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LIS-682

Projects in Information Experience Design

Summer 2016

Tuesdays & Thursdays, 5/24 to 6/21, 4:00-8:20p • Pratt Manhattan Center, Room 609

Credits: 3

Pre-requisites: LIS-643 or LIS-644

Office Hours: By appointment

Bulletin Description

With a theoretical foundation that combines aspects of information science and user experience (UX) design, this course covers practical, hands-on approaches for working with information organizations to conceptualize and implement user-centered tools, services, and/or information spaces. Throughout the course, students will explore and apply theories and principles of the emerging field of Information Experience Design (IXD) through applied, collaborative projects with partner institutions (e.g., libraries, archives, museums, or similar organizations). Topics will include design thinking, research and discovery, and project planning and implementation, with an emphasis on designing an information experience that meets the needs of both internal and external stakeholders.

Course Goals & Objectives

The goals of this course are to:

- Expose students to the emerging discipline of information experience design.
- Provide direct, practical experience with the information experience design project lifecycle, from research to proposal and implementation.
- Improve individual and collaborative skills in problem solving, communication, and creative thinking.

Upon successful completion of this course, a student will be able to:

- **Explain** the practice of information experience design and its relationship to Library and Information Science (LIS), User Experience (UX), and other related fields.
- **Choose** and **employ** appropriate research methods to understand organizational challenges and user needs and expectations.
- **Formulate** and **appraise** innovative ideas that augment or enhance the experience of interacting with information tools, information services, and/or information spaces.
- **Create** and **support** comprehensive implementation plans that address organizational constraints and result in an improved information experience.

Required Readings

There is no required textbook for this course. All readings are available via the LMS. It is expected that you come to class having read the assigned readings each week.

Assessment and Grading

The overall course grade will be based on a total of 200 points, weighted as follows:

- 70% Information Experience Design Project
 - 10% Research Plan
 - 10% Project Pitch
 - 50% Final Project Presentation and Deliverables ***e-Portfolio eligible***
- 30% Blog Posts & Mini-Presentations
 - 15% Tools & Techniques
 - 15% Ideas & Issues

Design Project (50% final presentation/deliverables, 20% intermediate deliverables)

An applied project, completed in collaboration with a partner institution, will be the primary focus of the course. This project is split into three phases, each with an intermediate deliverable:

- (1) Research Plan: a 1-page written document outlining your research plan;
- (2) Project Pitch: an engaging pitch (in any format) of your project concept; and
- (3) Final Presentation and Deliverables: a presentation and associated deliverables for the client institution; should include an implementation plan outlining the steps the institution would need to complete in order to implement your project idea.

For each deliverable, students will meet with the instructor (in class) for immediate feedback and approval. Client feedback and approval may also be required at certain points.

Blog Posts & Mini-Presentations (15% each)

Throughout the semester, each student will write two blog posts (approx. 500 words) for the UX@Pratt (<http://ux.prattsils.org>) blog. One post will examine a specific tool or technique related the UX design, research, or strategy, while the other will be discussion of a particular issue or idea relevant to the course. Along with each blog post, each student will deliver a short presentation (~3 minutes) to the class.

NOTE: Detailed assignment descriptions will be distributed in class and posted to the LMS.

Grades will be awarded for points accumulated based on Pratt's grading scale:

Excellent	A	4.0 (93-100)	A-	3.7 (90-92.99)		
Above Average	B+	3.3 (87-89.99)	B	3.0 (83-86.99)	B-	2.7 (80-82.99)
Acceptable	C+	2.3 (77-79.99)	C	2.0 (73-76.99)		
Failure	F	0.0 (00-72.99)				

Course Schedule

Date	Topic	Due
1 Tue 5/24	Welcome + Understanding the Information Experience <ul style="list-style-type: none"> ▪ Brown, T. (2009). Getting Under Your Skin, or How Design Thinking is About More Than Style. In <i>Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation</i> (pp. 13-38). New York, NY: HarperCollins. ▪ Brown, J. S., Duguid, P. (2002). The Limits of Information. In <i>The Social Life of Information</i> (pp. 11-34). Boston, MA: Harvard Business School Publishing Corporation. <p style="color: red; font-style: italic;">**Client representatives visiting class; arrival expected at 5pm</p>	
2 Thu 5/26	An Introduction to Service Design + LAB <ul style="list-style-type: none"> ▪ Polaine, A., Løvlie, L., & Reason, B. (2013). Describing the Service Ecology. In <i>Service Design: From Insight to Implementation</i>. Brooklyn, NY: Rosenfeld Media. ▪ Unger, R., & Chandler, C. (2009). The Project Ecosystem: Planning for Project Needs, Roles, and Cultures. In <i>A Project Guide to UX Design</i> (pp. 9-38). Berkeley, CA: New Riders. ▪ Falk, J. H., & Dierking, L. D. (2012). Supporting the Museum Before, During, and After the Visit. In <i>The Museum Experience Revisited</i> (pp. 249-292). Walnut Cree, CA: Left Coast Press. 	<i>Research Plan</i>
3 Tue 5/31	Discovery Research + LAB <ul style="list-style-type: none"> ▪ Goodman, E., Kuniavsky, M., & Moed, A. (2012). Research Planning. In <i>Observing the User Experience: A Practitioner's Guide to User Research</i> (pp. 47-72). Waltham, MA: Morgan Kaufmann. ▪ Cooper, A., Reimann, R., & Cronin, D. (2007). Understanding Users: Qualitative Research. In <i>About Face 3: The Essentials of Interaction Design</i> (pp. 49-74). Indianapolis, IN: Wiley Publishing, Inc. 	
4 Thu 6/2	LAB / Research + Analysis <ul style="list-style-type: none"> ▪ <i>No readings assigned.</i> 	
5 Tue 6/7	Information Tools, Interactions, and Spaces + LAB <ul style="list-style-type: none"> ▪ Lior, L. N. (2013). Designing Your Information Strategy. In <i>Writing for Interaction: Crafting the Information Experience for Web and Software Apps</i> (pp. 159-186). Waltham, MA: Morgan Kaufmann. ▪ Resmini, A., & Rosati, L. (2011). Place Making. In <i>Pervasive Information Architecture: Designing Cross-Channel User Experiences</i> (pp. 63-88). Burlington, MA: Morgan Kaufmann. ▪ Schmidt, A., & Etches, A. (2014). Signage and Wayfinding. In <i>Useful, Usable, Desirable: Applying User Experience Design to your Library</i>. Chicago, IL: ALA TechSource. <p style="color: red; font-style: italic;">**Client representatives visiting class; arrival expected at 5pm</p>	<i>Project Pitch</i>

