Course Outline

Course Name: Introduction to Design for Interaction (IXD 5106)

Academic Period: 2024 - 2025

Faculty:

Faculty Availability:

Associate Dean:
Ahmed Sagarwala
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Schedule Type Code:

Land Acknowledgement

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok [A-doe-bee-goke], the “Place of the Alders” in Michi Saagiig [Mi-Chee Saw-Geeg] language, the region is uniquely situated along Humber River Watershed, which historically provided an integral connection for Anishinaabe [Ah-nish-nah-bay], Haudenosaunee [Hoeden-no-shownee], and Wendat [Wine-Dot] peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.

Equity, Diversity and Inclusion Statement

Humber College and the University of Guelph-Humber (Humber) are leaders in providing a learning, working and living environment that recognizes and values equity, diversity and inclusion in all its programs and services. Humber commits to reflect the diversity of the communities the College serves. Students, faculty, support and administrative staff feel a sense of belonging and have opportunities to be their authentic selves.

Faculty or Department	Faculty of Media & Creative Arts
Course Name:	Introduction to Design for Interaction (IXD 5106)
Pre-Requisites	none
Co-Requisites	none
Equates	none
Restrictions	none
Credit Value	2
Total Course Hours	21

Developed By:	Prepared By:	Approved by:
Julia Le Clair, MDM	Julia Le Clair, MDM	Ahmed Sagarwala

Humber Learning Outcomes (HLOs) in this course.

The HLOs are a cross-institutional learning outcomes strategy aimed at equipping Humber graduates with the employability skills, mindsets, and values they need to succeed in the future of work. To explore all the HLOs, please consult the Humber Learning Outcomes framework.

- Systems Thinking
- Critical Thinking
- Communication
- Digital Fluency
- Innovation
- Strategic Problem-Solving

Course Description

Students will be introduced to design tools, processes, and best practices as they apply to web developers, content strategists, user experience designers, and creative technologists. The skills introduced in this course will be incorporated and reinforced in subsequent courses as part of the practice relevant to each discipline.

Course Rationale

This course is designed to give students a rapid overview of design principles, tools and technologies as they apply for web developers, content strategists, user experience designers and creative technologists to create user-centric experiences.

Course Learning Method(s)

- Collaborative Learning
- Lecture
- Online

Learning Outcomes

- Apply form, function and design interactions using technology and/or tools through product ideation, creation and prototyping
- Define and demonstrate foundational theory and application understanding of the Laws of Interaction Design
- Compare and contrast different interaction design patterns and their effectiveness to match outcomes to users goals, frustrations and priorities
- Demonstrate tools and technology used in shared and collaborative documentation and/or creation

Assessment Weighting

Assessment	Weight
Instructor-Created Assessments	
Milestone 1: Digital Personas	Satisfactory/Unsatisfactory
Milestone 2: Multi-Touch Experiences	Satisfactory/Unsatisfactory
Milestone 3: Visual Design Frameworks	Satisfactory/Unsatisfactory
Work Log	
Elements of Interaction Design: Personal Library	Satisfactory/Unsatisfactory

Modules of Study

Module	Course Learning Outcomes	Resources	Assessments
Introduction to Interaction Design 101	• Define and demonstrate foundational theory and application understanding of the Laws of Interaction Design	An introduction to interaction design, students will delve into the **foundational concepts of interaction design**, exploring the differences between **physical** (analog), **digital** or combined (such as a mobile device) experiences of interactions. They will gain hands-on experience with creative platforms, learning its basic tools and functionalities. Additionally, students will engage in practical exercises to experience different interactions and explore the vast resources and in the interactive arts community, setting a solid groundwork to explore and understand the aesthetics of Interaction.	• Elements of Interaction Design: Personal Library • Milestone 1: Digital Personas
Understanding Fundamentals of Interaction Design	• Compare and contrast different interaction design patterns and their effectiveness to match outcomes to users goals, frustrations and priorities	Within this module, students will delve into fundamental principles essential for effective design communication. They will learn about **visual arts basics**, including layout and hierarchy, to convey meaning effectively in their designs. The module introduces more interaction design principles, such as **Fitts' Law, Hicks' Law** and **Poka-Yoke Principle**, understanding the importance of user interaction and designing effectively for their desired outcomes. Students will apply these principles practically, through various **design exercises** to engage students in quick challenges that reinforce understanding and creativity.	• Elements of Interaction Design: Personal Library • Milestone 3: Visual Design Frameworks

