

Design and New Media - Collect / Discover / Understand
Module code: ARTD 6115

Brief 02. User_group

Collect and comprehend

*Pay attention to what users do,
not what they say.” – Jakob Nielsen*

The first stage in any design process involves collecting information about the existing situation via various research methods. A good collection provides a design team with a wide range of materials that lead to insights — unexpected perspectives on people, behaviours and environments that can inform and inspire the design process.

The brief

For this project we want you to engage with in-depth user analysis and modelling techniques in order to investigate user behaviours and to identify archetypal user groups, with a view to understanding and enriching user experience. You will work through the COLLECT and COMPREHEND elements of the 5C design model to research people involved in a particular aspect of everyday life - the user group.

Task 01 (weeks 2-3)

Student Group A

Wichester City Council wants to increase the number of journeys made by bicycles in the city to improve air quality, reduce traffic congestion and promote health. You have been commissioned as design researchers to provide qualitative information about three main groups of users; (1) Regular cyclists, (2) in-frequent cyclists and (3) non-cyclists (short journey motorists). The aim is to give the council a rich picture of the cycling and non-cycling community to inform future policy

Student Group B

Museums want to increase access to their collections and providing richer user experiences via web-based interfaces. You have been commissioned as design researchers for a given Museum to provide qualitative data on a wide range of user characteristics and to better understand their motivations, tasks, engagement and domain knowledge.

Spend time collecting information, using a variety of approaches, that enables you to form a comprehensive understanding of the motivations, actions, thoughts and emotions of your chosen users. Suitable techniques include observation, photography, drawing, collecting quantitative and qualitative data, demographics, interviews, questionnaires, secondary research etc. Again, this is not a definitive list. Your aim should be to find out as much as possible about your chosen group of people. You may have to adapt or change your techniques according to the limitations of local pandemic restrictions and your location.

Task 02 (weeks 3-4)

Use at least THREE different user modelling techniques to clarify, organise and simplify your research. Suitable techniques include personas, empathy maps, user journey/experience maps, scenarios, storyboards, user narratives etc. Many other techniques also exist. Some techniques result in a single artefact, others result in multiple artefacts.

Task 03 Comprehend (weeks 4-5)

For this part of the brief, the council/ or museum would like you to prepare a board with Photographic Narratives of your users and a collection of your group's observations, insights, quotes and problems. Use Post-It Notes for text and black and white prints of your images at A5 size or larger. Please feel the studio wall in 3025.

1. Photo Narrative(s) representing key groups within the cycling/ non-cycling community, or museum audience.
2. Insights: Quick notes and quotes based on your research images and interview material, which can then be organised into themes or clusters.

Work quickly to materialise your research, try not to be too judgemental, just get as much material as you can onto your boards to give a picture of cyclists and cycling in the city / or Museum users. Once you have a rich collection of images and texts start to establish themes and key insights that emerge from your research.

Outcomes

(1) Create a PDF document of 10-15 pages, containing a summary of the three tasks above plus indicative pages scanned from your sketchbooks and notebooks to show your process. The document should be largely visual, with appropriate annotations and contain several recognised research approaches and diagrammatic user modelling techniques. It might also include other less formal means towards understanding the users. Other media may be used if you want - make sure there are working links for everything eg video. Be prepared to share this pdf document with others at the scheduled crit session. For the final assessment at the end of the module, the .pdf document should be available for viewing on your portfolio website.

(2) Group board containing completed Photo Narrative(s) and Insights.

The project is assessed by what is included on your website and in your sketchbooks, so record your process, photograph your boards and make notes about what you did and why. Individually you may wish to further develop the content and presentation of your Photographic Narratives.

Project Staff

Danny Aldred
Andy Lapham
Jackie Perkins

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Academic Integrity:

It is important that the work you submit for assessment is your own and does not include material that has been submitted for previous modules. Any third party elements must be clearly cited. For detailed guidance about plagiarism and the broader Academic Integrity policy of the University of Southampton please refer to the document: Academic Integrity Guidance for Students.

It is the duty of all students to work in a safe & healthy manner and to have a duty of care unto yourself and others. Please ensure that you are aware of the relevant Health & Safety requirements for all activities that you undertake during your study. In particular you must refer to Studio & Workshop codes of practice, attend all mandatory and relevant training, and refer to the traffic light system for equipment use. Please check with your academic staff if you are required to complete a project proposal from and/ or a specific risk assessment

<http://wsa.wikidot.com/healthandsafety>

Reading List/ reference

Please refer to the project launch and blackboard.

Crits

W/C 1st November / Wednesdays & Thursday Small group discussion
ALL above two OUTCOMES must be completed for this session.

Resources

These are useful starting points for user modelling techniques. You will need to search for other online resources. There is a wealth of information available out there for you.

