PART 1 (Assignment 1 - Problem Statement/ Design Brief)

In Assignment 1 we went through one iteration of the first diamond of the double diamond of design. The problem statement and design brief from the last assignment is going to be your starting point for your activities in PART 2, Assignment 2.

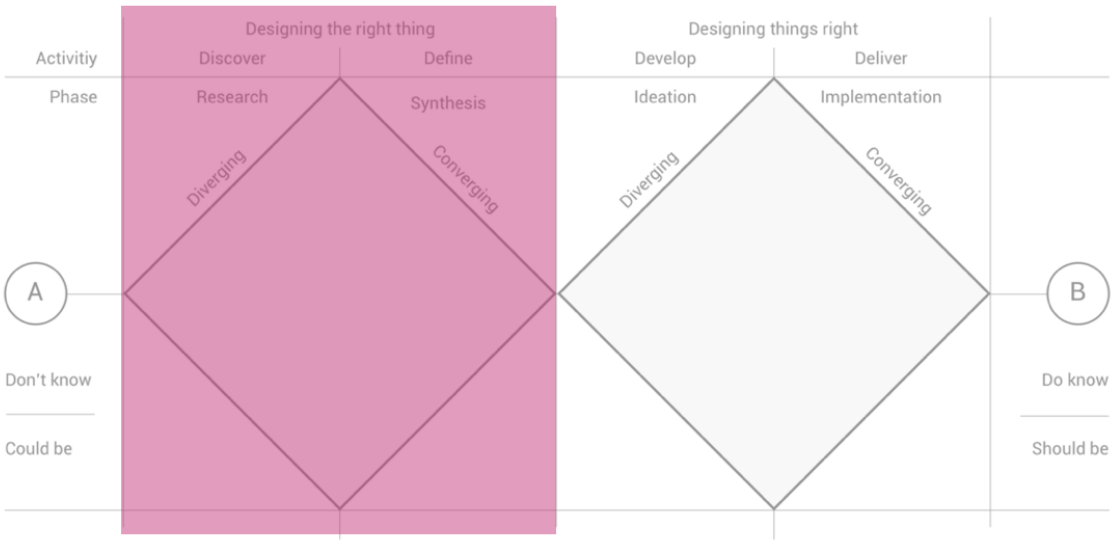
Class Activity 3 (Transitioning Activity)

In class activity 3, you were asked to individually ideate for a solution to the problem your group identified in Part 1.

PART 2 (Assignment 2)

Read Chapter 12 of the textbook. In order to complete this component, you will need to be familiar with the contents of this chapter. In this part you need to provide a low(er) fidelity and a high(er) fidelity prototype of your system. This falls under the second diamond of the double diamond of design.

In this part of the assignment, we focus on the second diamond in the double diamond of design.



Having a problem definition and the design brief from the first component (Assignment 1), we move forward to the second diamond of the double diamond of design, which includes searching for potential solutions and finding a solution that works.

Ideate

Share your work from class activity 3 with your group and discuss your ideas. In your team, try to find the solution that works the best. Please, note that the right solution might be a combination of the ideas you have. Try to be respectful and keep an open mind to the solutions of your teammates, you are all students experiencing the same problem you identified in the first diamond.

Conceptual model

Read Chapter 12 of the textbook. Develop an initial conceptual model of the system. You can communicate information about the conceptual model using a moodboard, word cloud, etc. The outcomes of this activity can be used later to decide about the details of the fidelity of the final product. For example, the moodboards can be used to set the mood for the final product, through introducing a relevant color pallet.

Low-Fidelity Prototype

The low-fidelity prototype can be represented in the form of storyboards, sketches, index cards, or other prototyping tools. The grading scheme will reward substance rather than a slick presentation, and it is absolutely possible to do this via paper-and-pencil sketches and index cards. You are attempting to convey a flow between the user and the interactive system. For this part of the assignment, it is not necessary to work in the digital. If you are working in the realm of the non-digital (paper, drawing, markers, post-it notes, etc), then you need to come up with a way to document these materials (e.g., via scanning or high-quality photos). It is understood that the low-fidelity prototype need not look like the high-fidelity prototype. It needs to include information about some envisioned functionality. It is ‘an object to think with’ and will be used to generate questions and issues for further consideration.

Each group needs to submit one and only one lo-fi prototype which will be resulted from reviewing your ideas from the Class Activity 3. It is okay (and encouraged) to modify those solutions (through combining ideas, better representations, etc.)

Wireframes

You will engage in self directed study of wireframing tutorials; there are many freely available and they are highly similar. Make a series of wireframes that carries out at least one of the tasks (use cases) in your system. Pay attention that it is essential that your wireframes show the overall structure of your system and the elements (such as navigation bars, other functionalities if applicable,...), even if those elements are not related to the task you choose.

Interactive Prototype

Based on your wireframes, and using ready-made toolkits available on the web for designing (a list of suggestions will be available on moodle), provide a set of interactive mockups of your system carrying out the same task you chose to wireframe. You are free to use any tool you want to make the interactive prototypes. Some tools have been introduced in the last class meeting (some of those tools are available for free, e.g., Adobe XD).

Presentation

Your submission should consist of two main parts: a video recording and a pdf document.
Make a very short video, presenting your work. In the video,

- review your design brief,
- briefly go over the alternative solutions your team came up with in the class activity,
- explain the solution you chose and show the conceptual model,
- explain over your wireframes,
- show your interactive prototypes, interact with it, go through the task you chose from start to finish and record your interaction.

Explain your rationale for your design decisions (e.g., according to your personas, ...) as you go on with your presentation. Not all the teammates need to be presenting, but you all have to participate in doing the assignment. Try to keep your recordings short and concise. The expected duration is less than 15 minutes.

You need to collect all your documentations of the process you went through and the design outcomes in one pdf document. The document needs to be neatly organized and different parts need to be appropriately labeled. However, providing explanations in the pdf document is not necessary.

The pdf document will contain:

- Documentation of the conceptual model and low(er) fidelity prototype
- Documentation of the wireframes
- Documentation of interactive prototype (mockups and links to interactive prototype)

Tools

Some tools had been introduced during the classes. On Tuesday, March 15th, we will have a small workshop on how to access and use the tools to make interactive prototypes. Prototyping is an important step in the design process of interactive systems and you are expected to get familiar with the steps and tools of this phase at the conclusion of this deliverable.

Submission

There will be **one submission module on eClass** for this assignment. Please, include your video and pdf document in a zip file and submit it to eClass.

Marking Criteria

Soundness:

- Low fidelity prototype is fully documented; a level of detail is provided that allows all aspects of the conceptual model to be understood.
- Wireframes are provided, they are simple and show the structure and placement of the elements. How a task is done is shown through a series of wireframes.
- An interactive prototype is provided. It simulates the steps to carry out a specific task from start to end.
- The video presentation is complete and explains the design process and the rationale for making design decisions.
- quality of submitted documents (both videos and pdfs)
- the video presentation should not be longer than 15 minute

Presentation:

- quality of submitted documents (both videos and pdfs)
- the video presentation should not be longer than 15 minutes