

Study guide

Project Bespoke Design

<i>Code</i>	P1
<i>Module</i>	1.2
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USER EXPERIENCE DESIGN

Faculty of IT & Design

CMD
COMMUNICATION & MULTIMEDIA DESIGN

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1 Course description

1.1 Bespoke Design

Bespoke: made specially, according to the needs of an individual customer

Oxford Advanced Learner's Dictionary

As with a lot of concepts used in a rapidly developing field there isn't a set definition of what 'bespoke' means within the UX industry. But ongoing development of technologies in three-dimensional scanning, rapid prototyping and advanced manufacturing will have a major impact on the potential ability to fulfil the individual consumer's needs directly and instantly. This will have a major impact on design and on your future work.

We will use bespoke design in the sense of fitting the needs, personality & lifestyle and context of a user, and using empathy to really understand what this user wants and needs. Designing for one particular user will give you an understanding of how people experience things and how technology can play a role in people's daily lives.

Project assignment

Design a crowd funded gift experience for a bucket list gift for people living far away from friends and family.

An experience is as you know a story with a beginning, a middle and an ending that is a consistent, cohesive whole. This experience has three parts that you will design:

1. **Crowdfunding** > Getting people together to fund the gift
2. **Interactive card** > Announcing and accessing the digital unwrapping
3. **Digital unwrapping** > Revealing the gift digitally with the givers represented

Crowdfunding > Getting people together to fund the gift

We see a growing interest in giving experiences as gifts. Tickets for restaurants, trips and wellness for instance are already quite common. But it looks like there is more to come.

Young people today seem to appreciate gifts that help them achieve bucket list goals like:

- Go Zorbing in Barcelona
- Learn to drive a big rig Truck
- See the Rolling Stones perform
- Take an art class
- Fly in a Hot Air Balloon
- Go to a Hollywood premiere
- Publish a book
- Go tandem skydiving
- Abseil down a waterfall
- Run the New York Marathon
- Get married
- Swim with dolphins
- Snorkel in the sea of Cortez
- Sleep in a Yurt

These kind of gifts tend to be expensive and often people pitch in to be able to give this gift together or give a financial contribution towards these goals. A kind of crowdfunding.

Interactive card > Announcing and accessing the digital unwrapping (in a physical way)

You will design a gift giving experience for a user that is living far away from their friends and family. People that have to maintain long distance relationships. The giver(s) can't always be present at the occasion the gift would normally be given. They will want to announce there is a gift waiting to be (digitally) unwrapped. A postcard will be used as the announcement. This way there is a physical token that the giver(s) can personalise and the receiver can keep to remind him of the gift and the occasion. The interactive cards works together with the digital unwrapping to help strengthen the memory.

Also we want you to learn to make a connection between the physical and the digital world as this will be happening more in the future with for instance the internet of things. Design the card to be interactive so it will be the key to accessing the digital unwrapping. You could experiment with pop-up cards. We advise making it more about the visuals (and maybe audio) than written text.

Digital unwrapping > Revealing the gift digitally with the givers represented

A lot more experiences are being given as gifts but they don't connect to the old rituals for giving and receiving gifts because they are intangible. You can give people a voucher or an envelope but that often fails to do justice to the gift and the thought the giver has put into it. For the receiver it lacks the aesthetics of a thoughtfully wrapped present, the suspense of what it will contain, the visceral pleasure of carefully unwrapping or ripping of the paper with gusto, and then the surprise and happiness with the revealed gift. In short it lacks in experience. Also usually when people are giving a big gift it is accompanied by a speech where the givers introduce themselves, explain the story behind the gift, the reason and its purpose ending with well wishes.

So the digital unwrapping gives you the opportunity to reveal the gift in an engaging way. Hallmark is also very interested in how the giver can be represented so the givers and the receivers feel more connected.

Your client: Hallmark

Hallmark Cards, Inc. believes that when you care enough, you can change the world. That's why we are dedicated to creating a more emotionally connected world and making a difference in the lives of others.

We will be working for Steven Koopmans, manager online marketing. He will join us 3 times during the project to introduce Hallmark's needs, give feedback and listen to your ideas.

Hallmark is interested in connecting with a younger target audience. You will be designing gift experiences for classmates so your research outcomes will already be very useful for them. They are for instance interested in what kind of bucket list items you would like to receive as a gift. What kind of experience gifts would be valuable and meaningful for you.

Hallmark aspire to become the go-to company if you want to give somebody a gift. So they are also looking for inspiration and new ideas. Key aspects for Hallmark are:

- crowdfunding expensive gifts together as a group
- using a card as part of the experience to use their 'print on demand' facilities
- the giver(s) being 'present' (represented) during the unwrapping

They want to help people share emotions.

