DPSS - Q9469
Designing Performance Support Systems

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I. Instructors

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Office Hours: meetings only by appointment

Class Meetings: No on-campus meetings. DPSS is supported by the Zone. You can learn more about the Zone (Townsend Hall 201D) and its facilities and services at: http://zone.missouri.edu

The instructors can meet in-person, or virtually via scheduling videoconference or phone call. To reach us use the Zone telephone and e-mail address listed above. Or leave me a private message in the Sakai course discussion board.

II. Course Information

Course Description: Designing performance support systems serves business and organizational goals for improved effectiveness and quality. Performance support systems (PSS) are technology systems that mediate between the complexities of human activity and the complexities of organizational requirements and processes.   Students will explore the conceptual frameworks and rationale for PSS, gain knowledge about the technologies, approaches and community of PSS, and build competency for the procedures and processes of designing PSS.

This course provides an opportunity to understand the key constructs, rationale, approaches and practices of performance support systems and to develop, practice and apply key competencies and processes of designing usability and interactivity into software applications and systems. Students will create software designs including design specifications, scenarios and visual prototypes that provide performance support.

Through the use of readings, examples, activities, and discussions students will develop an understanding of PSS and design competencies. Through a class project each class member will test and improve their knowledge about PSS and their design competencies for usability and interactivity.

Course Objectives: The key objectives of the course are that students will learn and demonstrate:

- Understanding of the key constructs of PSS

- Knowledge about the technologies, approaches and community of PSS
- Knowledge about design processes, techniques and objectives.
- Strategies and techniques for design of usability and interactivity in an EPSS.
- Criteria for evaluating design and design work in PSS.
- An ability to undertake a complex design project.

Prerequisites: No prerequisites

III. Organization

The course is offered online using (1) Sakai (Sakai - is an intranet for communication and collaboration), (2) an activity-based model of instruction, and (3) the ZONE to support technical and technological implementation.

Sakai is an intranet and requires students to have an id and password. The intranet allows the class members to have secure and convenient methods of communication and collaboration. Sakai provides discussion boards, chat, messaging, online file storage and sharing. Students who are new to Sakai should invest time during the first day in learning the tools and becoming proficient with its use. Tutorials to help you get started can be found at: http://zone.missouri.edu/rst/orient.html
Sakai Site: https://sakai.missouri.edu/portal

The activity-based model of instruction starts from the premise that students don't learn because the instructor does some activity, they learn through their own activity. The instructor designs activities for students, students undertake these activities (sometimes independently and sometimes in collaboration with others), and then through a combination of instructor feedback, self reflection and peer critique students make sense of their activity and what they have learned. As a student, your responsibility is to take on each activity by first making sense of the assignment, by thinking through what you already know about the topic or issue, by building a plan and timeline for how you will work on the assignment, by completing assigned products and artifacts on time, by reflecting on what you have accomplished and by relating what you know at the end of the assignment to what you understood prior to the activity. While doing the assignment there will be many resources available to you. First and foremost is the class discussion board for the given activity. Use the board to ask questions and seek help, but also use it to share insights and discuss the work with your fellow students. Articulating your work and discussing it with others is a key part of the learning process, so don't just work in isolation. Take advantage of the fact that you are in a class with bright and talented people like yourself.

This class is setup so that you will work through a series of activities to build knowledge about PSS and interactive design and then take on a design project.

The second half of the course is a set of 4 modules that guide you and your classmates through a design project. In general these 4 modules provide a guide to your design work for that part of the project, provide illustrations and examples, and set objectives for your design products. During these 4 modules you should

consider the course instructor as a consultant to your design process, but recognize that your learning is embedded in the practices you undertake and the sense you make of those practices. You will be expected to work independently and to work collaboratively with classmates. Most students find this a substantial challenge, but also a great learning experience.

The physical Zone, located in the Reflector in Townsend Hall on the University of Missouri-Columbia campus, has hardware, software, documentation, books and other resources you can use while taking a ZONE course. Only students taking a ZONE course have access to the resources of the ZONE. If you are working from a distance you will have to supply your own tools and other resources to complete the work required for the course. If you are at a distance, but close enough to make a trip to the MU Campus, you could use ZONE resources for a particular task such as burning a DVD or editing a video clip. Those students who cannot make it to the campus will use the virtual zone to get help. The ZONE mentors are a collection of knowledgeable people who are available to help you with any technical issues you are having using SNS or other course related tools and to help you with technology design or development issues. For example, if you want to use Flash to prepare a product for meeting a course assignment and you need a knowledgeable person to ask questions of or someone to help you solve a problem, you can call a zone mentor. Mentors are available for over 40 hours per week of support to ZONE students.
See http://zone.missouri.edu/support/support.html.

IV. Course Materials and Resources

Text:
Isaacs, E. & Walendowski, A., Designing from both sides of the screen. New Riders. Indianapolis, IN. 2002. http://www.uidesigns.com/ (You may also find this book in Amazon.com)

Course Activities & Evaluation: The course consists of 8 modules. In general each module has a set of activities, readings and discussion topics. **MODULES** consist of:

1. Students will have reading assignments and internet-based resources to review. In general students are expected to review the materials early in the period they are assigned so that the review of the materials can be a part of the activity discussion.
2. Each activity will have a question (or questions) for discussion on the Activity Discussion Board. Students are expected to make substantive contributions to the discussion for each activity.
3. In general modules require students to complete a set of activities and submit some form of a product. Instructions for each Module will be found online.

