Middle Georgia State University

School of Computing
Department of Information Technology

SECTION 1 - GENERAL COURSE INFORMATION

Course Title:	**Design Thinking & Innovation**
Course Prefix and Number:	ITEC 7200-01
Course CRN#:	82693
Semester & Session:	Fall 2023 (1st 8 Wk. Term)
Campus Location:	Fully Online
Meeting Days:	Asynchronous Learning via D2L/Brightspace
Meeting Time:	Asynchronous Learning via D2L/Brightspace

INSTRUCTOR'S INFORMATION

Name:	**Dr. Debra J. Borkovich**
E-mail Address:	debra.borkovich@MGA.edu
Office Location:	Virtual
Office Phone Number:	412-418-3758
Tentative Office Hours:	By Appointment (Send email to schedule meeting date/time.)

COVID-19 STATEMENT

The University System of Georgia (USG) continues to recognize COVID-19 vaccines and boosters offer safe, effective protection and urges all students, faculty, staff and visitors to get vaccinated and/or boosted either on campus or with a local provider.

*We encourage our MGA community to adopt a self-care and personal responsibility approach to wellness as positive actions to protect self and others; each of us doing our part to keep the MGA community healthy and campus academics and activities thriving. We ask you to complete the **self-report form** if you have tested positive to COVID-19 and review the **Quarantine and Isolation Calculator** to determine the appropriate actions to take. Visit updated information at this website: **https://www.mga.edu/coronavirus/** .*

Carefully review your syllabus, D2L/Brightspace announcements, or email for details.

SECTION 2 - DETAILED COURSE INFORMATION

Course Prerequisite: Admission to the DSc in IT Program
Credit Hours: 3

Course Description: This course focuses on understanding the design thinking and innovation processes. Through activities and case studies, students will learn the five stages of design thinking, empathize, define, ideate, prototype, and test that provides a solution-based approach for IT leaders to solve problems.

Course Philosophy: This course is about design, critical thinking, and innovation. Much of the course is very deliberate and process-oriented; however, the notions of creativity, innovation, and the future are all emphasized to ensure the IT plans are relevant and rigorous.

Student Learning Outcomes: Upon the successful completion of the course, the student will be able to:
- Participate individually in and lead team innovation
- Achieve innovation and creative thinking for problem-solving
- Identify techniques for users' motivations
- Learn innovation through risk-taking and trying new things
- Communicate through engaging visual storytelling and video-prototyping
- Apply design thinking into everyday professional activities
- Identify capabilities in the methods used for practicing design thinking

Topics:
- Design Thinking Stage: Empathize
- Design Thinking Stage: Define
- Design Thinking Stage: Ideate
- Design Thinking Stage: Prototype
- Design Thinking Stage: Test

Required Course Materials: Title: *Change by Design, Revised and Updated: How Design Thinking Transforms Organizations & Inspires Innovation* (c. 2019).
Author: Tim Brown. ISBN: 13: 978-0062856623; ISBN: 978-0-06-285662-3 (Hard Cy).
Various Professional/Academic Scholarly Articles will also be utilized (provided by the Instructor).

Technology Requirement: Access to and on-going use of a computer and broadband connection to the Internet Is required for all students. Access to the MS Software Suite (Word, Excel, Powerpoint, etc.) and Adobe Acrobat (.pdf) are also required.

Library/Learning Resources: As a Middle Georgia State University student, you have complete access to GALILEO (Georgia Library Learning Online), a virtual library of licensed commercial databases. It provides access to over 100 databases indexing thousands of periodicals and scholarly journals. There are over 10,000 journal titles available in full-text. Additional GALILEO resources include e-books, government documents, reference collections, and video databases. The Middle Georgia State University library also has core collection with locally purchased resources to support this graduate course. Currently the exclusive holdings for the B.S./M.S. in Information Technology graduate courses are as follows: e-Journals = 1,661, Print Books = 1,164, e-books = 4,32, and DVDs=66.