Module	Course Learning Outcomes	Resources	Assessments
User-Centered Design and Prototyping	• Apply form, function and design interactions using technology and/or tools through product ideation, creation and prototyping	In this module, students will embark on prototyping digital products using contemporary tools, integrating various elements and laws of Interaction Design to showcase their foundational grasp of Interaction design and User-Centered Design principles. They will delve into **user-centered design**, gaining insight into introductory **user research methods** to enhance their design decisions. The module introduces **prototyping**, enabling students to craft interactive prototypes and to grasp the iterative design process. By module's end, students will possess an understanding of designing with user needs at the forefront, equipped with practical skills to craft impactful digital products.	• Elements of Interaction Design: Personal Library
Designing for Multi-touch Interactions	• Demonstrate tools and technology used in shared and collaborative documentation and/or creation	In this module, students will delve into designing for multi-touch interactions, exploring how varying touch gestures can enhance user interactions on digital interfaces. They will learn to ulitize basic ergonomics, micro-interactions and varying inputs to effectively to provide meaningful feedback and engage users more deeply with their designs. Understanding these principles will equip students with the skills to create responsive and intuitive interfaces across different digital platforms, fostering user engagement and satisfaction.	• Elements of Interaction Design: Personal Library • Milestone 2: Multi-Touch Experiences

Module	Course Learning Outcomes	Resources	Assessments
UI Design and Contemporary Trends	• Apply form, function and design interactions using technology and/or tools through product ideation, creation and prototyping • Define and demonstrate foundational theory and application understanding of the Laws of Interaction Design • Compare and contrast different interaction design patterns and their effectiveness to match outcomes to users goals, frustrations and priorities	In this combined module, students will focus on the use of variables to add complexity and flexibility to their projects. They will learn to create consistent and cohesive designs by understanding the importance of UI/style guides in both physical and digital experiences and details needed in organizing a UI component library. This module also covers emerging trends in interaction design, ensuring students are equipped with the latest knowledge and skills to innovate in their future projects.	• Elements of Interaction Design: Personal Library • Milestone 3: Visual Design Frameworks

Supplemental Resources

Norman, D. A. (2013). *The design of everyday things* (Revis and expand ed.). Basic Books, A Member of the Perseus Books Group.

Additional Tools and Equipment

- A reliable laptop capable of running design software and web browsers efficiently. Mobile is not suggested.

Essential Skills

Section	Skills	Measurement	Details
Critical Thinking and Problem-Solving	• Decision-Making • Creative and Innovative Thinking	Teach and measure	• Effective use of technology and tools are practiced in micro-credential learning packs supporting key themes of use and utility for content strategists, web developers and user experience designers. Faculty lead facilitation and onboarding during synchronous work sessions. • Autonomous learning modules are self-paced and completed by students in weeks 1-7. Weekly showcase and feedback on proficiency of tool and application of technology.

Section	Skills	Measurement	Details
Personal Skills	• Managing self • Managing change and being flexible and adaptable • Engaging in reflective practice	Teach and measure	• Tools and technology onboarding includes process and applications by industry and application. • Autonomous learning requires planning and goal setting for optimal completion of assignments.
Information Management	• Gathering and managing information • Selecting and using appropriate tools and technology for a task or project • Computer literacy • Internet skills	Teach and measure	• Students will be introduced and onboarded to various technology, tools and software used in industry via micro-credential learning modules and faculty led support • Learners will use weekly module check-ins and progress on assignments measuring technology insights and use.
Communication	• Speaking • Presenting • Visual Literacy	Teach and measure	• Reflection Activities Collaborative Learning • Visual Creations Presentations

Prior Learning Assessment & Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby candidates may obtain credits for prior learning. Prior learning includes the knowledge competencies and skills acquired, in both formal and informal ways, outside of post-secondary education. Candidates may have their prior learning evaluated against the course learning outcomes as defined in the course outline.

To find out if this course is eligible for PLAR, and how this learning would be assessed, please contact the Program Coordinator for more details.

Academic Regulations

It is the student's responsibility to be aware of the College Academic Regulations. The Academic Regulations apply to all applicants to Humber and all current students enrolled in any program or course offered by Humber, in any location. Information about academic appeals is found in the **Academic Regulations**.

Anti-Discrimination Statement

At Humber College, all forms of discrimination and harassment are prohibited. Students and employees have the right to study, live and work in an environment that is free from discrimination and harassment. If you need assistance on concerns related to discrimination and harassment, please contact the Centre for Human Rights, Equity and Inclusion or the Office of Student Conduct.

Accessible Learning Services

Humber strives to create a welcoming environment for all students where equity, diversity and inclusion are paramount. Accessible Learning Services facilitates equal access for students with disabilities by coordinating academic accommodations and services. Staff in Accessible Learning Services are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

Accessible Learning Services

North Campus: (416) 675-6622 X5090

Lakeshore Campus: (416) 675-6622 X3331

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Senior Dean (or designate) of the Faculty.

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