



**DALHOUSIE
UNIVERSITY**

FACULTY OF MANAGEMENT

SCHOOL OF INFORMATION MANAGEMENT

CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

MGMT 5004

USER

EXPERIENCE

DR. RYAN DESCHAMPS

SUMMER 2020

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Course Website: Brightspace through My.Dal or <https://dal.brightspace.com/d2l/login>

COURSE DESCRIPTION

Understanding theories and practices of human-computer interaction is a key determinant of organizational success. User experience (UX) is a keystone to understanding what makes a product, service or physical space relevant to people, whether for purpose of selling a product, offering a program or improving a public service. This course explores how technology interrelates to human use and the process from conception of an idea to design and evaluation. We will focus on UX for mobile devices, but also explore applications for websites, public spaces such as information commons, embedded devices and information systems, including those that apply modern Artificial Intelligence and Machine Learning. The course discusses individual and group information behaviours in government and corporate contexts, and the theories and models of information behaviour that contribute to a nuanced understanding of the user experience.

COURSE PRE-REQUISITES

None

LEARNING OBJECTIVES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas, divided according to the core competencies of the MIM program (see Appendix):

LEARNING OBJECTIVE	RELEVANT MIM CORE COMPETENCIES
1. Learn design processes and design thinking	Information Management Leadership ➤ Competencies 1.1; 1.3; 1.4; 1.5; 1.6
2. Gain a deep understanding of the factors that influence user experience	Information Management Leadership ➤ Competencies 1.1; 1.2; 1.4; 1.5; 1.6 Enterprise Architecture ➤ Competencies 2.1 Risk Management ➤ Competencies 3.1; 3.6; 3.7
3. Learn methods for evaluating user experience of information systems and services	Information Management Leadership ➤ Competencies 1.2; 1.4; 1.6 Enterprise Architecture ➤ Competencies 2.1 Risk Management ➤ Competencies 3.1; 3.6; 3.7 Information Security ➤ Competencies 4.1
4. Use rapid prototyping tools to create user interfaces	Information Management Leadership ➤ Competencies 1.3; 1.5
5. Introduce theories and models of information behaviour	Information Management Leadership ➤ Competencies 1.3 Enterprise Architecture ➤ Competencies 2.1; 2.3

TECHNOLOGY USED

Brightspace online platform (course documents, discussion board and Live Class) will be used for all interactions. All classes will be video-recorded and slides available for review following each Live Class.

INSTRUCTIONAL METHODS

Instruction will include online lectures (typically 1-hour in length), group and individual work, and class and forum discussion. Online materials will be frequently consulted. Through assigned readings, students will prepare for and engage in discussion of concepts and ideas presented in lectures.

Pedagogical statement: To the extent that it is possible in an online environment, lectures will be interactive and exploratory. We will make (mostly digital) messes in this course, because figuring out how to fix messes is a great way to learn both the content and implications of design in this course.

LEARNING MATERIALS

Required textbook:

Johnson, J. (2014). *Designing with the Mind in Mind: Simple Guide to Understanding User Interface Design Guidelines* (2nd Ed). Morgan Kaufmann: Burlington, MA. ISBN 978-0-12-407914-4.

Additional required readings listed below, available online via Brightspace or Dalhousie Libraries.

METHOD OF EVALUATION

Appropriate preparation for participation during class activities and interaction with lecture examples is key to success in this course. This preparation includes carefully reading the assigned readings and attending class prepared to engage, discuss and evaluate the key points of the readings. Active, iterative (online) participation outside of class is also required. Grades will be assigned in accordance with the SIM Grading Policy, available here: <http://www.dal.ca/faculty/management/school-of-information-management/current-students-site/sim-grading-policy.html>

Please Note: Due to the global conditions with coronavirus, many activities will not be possible to perform, although they have been maintained in assignment descriptions with the assumption that global conditions will return to normal. It is imperative that you do not risk your health or the health of others to complete these assignments. Please follow the advice of Public Health officials for guidance. I have highlighted sections of the assignments and activities that may require adaptation for social distancing purposes, with propositions of adaptations.

1. PARTICIPATION (15%) | WEEKLY

Students are expected to contribute to discussion forum provocations, attend classes prepared to discuss the weekly readings, and to participate in design example evaluation.