The following are examples of online databases that support this undergraduate course. They are available to you through GALILEO and/or institutionally funded subscriptions:
- ACM Digital Library
- Computer Source
- Computing (ProQuest)
- Academic Search Complete
- Research Library (ProQuest)
- Wilson Omnifile: Full-Text Mega Edition
- Google Scholar
- Films on Demand

Student Support Services	Tutoring is available free of charge on all MGA campuses for currently enrolled students. To view center contact information, subjects tutored, and tutor availability, go to the SSC website at http://www.mga.edu/student-success-center/. SSC tutoring sessions may be scheduled online or face-to-face through the "Book an Appointment" link on the Student Success Center website. Other services at the SSC include online academic workshops and a robust website with resources for academic assistance. The centers also have computer workstations, printing, and Internet access.

SECTION 3 - COURSE ASSESSMENT INFORMATION

NOTE: A Final Grade of B or higher is required to successfully complete this graduate course. *Assignments will be graded as follows:*

Grade	Description
Excellent (A)	The quality of work meets the doctoral requirements in both originality and mastery of the material. This is equivalent to an A grade.
Satisfactory (B)	The work meets the minimum requirements. The work is short of excellence, originality, and does not fully demonstrate mastery of the material. This is equivalent to a B grade.
NOTE: Anything below a Satisfactory (B level) is deemed to be a failing grade.	
Unsatisfactory (F)	The work is deficient as the minimum requirements have not been. This is equivalent to an F grade*.

*NOTE: *Anything below a Satisfactory (B-level) is deemed to be a failing grade.*

Final course grades will be recorded as follows:

Letter Grade	Percent
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	00% - 59%

Overview of Course Assignments

Module Discussions. Students will research, develop, and post a commentary based on the prompt and are required to review and comment on at least one other submission. Sources (references) in APA style and format are required.

Team Case Studies. Teams of three (3), four (4), or five (5) students will complete four (4) Design Case Studies (CS). For example, CS1: Empathize: Identify organization, website, & interface; CS2: Define - Analyze/Assess Interface; CS3: Ideate - Develop Prototype - Design or re-design Interface; & CS4: Test - Completed design and write a report with results / recommendations.

Individual Project. Final Discussion is a Course Reflection commentary. Replies to peers are not required. For example: What did you learn for design, innovation, critical thinking, & innovation? What would you (or your team) have done differently? How and why will this research project change the way you think about the design process? How might this course assist you with your current or future career goals?

NOTE: The complete Schedule of Assignments (including due dates) is located in Section 6, p. 9 of this Syllabus.

CRITERIA FOR DETERMINING THE FINAL COURSE GRADE

Final grades are computed based on the successful completion of the following assignments listed below. The grading of the course breaks down as follows:

Assignment	Description	Number	Percentage	Points	Total
Discussions D1 & D2	Each Discussion is an individual assignment. Students are expected to read and comment on 1 other post.	2	2 X 5% = 10%	25	50
Team Project: Case Studies CS1, 2, 3, & 4	Case Studies will be completed by Teams (3, 4, or 5 students).	4	4 X 20% = 80%	100	400
Individual Project: D3 Course Reflection	Individual Course Reflection. Replies to peers are not required.	1	1 X 10% = 10%	50	50
			100%	**Grand Total =**	**500**

The following point scale will be used to calculate the final course grade. **As depicted below, Final & Midterm Grades will be calculated as a percentage of total points achieved.**

Grade	Percentage(s)	Midterm Grade Points Achieved	Final Grade Points Achieved
A	90% - 100%	225 - 250	450 - 500
B	80% - 89%	200 - 224	400 - 449
NOTE: A grade of B or higher is required to successfully complete this course. Less than 400 Total Final Grade Points is unsatisfactory and requires a re-take of the course to complete a Master's Degree.			
C	70% - 79%	175 - 199	350 - 399
D	60% - 69%	150 - 174	300 - 349
F	Less than 60%	0 - 149	0 - 299

SECTION 4 - COURSE EXPECTATIONS

EXPECTATIONS

Online courses are not self-paced and regular participation in online courses is required and will be recorded by your instructor. Students are expected to complete all course assessments using D2L.

Online learning assumes a high level of maturity and professionalism. It is designed to make learning more convenient but no less rigorous. The lack of a formal meeting schedule in an online course can be liberating. It can also be demanding because you must determine when to make time for class. Self-discipline and good time management skills are necessary when taking an online course.

