#### DESN445 Interaction design III

# Final Project (45%)

Individual or team of 2

**Context**

In the first part of the project, the class acted as a research team, where everyone conducted research to understand and make sense of the topic presented to the class and to start discovering potential opportunities for design solutions.

In this final part of the project, you will identify a design opportunity or an issue you want to work on and create a design product or service related to that opportunity.

**Design solution**

The solution has to:

* be a digital **product** or a **service** that has a strong digital component.
* be current or future-oriented (speculative)
* include at least 3 touch points (at least one central touch point needs to be digital). If more than 3 touchpoints, develop only 3 touch points in detail.

**User Research**

You will conduct user research outside of class during this last part of the project.

* Research methods: co-design (e.g. card sorting, mind mapping, sketching, etc) and or user testing
* Number of users: at least 6 users in total
* Non BDes students: 2 more users if you don’t do the graphic design part.

**Learning outcomes**

* Apply user experience design principles and methods that satisfy project outcomes
* Choose devices and platforms to suit context, users, and project outcomes
* Design a seamless experience across multiple channels
* Share knowledge to a group
* In addition, for design students: Demonstrate control proficiency in the use of visual design principles in the design of interfaces (typography, composition, hierarchy, colour, image, legibility, readability, etc.)

**In this project, you will...**

1. Identify problems and issues, and generate ideas
2. Select one problem/idea to work on.
3. Find an original solution to this problem or issue.
4. Work on IX, UI and graphic design of your solution.
5. Build a prototype of the solution.
6. Present the solution

**Project Calendar**

* Week 8 - **IN PERSON**
  + Project introduction.
  + Idea selection and research
* During the week
  + Required readings
  + Rough sketches
  + Prepare co-design session
  + Plan co-design session with users outside of class
* Week 9 - **IN PERSON**
  + Co-design: concept development
  + Article/Book/Conference presentations
* During the week
  + Co-design: outside of class
  + Build low fidelity prototype (wireframes)
  + Identify touchpoints and channels
* Week 10 - ONLINE
  + Group feedback on prototype.
  + Sketch user journey (scenario and journey map)
  + Article/Book/Conference presentations
* During the week
  + Required readings
  + Research related products / patterns
  + Refine scenario and journey map
  + Co-design: outside of class
  + Build mid fidelity prototype
* Week 11 -
  + Group feedback on prototype and journey map.
  + Presentation on speculative design: Niel Caja Rubio
  + Article/Book/Conference presentations
* During the week
  + Find and read at least 5 articles on your topic/concept
  + Research related products / patterns
  + Build higher fidelity prototype
  + Co-design: outside of class
  + Prepare user testing
  + Plan for user tests outside of class.
* Week 12 - **IN PERSON**
  + User testing with students from the class (in LRT?)
  + Storyboard for video presentation.
  + Article/Book/Conference presentations
* During the week
  + User testing: outside of class
  + Continue reading of articles on your topic/concept
  + Research related products / patterns
  + Refine prototype
  + Finish storyboard, start scenario video
* Week 13 -
  + Final Feedback
  + Article/Book/Conference presentations
* During the week
  + User testing: outside of class
  + Finish prototype
  + Prepare process document, prototype and video
  + Prepare presentation
* Week 14 (April 13, to confirm) - **IN PERSON**
  + Presentation with ETS
* Week 14 (April 13) - Project due

Note: -2 points for students in final project if they have not done the required work for the next week.

# DESCRIPTION OF DELIVERABLES

# Oral presentation

Presentation: 12-15 minutes

* Issue or general design opportunity (link with synthesis slides from mid-term presentation)
* User(s), activity, context
* Concept
  + Concept explanation
  + User Statement
  + Scenario and journey map of a typical user using your product or service
  + Ecosystem map showing the overall user journey with touch points (identify clearly the ones you have designed).
* Building the solution
  + Summary of co-design and user tests results
  + Technologies involved (if relevant)
  + Similar product and inspiration (if relevant)
  + Potential cost (optional)
* Prototype (video prototype)
* Limits of project and future possibilities
* Bibliography (if you cite anything)

Questions and comments (5 minutes)

# Video 1: Walkthrough

Video of your prototype (approximately 1 minute): find the best way to present your prototype:

1. User Statement (1 sentence)
2. All “interfaces” necessary to understand concept

# Video 2: Scenario

Video with the scenario you developed (approximately 2-3 minutes):

1. User Statement (1 sentence)
2. Scenario

Video 1 and 2 can be merged into 1 if you want.

# Process

Include, in that order:

* Cover: name, project, link to video prototype.
* [Reading worksheet](https://docs.google.com/document/d/1JdB3QnhDqa9FTVl9wJoIrZABviza5FHRhDiKjuA9SdA/edit) for all required readings and 5 of your own readings (minimum)
* Pictures of “in-class” workshops
* Related products/patterns: at least 10 (screenshots + source)
* Project evolution (sketches and/or wireframes, mockup variations)
* If working in teams: Appendix 1 and 2 of [Discover and Define Brief](https://docs.google.com/document/d/1Hwa7l6ypAPpKEXf7p6DgLH-IRAcYtSxY_gnh4pyBEZU/edit#heading=h.3dl05o2e79a)
* Reflection on semester (400-500 words) - individual
  + What did you learn in this class, what was new to you?
  + What was challenging?
  + What did you enjoy the most about the class?
* Self Assessment: fill this part of the rubrics and add comments.