Each week, students are expected to respond to discussion forum provocations by adding their own statements as well as responding to colleagues. Discussion forum participation should attempt to grapple with themes discussed in the readings. Short, iterative conversations with thought-provoking questions are preferred over long, overly formal discussions. Aim for two or more responses with a length of 75-100 words each. While the rubric below provides a guideline for how participation is marked on a weekly basis, the final mark will reflect overall participation in the course and engagement with course materials. For example, feedback to the instructor on a matter that improves the experience of the course for everyone will be appreciated and rewarded in overall participation.

CRITERIA	WEIGHTING	INDICATORS
Preparation	40%	The student demonstrates consistent preparation for class; readings are always completed, and the student is able to relate readings to each other and to other course material (discussions, presentations, etc.)
Quality of contributions	40%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	10%	The student is actively engaged in the class and/or discussions at all times.
Attendance/Punctuality	10%	The student is always punctual and no unexcused absences.

2. ASSIGNMENT #1 (THREE PARTS) LOW-FIDELITY SKETCH OF MOBILE APP AND DESCRIPTION (THREE PARTS 15% + 15% + 25% = 55%)

In randomly assigned pairs, students will develop and test a paper prototype design of a mobile app in a three-part process.

Part One – Design Description based on Low-fidelity Sketches (15%) due May 31, 2020:

Considering the fundamentals of design learned so far, each student will develop an initial proposal for a mobile app or mobile-friendly website, describing the concept and approach in a short descriptive essay (500-750 words), based on a low-fidelity sketch exercise described during the lectures. The app should address one of the following:

- 1) A specific problem within your organization, suitable for a mobile app OR
- 2) A niche problem for a community that is traditionally under-served by mobile.

The descriptive essay should detail the process of creatively approaching the problem, and how design thinking was used to address the needs of the client (e.g., personas, scenarios,

looking at other solutions, brainstorming). A description of the iterative ideational process, from initial idea to final concept and approach should be included. App functionality and aesthetics should be discussed, with the goal that creative (but realistic and sensible) solutions to the client's challenges are presented. The proposed design should be bold and modern, with a strong aesthetic vision and differentiated from generic or existing designs.

Any professional or academic rhetorical approach is acceptable for the "descriptive essay," so long as it clearly and cogently conveys the assignment requirements. Detailed technical and systems information should *not* be included. Each descriptive essay will be assessed on the concept's viability with consideration of commercial need/fit, realistic production goals, thoughtfulness of functionality, and ingenuity of idea and approach.

Part Two (Medium Fidelity Paper Prototype and User Interface Improvements) 15% due June 14, 2020:

Based on the proposal in Assignment #1, and taking into account feedback from the instructor and other advisers and mentors (see below), you will develop a collection of medium-fidelity (wireframe) design of your mobile app/website that is sufficiently logical and understandable that it can be used for usability testing. Students must solicit *informal* feedback from at least two (2) different individuals as part of the assignment.

You may use paper and pencil or one of the wireframing tools recommended in the online lectures to produce these designs. The wireframes should be digitized and submitted in whatever format students desire (Power point slides, PDF etc.), so that the main User Interface (UI) elements can be annotated (via footnotes, slide notes etc.) and described. A short (~500-1000 words) report should describe the following, in brief:

- One or more pragmatic use cases for the application, based on feedback.
- how this design improves on the original sketch design
- what feedback you solicited and what advice you received (specific details of the identity of the person are not necessary, just a general description).
- how the new design addresses the experience of the mobile app for your user.
- Your predictions on the design elements that may be the most challenging for your user group.

Part Three (Paper Usability Testing) 25% due July 5, 2020:

Using the wireframes (with revisions as necessary) from another group (herein called “clients,” your team will conduct a paper prototype usability test with four different people (two people each) for the mobile app.*** In order to accomplish this task, you will need to work closely with your clients to properly understand the purpose of their app, who the target audience is, what experience they are looking for and what they hope the app will achieve for their organization.

In a report of 1000-1500 words, you will provide a summary description of your usability tests, including the following information:

- Background and Purpose (based on conversation with assignees)
- **General** profile of test subjects and why they were selected.
- A summary of the results from your tests.
- Key messages.
- Recommendations for improvement to the app.

