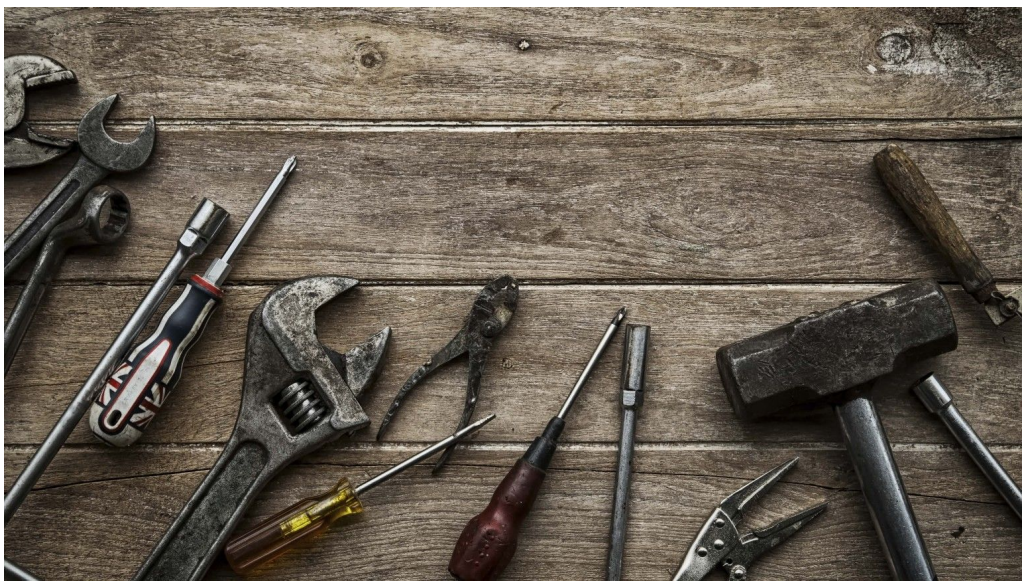
DE HAAGSE HOGESCHOOL Study guide

Digital Skills (part of Skills Lab)

Code	UXD-LAB-16 (C)
Module	1.1 and 1.2
Number of credits	2 ECs
Academic year	2016-2017



USER EXPERIENCE DESIGN

CMD COMMUNICATION & MULTIMEDIA DESIGN

Faculty of IT & Design

1 Course description

1.1 Subject matter

In this course you will learn the basics of design tools like Photoshop, Illustrator or Sketch in order to create a visual interface design. Subsequently you will learn to use basic html and css coding to bring your visual design to life in the browser, ready to use on the internet.

The content of this course will be delivered to you through an online video course on Lynda.com. We will coach you throughout the course but this online learning environment is only successful when you are highly self-motivated. You are expected to plan you own activities.

Lecturers can be consulted in person when extra guidance or instructions are needed.

1.2 Completing the course

To successfully complete this course, you will deliver a simple website in HTML5/CSS3 with visuals.

1.3 Learning objectives

After successfully completing this course you will be able to:

- Plan individual work, communicate effectively and convincingly and showcase work and ideas.
- Collaborate with fellow students when working on an individual assignment by giving and receiving feedback.
- Independently improve your skills in the field of webdesign with online sources that has been provided by us, related online courses from Lynda.com or sources that you have found on your own.
- Work according to the principles of Open Source and use tools like GitHub and CodePen and work with Creative Commons or other license-free imagery.
- Learn how the internet and browsers work and form an understanding regarding the basics of the markup and styling languages HTML and CSS
- Apply the basics of webdesign for the realisation of a website with a subject of your choice, which uses semantic HTML5 and CSS3
- Select the appropriate file format and accompanying settings
- Use grids, guides, layers, styles and swatches for maximum efficiency
- Learn the basics of design tools (or improve your skills)

The learning objectives are derived from the competences Visualise and Prototype and Collaborate and Inspire.

1.4 Related courses

This course prepares for

- Programming: Extended Class (UXD-PRO2-16)
- Project Bespoke Design (UXD-P1-16)

1.5 Changes since last year

The current edition is the first, the course is freshly developed, so please give us your feedback in order to optimise the course.

2 Examination

2.1 Overview

Examination	Osiris Code	Weight	Requirement	Grade
Assignment Design Tools	N/A	100 %	Complete	Pass / Fail
Assignment HTML5 & CSS3	N/A	100 %	Complete	Pass / Fail
Final Grade		100 %	Complete	Pass / Fail

*See Student Charter, examination rules and regulations (@ student portal) for minimal requirements

2.2 Assignment

You will design and realise a basic website with the assistance of online sources like Lynda.com, Smashing Magazine and (bi-)weekly meetings with classmates and teachers.

