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LIS-697-04
Projects in Information Experience Design
Spring 2015
Mondays, 3:00-5:50p • Pratt Manhattan Center, Room 609

Credits: 3
Pre-requisites: LIS-643 or LIS-644

Office Hours: Wednesdays 3-6p and 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. Instead, there will be several required readings each week that are meant to introduce the concepts covered in the lectures or, in some cases, broaden and enrich your understanding of those concepts.

All readings will be available via the LMS. It is expected that you come to class having read the assigned readings for the 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 Brief
  10% Project Proposal Brief
  10% Project Implementation Plan
  40% Final Project Report & Presentation ***e-Portfolio eligible***

30% Blog Posts & Presentations
  15% Tools & Techniques
  15% Hot Topics

Information Experience Design Project (40% final report, 30% 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 Brief: a 1-page written document outlining your research plan;
(2) Project Proposal Brief: a 1-2 page written document describing your project concept; and
(3) Implementation Plan: a written document 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. The final product will be a written report and presentation delivered to the client.

Blog Posts & Mini-Presentations (2; 15% each)

Throughout the semester, each student will write two blog posts (approx. 500 words) for the course blog. One post will examine a specific tool or technique related to information experience design, while the other will be discussion of a particular topic or issue relevant to the field. Along with each blog post, each student will deliver a short presentation (approx. 5 minutes) to the class.

NOTE: Detailed descriptions of each assignment 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)				

LIS-697-04: Projects in Information Experience Design
Professor Craig M. MacDonald

Course Schedule

Session	Topic	Due
1 1/26	**Welcome + Introduction to Information Experience Design** ▪ Brown, T. (2009). Getting Under Your Skin, or How Design Thinking is About More Than Style. In *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation* (pp. 13-38). New York, NY: HarperCollins. ▪ Brown, J. S., Duguid, P. (2002). The Limits of Information. In *The Social Life of Information* (pp. 11-34). Boston, MA: Harvard Business School Publishing Corporation.	
2 2/2	**Understanding the Information Experience + LAB** ▪ Unger, R., & Chandler, C. (2009). The Project Ecosystem: Planning for Project Needs, Roles, and Cultures. In *A Project Guide to UX Design* (pp. 9-38). Berkeley, CA: New Riders. ▪ Falk, J. H., & Dierking, L. D. (2012). Supporting the Museum Before, During, and After the Visit. In *The Museum Experience Revisited* (pp. 249-292). Walnut Cree, CA: Left Coast Press.	
3 2/9	**Developing Research Plans + LAB** ▪ Goodman, E., Kuniavsky, M., & Moed, A. (2012). Research Planning. In *Observing the User Experience: A Practitioner's Guide to User Research* (pp. 47-72). Waltham, MA: Morgan Kaufmann. ▪ Cooper, A., Reimann, R., & Cronin, D. (2007). Understanding Users: Qualitative Research. In *About Face 3: The Essentials of Interaction Design* (pp. 49-74). Indianapolis, IN: Wiley Publishing, Inc.	
4 2/16	**LAB on Research Plans** ▪ *No readings assigned*.	**Research Brief**
5 2/23	**Conducting Discovery Research (Interviews with Client)** ▪ *No readings assigned.* ***Meet at the Asia Society Museum, located at 725 Park Ave***	

