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

- **Accommodations for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities (PDF, 25KB)](#).

- **The Use of Self-Declaration Forms:** In place of a doctor's note or medical certificate, students may complete the [self-declaration form](#) available on the Registrar's Office website to request academic accommodation for missed course work including tests and assignments. Students are also encouraged to connect directly with their instructors to discuss required accommodations arising from the COVID-19 situation.

Statement on Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful: **Emergency Resources (on and off campus):** https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/

Carleton Resources:

• Mental Health and well-being: https://carleton.ca/wellness/

• Health & Counselling Services: https://carleton.ca/health/

• Paul Menton Centre: https://carleton.ca/pmc/

• Academic Advising Centre (AAC): https://carleton.ca/academicadvising/

• Centre for Student Academic Support (CSAS): https://carleton.ca/csas/

• Equity & Inclusivity Communities: https://carleton.ca/equity/

 Off-Campus Resources:

• Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550,

https://www.dcottawa.on.ca/

• Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, http://www.crisisline.ca/

• Empower Me: 1-844-741-6389, https://students.carleton.ca/services/empower-me-counselling-services/

• Good2Talk: 1-866-925-5454, https://good2talk.ca/

• The Walk-In Counselling Clinic: https://walkincounselling.com

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are several actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's symptom-reporting protocols.

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination

requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Student Responsibility

The student is responsible for knowing the content of this course outline; the schedule of classes, assignments, and/or Reviews; and the material that was covered when absent. The studio is a professional environment and students should be working during the scheduled hours.

Unless otherwise arranged, the class will meet during scheduled class hours. Please note that attendance is important since issues and questions may be raised in class, and announcements made, along with information disseminated through Brightspace. As external professionals are often involved in our work, scheduling changes for guest lectures, presentations, and Reviews may occur at short notice, requiring students to stay informed.

Changes to the Course Outline

The course outline may be subject to change in the event of extenuating circumstances.
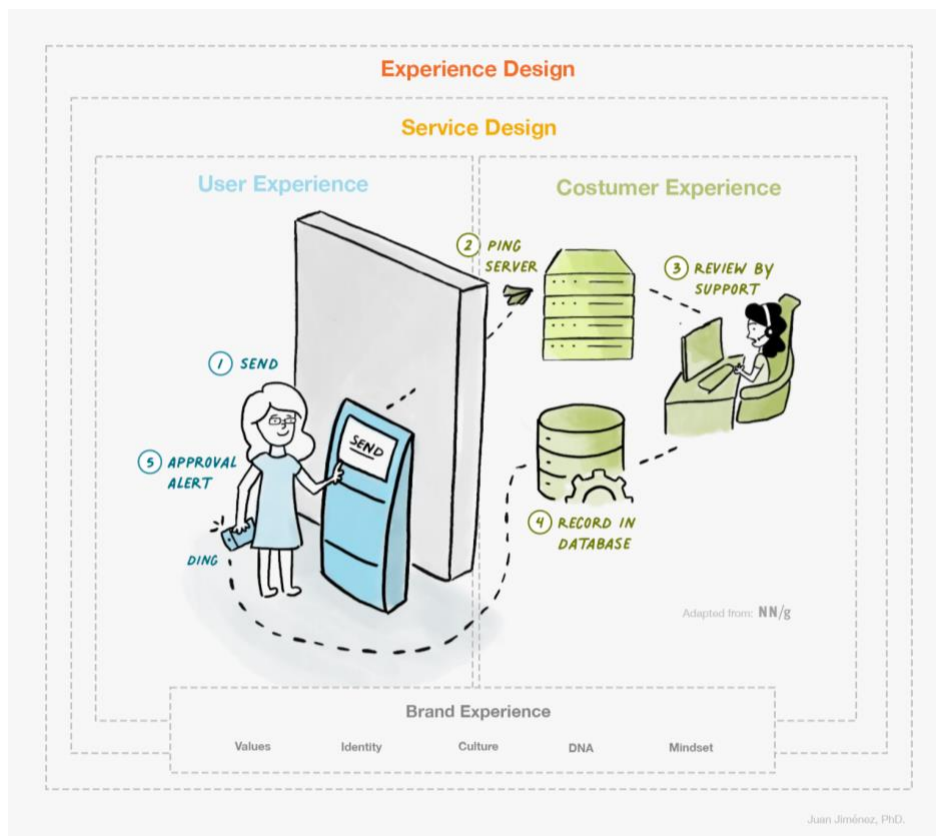
Appendix A - Course Description and Themes