Together, we will give Hallmark insight into the user and inspiration for the future. The work is commissioned and supervised by Hallmark so, in accordance with Dutch copyright law article 6, Hallmark is not required to pay for the ideas to use them. Your reward is what you learn and the chance to inspire Hallmark, potentially seeing your ideas come to life.

Empathize

The main goal of this project is to empathize with somebody. The challenge will be to stay objective within the familiar context of gift giving and really explore the experience and rituals of the other, not assuming anything. Using ethnographic research, you will get to know your user and empathize with his or her needs.

The user you will be designing for will be a fellow student. This means you will research what this person wants to receive as a gift and how, and also explore how you as a designer want to give a gift. When you have this information you can design the interaction between givers and receiver and create the gift giving experience.

1.2 Completing the course

To successfully complete this course, you will **design an experience, present the story** of the experience using a storyboard and prototypes and **keep a design thinking journal**.

1.3 Learning objectives

After successfully completing this course you will be able to:

- Demonstrate empathy and understanding of a user by creating an insightful, in-depth portrait and design vision
- go through the phases of the Design Thinking process and reflect on the value of the process
 - (*empathize*) apply ethnographic research methods
 - (*define*) make sense of information to gain insights and understand the user and her needs
 - (*ideate*) think creatively and explore multiple solutions
 - (*prototype*) make prototypes that can be used to explore design ideas
 - (*test*) create prototypes and a storyboard that can be used together to communicate and evaluate the experience
- justify design decisions using portrait, design vision and the UX framework
- demonstrate professional work attitude, show active involvement and achieve objectives efficiently and effectively

The learning objectives are derived from the competences (see appendix).

1.4 Related courses

This project builds on knowledge and skills acquired in

- Introduction UX
- Research for Design 1
- Design and Creativity

This course/project runs parallel to the course

- Research for Design 2

This course is followed by

- Project Design for Emotion
- Project Research & Design

1.5 Changes since last year

- This year we will give you feedback on your persona and design vision half way through the project so you know how you are doing and help you make a choice.
- We have condensed the research setup and design brief.
- The project is no longer completely individual. Parts of the project will be done in design teams of two.

2 Examination

2.1 Overview

Examination	Osiris	Weight	Requirement	Grade
Presentation (Design team)		20 %		0 - 10
Gift experience Design (Design team)		40 %		0 - 10
Design thinking journal (Individual)		40 %		0 - 10
Portfolio (of the three items above)	UXD-P1	100 %	Satisfactory > 5,5	0 - 10

Please note: This is a project. The client and assignment can change each year and the parts are very much intertwined so if you fail the resit this year in the next year you will need to resit all parts completely and you are not able to reuse grades, products or users.

2.2 Test Blueprint

The test blueprint is a tool for guaranteeing validity of examination. It shows the importance and mastery level of the learning objectives in this course. Use this to focus your studies.

Test Blueprint for Assessment: resentation (20%)					
Learning Objectives	Comp	Mastery level			
		Knowl edge	Compre hension	Applic ation	
Demonstrate empathy and understanding of a user by creating an insightful, in-depth persona and design vision	1			20%	
Go through the phases of the Design Thinking process (<i>and reflect on the value of the process</i>)	1, 2, 3, 4, 5	20%	20%		
Justify design decisions using persona, design vision and the UX framework	1	20%	20%		
					100 %
Test Blueprint for Deliverable: Gift Experience (40%)					
Learning Objectives	Comp	Mastery level			
		Knowl edge	Compre hension	Applic ation	
Demonstrate empathy and understanding of a user by creating an insightful, in-depth persona and design vision	1			15%	15%
Go through the phases of the Design Thinking process (<i>and reflect on the value of the process</i>)	1, 2, 3, 4, 5			50%	50%
Justify design decisions using persona, design vision and the UX framework	1			35%	35%
					100 %
Test Blueprint for Deliverable: Design Thinking Journal (40%)					
Learning Objectives	Comp	Mastery level			
		Knowl edge	Compre hension	Applic ation	
Go through the phases of the Design Thinking process and reflect on the value of the process	6		25%	50%	75%
Demonstrate professional work attitude, show active involvement and achieve objectives efficiently and effectively	5			25%	25%
					100 %

2.3 Deliverable: Gift experience

Assignment

Design a gift experience for an intangible gift, tuned to the personal preferences, interests and needs of a specific user.

The experience has three parts that you will design (see also chapter 1):

1. **Crowdfunding** > Getting people together to fund the gift
2. **Interactive card** > Announcing and accessing the digital unwrapping
3. **Digital unwrapping** > Revealing the gift digitally with the givers represented

In the design team one person creates the prototypes for crowdfunding, 1 person creates prototypes for the digital unwrapping based on ideas and concepts they created together. The design team together is responsible for the prototype of the interactive card. If there is just one person in the design team they are allowed to skip the crowdfunding part.