Please remember that you will spend as much or more time completing an online course as you would taking it in a traditional face-to-face/classroom format. The special circumstances of taking an online course demand regular and consistent participation. Be sure to pace yourself throughout the semester making sure your responses to communications and assignments are timely. If you are not able to participate in any assigned class activities, you must

contact your instructor immediately.

The instructor is required to report "no-shows" or students who do not show up the first day of class. Therefore, all students enrolled in the course must verify their enrollment. This can affect financial aid and you may be dropped from the class. Your instructor will notify you as to how to verify your enrollment before the beginning of the term to ensure that you are not reported as a "no-show".

ATTENDANCE POLICY

Faculty are expected to maintain an attendance record for all classes, regardless of delivery mode. These records are often requested by the Provost Office for student petitions and the Financial Aid Office for last day of attendance. The MGA policy on attendance is found in Section 5.04.05 of the Faculty Handbook and in the Academic Catalog **(https://mga.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Academic-Policy-and-Information/Course-Policies/Attendance-Policy).**

Fully Online Courses: For the purposes of mandatory attendance, the Instructor will record affirmative attendance for the students that submit the weekly D2L/Brightspace assignments on or before the required due dates/times. Students that do not submit any work for more than 14 consecutive days in an online course or partially online course may be assigned a failing grade for the course.

CLASS BEHAVIOR EXPECTATIONS AND CONSEQUENCES FOR VIOLATIONS

Middle Georgia State University students are responsible for reading, understanding, and abiding by the MGA Student Code of Conduct." Student Code of Conduct, Responsibilities, Procedures, and Rights are found at **http://www.mga.edu/student-affairs/docs/MGA_Student_Handbook.pdf#page=45.**

STUDENT WITHDRAWAL POLICY

Students are encouraged to read the withdrawal policy found at **https://www.mga.edu/registrar/registration/drop-add.php** before dropping/withdrawing from the class.

Students who wish to withdraw from the University must complete the Withdrawal Form, obtaining the required signature from the advisor, and submitting it to the Office of the Registrar at the Macon campus or the administrative offices at other campuses. Withdrawal is not complete until all withdrawal procedures have been properly executed. **https://www.mga.edu/registrar/**

Students may withdraw from the course and earn a grade of "W" up to and including the midterm date, which occurs on **September 1, 2023.** After this date students who withdraw will receive a grade of "WF." **https://www.mga.edu/academics/calendars/index.php**

POLICY ON ACADEMIC MISCONDUCT

As a Middle Georgia State student and as a student in this class, you are responsible for reading, understanding, and abiding by **Middle Georgia State's Student Code of Conduct.**

Quoted directly from the Student Handbook, I believe it is important that you recognize and understand the following about plagiarism and cheating:

1. *Individuals will fulfill their academic responsibilities in an honest and forthright manner.*

Examples of prohibited behavior include but are not limited to: plagiarizing another's work (such as using another's phrasing, concepts or line of reasoning as your own without giving proper credit to the author or creator); submitting course assignments that are not your own; submitting the same paper in different classes without prior approval from both instructors; cheating (the use of any unauthorized means to gain academic advantage on assignments, laboratory reports or examinations); acquiring or using test materials without faculty knowledge; accessing any information, resource, and/or means of communication during an exam or assignment without specific authorization from the professor; failing to follow class policy; obtaining academic benefits through computer fraud or unauthorized access; engaging in academic fraud alone or with others; using material downloaded off Internet without proper citation; illicitly attempting to influence grading; failing to abide by test-taking procedures. The MGA Withdrawal Form, is available online or in the Office of the Registrar. The entire Student Code of Conduct is included in Middle Georgia State's Student Handbook and is available online at **https://www.mga.edu/student-conduct/**

The penalty for academic misconduct is a grade of zero for the work involved and will be referred to the Dean of Students. Subsequent academic misconduct results in a failing grade for the course.

PLAGIARISM POLICY

A plagiarism prevention service is used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers will be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

POLICY ON DISABILITY/ACCESSIBILITY ACCOMMODATIONS

Students seeking ADA accommodations must contact Middle Georgia State University Office of Accessibility Services in Macon at (478) 471-2985 or in Cochran at (478) 934-3023. Students may also visit the Disability Services Office in room 266 of the Student Life Center on the Macon campus or in Georgia Hall Lower Level on the Cochran campus. **https://www.mga.edu/accessibility-services/index.php**

DELAYED OPENING OR CLOSING OF THE UNIVERSITY

If class is unable to occur for an opening or closing of the university, go to the online webpage of the course for additional instructions. If there are no additional instructions provided on the course homepage news section, then just plan to meet at the normal next regularly scheduled meeting for the course.