***** (alternative options assuming social distancing orders)**

- If possible, paper prototyping usability test can be performed with co-habitants.
- The team can conduct multiple “cognitive walkthroughs” (imagine a user group and make guesses at how they would use the application).
- The team can attempt to do two tests via online methods.
- Other options in consultation with instructor.

3. ASSIGNMENT #2 USER EXPERIENCE RESEARCH PAPER (30%) DUE JULY 26, 2020

Using the experience of past assignments, students will take a deep dive on a topic related to user experience in a research paper of 3000-4000 words. The research topic can be of personal or organizational interest but should cover a novel area or problem in UX design. You can begin at any time but should get the topic approved by the instructor before commencing. Some suggested topics are below:

- User experience considerations of specific user groups [children, older adults, cultural groups etc.].
- Advanced or emerging methods for conducting UX tests.
- The challenges and opportunities of Accessible/Inclusive practices on UX design.
- The relevance or implications of Artificial Intelligence, Machine Learning, Internet of Things (IoT), Quantum Computing or other emerging technologies on User Experience.
- The role of UX in emergency response (e.g. COVID-19).
- A close examination of an adverse event caused by poor user experience design.
- A review of a UX guru's sage advice against available evidence in behavioral psychology.
- The relevance of UX in data management and cybersecurity.
- Adverse incentives and other constraints on positive UX.
- Other topics in consultation with the instructor.

CLASS POLICIES

Extended absence from class

- Emergencies
 - Contact the course instructor
- Illness
 - Contact your instructor as soon as possible to inform him or her of your illness.
 - All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of

any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

FACULTY OF MANAGEMENT CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

ACCESSIBILITY

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

COURSE SCHEDULE

DATE	TOPICS & ASSIGNMENTS	REQUIRED READINGS
<p>Week 1</p> <p>Course overview; introduction to core user experience concepts and foundations</p> <p>May 4 – 10, 2020</p>	<p>Discussion Forum: Introduce yourselves</p>	<ul style="list-style-type: none"> ➤ Kolko, J. (2015, September). Design thinking comes of age. <i>Harvard Business Review</i>, 93(9), 66-71. ➤ Chapter 1.1 – 1.2 (pp. 2-5), <i>UX for Beginners: A Crash Course in 100 Short Lessons</i> by Joel Marsh
<p>Week 2</p> <p>User Experience in the Wild</p> <p>May 11 – 17, 2020</p>	<p>Discussion Forum Provocation: Watch one of the three “walkthrough” videos provided. What user experience do you think is being offered by the space shown? What design elements suggest to you that this is so?</p>	<ul style="list-style-type: none"> ➤ Explore the usability.gov website. In particular, read the “User Research Basics” page, http://www.usability.gov/what-and-why/user-research.html as well as the “Personas” and “Scenarios” pages that link from that page. ➤ Warren, R., & Epp, C. (2016). Library Space and Signage Kindness Audits: What Does Your User See?. <i>Partnership: The Canadian Journal of Library and Information Practice and Research</i> 11(1). https://doi.org/10.21083/partnership.v11i1.3602 ➤ David Travis. June, 2011. ISO 13407 is dead. Long live ISO 9241-210! <i>User Focus</i> https://www.userfocus.co.uk/articles/iso-13407-is-dead.html
<p>Week 3</p> <p>Perception bias; gestalt principles; visual structure; design methods, continued</p>	<p>Discussion Forum Provocation: Do a quick sketch of a website, mobile app or other application with one additional feature or improvement. State one thing that you noticed about this process (e.g. what did you think was an obvious fix? What trade-offs do you think would come from your improvements?)</p>	<ul style="list-style-type: none"> ➤ Textbook (pp. 1-36). Chapter 1 (“Our perception is biased”), Chapter 2 (“Our vision is optimized to see structure”), Chapter 3 (“We seek and use visual structure”) ➤ Busche, L. (2014, October 6). The skeptic’s guide to low-fidelity prototyping. https://www.smashingmagazine.c