Hand in (during the EXPO)

Have 2 handouts ready; hand out one to the client and hand in one to your assessor (your Gift experience will be graded based on the handout). The hand out contains:

- user portrait
- design vision
- storyboard
- visuals of the interactive card
- link(s) to digital prototype(s)
- your names and contact details

Criteria

Quality of the gift experience

- **USEFUL (20%)**
 - The card connects the physical to the digital world
 - There is a clear moment the gift is revealed digitally
 - The givers are represented
 - Crowdfunding is supported (in a design team of two)
- **USABLE (20%)**
 - **Efficient;** the (number of) actions the user has to perform and the time the experience takes are fitting with the context and purpose of the gift
 - **Ease-of-use;** the user understands what she has to do and is able to carry out the operation without unnecessary effort
- **ENGAGING (40%)**
 - **Narrative;** the story of the experience is coherent and consistent with a good dramatic arc
 - **Aesthetics;** the way the user will touch, see, hear and handle the system is carefully considered and intentional
 - **Activation;** the user is triggered to do things and gets involved
- **MEANINGFUL (20%)**
 - The experience fits with the psychological and social needs of the user
 - The experience helps strengthen the memory of the gift

2.4 Assessment: EXPO presentation

Assignment

Prepare a presentation for the expo

- Demonstrate the experience using storyboard and prototypes
- Justify your design decisions using the user portrait and design vision

Handouts

Have 2 handouts ready; hand out one to the client and hand in one to your assessor (your Gift experience will be graded based on the handout). The hand out contains:

- user portrait
- design vision
- storyboard
- visuals of the interactive card
- link(s) to digital prototype(s)
- your names and contact details

Criteria Presentation

- The story of the experience is explained in a concise and clear manner. The experience comes to life.
- Refers to the user portrait, design brief, the UX framework and uses insights from research, prototyping and testing when justifying design decision.

2.5 Deliverable: Design thinking journal (individual)

Assignment


Keep a journal throughout the project. Your journal will contain the results listed below and every week you will reflect on the activities of the design thinking process. There will be a format to help you.

Tip: It's a good idea to document all your insights, ideas and design decisions. Use pictures, sketches and photos. Don't forget to celebrate your failures: all the things that you tried out and things that gave you information about what works and what didn't work.

All this will help you prepare your final presentation where you will have to justify your design decisions. This part of your journal can be digital or physical, whatever suits you best.

Criteria

- The journal contains

- | | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> (<i>empathize & define</i>) user portrait & first draft vision<ul style="list-style-type: none">• Shows deep insights into the user and her needs concerning gift giving<input type="checkbox"/> (<i>ideate</i>) sketches & scenario's<ul style="list-style-type: none">• Created a large and diverse range of ideas using HowMightWe's and other creative techniques• Used scenarios to describe 3 concepts that are detailed and sufficiently different from each other<input type="checkbox"/> (<i>prototype</i>) visuals of paper and first draft digital prototypes<ul style="list-style-type: none">• Created a range of prototypes (varying in complexity and detail) by themselves• Tried out different things and describes the idea behind the prototypes, what worked and what didn't work (celebrating failure)<input type="checkbox"/> (<i>test</i>) feedback on prototypes and storyboard<ul style="list-style-type: none">• Explains how the concept was improved using feedback<input type="checkbox"/> (<i>evaluate</i>) week reviews & reflection on the design thinking process<ul style="list-style-type: none">• Understands the process and how the mindset helps to design• Takes a critical look at personal work and activities• Carried out the project professionally, was active and achieved weekly objectives |  |
|--|--|

2.6 Resits

The resits are scheduled for Week 10 of the next module.

- If the work is not gradable / not finished then you will have to do the resit in the next module.
- If the work is a fail the lecturers reserve the right to judge if a resit will be necessary or if a revision or addition is possible and within what timeframe. You will have to enrol for the resit because a revision or addition counts as a resit.
- If you fail the resit you will have to do the project next year. With a new client and assignment this will mean you will have to redo the whole project.

Deliverables

See 3.2 Dates & Deadlines for re-examination of deliverables.

3 Organisation

3.1 Teaching method

What you can expect from us

Workshop	Once a week we have a studio with a workshop which will help you with the skills and products associated with the design thinking process and this project.
Tutor group	Once a week during the studio you will meet with your tutor group. A tutor group is a group of students discussing each other's work and giving feedback with a tutor to guide them.
Design team	In this project you will work with a partner, your fellow designer. Some of the work you will do together.
User	You will also work with a student from the other class. Your user. The person you will empathize with, research and design for. Your user will also be the person who will design for you. So you will be their user. You both will have a research plan and you can learn from each other's efforts when doing research. You will also have to meet up with each other outside planned contact hours for the research.