ONLINE COURSE EXPECTATIONS

1. Students must immediately review the tentative course schedule (included as part of the syllabus) for the schedule of discussion activities, assignments, projects, and/or examinations.

2. Students are required to have access to a computer and the Internet.

3. All course materials (i.e. course syllabus, course content, the assignments and the schedule of activities, etc.) are posted in Brightspace D2L course/class web site.

4. Official institutional email (MGA or D2L) is used only for communication between the instructor and students. The instructor will endeavor to reply to your email queries within 12 hours and no more than 24 hours of their receipt, excluding weekends and holidays or during semester breaks. Private email accounts must not be used to communicate between the instructor and students.

5. Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the college's attendance policy. Please see the "Attendance Policy" in the college's catalog. For online classes, participation must be defined in a different manner. Student attendance in online courses is defined as active participation in the course as described in the course syllabus.

6. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented using any or all the following methods: a graded discussion activity that is integral to student engagement and learning; a graded assignment/project/examination. Your instructor will begin grading all assessments after the deadline and make the results available to you within one week after the due date for the assessment. Students are responsible to review their grades and comments provided by the professor via the gradebook in D2L and email. Students are expected to improve based on the feedback provided and are encouraged to communicate with the professor via D2L email should they need clarification about their grades in a timely manner.

7. Online courses are not self-paced and regular participation in online courses is required and will be recorded by your instructor. Students are expected to complete all course assessments using D2L. Online learning assumes a high level of maturity and professionalism. It is designed to make learning more convenient but no less rigorous. The lack of a formal meeting schedule in an online course can be liberating. It can also be demanding because you must determine when to make time for class. Self-discipline and good time management skills are necessary when taking an online course. Please remember that you will spend as much or more time completing an online course as you would taking it in a traditional face-to-face/classroom format. The special circumstances of taking an online course demand regular and consistent participation. Be sure to pace yourself throughout the semester making sure your responses to communications and assignments are timely. If you are not able to participate in any assigned class activities, you must contact your instructor immediately.

8. "No-Show" Reporting. The instructor is required to report "no-shows" or students who do not show up on the first day of class. Therefore, all students enrolled in the course must verify their enrollment. This can affect financial aid and you may be dropped from the class. Your instructor will notify you as to how to verify your enrollment before the beginning of the term to ensure that you are not reported as a "no-show."

ONLINE DISCUSSIONS AND POSTINGS
Expectations for Achieving Responsible Online Discourse

One value we must share is respect for individuals - their experience and their ideas or social positions. We also share a genuine desire to learn from one another. In order to demonstrate these shared values, you are encouraged to consider how your tone, word choice, and content may affect other readers. Some ways people achieve responsible public electronic discourse include

a) calling each other by name on the screen,
b) using smiley faces =) to clarify meaning if a writer's tone might be ambiguous,
c) clarifying with someone courteously before "flaming" back a quick response, and
d) refraining from publishing or forwarding any questionable jokes or strong language that could offend various readers.

Guidelines for Online Discussions
Not only respond to your instructor's questions, but carry on a dialogue with your classmates as well. This is a

discussion, not just a question and answer session, and is one of the items that make a good online course and establishes community. If you only respond to your instructor's question it makes the discussion more of an "exam" rather than a dialogue.

Do not get caught up in "winning" the debate. We are here to learn the material, have fun, and to discuss matters of importance with others.

Read all postings from your classmates, not just those from the instructor. Sometimes future questions are based on the insights of your classmates.

When you reply to a post, don't just say "I agree". Give the person or person's name you are agreeing with and be sure to put the reply in the right thread. Also include a brief sentence or two summarizing what they said that you are agreeing with and then your views. You might also consider changing the subject line to reflect your posts. Make it easy for us to figure out who you are talking to and what you are talking about.

