**1.       What is the design scenario?**

For this assessment, you will be undertaking a design process for a real client who has a real design request for you to address.  Our industry partner this trimester is the Queensland Schools of Distance Education.

**This is a genuine scenario from an actual industry partner, not a fabricated case study.**

Given the number of students taking the HCI course, we ask that you **do not approach the client directly with questions**.  You are welcome to use any online resources about the client that you find.  If you have specific questions, then please send them to me (Leigh Ellen Potter – L.Potter@griffith.edu.au), and I will seek answers for you.

**1.1.       Background**

Queensland's Schools of Distance Education strive to provide geographically and medically isolated, home- and school-based young people with the best possible start in life through a remotely delivered diverse, creative and complete education. Schools of Distance Education provide services to enhance learning opportunities by offering wider subject choice for mainstream school students and providing a service for use by choice home–based learners and students in a range of alternative education centres.

**1.2.       Technology need**

This project is for the development of a digital resource to be used in support of a Space Science unit for use in distance education. The school of distance education that we are working with provides services for all school year levels, prep to Year 12. This project is aimed at primary students, and as such should captivate children's imaginations and motivate their interest in the sciences. The finished application should be entertaining and educational, providing a tour of the solar system for students. Information should be provided regarding key space elements, including planets, moons, asteroids, and stars.

The finished application will be used within the grade 7 Science unit titled 'Heavenly Bodies'. This unit explores how elements in space (such as the Sun, Moon, and solar system) affect elements on Earth. Specific unit topics include:

* The Earth, moon and sun system
* Exploring the moon
* Exploring eclipses
* The sun's effects on Earth

This unit is a continuation of the previous unit covering Newton's laws on gravity and motion. The application you design should align with the National Curriculum. Attached is the curriculum outline for this unit.

**2.       What is the Design Brief?**

*Design Brief: A document presenting user and product research together with design drafts, testing, and final designs for a product.*

The Design Brief is a document that details your work and findings, as you address the design scenario for your chosen scope option and design a solution for the client.  You can use [this Word version of the Design Brief template](https://bblearn.griffith.edu.au/bbcswebdav/pid-4695875-dt-content-rid-64491169_1/xid-64491169_1)

to see the overall scope of work required.  The template that we have provided is a combination of the kinds of information and design work that you would include in an industry document, together with additional material that we need to see as instructors to understand why you have made your choices in your design.

We have also provided an example Design Brief to indicate the approach and level of content that you may include. Please note that this example is not a 'perfect' design brief, but it does clearly indicate the work required.

There are ten sections to your design brief that correspond to the first ten content modules, and we expect that you will be working on the brief progressively each week.

**2.1.       Design Brief Sections**

**Section One** is a simple introduction to your work, describing the purpose of your Design Brief, and the scope you will cover.  It also outlines the general background to your project that will influence your development and your design decisions.  This is where you describe the problem that you will solve, and the benefit that your product would give to your client

**Section Two** describes your audience – the people who will use your product.  This is where you detail the human characteristics that will influence your design decisions, and the approach you will take to finding out who your users are and what they need.

**Section Three** describes your usability objectives, and presents your work applying one of the usability design tools that we have covered in the course.

**Section Four** presents your visual design choices, and your initial design elements.

**Section Five** is your initial prototype for the product.  You are required to mock up at least three prototype examples – for instance, three separate screens, or three different product states.

**Section Six** is a discussion of how you would apply user centred design to your product if you were able.

**Section Seven** presents your test plan, the results of testing your initial prototype elements, and your recommendations for future design work based on the results of your testing.

**Section Eight** is a discussion of accessibility considerations for your design.

**Section Nine** is your final prototype for the product.  You are required to finalise at least three prototype examples – for instance, three separate screens, or three different product states. Ideally you should present an example for every state, at a high fidelity.

**Section Ten** is a discussion of how your designs would work in different contexts.

**Section Eleven** is a discussion of how you might use emerging technology to transform your design ideas.

**3.       Design Brief Submissions**

You should be working on your brief each week after the workshop, to progressively build the brief across the trimester.  Your work will be assessed at two points: Stage One and Stage Two.

**3.1.       Stage One**

Your first major submission for this individual assessment is the Stage One submission in week 6 (Friday, 23 August, 11:59 pm), where you will submit your work to date and receive feedback.

By week 6, you should have completed the user research for your design brief (sections 1-4), and your initial designs (section 5).  Your Stage One assessment point will cover sections 1-5.

Sections 1 – 4 detail your user research and your initial design decisions, developed based on your research and analysis.  You will need to choose the design tools that you feel are most suitable for the problem you have defined, and the analysis you have completed about the people who will use your product.  You will then discuss your visual design choices.

In section 5.1 you will develop your visual design, working towards the presentation of your prototype design.

For Stage One, you can use low fidelity prototypes (including paper based or whiteboard prototypes), and present these as photographs in your design brief.  You will need to produce a high fidelity prototype for your second stage.

**3.2.       Stage Two**

In Stage One, you presented your research about your audience and your initial design decisions and early design work for a technology solution.  Stage Two presents your completed designs, the results of your design evaluations, and your final design recommendations.

You will develop a testing plan using the approach outlined in the Evaluation and Testing module for your design prototypes.  Present this plan describing your process in section 7.  Include any supporting documents (for example, your consent form).  We have included a template for a simple consent form above.

You will need to conduct your testing with people who are representative of the target audience that you described earlier in the design brief.  This needs to be**actual**testing, and you will need to include pictures from your testing sessions together with scans or photographs of your evaluation consent forms as evidence.  It may not be possible to talk to people who are in your defined audience, in which case you should try to work with the following list of participants (in this order of priority):

1. People (or at least one person) who would fit in your defined audience description
2. People from the general population (perhaps parents or older friends)
3. Friends or students who are not in the HCI course
4. Students or other teams from the HCI course

Present the results of your testing and your results analysis in section 7.2.

Give a clear description of your findings and recommendations based on your results in section 7.3.

The second stage of your Design Brief also includes four discussion sections.  Section 6 is a discussion of how you would involve your users in the design process if you were able to access them.

Section 8 discusses the accessibility implications for your proposed design work.

In section 9 you will finish development of your visual design (based on the results of your evaluation testing, presented in section 7), discussing your visual design choices and presenting your prototype design.  For stage two this needs to be digitally rendered design work.

Section 10 asks you to look at how your designs might work in different domains – in different settings or using different technology.

Section 11 gives you the opportunity to think about what you could do with your proposed design if you had access to new and emerging technology – the sky is the limit for this section!

Students completing a functional prototype should submit this with Stage two of the Design Brief.  Refer to your work within your brief, and send your instructor and convenor a link to your working product.

**4.       When and how do I submit my Design Brief?**

Your design brief will be completed and submitted through the assessment link in this course site**.**

**Stage One is due at the end of week 6 - Friday the 23rd of August, at 11:59pm.**

**Stage Two is due at the end of week 12 - Sunday the 6th of October, at 11:59pm.**

**5.       How will you assess my Design Brief?**

Each stage of your design brief is worth 25%

You will be marked based on your progress and on your design work.  We are looking to see that you understand the course material, and that you have developed the skills needed to apply the material in practice.

You will receive feedback on your work from your assessor.

Marking criteria for your design brief has been provided in the attached files above.