You will work in sprints of 2 weeks, and on the last friday of each sprint you'll have to commit the progress you've made. These results will determine the programme of each meeting, where you will present your progress made.

Criteria

Present a short list of criteria here for the deliverable or refer to an appendix with the assessment form.

Your assignment you will deliver will include:

- A **HTML/CSS** prototype of your website
- Different **versions** of your HTML/CSS prototype where your **progress** is shown (with the help of Version Control via GitHub)
- **Source Documents** of your Design Products (PSD, AI, SKETCH) also with different **versions** where your progress is shown
- A **log** in which you describe your progress, your courses followed and your insights gathered during this course

You will be evaluated on these criteria:

- The student attended the meetings and showed an active participation towards fellow-students and teachers
- The student shows his progress during this course
- The student gives insight in the followed online course material and other relevant sources he or she has found
- The student has found and used sources, others than provided by us, in order to help him or her with the prototype
- The student is able to apply the gathered knowledge on design tools, HTML and CSS on his prototype
- The student has used **semantic** HTML5 tags consistently in the prototype
- The student has used an external CSS3 stylesheet
- The website consists of at least 4 different pages
- The website contains interactive elements like menus, forms and buttons with hover-, click- and focus- states
- The student knows when to use **text** or **visuals** in the right file format and in HTML **or** CSS to create elements on the website
- The website contains visuals, video and an interactive map like Google Maps
- The website contains a HTML5 form with at least 5 different input types
- The website contains a header with a logo and a navigation
- The website contains a footer
- The website contains relevant and semantic content

3 Organisation

3.1 Teaching method

What's the deal?

Following the kick-off in the first week there will be 6 sprints of two weeks, where you will work on the learning objectives and create your own website prototype. Each sprint has one **Studio** session in the first week, where we will look at the progress made in the previous sprints and what lays ahead for you in the current sprint.

You will be graded individually but during sprints there's a focus on group effort, peer feedback and helping each other where possible.

During sprints you will individually study the available course material on Lynda.com and other sources provided by us or that you have found yourself. With the gathered knowledge you will be working on your website prototype, both as a designer and a front-end programmer (HTML/CSS).

At the end of each sprint you'll have to deliver the outcome, which can be HTML/CSS or design products (PSD/AI/SKETCH).

In the Studio sessions you will take the initiative, there is no fixed programme. As with sprints, the Studio sessions will be Agile. The tutors will look at the progress made, see what questions there are and ask students to present their work in Stand-Ups. Students will help each other by giving peer feedback and sharing their knowledge.

When there are two classes, the studio session per class will be on the odd or even weeks. However you are free to join the session of the other class if you wish to do so.

During the Studio session you will **need a charged laptop** to present or work on or you can choose to use a workstation in the Apple Lab.

3.2 Dates & Deadlines

Compact schedule. Detailed information about topics and preparation per week in chapter 5.

Week	Classes & Activities	Deadlines (Assignments & Exams)
1.1	**Kick off**	
1.2	**Class B Studio session sprint 1**	
1.3	**Class A Studio session sprint 1**	Friday: deadline Class B sprint 1
1.4	**Class B Studio session sprint 2**	Friday: deadline Class A sprint 1
1.5	**Class A Studio session sprint 2**	Friday: deadline Class B sprint 2
1.6	**Class B Studio session sprint 3**	Friday: deadline Class A sprint 2
1.7	**Class A Studio session sprint 3**	Friday: deadline Class B sprint 3
1.8	**Class B Studio session sprint 4**	Friday: deadline Class A sprint 3
1.9	**Class A Studio session sprint 4**	Friday: deadline Class B sprint 4
1.10		Friday: deadline Class A sprint 4
2.1	**Class B Studio session sprint 5**	
2.2	**Class A Studio session sprint 5**	Friday: deadline Class B sprint 5
2.3	**Class B Studio session sprint 6 (final)**	Friday: deadline Class A sprint 5
2.4	**Class A Studio session sprint 6 (final)**	
2.5	**Deliver assignments class B**	Monday: deliver assignment class B
2.6	**Deliver assignments class A**	Monday: deliver assignment class A
2.7		
2.8	**Results and feedback on assigments**	
2.9		
2.10	**Resit**	

4 Resources

4.1 Study Materials

Required reading

Version Control
https://classroom.github.com/classrooms/21259143-ux-201617-skillslab

HTML/CSS Courses

HTML Essential Training (6 uur)
http://www.lynda.com/HTML-tutorials/HTML-Essential-Training/170427-2.html