EVALUATION: The semester grade will be based on completion of modules, which includes submission work products and participation in discussions. The course has a number of modules and activities within modules that require collaboration with other students. Working with classmates is a great resource for learning, but can also be challenging in online courses. You are responsible and accountable for working effectively and constructively with classmates. Students will complete **8 Modules (5 to 20 points each**).

See the **course schedule** for the point value of each module.

The final grade will be based on total points accumulated during the semester. Grades will be based on the following scale:

A - 90 to 100; B - 80 to 89; C - 70 to 79; D - 60 to 69; F - 00 to 59

V. Grading and Deadlines

The following assignments must be turned in for a grade. It is your responsibility to submit these assignments by the due dates.

Modules	Assignment Points	Last Due Dates
• Modules 1 • Modules 2 • Modules 3 • Modules 4 • Modules 5 • Modules 6 • Modules 7 • Modules 8	5 15 15 15 15 15 15 5	**Sat, 2/2** **Sat, 2/16** **Sat, 3/8** **Sat, 3/22** **Sat, 4/12** **Sat, 4/26** **Sat, 5/10** **Thur, 5/15**
Total Point	100	More specific due dates for learning tasks are provided in **course calendar** & **module instructions**.

Detailed instructions and assessment expectations will be provided in module instructions. All course information will be located in the **Resources** section of Sakai. Generally, the rubrics will determine whether the assignments contain the basic requirements and demonstrate solid work. To receive an "A" for this course, however, your work must exceed the basic requirements of the assignments and demonstrate solid work.

You will be expected to participate in discussion forums. To receive full credit for these discussions, the postings must be substantive responses such as "good idea," or "interesting point," while appreciated as general feedback to your classmates, will not be considered substantive responses. **Substantive responses are those that extend the discussion, elaborate on points others have made, etc.**

In addition to the assignment points above, you can earn from 1-5 % of your final grade as Extra Credit for exceptional work and contributions to relevant course activities which benefits other members or the further course design of the learning community in this online course. More information will be provided by the instructor during the semester.

VI. Course Policies

Reviewing Student Work: This course may require you to present your work electronically, so other students can see it. And you will also be asked to review the work of other students, as part of the instructional process of the class. Your work may be used as an example for ideas by other students. In many cases having other students peer review your work helps support your own learning and leads to better outcomes for everyone in the course. If at any time you feel uncomfortable sharing your work, or with the feedback or comments on your work by other students, contact the instructor as soon as possible. **If in reviewing the work of a classmate you see a good idea that causes you to improve your own work, cite the classmate's work.**

Feedback: In the discussion boards, you may receive feedback on your work or questions from the instructor or other students. The instructor will try to answer your questions or postings within one or two day; the messages posted during the weekend may be answered on the coming Monday. No matter what, you should always utilize the knowledge base of your fellow classmates when you have a question or need help. Please post to the discussion boards, if you need any help or feedback from your classmates or the instructor.

Late Work: The due dates are clearly posted above. The dates listed for assignments may change as the semester progresses. However, it is important to note that late work will be penalized. If you have conflicts, problems, or something unexpected arises, do not hesitate to contact the instructor, facilitator, or mentors. Any assignments posted within one week (7 days) after the due date will receive an automatic 10% reduction in grade. Work will not be accepted after 7 days unless a delay has been pre-approved.

Re-grading Policies and Procedure: Request for re-grading should be turned in via email no later than 48 hours after receiving the grade for each project. Write an email with a proper and detailed statement as to which part should be re-graded and why you request for re-grading. If your statement is not proper, your request will not be honored. After re-grading, you may receive a higher grade, the same grade, or a lower grade, depending on whether the same grading standard had been applied to your work before the re-grading.

Incomplete: Incompletes in this course will be given if, and only if:

- The completed portion of the student's work in the course is of passing quality and
- There is such evidence of hardship as to make it unjust to hold the student to the limits previously fixed for the completion of his/her work.

If you meet the above criteria and you wish an Incomplete in this course, you must immediately send an email to the instructor. In some cases, an Incomplete will result in an automatic drop in letter grade. Requests for Incompletes must be provided two weeks prior to the Final due date.

For those students who are taking an incomplete, all the course assignments and projects must be completed and turned in for grades before the start day of the coming semester; otherwise, a letter grade F will be given for the course. For more information on Incompletes, please visit:

http://registrar.missouri.edu/Policies_Rules_and_Regulations/incomplete.htm

VII. Disabilities and Accommodations

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact the ZONE manager, Paul Turner, immediately. Please call the ZONE manager, visit the ZONE manager when he is on duty in the ZONE, or use one of the other contact methods identified on the ZONE web site (http://zone.missouri.edu/support.html). To request academic accommodations (for example, a notetaker or translator), students must also register with Disability Services, AO38 Brady Commons, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. Another resource, MU's Adaptive Computing Technology Center, 884-2828, is available to provide computing assistance to students with disabilities.

The above statement is the standard statement required by the University...which doesn't seem to apply much if you are taking this course at a distance. If you have a disability that you feel requires special accommodations relative to this course, please contact the ZONE manager, Paul Turner, using the contact methods provided at http://zone.missouri.edu/support.html.

VIII. Academic Dishonesty

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

In general I want you to learn from your classmates work so I encourage you to use the file sharing environments of our online system to review the work of others. **Two good rules of thumb are to always complete your own work first before reviewing the products of others, and if in reviewing the work of a classmate you see a good idea that causes you to improve your own work, cite the classmates work. For example, after reviewing Bob Smith's usability report I realized the importance of providing screen shots of user error conditions so I have included those with my report.** If you have any questions about how to handle any situation or when in doubt consult the course instructor.

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