Experience Design (XD):

Creating solutions based on experience-focused understanding

Over recent decades, there has been a shift from designing physical products to designing experiences. How can we design for experiences? (Yes, it goes beyond UX).

Experience Design is an approach that tackles this shift, looking at every aspect of the user's engagement with a product, service, or company to meet users' needs and contribute to achieving positive emotional responses. Different components that make up a customer-product/service interaction, such as the brand, marketing, style of life, usability, and aesthetics are considered in XD. When focused on experiences and not technology or features, the XD-designer provides anything from services to products that respond to market requirements and user delight in both tangible and intangible solutions.

XD: A new approach was needed with the current progression of economic value (from commodities to experiences, A.K.A. Experience Economy). It is not enough to focus on isolated parts of the experience.

There are three main goals in this course:

Understanding of the XD/UX design process	Understanding innovation	Translate data into design solutions
A XD/UX designer is concerned with the entire process of acquiring and integrating aspects of branding, marketing trends, and user's life styles.	Innovation is greater than an incremental product/service improvement. Focusing on user experiences provides a good starting point for innovation.	A XD/UX designer is capable of translating raw data, to actionable insights, to design principles.

The course reviews a holistic view of three main thematic dimensions of an XD design process: *1) Know the business culture, 2) Know the market trend context, and 3) Know the people's intents*. Each of these dimensions will be deepened in two sections (See Appendix B – Units and Schedule). Students will use different methods from marketing, Design Thinking, and User Experience (UX) to collect and analyze information. The insights gathered will support the design of an innovative product/service experience under the values, philosophy, and goals of a specific brand.

Thematic dimensions

Know the business culture

Customers are eager for more direct and meaningful experiences with brands as these experiences should be tied to the brand identity. With a *brand analysis* exploration and *brand architecture* definition, consistent storytelling can be delivered to the users that align with the organization's aspirations and authenticity with the desires of the customers. Using this information, the goal is to understand how the business culture helps XD designers to build innovative product/service experiences that articulate the value proposition of a brand.

Know the market trend context

To build products and services customers need, it is important to know which new features should be adopted or ignored. One way that sheds light on this is *trend analysis.* The goal of this analysis is to identify a common trend among users and to determine how a trend has emerged or will develop over time. This technique aids in the discovery of fresh opportunities and concepts for service/product ideas. As part of the inspiration process, this analysis aims to support XD designers to find new directions that drive innovation.

Know the people's intents

The design of an innovative experience requires an understanding of the complex web of human practices, artifacts, and environments that give form to everyday life. Therefore, if we want to create a revolutionary product/service that customers will enjoy and keep, it is important to have a holistic view from *functionality and usability* to *pleasure and meaning* (User Experience Hierarchy of Needs). With the use of a set of User Experience (UX) methods, the goal is to provide XD designers with tools and techniques to determine tailored solutions and to assess how a product/service experience is aligned with the user's intents and the culture to which it belongs.

- A brief for each deliverable will be made available to you prior to the start of the said deliverable.

- This is a large class of 50 students, so all projects will be group projects. However, I will assign individual grades whenever possible.

- At the end of each assignment, you will be asked to evaluate your fellow group member's level of participation. These evaluations are due at the same time as the coinciding deliverable.