If you express an opinion, support it with material from our readings or other sources if applicable. When you quote, summarize, or paraphrase from the text, be sure to give the page number(s) -- This is important! **Count on checking the class website for assignments or discussions at least twice or more per week.**

HB 280 CAMPUS CARRY LEGISLATION
https://www.mga.edu/police/campus-carry.php

END OF COURSE EVALUATIONS
Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a unique link to a survey for each course in which they are enrolled. All responses are anonymous and completion of evaluations are voluntary.

STUDENT RESPONSIBILITIES
*Students are responsible for reading, understanding, and adhering to all Middle Georgia State University student policies, including those linked on the **Syllabus Policy** page.*

ACADEMIC MINDSET BELIEFS
The course activities/assignments in this course concerning the Academic Mindset shall contribute to your growth, self-efficacy, the relevancy of academic experience, and a sense of belonging. Throughout this course, growth mindset will be strengthened through activities/assignments by constant engagement. The following growth mindsets belief statements are the bedrock of this course and shall be acclaimed into mind by each student:

- I can strengthen my abilities through effort.
- The work in this course has value and purpose for me.
- I embrace new challenges.
- I will succeed if I put effort into my work.
- I will learn from success and failure to continue to improve.
- My effort and attitude are important to my future.

SECTION 5 - INSTRUCTOR-SPECIFIC POLICIES

1. Email. Official institutional email (MGA or D2L) is used only for communication between the instructor and students. The instructor will endeavor to reply to your email queries within 12 hours and no more than 24 hours of their receipt, excluding weekends and holidays or during semester breaks. Private email accounts must not be used to communicate between the instructor and students. Students must notify the Instructor (via email), asap – and before the due date/time the assignment is due, if an authorized extension is needed for a specific due date. Make sure the course and section and topic are clearly noted in the subject line of the email
(Example: ITEC.7200-01_Mod2.CaseStudy1_YOURLASTNAME).

2. Check the D2L/Brightspace Course Shell for Announcements, Emails, Discussions, and/or Assignments Updates *at least twice or more per week.*

3. Peer Review. Participation in peer evaluation of others' work offers the opportunity for high fidelity learning. Peer evaluation is the evaluation of your colleague's work by one or more classmates. It should function as a form of feedback. Feedback is given to enhance one's work. Feedback is targeted changes to improve your work. Your feedback must be professional, respectful, useful, and constructive.

4. Late Assignments. Late submissions will not be accepted. Any assignment not turned in on time will be assigned a grade of F, unless pre-arranged with the Instructor for an authorized due date extension. (Note the paragraph on university closures, as well.) NO DUE DATE EXTENSIONS WILL BE AUTHORIZED FOR THE FINAL PROJECT ASSIGNMENT.

5. General Guidance. This Syllabus is provided for general guidance on course activities and expectations. The instructor reserves the right to modify the syllabus in response to changing student needs or pedagogical circumstances. Changes are announced via email and posted in the D2L/Brightspace Course Shell.

SECTION 6 - TENTATIVE COURSE SCHEDULE AND OUTLINE
The schedule below contains class activities, assignments, and deadlines. Note that the course schedule is "tentative" and subject to change based on student and/or pedagogical needs. All changes will be announced and posted on the course website. Graduate students are also expected to perform extensive research on course topics via GALILEO, supplemental course resources, and the Internet.

Start Date	Readings/Videos	Objectives	Assignmnts/Assessmts	Due Date
Mod1/WK1: Wed. 8/9 Short Week!	**Module 1 Syllabus & Orientation**	Review Reqmts.	**Work Products**	**Sun. 8/13 Short WK!**
	Read: *Change by Design* (Brown, 2019), **Chapter 1:** Getting Under Your Skin.	**Course Objective:** Apply design thinking & innovation into everyday professional activities.	• **Syllabus** Review • **D1.** Introductions • **D2.** Design Thinking & Importance of Teams • Form **Case Study Teams**	
	Videos (4)	**Module Objectives:** • **Syllabus** Review • **Review 5 Design Stages:** Empathize; Define; Ideate; Prototype; & Test • Form **Case Study Teams**	• **Review 5 Design Stages:** Empathize; Define; Ideate; Prototype; & Test • **Due Mod1/Wk1** • **Form Case Study Teams**	
Mod2/WK2: Mon. 8/14	**Module 2 "Empathize with Organization & Users"** **Read:** *Change by Design* (Brown, 2019), **Chapter 2:** Converting Need into Demand; & **Chapter 3:** A Mental Matrix. **Videos (4)**	**Course Objective:** Critically appraise the issues and challenges associated with successfully integrating design techniques. **Module Objectives:** • CS1: Empathize. • Identify an org with a Website that requires a re-design. • Identify the specific (1) Interface (Webpage) to be re-designed. • Explain why this Interface was selected. • Explain how this re-design will benefit the organization and its users.	**CS1. Case Study #1 (Team) – Identify the Organization & Interface to be Designed or Redesigned**; Develop/Upload Presentation (.ppt); Include graphics, color, creativity **Due Mod2/Wk2**	**Sun. 8/20**

