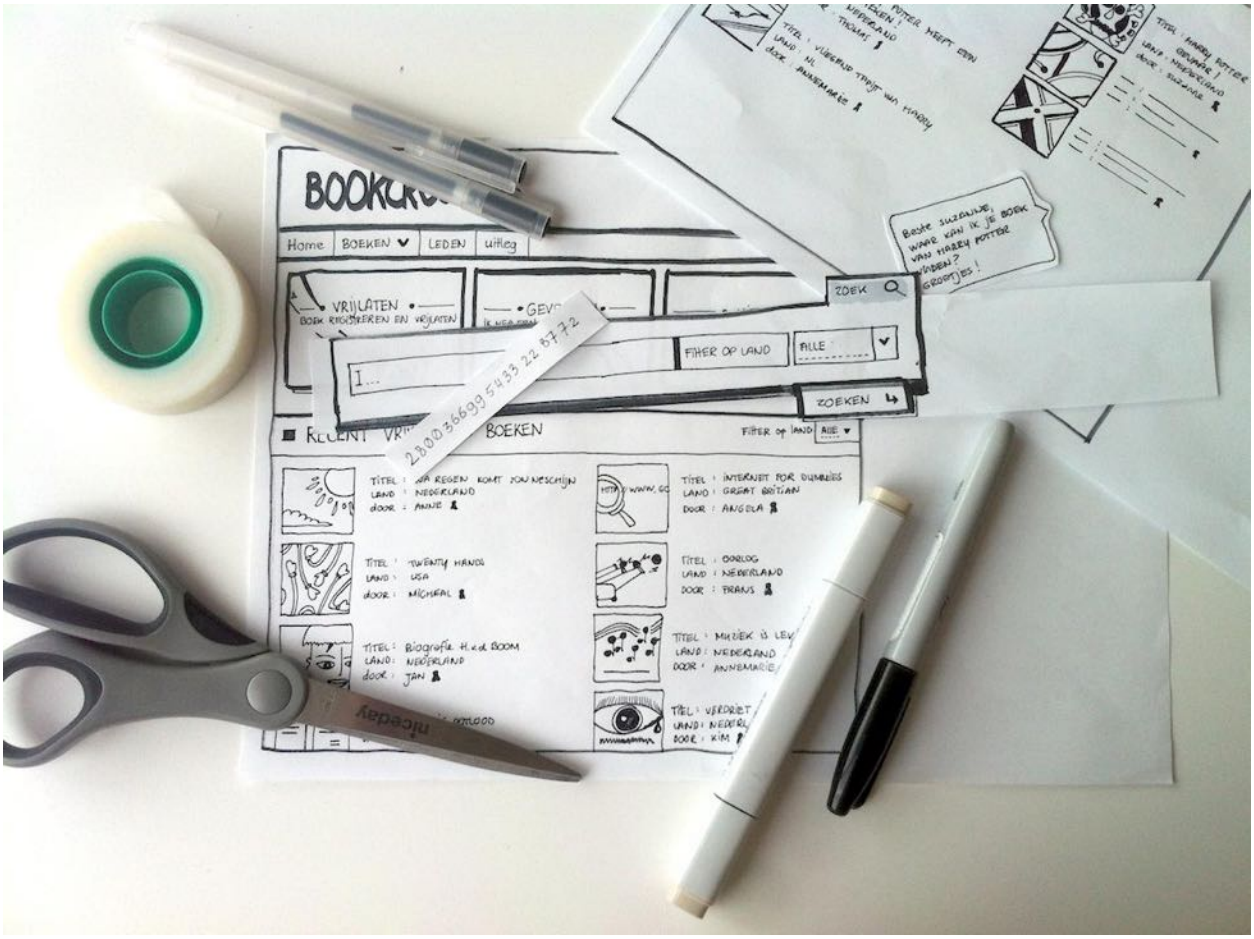
Prototyping Interaction: The MOOC version

Proposal for offering the course Prototyping (for) Interaction as a MOOC: Massive Online Open Course.

Introduction

The course Prototyping for Interaction has developed into a solid part of CMD, exhibiting many elements of user experience design. We feel that the course is very well suited as a MOOC as it is easily taught and supported by multimedia (see attachment). Moreover, the field of prototyping is rapidly developing, both theoretically and in terms of tools. Practices in the field range from paper prototypes to test mobile applications to futuristic scenarios of digital services.



We propose to convert and expand the existing course ‘Prototyping (for) Interaction’ into a MOOC. More specifically, this means that we will create seminars in the form of videos and slideshows, design and execute assignments, do research into best practices and new ways of learning online. Iversity (Berlin) has expressed interest in the idea of creating a MOOC. Iversity is the European counterpart of Coursera.

What?
De MOOC 'Prototyping Interaction' is a course of 8 weekly chapters and will run for 8-10 weeks, starting in march 2015. It offers weekly videos, literature, interviews, short documentaries, quizzes and practical tasks. These tasks and assignments are an important element of the course since prototyping is a skill, which can be mastered by actual practice.

The following topics will be addressed:
1. introduction on prototyping interaction: What kind of prototypes are used to explore interaction? How can we use prototyping in the design proces?
2. paper prototyping
3. user testing using paper prototypes
4. digital prototyping tools
5. mobile prototyping
6. experience prototyping
7. video prototyping
8. physical prototyping

Each weekly chapter will contain:
-introductory video: what to expect the coming week? (approx. 3 min.)
-theoretical and/or instructional video's, using ‘show and tell’ and animation. (approx.15 min.)
-video interview with an expert in the field (approx. 20 min.)
-short documentary / ‘best practice’ video case (approx. 20 min.)
-video that explains this weeks tasks and assignment. (approx. 3 min.)
-review of a selection of exemplary work of students. (approx. 10 min.)

