GD 4520 - INTERACTION DESIGN

Credits: 3

In this senior-level course, students hone their digital interactive design skills. Students study interaction design, industrial design, and cognitive science in order to focus on the mental models and specific gestures that allow humans to interact with the designed world. Interface conventions are deconstructed and rebuilt. Interaction models are built and tested. The future of interface as invisible computing is explored and prototyped. Upon successful completion of the course, students demonstrate an understanding of how and why some digital products "feel good" to use, and how to use those findings within a user-centered design process to better their design solutions.

Prerequisites: GD 3115 - Web Design I

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	Program Outcomes	Institutional Outcomes
Demonstrate a working knowledge of the vocabulary of interaction design.	Student illustrates a working knowledge of the vocabulary of interaction design through professional use of key vocabulary words associated with the user centered design process.	Student demonstrates a working knowledge of the vocabulary of interaction design through use of key vocabulary words associated with the user centered design process.	Student applies rudimentary knowledge of the vocabulary of interaction design through use of some key vocabulary words associated with the user centered design process.	Student fails to demonstrate a developing sense of knowledge of the vocabulary of interaction design through use of vocabulary words associated with the user centered design process.	GD-3, GD-4, GD-8, GD-9	Cultural Competence, Communication Competence, Critical Thinking
Practice the principles, patterns, processes, and craft of user-centered design.	Student synthesizes the principles, patterns, processes, and craft of user-centered design into the creation of digital assets, presentations, and tests.	Student practices the principles, patterns, processes, and craft of user-centered design through the creation of digital assets, presentations, and tests.	Students begin to apply a developing sense of the principles, patterns, processes, and craft of user-centered design through the creation of rudimentary digital assets, presentations, and tests.	Student fails to practice the principles, patterns, processes, and craft of user-centered design through the creation of digital assets, presentations, and tests.	GD-1, GD-2, GD-5, GD-7	Design Competence, Cultural Competence, Communication Competence, Critical Thinking
Apply knowledge of user-centered design methods to interaction design.	Students work illustrates a complete picture of user-centered design methods. through thorough evidence of user studies and testing models.	Student applies knowledge of user-centered design methods through evidence of user studies and testing models.	Student implies a rudimentary knowledge of user-centered design methods through undeveloped user studies and testing models.	Student does not apply knowledge of user-centered design methods through evidence of user studies and testing models.	GD-1, GD-2, GD-3, GD-4, GD-5, GD-6, GD-7, GD-8, GD-9	Design Competence, Cultural Competence, Communication Competence, Critical Thinking
Incorporate the role and experience of the customer journey in the user-centered design process through prototyping and testing.	Student defines the role of the customer journey through advanced thorough research, user stories, and empathy maps in the user-centered design process.	Student defines the role of the customer journey through research, user stories, and empathy maps in the user-centered design process.	Student implies the role of the customer journey through partially developed research, user stories, and empathy maps in the user-centered design process.	Student does not define the role of the customer journey through research, user stories, and empathy maps in the user-centered design process.	GD-3, GD-4, GD-8, GD-9	Cultural Competence, Communication Competence, Critical Thinking
Document the process of testing for user-centered design.	Student has presented thorough documentation of an advanced process of testing for user-centered design.	Student has documented the process of testing for user-centered design.	Student has documented an undeveloped or partial process of testing for user-centered design.	Student has not documented the process of testing for user-centered design.	GD-3, GD-4, GD-8, GD-9	Cultural Competence, Communication Competence, Critical Thinking