HTML5 Structure Syntax Semantics (3,5 uur)
http://www.lynda.com/HTML-tutorials/HTML5-Structure-Syntax-Semantics/182177-2.html

CSS Core Concepts 2011 (9 uur enigszins verouderd)
https://www.lynda.com/Web-Interactive-CSS-tutorials/CSS-Core-Concepts/80435-2.html

CSS Fundamentals (3 uur)
https://www.lynda.com/CSS-tutorials/CSS-Fundamentals/417645-2.html

CSS Selectors (4 uur)
http://www.lynda.com/CSS-tutorials/CSS-Selectors/192036-2.html

CSS Advanced Typography (3 uur)
http://www.lynda.com/jQuery-tutorials/CSS-Advanced-Typographic-Techniques/116350-2.html

Design Tool Courses

Yet to be determined

Suggested literature

4.2 Contact & Questions
Lecturers:
Joël Plas, @joelplas, jgsplas@hhs.nl, +31650294835

William Beekhuis,

Availability:

Please don’t hesitate to get in touch if you have any questions or feedback! We sometimes do not work, but most of the time we tend to respond within hours.

5 Week by Week

Week 1

This week we will have the Kick Off of the Digital Skills course where we will give a further explanation of the objectives of this course, what will be expected of you and how we are going to make this a fun and awesome course.

Sprints 1/2/3/4/5/6

Each sprint takes two weeks and has one Studio session in the first week, where we will look at the progress made in the previous sprints and what lays ahead of you in the current sprint.

If there are two classes and if you feel happy to it, you are also welcome to join the Studio session of the other class.

Appendix 1 Competencies

In this module, (aspects of) the competencies below will be developed and assessed.

	Research Conduct research within a UX design process, to explore user needs, business requirements, context of use and technological opportunities.
	Level 1 To apply a variety of research methods throughout the design process in order to understand user behaviours, experiences, needs and motivations to empathize with the potential user group. Conduct research to evaluate prototypes with stakeholders to improve a design.
	Level 2 To apply a variety of research methods throughout the design process in a societal and technological context. Formulate research questions and compose a fitting research set-up given a certain research aim.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.
	Interpret and Define Make sense of findings and ideas. Gain insights and use knowledge to understand the user and how to fulfil his needs taking into account the concerns of the client. Create a frame and formulate a vision, guiding principle or challenge.
	Level 1 Formulate requirements and challenges based on insights from research and the exploration of ideas.
	Level 2 Frame the problem and craft a meaningful and inspiring vision.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.
	Create Concepts Create UX concepts that have meaning and value for user, client and society. Utilize (user centered) design methods and creativity to come up with a wide range of rich ideas.
	Level 1 Create multiple UX concepts that will fulfil user needs and meets business requirements. Utilize creative and imaginative power. Get a sense of what is needed.
	Level 2 Create value for user, client and society and produce innovative UX concepts in a complex context of business, society and technology.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.
	Visualize and Prototype Generate visualizations and artefacts that a user can interact with to test a design, generate ideas and communicate a design. Make and communicate prototypes to gain insights into user interactions and experiences and the way needs are fulfilled.
X	**Level 1** Use visual design techniques to create user interfaces that are based on a well thought out interaction design. Use basic logic programming skills and programming structures to create interactive prototypes. Choose appropriate techniques to create paper prototypes and other forms of non-interactive prototypes.
	Level 2 Experiment and tinker with prototypes. Explore technical possibilities that facilitate potential user experiences. Combine digital and physical techniques to explore multi modal interfaces. Use in depth interaction design methods to design for a complex context. In collaboration with experts implement a design within technical constraints/requirements and organizational structure of a specific context.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.
	Reflect Reflect on one's work and attitude and account for the ethical cultural and societal implications of one's work.
	Level 1 Give and receive design critique to improve one's design. Understand how technology can embody ethical values, and how design has the power to affect the nature of these ethical values.
	Level 2 Discover ethical values relevant to a project, and translate these into specific design features. Reflect and speculate on technological developments' potential harms, benefits and ethical implications through design. Understand one's societal responsibilities as a designer.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.
	Collaborate and Inspire Find one's way in (international) organizations, networks and communities. Work together with people in an international setting and get them involved in ideas. Get a sense of your role in a design team or project.
X	**Level 1** Plan individual work within a project, communicate effectively and convincing and showcase work and ideas in an intercultural learning community.
	Level 2 Work and plan within a network. Inspire an organization to design for user experience and implement a concept within the business culture.
	Level 3 Level 3 equals level 2 with the added complexity of a more independent attitude towards the execution of an assignment in a significant more complex context and work environment.