All together every week between 70 en 90 minutes of video will be provided and approximately 3 or 4 articles.

How?
Roughly the whole process is divided into three phases:

Preparation and research
-research with respect to content
-research concerning educational methods and didactics
-research on aesthetic form en technical means
-creating and reviewing a test chapter

During the preparation phase we should visit iversity. A perfect occasion would be a workshop that iversity is offering this summer, aimed at people who want to make a MOOC.

Production
During the production phase we will be writing texts, filming and composing the videos with edited video material and animation. The interviews and documentaries will be filmed on location, in some cases abroad (we expect in the United States and Germany).

Execution
When the MOOC is launched we will have to maintain the chapters, revise student's work, participate in fora and provide information through de course forum and social media.

People
Frank and Maaike are running the project, besides that we need a supportive team of some colleagues and students to help and advise us during the process. Our first ideas on people who can help us are:
-Charlie Mulholand (research and advice on the design field and educational methods)
-Bart-Jan Steerenberg, (research and advice on visual design and production video en animation)
-Micky van Zeijl (general research and execution)
-Leonie de Jong (general research and execution)
-Jane Lam (illustration en animation)

Means
-We need a studio with video and audio recording facilities for shooting the theoretical and/or instructional videos. Maaike can shoot the short documentaries interviews on location (using her own camera).
-We need software and extra hard drives to store and edit all course materials.
-We need budget for traveling costs, especially during the production of interviews and documentaries.

When?

I	**Research & Content Creation** *Creating course syllabus, detailed course concept, storyboards for video lectures, and all additional materials*	2 months *sept. / okt. 2014*	Frank: 12 days Maaike: 12 days Charlie: 6 days Micky: 2 days Bart-Jan: 2 days Leonie: 4 days	PREPARATION PHASE
II	**First Review** Review of concept, structure and content with iversity	1 week *first half nov. 2014*	Frank: 1 day Maaike: 1 day Charlie: 1 day Leonie: 1 day	
III	**Test Chapter** Production and review of test chapter	1 month *half nov. - half.dec 2014*	Frank: 4 days Maaike: 4 days Micky: 2 days Jane: 2 days Bart-Jan: 2 days	

IV	**Production** Production and post-production of primary MOOC content, assessments, and all additional materials	2 months *jan. / feb. 2015*	Frank: 20 days Maaike: 20 days Micky: 8 days Jane: 8 days Bart-Jan: 4 days Leonie: 4 days	PRODUCTION PHASE
V	**Platform Placement** Transferring all content to the iversity platform; uploading videos, documents and references, while inputting quizzes, assignments, and exams to their respective interfaces	2 weeks *(first half march 2015)*	Frank: 2 days Maaike: 2 days Micky: 4 days Leonie: 4 days	
VI	**Launch** Activating and maintaining each MOOC chapter	8 weeks *(half march – half may 2015)*	Frank: 10 days Maaike: 10 days Micky: 10 days Leonie: 14 days	EXECUTION PHASE
VII	**Final Results** Maintaining and overseeing final assessments	2 weeks *(sec. half may 2015)*	Frank: 4 days Maaike: 4 days Micky: 4 days Leonie: 2 days	
VIII	**Debrief** Reviewing MOOC data and best practices with iversity	2 weeks *(first half june 2015)*	Frank: 2 days Maaike: 2 days Micky: 2 days Leonie: 2 days	

Why?

A Mooc will give us the opportunity to present ourselves as experts in the field of prototyping

There is great demand for know-how in prototyping, because it is a very diverse field that is continuously changing.

Designers feel the need to engage with prototyping or to expand their current involvement. Furthermore, existing prototyping support is often fragmented. The course book on paper prototyping, for example, ignores the topic of experience prototyping. Also, professionals often focus on a small part of a wide-ranging field. We now have several years of experience in teaching prototyping in the widest sense and are able to cater to the demand for advanced prototyping instruction.

A Mooc will enable CMD to do advanced research in the development of the course

In recent years, we have put a lot of energy in developing the course, the lessons and the feedback we give to the students. Now it is time for a more in-depth approach: doing research outside CMD, collaborating with design agencies, researchers and other institutes. In this way, we can share our classroom experience while profiting from the experience of others who are daily putting prototyping into practice. We can use these ‘best practices’ in the prototyping lessons at CMD. In this way the teachers and students of CMD will also benefit of the newly acquired knowledge.

A Mooc will allow CMD to present itself as an institute where ‘design thinking’ is highly valued.
Prototyping is a basic precondition in the field of Design Thinking and UX Design, because it is the core of iterative and agile design. By further specializing in prototyping we will develop a foothold in the community of 'design thinkers’.

A Mooc will allow CMD to promote Prototyping as a crucial craft in the design proces
The goal of prototyping is not only to improve the design itself but also to improve communication about the design. A design cannot be tested or improved unless it is made tangible. As such, Prototyping is a skill that can only be improved upon by practice. Our MOOC offers students the opportunity to actually get started with prototyping.

A Mooc will attract outstanding students to the CMD programme
A good MOOC attracts good students. It provides students with a first taste of what they can expect from the ‘offline’ programme. Leading universities (Stanford University is a well-known example) invest in MOOC's because it is an excellent way to present their programmes to students as well as to the creative industry.

A MOOC will help HvA develop digital online education
The Research Group ‘Creating Tomorrow’ has shown that MOOCs have a wide reach and great educational value: MOOCs work. Presently, DMCI has no MOOC at iversity, Coursera or any other major online MOOC platform. Developing Prototyping Interaction in the form of a MOOC is an perfect way to bring innovation into educational practice.