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| Mod3/WK3:
Mon. 8/21 | Module 3 "Define the Interface"
Read: *Change by Design* (Brown, 2019), **Chapter 4:** Building to Think; & **Chapter 5:** Returning to the Surface.

Videos (3) | **Course Objective:** Identify the value & measurable benefits deriving from the application of a redesign.

Module Objective:
• CS2: Define Interface Articulate the problem.
• Perform Site Visit
• Analyze & Assess Interface
• Interview Users
• Strategize Improvements
• Implement Agile Interative Approach
• Use Screenshots, etc. | **CS2. Case Study #2 (Team) – Define & Analyze Interface**; Develop Narrative word.doc; Include graphics, screenshots, interviews with users and mgmt., etc.
Due Mod3/Wk3 | Sun. 8/27 |

MGA Midterm Grades Due - End of Week 3

| Mod4/WK4:
Mon. 8/28 | Module 4 "Ideate the Prototype"
Read: *Change by Design* (Brown, 2019), **Chapter 6:** Spreading the Message; **Chapter 7:** Design Thinking Meets the Corporation; **Chapter 8:** The New Social Contract; & **Chapter 9:** Design Activism.

Videos (3) | **Course Objectives:** Formulate an IT solution based upon a comprehensive analysis of an org's Interface.

Module Objectives:
• CS3: Prototype.
• Develop Prototype for new or redesigned Interface. | **CS3. Case Study #3 (Team) Ideate & Develop Prototype Interface:** Develop/Upload Presentation (.ppt); Include graphics, screenshots, color, creativity, etc.
Due Mod5/Wk5 | Sun. 9/10 |

September 4, 2022 - Federal Labor Day Holiday - No On-Site Classes

| Mod5/WK5:
Tues. 9/9 | Module 5 "Develop the Prototype"
Read: *Change by Design* (Brown, 2019), **Chapter 6:** Spreading the Message; **Chapter 7:** Design Thinking Meets the Corporation; **Chapter 8:** The New Social Contract; & **Chapter 9:** Design Activism. | **Course Objectives:** Critically appraise the issues and challenges associated with designing a Prototype (agile & iterative process) & plans for successful implementation.

Module Objectives: | **CS3. Case Study #3 (Team) Ideate & Develop Prototype Interface:** Develop/Upload Presentation (.ppt); Include graphics, screenshots, color, creativity, etc.
Due Mod5/Wk5 | Sun. 9/10 |

	Videos (3)	• CS3: Prototype. • Describe the Prototype or Mockup of Interface. • Use screenshots, etc. to visualize. • Rationalize why the changes made to the original are appropriate. • Does new Interface meet the users' and organization's goals?		
Mod6/WK6: **Mon. 9/11**	**Module 6 "Test & Report"** **Read:** *Change by Design* (Brown, 2019), **Chapter 10:** Designing Tomorrow - Today; & **Chapter 11:** Redesigning Design. **Videos (5)**	**Course Objectives:** Identify the measurable benefits deriving from the application of IT solutions. Synthesize an IS prototype by applying data modeling tools. **Module Objectives:** • CS4: Test Prototype • Write Report. • Include Results & Recommendations.	**CS4. Case Study #4 (Team)** **Test Prototype Interface &** **Write Report**; Develop narrative word.doc; include graphics, screenshots, etc**.** **Part 1 –** Propose how the Team will test Prototype; **Part 2 –** Report will be a Brief Summary of 4 Case Studies. **Due Mod7/Wk7**	**Sun. 9/24**
Mod7/WK7: **Mon. 9/19**	**Module 7 "Test & Report"** **Read:** *Change by Design* (Brown, 2019), **Chapter 10:** Designing Tomorrow - Today; & **Chapter 11:** Redesigning Design. **Videos (5)**	**Course Objectives:** Critically appraise the issues and challenges associated with successfully integrating IS Interfaces with usability into an organization. **Module Objectives:** • CS4: Test Prototype. • Write Report. • Incl. Results & Recs.	**CS4. Case Study #4 (Team)** **Test Prototype Interface &** **Write Report**; Develop narrative word.doc; include graphics, screenshots, etc**.** **Part 1 –** Propose how the Team will test Prototype; **Part 2 –** Report will be a Brief Summary of 4 Case Studies. **Due Mod7/Wk7**	**Sun. 9/24**
Mod8/WK8: **Mon. 9/25** **Short Week!**	**Module 8 "Reflection"** **Read: N/A.** **Videos**: N/A.	**Course & Mod Objectives:** D3. Course Reflection. Course Evaluation.	**D3. Course Reflection** **(Individual) & Course Eval** **Due Mod8/Wk8**	**Wed. 9/27** **Short WK!**