DATE	TOPICS & ASSIGNMENTS	REQUIRED READINGS
<p>May 18 – 24, 2020</p>		<p>om/2014/10/the-skeptics-guide-to-low-fidelity-prototyping/?</p> <ul style="list-style-type: none"> ➤ Explore the usability.gov website. In particular, read the “Prototyping” page.
<p>Week 4</p> <p>Colour; peripheral vision; reading</p> <p>May 25 – 31, 2020</p>	<p>Assignment #1, Part 1 due May 31: Rapid and Lean Web Design – Low fidelity Sketch of Mobile App & Description</p> <p>Discussion Forum Provocation: Many websites now employ “responsive web design.” The website https://dal.brightspace.com/ is an example of responsive web design (the layout changes according to screen size and capabilities of the device). Find an example of a responsive website. Using at least two different devices (e.g., desktop, laptop, tablet, smartphone) report how the layout differs, what information, images, or features are reduced or augmented.</p>	<ul style="list-style-type: none"> ➤ Textbook (pp. 37-85). Chapter 4 (“Our color vision is limited”), Chapter 5 (“Our peripheral vision is poor”), and Chapter 6 (“Reading is unnatural”) ➤ Cashmore, P. (2012, December 11). Why 2013 is the year of responsive web design. <i>Mashable</i>. http://mashable.com/2012/12/11/responsive-web-design/ ➤ On the https://www.nngroup.com/ website, read the article by Kate Meyer (2016, March 20), “How chunking helps content processing.”
<p>Week 5</p> <p>Attention; memory</p> <p>June 1 – 7, 2020</p>	<p>Discussion Forum Provocation: You have been hired to develop a GPS application specifically tailored to taxi drivers. Distraction and safety are of paramount concern; other than the driving task, identify potential sources of frustration, interruption, and distraction.</p>	<ul style="list-style-type: none"> ➤ Textbook (pp. 87-129). Chapter 7 (“Our attention is limited; Our memory is imperfect”), Chapter 8 (“Limits on attention shape our thought and action”), and Chapter 9 (“Recognition is easy; recall is hard”) ➤ Davis, N. (2011). Information overload, reloaded. <i>Bulletin of the American Society for Information Science and Technology</i>, 37(5), 45-49.
<p>Week 6</p> <p>Learning; decision making</p>	<p>Assignment #1, Part 2 due June 14: <i>Medium Fidelity Prototype with User Interface Improvements.</i></p>	<ul style="list-style-type: none"> ➤ Textbook (pp. 131-185). Chapter 10 (“Learning from experience and performing learned actions are easy; Novel actions, problem solving, and calculation are

DATE	TOPICS & ASSIGNMENTS	REQUIRED READINGS
<p>June 8 – 14, 2020</p>	<p>Discussion Forum Provocation: The Edmonton Transit System developed the ETS Trip Planner [http://etstriplanner.edmonton.ca/PlanYourTrip.aspx]. Play around with the ETS Trip Planner or another decision support system of your choice. Does the system follow the decision support software guidelines outlined in your text book (p. 176), i.e.: 1) provide all options, 2) help people find alternatives, 3) provide unbiased data, 4) doesn't make people calculate, 5) check assertions and assumptions?</p> <p>Midterm Course Evaluations available</p>	<p>hard”), Chapter 11 (“Many factors affect learning”), Chapter 12 (“Human decision making is rarely rational”)</p>
<p>Week 7</p> <p>Overview of evaluation methods; heuristic evaluation</p> <p>June 15 – 21, 2020</p>	<p>Discussion Forum Provocation: Select a website or mobile app and examine it from the perspective of the well-known design rules. Give one example of how it applies common heuristics and one where it departs. Do you think the departure is justified?</p> <p>Midterm Course Evaluations closes June 16</p>	<ul style="list-style-type: none"> ➤ Textbook (pp. 219-222). Appendix (“Well-known user-interface design rules”) ➤ Shneiderman, B. & Plaisant, C. (2010). Chapter 4: Evaluating interface designs. <i>Designing the User Interface: Strategies for Effective Human-Computer Interaction</i>. 5th Ed., Montreal: Addison-Wesley, pp. 132-170.
<p>Week 8</p> <p>Models of information behaviour; search</p> <p>June 22 – 28, 2020</p>	<p>Discussion Forum Provocation: Select one of the information models from this week’s reading (Wang, 2011) and think about what features of a user interface (e.g., search box, save function, recommendations) might support the information behavior illustrated in the model.</p>	<ul style="list-style-type: none"> ➤ Wang, P. (2011). Information behavior and seeking. In I. Ruthven & D. Kelly (Eds.), <i>Interactive Information Seeking, Behaviour and Retrieval</i> (pp. 15-41). London: Facet Publishing. ➤ On the https://www.nngroup.com/ website, read the article by Page Laubheimer (2016, March 13), “7 Ways to improve your website’s or intranet’s built-in search engine.”