- The course includes 3 major assignments and 7 in-progress reviews (checkpoints). See Appendix B for details. These checkpoints are in-class reviews of your progress that will be included in the total % of the assignment. You need to keep up with constant progress through the weeks.

- You will be given class time to work on all deliverables, but they are due prior to the next class, so you have time to finish the work outside of class if needed. Due Mondays 9:00 am EST.

References

https://www.designkit.org/methods/21

Leung, L., 2010. Digital Experience Design — Ideas, Industries, Interaction. 2nd ed. Bristol: Intellect, Limited.

Hassenzahl, M., 2010. Experience Design — Technology For All The Right Reasons. 1st ed. San Rafael: Morgan & Claypool Publishers.

Martin, B. and Hanington, B. (2012). Universal methods of design. Beverly, MA: Rockport Publishers.

Forlizzi, J. and Battarbee, K. (2004), "Understanding Experience in Interactive Systems", Proceedings of DIS 2004 Conference on Designing Interactive Systems: Processes, Practices, Methods and Techniques. Cambridge, MA: Association for Computing Machinery.

Kolko, J., 2014. Well-Designed: How To Use Empathy To Create Products People Love. Harvard Business Review Press, p.4–5.

Kumar, V. (2012). 101 design methods. John Wiley & Sons.

Appendix B – Units and Course Schedule

UNITS	WEEK	TOPIC AND ACTIVITY	DELIVERABLES
Bussiness culture and market context (focus is on brand and trend analysis)	Week 1 Jan 9	1) Introduction 2) Review the class schedule and deliverables **3) Lecture on Experience Design** 4) Groups creation (groups of 4) 5) Brand selection	
	Week 2 Jan 16	**1) Lecture on brand analysis and trend analysis** Tools: Brand Equity Framework - (BEF), Costumer Journey Map - (CJM), PESTEL, , From…To exploration 2) Working on class content	
	Week 3 Jan 23	**1) Lecture on needs and opportunity finding, brand value proposition** Tools: Initial Opportunity Map, Consumer Trend Canvas, design brief template 2) Working on class content 3) Review on progress	Checkpoint 1
	Week 4 Jan 30	**1) Lecture on design brief, value proposition, and design principles** Tools: design brief template, value hypothesis framework 2) Working on class content 3) Review on progress	Checkpoint 2
	Week 5 Feb 6	1) Presentations (Pecha Kucha and infograph)	**Deliverable 1 due**
People instent's (focus is on customers's life style and aspirations, user experience (UX) and user delight)	Week 6 Feb 13	**1) Lecture on "from design principles to design ideas", market evaluation** Tools: symmetric clustering matrix, market test template 2) Working on class content	
	Week 7 Feb 20	**Winter Break**	
	Week 8 Feb 27	**1) Guest lecturer (Claudia Ruge) - Senior UX strategist at NBC Universal Media - Tentative date** 2) Working on 1nd deliverable (Field work) 3) Review on progress	Checkpoint 4
	Week 9 Mar 6	**1) Presentations** (Pecha Kucha, concept board, and lo-fi solution)	**Deliverable 2 due**
	Week 10 Mar 13	**1) Lecture on Customer Lifestyle Engineering (introduction)** Tools: personas template, lifestyle aspirations mapping 2) Working on class content (field work)	
	Week 11 Mar 20	**1) Lecture on User Experience and designing for delight** Tools: buyer personas template, lifestyle aspirations mapping (LAs) 2) Working on 3rd deliverable (field work) 3) Review on progress (LAM1, LAM2, LAM3, LAM4, LAM5, 2 personas)	Checkpoint 5
	Week 12 Mar 27	**1) Lecture on UX (usability) methods** Tools: Heuristic evaluation, card sorting, user testing (in-person, remote, guerrilla), immersive**.**	Checkpoint 6
	Week 13 Apr 3	**1) Time to conduct solution tests (market, UX)**	Checkpoint 7
	Week 14 Apr 10	**1) Presentations (Video commercial, concept board, and model)**	**Deliverable 3 due**