6 Thu 6/9	LAB / Brainstorming & Design <ul style="list-style-type: none"> ▪ <i>No readings assigned.</i> 	
7 Tue 6/14	Implementation & Planning + LAB <ul style="list-style-type: none"> ▪ "The Eight Step Process for Leading Change," Kotter International. Available online at: http://www.kotterinternational.com/our-principles/changesteps. ▪ Craine, K. (2007). Managing the Cycle of Change. <i>Information Management Journal</i>, 41(5), 44-50. ▪ Garrett, J.J. (2011). The Strategy Plane: Product Objectives and User Needs. In <i>The Elements of User Experience, 2nd Edition</i> (pp. 34-55) Berkeley, CA: New Riders.. 	
8 Thu 6/16	LAB / Preparation <ul style="list-style-type: none"> ▪ <i>No readings assigned</i> 	
9 Tue 6/21	Final Presentation + Wrap-Up <ul style="list-style-type: none"> ▪ <i>No readings assigned</i> <p><i>**Meet on-site (off-campus) for final client presentations;</i></p>	<i>Final Project</i>

Policies

Assignments

Because of the project-based nature of this course, all graded assignments must be uploaded to the LMS before class on the due date (unless otherwise noted) with no exceptions. **Late assignments will be graded at 50% and assignments more than 24 hours late will not be graded.**

Attendance & Participation

Although it is ungraded, active participation in class is essential to successful learning in this course. The course format may vary each week, but typical class sessions will consist of short lectures and independent or small group activities that inform coursework.

Attendance is therefore expected and required. Students with 3 absences (for any reason, including documented medical reasons) cannot expect to receive an A in the course and, in accordance with Pratt Institute policy, may be asked to drop the class. **Please notify me ASAP if you know you will be absent.** You will be expected to make up any missed material for classes that you miss.

Attending class is also critical because there will be substantial class time to complete project work. If you are not present, you will miss valuable opportunities to get feedback from the instructor and your classmates. But, simply attending class will not suffice; you are expected to be consistently engaged with the discussions/activities.

Academic Honesty

Instances of cheating, plagiarism, and improper use of intellectual property will not be tolerated. Do not plagiarize or copy from anywhere, including articles, websites, class handouts, class slides, other students' work, web design templates, work you have

submitted to another course, etc. Unless specifically indicated otherwise, all assignments submitted for this course must be **your own work**, with sources properly cited.

Any assignment that includes copied material will be given an automatic *zero* – this includes cases where only a portion of the assignment is copied. Depending on the nature of the offense, this may also result in failure of the course. **No excuses will be accepted.** More information about Pratt's academic integrity code can be found at: <http://www.prattsenate.org/learning/02-academic.htm>

Communication

The best way to contact me is by email (cmacдона@pratt.edu). I check e-mail regularly, so you can typically expect an email response within 24 hours unless notified otherwise.

Disabilities

Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. For further information, contact the Coordinator of Disability Services at 718.636.3711.

Incompletes

Incompletes will not be awarded except for documented medical reasons.

Institute-Wide Policies

Institute-wide policies on attendance, academic integrity, plagiarism, etc., are available at http://www.pratt.edu/student_life/student_affairs/student_policies/.

Laptops & Cell phones

Please turn your cell phone off during class. Laptops are permitted for coursework only.

Research Participation

As part of this course, you may be asked to participate in faculty research studies.

Revisions to the Syllabus

This document provides a reliable framework for the course, but it's possible that unforeseen events (i.e., extreme weather) may require changes. Should any revisions be necessary, you will be notified immediately either in class or via e-mail.

MSLIS e-Portfolio

All students in MSLIS degree program are required to create an e-Portfolio to showcase their best work from the courses they have taken at Pratt and demonstrate they have met the student learning outcomes for the MSLIS degree. Work completed for this course may be included in the e-Portfolio to satisfy one or more of the following learning outcomes (outcomes with a primary focus in this course are **in bold**):

1. **Research:** Students carry-out and apply research.
2. **Communication:** Students demonstrate excellent communication skills and create and convey content.
3. **Technology:** Students use information technology and digital tools effectively.
4. **User-Centered Focus:** Students apply concepts related to use and users of information and user needs and perspectives.
5. **Reflective LIS Practice:** Students perform within the framework of professional practice.