DATE	TOPICS & ASSIGNMENTS	REQUIRED READINGS
<p>Week 9</p> <p>User research planning and recruitment; ethical considerations</p> <p>June 29 – July 5, 2020</p>	<p>Assignment #1, Part 3, due July 5: Paper Usability Testing</p> <p>Discussion Forum Provocation: You are tasked by your organization to evaluate the usefulness of the community-driven online help forum hosted on your organization’s site. What are the ethical considerations you need to address before starting your evaluation?</p>	<ul style="list-style-type: none"> ➤ Grimes, S.M., Fleischman, K.R., and Jaeger, P.T. (2009). Virtual guinea pigs: ethical implications of human subjects research in virtual worlds. <i>International Journal of Internet Research Ethics</i> 2(1): 38-56. Retrieved from http://ijire.net/issue_2.1/grimes.pdf ➤ Explore the usability.gov website. In particular, read the “Planning a usability study” and “Recruiting usability test participants” pages.
<p>Week 10</p> <p>User research methods; reporting</p> <p>July 6 – 12, 2020</p>	<p>Discussion Forum Provocation: You are testing a new mobile app for purchasing an annual university parking permit, select a method for testing the application and explain why you would use it in this case.</p>	<ul style="list-style-type: none"> ➤ Mifsud, J. (2016). Usability testing of mobile applications: A step-by-step guide. Retrieved from http://usabilitygeek.com/usability-testing-mobile-applications/ ➤ On the https://www.nngroup.com/ website, read the article by Christian Rohrer (2014, October 12), “When to use which user-experience research methods.” ➤ Smith, M.A., Monfort, S.S., & Blumberg, E.J. (2015). Improving voter experience through user testing and iterative design. <i>Journal of Usability Studies</i>, 10(4), pp. 116-128. Retrieved from: http://uxpajournal.org/voter-experience-user-testing-iterative-design/
<p>Week 11</p> <p>Movement; time</p> <p>July 13 – 19, 2020</p>	<p>Discussion Forum Provocation: As touchscreens become increasingly ubiquitous they are extending direct manipulation interfaces into new realms. Last year, <i>Wired</i> profiled an email app, Geronimo, which allows users to “toss some emails” (see: http://www.wired.com/2015/08/geronimo-email-app/). Discuss a</p>	<ul style="list-style-type: none"> ➤ Textbook (pp. 187-216). Chapter 13 (“Our hand-eye coordination follows laws”) and Chapter 14 (“We have time requirements”) ➤ Karafillis, A. (2012). When you shouldn’t use Fitts Law to measure user experience. <i>Smashing Magazine</i>. Available: http://www.smashingmagazine.co

DATE	TOPICS & ASSIGNMENTS	REQUIRED READINGS
	<p>few issues or novel examples of direct manipulation.</p>	<p>m/2012/12/04/fitts-law-and-user-experience/</p> <ul style="list-style-type: none"> ➤ Velloso, E., Schmidt, D., Alexander, J., Gellersen, H., & Bulling, A. (2015). The feet in human-computer interaction: A survey of foot-based interaction. <i>ACM Computing Surveys</i>, 48(2), 21:1-21:35.
<p>Week 12</p> <p>Social UX</p> <p>July 20 - 26, 2020</p>	<p>Assignment #2 due July 26 User Experience Research Paper</p> <p>Discussion Forum Provocation: Social media use has been increasing exponentially over the past several years. You have been tasked by your organization to see whether or not hiding posts based on a rating system (similar to Reddit) will improve participation in an organizational group forum. What would you recommend?</p> <p>Student Rating of Instructions for Part 1 available July 23 - 29</p>	<ul style="list-style-type: none"> ➤ Amichai-Hamburger, Y., Gazit, T., Bar-Ilan, J., Perez, O., Aharony, N., Bronstein, N., & Dyne, T.S. (2016). Psychological factors behind the lack of participation in online discussions. <i>Computers in Human Behavior</i>, 55, Part A, pp. 268-277. ➤ Nichols, D.M., & Twidale, M.B. (2011). Recommendation, collaboration and social search. In I. Ruthven & D. Kelly (Eds.), <i>Interactive Information Seeking, Behaviour and Retrieval</i> (pp. 205-220). London: Facet Publishing. ➤ On the https://www.nngroup.com/ website, read the article by Amy Schade (2015, November 22), “6 Ways to encourage social participation on intranets.”
<p>MGMT 5104</p> <p>Intensive Session Atlantic</p> <p>August 9 – 10, 2020</p>	<p>Student Rating of Instructions for Part 2 available August 10 - 16</p> <p>Access to the course site ends September 30, 2020</p>	<ul style="list-style-type: none"> ➤ Details on the session will be posted online in advance