6 3/2	**Information Tools** ▪ Lior, L. N. (2013). Designing Your Information Strategy. In *Writing for Interaction: Crafting the Information Experience for Web and Software Apps* (pp. 159-186). Waltham, MA: Morgan Kaufmann. ▪ Hazan, S. (2001). The Virtual Aura: Is There Space for Enchantment in the Virtual World? In Proceedings of Museums & the Web 2011. Available online at: http://www.archimuse.com/mw2001/papers/hazan/hazan.html	
7 3/9	**Information Services** ▪ Polaine, A., Løvlie, L., & Reason, B. (2013). Describing the Service Ecology. In *Service Design: From Insight to Implementation*. Brooklyn, NY: Rosenfeld Media. ▪ Schmidt, A., & Etches, A. (2014). Service Points. In *Useful, Usable, Desirable: Applying User Experience Design to your Library*. Chicago, IL: ALA TechSource.	
8 3/23	**Information Spaces** ▪ Resmini, A., & Rosati, L. (2011). Place Making. In *Pervasive Information Architecture: Designing Cross-Channel User Experiences* (pp. 63-88). Burlington, MA: Morgan Kaufmann. ▪ Schmidt, A., & Etches, A. (2014). Signage and Wayfinding. In *Useful, Usable, Desirable: Applying User Experience Design to your Library*. Chicago, IL: ALA TechSource.	
9 3/30	**LAB on Project Proposals** ▪ *No readings assigned*.	**Proposal Brief**
10 4/6	**Crafting the Information Experience** ▪ van Gorp, T., & Adams, E. (2012). What is Emotion? In *Design for Emotion* (pp. 19-50). Waltham, MA: Morgan Kaufmann. ▪ Fredheim, H. (2011). Why User Experience Cannot be Designed. *Smashing Magazine*. Available online at: http://www.smashingmagazine.com/2011/03/15/why-user-experience-cannot-be-designed/	

11 4/13	**Implementation & Planning** ▪ "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. *Information Management Journal*, 41(5), 44-50. ▪ Garrett, J.J. (2011). The Strategy Plane: Product Objectives and User Needs. In *The Elements of User Experience, 2nd Edition* (pp. 34-55) Berkeley, CA: New Riders.	
12 4/20	**Facilitation & Communication** ▪ Morville, P., & Rosenfeld, L. (2007). Making the Case for Information Architecture. In *Information Architecture for the World Wide Web, 3rd Edition* (pp. 365-377). Sebastopol, CA: O'Reilly Media. ▪ Quesenbery, W., & Brooks, K. (2010). Considering the Audience. In *Storytelling for User Experience: Crafting Stories for Better Design* (pp. 286-325). Brooklyn, NY: Rosenfeld Media.	
13 4/27	**LAB on Implementation Plans** ▪ *No readings assigned.*	**Implementation Plan**
14 5/4	**LAB on Project Reports & Presentations** ▪ *No readings assigned*.	
15 5/11	**Project Presentations + Course Wrap-Up** ▪ *No readings assigned.* ***Meet at the Asia Society Museum, located at 725 Park Ave***	**Final Report**

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 small group activities that directly inform individual and group project deliverables.

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 time needed to communicate and coordinate with your fellow group members. 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 (cmacdona@pratt.edu). I check e-mail regularly and you can expect an email response within 24 hours. Should that change, you will be notified in advance.

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

All Institute-wide policies are listed in the Bulletin under "Community Standards" available online at http://www.pratt.edu/student_life/student_affairs/student_policies/ and which include policies on attendance, academic integrity, plagiarism, computer, and network use.

Laptops & Cell phones

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

Research Participation

As part of this course, students may be asked to participate in research studies conducted by SILS faculty.

Revisions to the Syllabus

While this syllabus provides a reliable framework for the course, it is it is possible that assigned readings will be added or deleted or that events (guest lectures, extreme weather, etc.) may require changes to the schedule. Any changes will be announced in class or via e-mail.

SILS e-portfolio

Starting Fall 2012, all students entering the MSLIS degree program are required to complete an e-portfolio that must be approved by their advisor before they will be permitted to graduate. The e-portfolio provides students with an opportunity to showcase their best work from the courses they have taken at SILS, and an opportunity to demonstrate they have met the learning objectives of a Master of Information and Library Science.

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. **LIS Practice: Students perform within the framework of professional practice.**

Detailed information on the learning outcomes, requirements and how to create your e-portfolio is available from: https://www.pratt.edu/academics/information-and-library-sciences/sils-eportfolio/