

Lesson 2.3

3.7.2020

Project Design #2

DAILY OBJECTIVE

In this lesson, students will expand on the project idea(s) that they'd like to turn into a full-length project! Through sketches, storyboards, and new critiques, students will refine their ideas.

MATERIALS

Educator

- None

Students

- Note Taking Materials
- Previously Completed Activity Sheets

PREP

Educators should attempt to draw a storyboard or two for a project idea prior to engaging in the session, to have a good grasp of today's primary goals.

DEFINITIONS

1. **Storyboard:** In User Experience Design, a storyboard is a visual tool used to predict the path of a user as they use a project or application. Storyboards can include sketches, collage elements, and text descriptions for the actions that are visually depicted, as well as information about the scenario these interactions take place in.

LESSON PLAN

Section 1: Good, Better, Best

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| Objective | <p>Students will review one or more project concepts they have created and develop them further by describing features and outcomes of their project in a “Good”, “Better”, “Best” exercise.</p> <p>Classrooms with additional time can perform this exercise for multiple project ideas.</p> |
| Duration | 15-20 Minutes |
| Class Style | Students should be prepared to develop their projects individually and have |
| Materials | <ul style="list-style-type: none">- Completed “Brainstorming” template from previous lesson, with additional peer feedback.- “Good, Better, Best” worksheet in digital or physical form. |

1.1 Finding Good, Better and Best

We’ll start this lesson by refining our project concepts using a “good, better, and best” prototyping strategy. This exercise should help focus student development on the most important aspects of their projects.

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| A | 10 - 15 Minutes | <p>“Good, Better and Best”:</p> <p>Review your project idea, and consider how the project could be completed in multiple stages. Define a “good”, “better” and “best” state for your project.</p> |
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Use the guidelines below to define your “good”, “better” and “best states!

1. **“Good” project descriptions** should have the absolute minimum functionality to demonstrate your project concept. In this stage, ignore unnecessary elements that don’t help your project achieve its’ goals!
2. **“Better” project descriptions** should start to incorporate nice-to-have features that may improve the user experience of your project in some way. For instance, improved animations on the menu screen.
3. **“Best” project descriptions** should include all potential features a person might use in your application. This should be where descriptions of advanced features, that only a small subset of users would need can be included.

We’ll use these descriptions to create storyboards of our project!

Section 2: Storyboarding

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| Objective | Students will create storyboards that describe the overall interactions in the project, and at least one specific interaction in the project. |
| Duration | 15-20 Minutes |
| Class Style | Students should have some sketching materials, and be ready to storyboard the concepts designed in the “Good, Better, Best” activity. |
| Materials | <ul style="list-style-type: none">- Completed “Good, Better, Best” templates.- Multiple “Storyboarding” templates for each project being designed. A physical copy is best for sketching! |

2.1 Creating a High-level Storyboard

Students should complete the following activity.

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| A | 5-10 Minutes | High-Level Storyboarding: Create a visual and text descriptive storyboard that shows a person interacting with your application at a very high level. For instance, this storyboard should include big details like: <ol style="list-style-type: none">1. “A user enters the menu screen.”2. “From the menu screen, they can start the game”3. “The game begins to play.” |
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2.2 Creating a Low-level Storyboard

Students should complete the following activity..

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| A | 5-10 Minutes | Low-Level Storyboarding: Create a visual and text descriptive storyboard that shows a person interacting with your application at a very low level. For instance, this storyboard should include small details like: <ol style="list-style-type: none">1. “A user hovers over the “Play” button.”2. “A popover shows up, displaying the name of the button.”3. “The popover changes color as the person hovers the button to hint that the user should press it.” |
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Section 3: Paired Peer Review

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| Objective | Students will pair up and review each other's work, further refining “Good, Better, Best” descriptions, and storyboards. |
| Duration | 10-15 Minutes |
| Class Style | Students should be paired with a peer, with completed storyboards and scenarios ready |
| Materials | <ul style="list-style-type: none">- Completed “Good, Better, Best” templates.- Completed storyboards |

3.1 Peer Reviewing “Good, Better, Best” Worksheets

Students should review their partner’s “Good, Better, Best” writeups. Students should consider the following while reviewing their partner’s work.

1. Can you easily understand the project by the overall description?
2. Does the “Good” section only include necessary features? If not, where should these extra features go?
3. Does the “Better” or “Best” section include a feature you’d consider to be important for an MVP? If so, suggest they move to the “Good” section!
4. Does your partner need to explain any features that aren’t written down? MAke sure they go to the appropriate section!

3.2 Peer Reviewing the Storyboards

Students should review their partner’s storyboards. Students should consider the following while reviewing the storyboards.

1. Is the user experience described in the storyboard understandable? Can you follow the user’s path?
2. Are there any interactions included that are unnecessary?
3. Are there any missing interactions that could improve the storyboard?
4. What other interactions should your partner storyboard?

COMMON PITFALLS

1. “I can’t draw!” - Students worrying about their storyboards.

While sketching is a useful skill to have, these storyboards don’t need to be perfect works of art! Simple shapes, like rectangles, circles, and stick figures can communicate the desired results of the programs students are designing. The key element we’re after, is clear communication of ideas, visually.

SUCCESS CRITERIA

These success criteria are a simple way to ensure students are on track. They are designed to help educators guide conversations and example development between each day’s content.

| Discussion | Exploration | Application |
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| Students can comfortably describe the interactions in their “Good, Better, Best” worksheets and project storyboards. Students can provide effective, critical feedback to their peers while reviewing project work. | Students can create effective “good, better, best” breakdowns of their projects. Students have created realistic goals for the “good” versions of their project(s) that are strictly necessary elements. | Students can effectively demonstrate core interactions in their projects through descriptions and visual storyboards. Students can apply feedback received from peers to project descriptions and storyboards. |