APPENDIX I - MIM COMPETENCIES FRAMEWORK

DEFINITIONS OF KEY AREAS

1. INFORMATION & KNOWLEDGE MANAGEMENT LEADERSHIP

Information & knowledge management (I&KM) leaders focus on the strategic importance of information as a resource within their organization. Effective information & knowledge management leaders establish appropriate information management goals and processes, and lead the process of organizational change.

A graduate of the Master of Information Management program should understand how to:

- 1.1 Identify, develop, articulate, and promote I&KM strategies and policies that will facilitate the achievement of organizational objectives.
- 1.2 Ensure that I&KM strategies and policies are embedded within corporate governance, projects and business processes.
- 1.3 Foster a knowledge and information rich culture, ensuring that Knowledge and Information Management skills are recognised as core competencies needed to develop individual and organizational capacities.
- 1.4 Engage their organization to encourage collaboration and information sharing with internal business units, and externally, to other strategic partners.
- 1.5 Act as an advocate and facilitator for I&KM strategies, and bridge the continuum between senior management and employees
- 1.6 Continually review and assess the impact of I&KM strategies and policies, enhancing and revising them as needed.

2. ENTERPRISE ARCHITECTURE

Information managers identify, analyze, and evaluate methods, tools, concepts, and best practices to articulate how processes and technology can be used to manage information resources in accordance with legislation, as well as relevant internal policies, procedures, and guidelines.

A graduate of the Master of Information Management should understand how to:

- 2.1 Monitor and evaluate current and emerging best practices in IM and information technology (IT) relative to the organization's strategic plan and current practices.
- 2.2 Assess and evaluate IM requirements, and identify potential IT-based solutions.
- 2.3 Identify and design shared solutions among partners and external organizations, leveraging process and technology investments.
- 2.4 Employ the organization's IT investment strategy to compare, contrast, and evaluate potential acquisitions.
- 2.5 Develop metrics, key performance indicators, and critical success factors to monitor, assess, and report on technology project results.

3. RISK MANAGEMENT

Information managers identify, analyze, evaluate, and mitigate risks associated with the information resources, throughout their life cycle.

A graduate of the Master of Information Management should understand how to:

- 3.1 Identify and value information assets
- 3.2 Conduct risk assessments
- 3.3 Develop and evaluate policies to manage information risk
- 3.4 Advocate risk management at strategic and operational levels
- 3.5 Build a risk-aware culture within the organization, including appropriate education and training
- 3.6 Develop risk response processes, including contingency and business continuity programs
- 3.7 Ensure compliance with relevant legal or regulatory requirements

4. INFORMATION SECURITY

Information managers identify, analyze, and evaluate processes ensuring the confidentiality, integrity, and availability of their information resources.

A graduate of the Master of Information Management should understand how to:

- 4.1 Develop and evaluate policies relating to information security
- 4.2 Define and enforce appropriate access levels to confidential information
- 4.3 Protect data from modification or deletion by unauthorized parties
- 4.4 Ensure the availability of information resources via appropriate systems, access channels, and authentication mechanisms
- 4.5 Implement access controls
- 4.6 Perform security audits

APPENDIX II – VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine
- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.
- **Explore** the architecture of Brightspace. Consider using Brightspace’s **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.
- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)
- **Appoint and refer to a team records manager.** If you are unable to locate shared work, this person could help you find what you are looking for.
- **Connect during “live office hours”** to communicate with your instructor.
- **Stay present and visible online.** Communicate regularly with your peers via the designated forum.