Intro to Digital Product Design Fall 2019
Instructor: Alex Hadley  alehadle@adobe.com
Office Hours by Appointment: Class Communication through Slack

Course Objective
Help students to be problem-centric designers by focusing on improving the users' lives through research, innovation, iteration, testing, and visual design in order to design creative solutions to complex problems.

Section 1: UX Design Principals
Students will learn why user experience design is fundamental to creating seamless services, systems and products. With that understanding we will focus on digital product design to better understand the core principals of UX and what UI elements make up those principals.

Project 1- UX Design Principals
For Project 1 students will choose an existing web app and re-draw it in XD identifying key UI elements and their function. Then students will show one solution for how you could improve upon that app by improving on a lacking UX core principal.

Project Requirement:
In XD draw 1 screen (at least 3 states) and annotate the key UI elements. Must be able to talk about the function of each of the elements.
Annotate the same screen to show before and after of improving on element based off of one of the core UX principals.

(Replicate & Annotate) — Rubric 150

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Accuracy of XD drawing</td>
<td>25</td>
</tr>
<tr>
<td>Displaying 3 states</td>
<td>35</td>
</tr>
<tr>
<td>Annotating UI Elements</td>
<td>35</td>
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<tr>
<td>Apply UX principal changes</td>
<td>35</td>
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<tr>
<td>Overall Presentation</td>
<td>20</td>
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Section 2: Understanding the problem

In this section students will embark on the discovery and understand phase of the product design process. Students will learn how to create personas, and gain a tool set that allows them to better understand user problems. With these methods students will learn the difference in problem hypothesis statements and problem statements and discover how to use those problem statements as a guiding light for the next section of the course – solving the problem.

Project 2- Discover and Understand the Problem

Based off of a persona of the students choosing they will present a problem hypothesis that solves a problem not currently being solved effectively for that persona. Once students have identified this problem they will write a problem hypothesis, conduct research and present on how they turned a problem hypothesis into a validated problem statement.

Project Requirements:
In XD present user persona, problem hypothesis, methods used for discovery and understanding the user problem and final problem statement.

<table>
<thead>
<tr>
<th>Discover &amp; Understand – Project 2 – Rubric -200</th>
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</thead>
<tbody>
<tr>
<td>Persona</td>
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<tr>
<td>Problem Hypothesis</td>
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<tr>
<td>Discovery &amp; Understanding research methods</td>
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<tr>
<td>Final problem statement</td>
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<td>Applied criticism</td>
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<td>Overall Presentation</td>
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Section 3: Solving the Problem

Students will go through the final steps of the product design process by creating a designed solution using Adobe’s Spectrum UI framework. In this section students will learn about wireframing, prototyping processes, usability testing and how to implement a style guide.
Project 3 - Design

Students will present a designed solution to the problem they have identified in Project 2 using the tools and processes that they have learned during the course. The new proposed design will also need to implement Adobe’s Spectrum UI framework.

Project Requirements:
Presentation in XD should include a summary of how students arrived at the problem statement, research conducted, wireframes created, and final design of solution in Spectrum.

Design – Project 3 – Rubric - 350

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<th>Points</th>
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<tbody>
<tr>
<td>Compelling discovery process, persona development</td>
<td>25</td>
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<tr>
<td>Applied feedback throughout design process</td>
<td>100</td>
</tr>
<tr>
<td>Research &amp; Testing</td>
<td>75</td>
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<tr>
<td>Wireframes</td>
<td>50</td>
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<tr>
<td>Visual design</td>
<td>50</td>
</tr>
<tr>
<td>Overall Presentation, Compelling Story</td>
<td>50</td>
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Course outline

Week 1 – What is UX, Intro to Slack, Intro to Course, Learning a new language, Systems not solutions, We’re a design team not a class, Tools of the trade
Week 2 – UI Elements (Atomic Design System)
Week 3 – Principals of UX Design, Project 1 introduction
Week 4 – Project 1 final presentations, introduce project 2
Week 5 – Understanding your user, discovering a problem, developing a problem hypothesis.
Week 6 – Tools to understand strengthen your problem statements: Market Research Affinity Mapping, etc.
Week 7 – Discovery Research, User interviews, Identifying your user base (Analytics)
Week 8 – Presenting a problem, crafting a narrative, revise Problem statements, Guest Lecture
Week 9 – Project 2 rough draft, Adobe PM Critique
Week 10 – Project 2 presentations, Introduce Project 3
Week 11 – Wire-framing, Information Architecture and Prototyping
Week 12 – User Testing vs: Usability Testing, Applying a Style guide
Week 13 – Working with ENG guest lecture
Week 14 – Project 3 rough draft presentation
Week 15 – Project 3 final presentation at Adobe Campus, Lehi
Course Policies:
This class will not be successful without your participation. Students are required to be involved and respectful in group critiques and feedback sessions. We are all here to learn from each other don’t hesitate to ask questions.

Attendance & Punctuality: Students are allowed one excused absence from the class, more than one absence requires a conversation. For excused absences students need to communicate to me via slack the reason for their absence including a note from a doctor or another professor for a class trip excusal. If you are running late to class please let me know via slack.

Late or Missing Assignments: Students are expected to turn in all assignments on time. Failure to do so will result in points deducted from the assignment and a conversation around why the assignment was late or missing.

University Policies

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Last day to drop/withdraw – Friday, October 18
Other important info:
Student Code: http://regulations.utah.edu/academics/6-400.php
Accommodation Policy (see Section Q): http://regulations.utah.edu/academics/6-100.php