#### 

|  | **Outstanding** | **Excellent** | **Good** | **Satisfactory** | **Poor** | **Fai**l or  **Missing** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|
| **Project** | | | | | |  | |
| All required elements are present | Yes | | | | | | All required items are present within the document. 3 touchpoints with integration into a digital component are present. |
| Coherence problem/solution: (Value and originality of solution) | .this |  |  |  |  |  | The app provides an avenue of communication with ETS, and also directly improves safety at facilities with its core functionality of reporting issues. It provides a coherent solution to ETS’ problem involving safety.  A reporting application isn’t an original solution but it is incredibly valuable right now with the increased crime rate and damage to transit property around the city.  The mode of communication with ETS is relatively limited, because we wanted to focus on problems and situations ETS is actively able to handle without help from other city services like EPS. |
| Development of Solution |  | .this |  |  |  |  | Identifying that people do not know how to fill out extensive forms, and would need to fill them out discreetly at times helped to shape the visual style of the solution.  What was being reported in the app also linked to how people perceived ETS through the social media analysis; which was largely negative from lack of communication, and inability to handle issues reported. From that information we figured to focus on issues that do not deal with other people, which ETS would be able to handle without needing EPS.  People were confused with the current reporting service (transit watch), and the difference they used between emergency situations and non-emergency situations. |
| Adherence to interaction and usability principles (hierarchy, affordance) | .this |  |  |  |  |  | The app was designed to adhere to the interaction and usability principles.  The camera icon has the highest hierarchy at the beginning of the flow; and their is an option to change locations allowing affordance in user selection. |
| Quality of visual response (BDes Students) |  | .this |  |  |  |  |  |

| **Outstanding**  Exceeds expectations  (A+) | **Excellent**  Meets expectations  (A) | **Good**  1 weakness  (B) | **Satisfactory**  2-3 weaknesses  (C) | **Poor**  Many weaknesses  (D) | **Fail** or **Missing**  (E) |
| --- | --- | --- | --- | --- | --- |

##### Criteria for evaluation

Project (/20)

* All required elements are present
* Coherence problem/solution (value and originality of concept)
* Development of concept
* Adherence to interaction and usability principles (hierarchy, affordance, usability)
* Quality of visual response: colour, typography, composition, image, sound, etc. (BDes Students)

Oral presentation (10)

* All required elements are present
* Overall presentation quality / clarity
* Design (graphic and information) of the document (BDes students)
* Use of readings, users’ feedback and other research to argue design decisions.
* Respect of time allotted

#### Video prototypes (10)

* All required elements are present
* Overall quality and attention to details

Design Process (/5)

* All required elements are present
* Overall quality and attention to details
* Design (graphic and information) of the document

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| **Presentation date.**  April 13. 1:00  **Due date.** April 13, 2022  **Deliverables**   * Presentation: DESN445\_FinalProject\_SmithJane\_\_Presentation.pdf * Scenario video: DESN445\_FinalProject\_SmithJane\_\_ScenarioVideo.pdf * Video walkthrough: DESN445\_FinalProject\_SmithJane\_WalkthroughVideo.mp4 * Process: DESN445\_FinalProject\_SmithJane\_Process.pdf   **Where.** On Blackboard. |
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Required “readings”

**Required “readings”**

* Nudge: Introduction <https://drive.google.com/file/d/15UvmdC-JeYH43ofzQV-zfvWczgXIvyOD/view?usp=sharing>
* Speculative everything: Design Fiction and Social Dreaming: Chapter 1  
  <https://drive.google.com/file/d/1UDfrYj8OKbl5Bttk2-zOjbb6-iMp5oqP/view?usp=sharing>
* Norman on Innovation, radical and incremental: <https://drive.google.com/file/d/15V0B1Bp6ODYagF25nC0AepNq7ScdC6es/view?usp=sharing>
* One of these case studies on service design in the BC government:
  + <https://www2.gov.bc.ca/gov/content/governments/services-for-government/service-experience-digital-delivery/service-design/case-studies/the-full-spectrum-service-design-and-autism-services>
  + <https://www2.gov.bc.ca/gov/content/governments/services-for-government/service-experience-digital-delivery/service-design/case-studies/simplified-web-content-for-new-child-care-funding>
  + <https://www2.gov.bc.ca/gov/content/governments/services-for-government/service-experience-digital-delivery/service-design/case-studies/making-it-easier-to-access-government-records>
  + <https://www2.gov.bc.ca/gov/content/governments/services-for-government/service-experience-digital-delivery/service-design/case-studies/transforming-the-medical-services-plan> (including the video)
  + <https://www2.gov.bc.ca/gov/content/governments/services-for-government/service-experience-digital-delivery/service-design/case-studies/why-do-people-use-substances-alone>

**5 of your own readings**

**Optional readings and inspirations**

* Bill Buxton. Wild Design for living in the wild:<https://vimeo.com/319235304> (from 13:35 to 39:00) … you can watch the whole thing too **: )**
* How we enhanced Chicago’s public transit with Augmented Reality: Automatic sign detection and routing visualization: <https://blog.truthlabs.com/chicago-cta-augmented-reality-sign-detection-visualization-bus-data-application-design-7f8fe2f2f6b7>
* Mass Transit enhanced reality: <https://augrealityhub.com/mass-transit-enhanced-reality/>
* Intelligent transportation: <https://www.intelligenttransport.com/>
* <https://blog.prototypr.io/citymaas-accessibility-redefined-a-ux-case-study-2a51579661b5>
* Transport accessibility: <https://gomedia.io/services/transport-accessibility/>
* Access to transit: <https://www.metro-magazine.com/10111876/how-high-tech-tools-can-help-improve-transit-access-and-accessibility>