00 - Critical Path

Introduction to Interaction Design (IXD 5106)

Developed by Lev Markelov & Momna Sheikh

Schedule: Monday, Wednesday
Professor: Lev Markelov
Office Hours: Upon Request
Email: lev.markelov@humber.ca

Schedule: Monday, Wednesday (8 am-10:40 am) North Campus Room L-110
Professor: Momna Sheikh
Office Hours: Upon Request
Email: momna.sheikh@humber.ca

Resources

All program materials will be housed on the course site in Blackboard Ultra. You may also use other forms of communication, such as MS Teams or Email, to communicate with the classroom community or group work. Any other outside resources will be provided with a link to Blackboard.

Some of these include:

Figma: https://www.figma.com/
Miro: https://miro.com/whiteboard/
Loom: https://loom.com/
Canva: https://canva.com/
Google Slides: https://slides.google.com/

Course Policies

Late Marks

Most of this course's work must be completed in class. However, some assignments can be completed offline. Any work submitted after the deadline as designated by the instructor will lose 5% off the final grade for each day it is late, up to 5 business days. The maximum penalty is 25%.

Drop Dead Due Date

One week after the original due date, an assignment will no longer be considered and receive zero grade.

AI Use Policy

There will be specific moments when students are permitted to use AI within their projects, but it must be only used as a tool to leverage themselves, not as a replacement for trying or dedicating oneself to one's work. *Any AI use that the instructor has not approved will be considered academic misconduct*.

Students must discuss their intention to leverage AI for any assignment <u>in advance</u> with their instructor. No exceptions.

Attendance Policy

Attendance and active participation are essential to the learning experience in this course. Missing multiple classes can significantly affect your understanding of key concepts and hinder your ability to complete assignments successfully.

Policy Details

- **Missed Classes:** If a student misses **two or more classes**, they will be required to schedule a meeting with their **Program Coordinator** to review their standing in the course.
- **Communication:** It is the student's responsibility to inform the instructor in advance if they anticipate missing a class. In case of unexpected circumstances, students should contact the instructor as soon as possible.
- **Impact on Grade:** Excessive absences may affect the student's participation grade and may also lead to additional consequences based on the outcome of the meeting with the Program Coordinator.

Communications

The preferred method of contact is using Blackboard 'Course Messages.' This method does not require you to include your name, student ID, or course information, as it will already be connected. This can keep our communication easy and straightforward.

If something needs to be addressed more immediately, you can choose the Professor Humber email, but please include your first and last name, student ID and course code/section within the email and send it only through your Humber email address.

The Professor(s) will not answer any email from a personal address.

Summary

This 7-week sprint-based course that equips students with essential professional skills through hands-on practice and real-world simulations. Built around three core themes — effective communication, professional presentation, and client service excellence — students complete 4 key milestones:

Milestone 1A/1B: Player Card and Multi-Touch Component

The first milestone is designed to serve two purposes: Get students familiar with Figma, and give them a chance to express themselves via a fun icebreaker activity.

PART A: Students create a 'Personal Playing Card' that represents their personality and interests. Students will be provided with a Figma template, along with question prompts, helping them to create their unique playing card. Students can then use this playing card as an icebreaker when forming their groups for PART B.

PART B: Students get into groups of 5 or 6, choose one multi-touch component to focus on from a list, and build it out via Figma. They will then be required to create a Loom video walkthrough teaching another student how to build the same type of component. Students will then follow along the Loom video to build out the component via Figma and provide peer evaluation.

Milestone 2A/2B: UX Laws (Two-Part)

The second milestone also serves two purposes: Familiarize students with a given UX law, and give them a chance to practice presenting their findings via a group presentation in front of the class.

PART A: Students remain in their same group from milestone #1. Each group chooses a UX law (https://lawsofux.com/) and begins to research, ideate, and put together a presentation using Canva or Google Slides.

NOTE: This milestone is created to be done in two-parts. Both parts are a duplicate. Meaning, students will be required to do the same thing for 2B as they did for 2A. The difference is that the first time around students will be given loose boundaries for what 'success looks like'. The idea here is to have students lead and create the rubric *they think* is acceptable. Once presentations for 2A are complete, the facilitator will provide detailed feedback, and a rubric, for students to follow for their 2B presentation. Only 2B will be marked, as 2A is to teach students about the value of *failing upwards.* This will not be marked.

PART B: Students remain in their same group. Each group chooses a different UX law to focus on. Using the feedback they received from PART A, they repeat the same activities to create another presentation and present again in front of the class. This will be marked.

Milestone 3: Style Guide Creation

The third milestone is designed to reinforce the design process/abilities of students. Each student will be required to create a style guide (i.e., layout, colour scheme, typography, logo etc.) for their favourite TV show or movie. Students will submit via Figma for a completion grade.

Milestone 4A/4B: Irresistible Offer Creation (Two Parts)

The final milestone teaches students the value they can provide to the market outside of a 'traditional career path.' In teams of two, students will be required to design a service-based offer that solves one specific problem for one specific target audience in one specific way. This milestone will be broken down into 4 components:

1. Market research and business positioning
2. Offer creation
3. Pricing and Packaging
4. Final presentation

Given that most students are not familiar with business and entrepreneurship, they will be provided with a work-along document that helps students understand and build out their service offerings.