Resources & References

• Brown, T. (2019). *Change by design: How design thinking transforms organizations and inspires innovation.* New York: HarperCollins Publishers.
• Hackos, J. T., & Redish, J. C. (1998). *User and task analysis for interface design*. NewYork: John Wiley & Sons, Inc.

- Krug, S. (2006). *Don't make me think! A commonsense approach to web usability* (2nd ed.). Berkeley, CA: New Riders.
- Norman, D. A. (2002). *The design of everyday things*. New York: Basic Books.
- Preece, J., Sharp, H., & Rogers, Y. (2019). *Interaction design: Beyond human-computer interaction* (5th ed.). Indianapolis, IN: John Wiley & Sons, Inc.

Videos

- Mod.1: Change by Design by Tim Brown / Book Brief (5 Mins) https://youtu.be/Yj0PV29eYrg
- Mod.1: Tim Brown on Change by Design (2 Mins) https://youtu.be/bfG_HFEQAJg
- Mod.1: Design, Thinking, & Doing (5 Mins) https://youtu.be/bpVzgW8TUQ0
- Mod.1: 5 Stages of Design Thinking Process (3.5 Mins) https://youtu.be/-ySx-S5FcCI
- Mod.2: Design Thinking: Empathize (4 Mins) https://youtu.be/q654-kmF3Pc
- Mod.2: Design Thinking – Fragment TED talk with Tim Brown (4.5 Mins) https://youtu.be/RRFKDdRsvjk
- Mod.2: Design Thinking 101 (3 Mins) https://youtu.be/6lmvCqvmjfE
- Mod.2: Tim Brown on Thinking Big (4.5 Mins) https://youtu.be/-FCNiCPQpaA
- Mod.3: Design Thinking: Define (4.5 Mins) https://youtu.be/TNAdanuvwtc
- Mod.3: Interview with Tim Brown – Intro to the Design of Everyday Things (4 Mins.) https://youtu.be/859ZOXwbdsg
- Mod.3: Design Thinking in UX (4 Mins.) https://youtu.be/rH4zdpKtUMw
- Mod.4&5: Design Thinking: Ideate (4 Mins) https://youtu.be/zbLxs6te5to
- Mod.4&5: Design Thinking: Prototype (5 Mins) https://youtu.be/Q4MzT2MEDHA
- Mod.4&5: How to Get a Prototype Made (2.5 Mins) https://youtu.be/5SWt-TSYD08
- Mod.6&7: Design Thinking: Test (3 Mins) https://youtu.be/UVEQCNM6X-A
- Mod.6&7: 5-Second Usability Test (2 Mins) https://youtu.be/X0FG0jCqLYQ
- Mod.6&7: 1st Pillar of Usability Testing: Typical Users – Video 1 of 3 (2 Mins) https://youtu.be/o29up51Sxs8
- Mod.6&7: 2nd Pillar of Usability Testing: Appropriate Tasks - Video 2 of 3 (3.5 Mins) https://youtu.be/dkKS6aKEC6M
- Mod.6&7: 3rd Pillar of Usability Testing: Skilled Facilitator - Video 3 of 3 (3 Mins) https://youtu.be/h-jsE0oyyYo