After a portrait is created you don't need your user anymore. We will grade your design based on how well it fits the chosen portrait and design vision. This in order to avoid problems with students dropping out.


IMPORTANT

People depend on you as a user to be able to do their research and finish their research in time. If you fail to make and show up for appointments with your designer you will get a warning from them. You have a chance to make amends. If they have to give you a second warning and you do not communicate within a reasonable amount of time they can drop you after discussing it with the lecturers. If you are dropped it is your own responsibility to find another user for your own project.

What will be expected of you

- Do your assignments on time, before every meeting
- Invest the hours that are expected of you (6 credits = 168 hours = 2 days per week)
- Keep a design thinking journal and make entries regularly
- Meet with your designer/user and keep your appointments
- Participate in workshops and use them to improve your skills & knowledge
- Give objective and constructive feedback to fellow students
- Work independently on assignments for the studios and tutor group meetings
- Work together with your design team and keep your appointments
- Sketch and try out lots of ideas with the help of prototypes
- Don't be afraid to fail. See failure as an opportunity to learn
- Ask questions and ask for guidance and feedback

3.2 Dates & Deadlines

Wk	Phase	Studio 1	Activities	Studio 2	Activities
1		Kick-off	Explore Ethnography	Explore methods + meet your user	Research Ideas
2		Research plan	Prepare research & meeting client	Meet the Client	Do research
3		User Portrait	Do research	Research Analysis	Concept Portrait
4		Present Portrait & Define	Make a 'surprise'	'Sinterklaas'	HAND-IN Portraits & Design Visions
5		Using HMW's	Creativity & Ideas	Creative techniques & Feedback	Ideas to concepts
6		Prototypes	Create Prototypes	Feedback Prototypes	Iterate Prototypes
7		The story	Storyboard the experience	Client Feedback session	Final Prototypes
8		Work	Journal	Completion	Prepare & Practice Presentation
9			HAND IN journal	EXPO with the Client	

Deliverables	Deadlines
First draft User Portraits & Design Visions	First studio in Week 5
Presentation	Friday 25 th of January (during EXPO)
Handouts (one for the client, one for the assessor)	Friday 25 th of January (during EXPO)
Design Thinking Journal (physical & digital)	Wednesday 23 rd of January There will be a box for each class by the door of SL 6.01 (like D&C) & an assignment on Blackboard

Resits	Deadlines
Presentation	Monday 15 th of April (see schedule)
Handouts (one for the client, one for the assessor)	Monday 15 th of April (see schedule)
Design Thinking Journal (physical & digital)	Monday 15 th of April (see schedule)

4 Resources

4.1 Study Materials

d.school bootcamp bootleg <https://dschool.stanford.edu/wp-content/uploads/2011/03/BootcampBootleg2010v2SLIM.pdf>

Also use the literature and what you learned from all the courses from Module 1 and 2.

4.2 Contact & Questions

Lecturer: Iefke Bloothoofd, i.bloothoofd@hhs.nl

Availability: Monday, Tuesday, Thursday, Friday

Lecturer: Fenne van Doorn, F.A.P.vanDoorn@hhs.nl

Availability: Tuesday through Friday

Lecturer: Antti Jylhä, a.t.jylha@hhs.nl

Availability: Monday, Wednesday, Thursday, Friday

Lecturer: Alex Zakkas, alexzakkas@gmail.com

Availability: Monday, Friday

Please don't hesitate to get in touch if you have any questions or feedback!

Appendix 1 Competencies

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

Nr.	Competency	Level	Description
1	Research, interpret, and define	1	Conduct research within a design process, to explore user needs, business requirements, context of use, and technological opportunities. Interpret findings and draw conclusions. Identify design principles and design challenges.
2	Create concepts	1	Create concepts that respond to the design challenges and that have value for user, client and society. Utilize (user-centred) design methods and creativity to come up with a range of ideas.
3	Visualize and prototype	1	Create visualizations and artefacts in the process of generating and communicating ideas. Create prototypes that communicate their appearance, functionality, behaviour and user interaction.
4	Evaluate and validate	1	Test, evaluate and validate designs and prototypes to gain insights into user interactions and experiences and the way needs are fulfilled and goals achieved.
5	Plan and collaborate	1	Plan individual and team work and collaborate in (international) teams, organizations, networks and communities. Get a sense of one's role in a design team or project. Communicate effectively and convincingly and showcase work and ideas in an inspiring way.
6	Reflect	1	Reflect on one's work and attitude and account for the ethical, cultural, and societal implications of one's work. Reflect on technology and society, and on their interrelationship.