What distinguishes this design-sprint/course is its emphasis on practical application over theory. Students actively practice skills through multiple iterations, receiving continuous feedback to develop confidence and competence in real-world professional scenarios.

Weekly Schedule: Winter 2025

This is a rough visualization of how each week's class will be run. See the weekly schedule breakdown below.
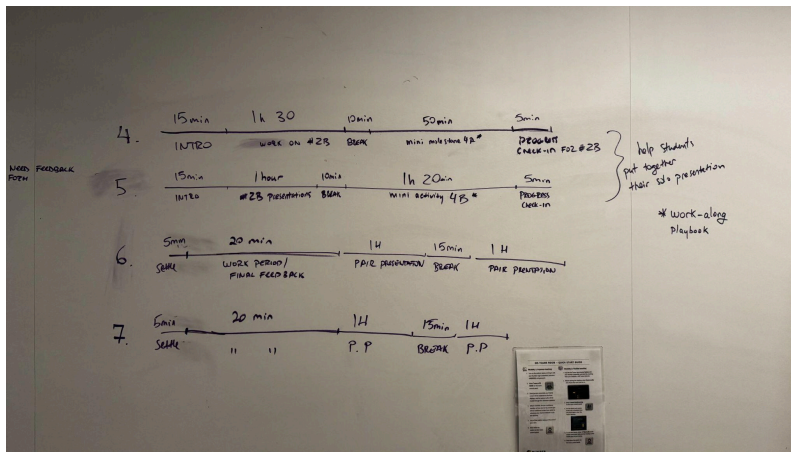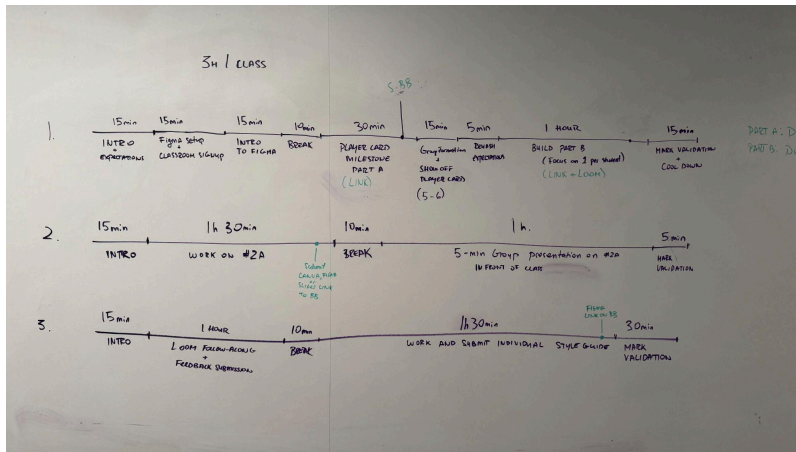
Week	Rough Timeline for Each Class	Additional Resources (TBD)
1	- Intro + outline class objectives (15 min) - Figma classrooms setup (15 min)	**Create your Figma Account:**

Week	Rough Timeline for Each Class	Additional Resources (TBD)
	- Intro to Figma (15 min) - Break (10 min) - Students work on Milestone #1A (30 min) - Group Formation (15 min) - Transition to Milestone #1 Part B (5 min) - Students work on Milestone #1B (1h) - Mark validation (15 min) **_Milestone 1A Due_** **_Milestone 1B In-Progress_**	https://www.figma.com/education/ _Note- Please use your Humber Email_ **How to verify your Figma Account for Educational Use:** https://help.figma.com/hc/en-us/articles/360041061214-Verify-education-status **Figma Tutorial for Beginners (In-depth):** https://www.youtube.com/watch?v=ezIdKx-jPag **Figma Crash Course (Advanced):** _Beneficial for Milestone #2_ https://www.youtube.com/watch?v=Eum1XVO2O0w
2	- Intro + outline class objectives (15 min) - Students work on Milestone #2A (1h 30 min) - Break (10 min) - Group presentations (1h) - Mark validation (5 min) **_Milestone 2A Due_** **_Milestone 1B In-Progress_**	https://lawsofux.com/ https://uxplanet.org/essential-guides-for-a-ux-design-presentation-595f830ecff9
3	- Intro + outline class objectives (15 min) - Students follow-along other peers Loom tutorial and provide peer evaluation (1h) - Break (10 min) - Work on Milestone #3 (1h 30 min) - Mark validation (30 min) **_Milestone 1B Due_** **_Milestone 3 Due_**	
4	- Intro + outline class objectives (15 min) - Students work on Milestone #2B (1h 30 min) - Break (10 min) - Students work on Milestone #4A (50 min)	

Week	Rough Timeline for Each Class	Additional Resources (TBD)
	- Progress Check-In (5 min) ***Milestone 2B In-Progress*** ***Milestone 4A Due***	
5	- Intro + outline class objectives (15 min) - Students present their Milestone #2B (1h) - Break (10 min) - Students work on Milestone #4B (1h 20 min) - Progress Check-In ***Milestone 2B Due*** ***Milestone 4B Due***	
6	- Settle In (5 min) - Work period (20 min) - Pair presentations (1h) - Break (15 min) - Pair presentations (1h) ***Milestone 4 Presentations In-Class***	
7	- Settle In (5 min) - Work period (20 min) - Pair presentations (1h) - Break (15 min) - Pair presentations (1h) ***Milestone 4 Presentations In-Class***	