Personas - LinkedIn Learning - available for free only via your UoS login
Empathy maps - UX Magazine
User experience mapping - Adaptive Path - PDF download. Andy's list of user modelling links - Diigo

Project Aims

to engage with in-depth user analysis and modelling
to investigate user behaviours and to identify archetypal user groups
to understand the user experience

Portfolio and Assessment

All outputs for this project should be published on your portfolio website. Photograph or scan physical outputs as appropriate and clean them up before publishing them. Also, publish a digitised indicative selection from your sketchbooks etc. This website will form the basis for your assessment at the end of this module in January 2022.

Aims and Learning Outcomes

The aims of the module are:

- > to develop practical skills, tools and methods for the development of information and interface designs;
- > to define principles of design thinking and interaction design including user-centred design;
- > to establish methodologies and key concepts relevant to design and new media.

A Knowledge and Understanding

Having successfully completed the module, you will be able to demonstrate knowledge and understanding of:

- A1. principles of design thinking and interaction design including user-centred design;
- A2. methodologies and concepts relevant to design for new media.

B Subject Specific Intellectual and Research Skills

Having successfully completed this module, you will be able to:

- B1. develop and articulate insights gained from a variety of research methods;
- B2. analyse complex problems and envision a range of solutions.

C Transferable and Generic Skills

Having successfully completed this module, you will be able to:

- C1. communicate and reflect upon the process and outcomes of design activities;
- C2. collaborate effectively and use time management skills.

D Subject Specific Practical Skills

Having successfully completed this module, you will be able to:

- D1. demonstrate advanced proficiency in user-modelling and design development tools and techniques;
- D2. critically debate the module's key concepts at an advanced level.

Module code	ARTD6115
Module Title	Design And New Media
Module Leader	Andrew Lapham
Assessment	1 [100%]
Assessment Type	Portfolio including Design Outputs, Process Documentation, Reflective Blog and Project Report (800 words).

A. Knowledge and Understanding Having successfully completed the module, you will be able to demonstrate knowledge and understanding of:
B. Subject Specific Intellectual and Research Skills Having successfully completed the module, you will be able to:
C. Transferable and Generic Skills Having successfully completed the module, you will be able to:
D. Subject Specific Practical Skills (optional to modules) Having successfully completed the module, you will be able to:
E. Disciplinary Specific Learning Outcomes (optional to modules) Having successfully completed the module, you will be able to:

Ref	Outcome	Distinction		Merit	Pass	Fail	Fail
		100-80	79-70	69-60	59-50	49-35	34-0
A1	Principles of design thinking and interaction design including user-centred design	Exceptional systematic knowledge of key concepts and research informed literature in your discipline.	Comprehensive systematic knowledge of key concepts and research informed literature covered in your area of study.	Good systematic knowledge of key concepts and a range of research informed literature covered in your area of study	Adequate systematic knowledge of key concepts and a range of research informed literature covered in your area of study.	Some knowledge of key concepts and research informed literature covered in your area of study.	Very limited knowledge of key concepts and research informed literature covered in your area of study.
A2	Methodologies and concepts relevant to design for new media	Evidence of outstanding comprehension of theories, methods and techniques	Evidence of excellent use of theories, methods and techniques.	Clear evidence of use of theories, methods and techniques.	Satisfactory evidence of use of theories, methods and techniques.	Limited evidence of use of theories, methods and techniques.	Poor or very limited evidence of use of theories, methods and techniques.
B1	Develop and articulate insights gained from a variety of research methods	Clear evidence of advanced ability to critically evaluate research and interpret methods and techniques of enquiry.	Evidence of advanced ability to critically evaluate research and interpret methods and techniques of enquiry.	Evidence of consistent ability to critically evaluate research and interpret methods and techniques of enquiry.	Satisfactory evidence of ability to critically evaluate research and interpret methods and techniques of enquiry.	Limited evidence of ability to critically evaluate research and interpret methods and techniques of enquiry.	Little or no evidence of ability to critically evaluate research and interpret methods and techniques of enquiry.
B2	Analyse complex problems and envision a range of solutions	Exceptional ability to critically analyse scholarship and question complex ideas.	Excellent ability to critically analyse scholarship and question complex ideas.	Good ability to critically analyse scholarship and question complex ideas.	Competent ability to critically analyse scholarship and question complex ideas.	Some ability to critically analyse scholarship and question complex ideas.	Inadequate ability to critically analyse scholarship and question complex ideas.
C1	Communicate and reflect upon the process and outcomes of design activities	Outstanding communication skills across a range of formats and contexts.	Advanced communication skills across a range of formats and contexts.	Accomplished communication skills across a range of formats and contexts.	Competent communication skills across a range of formats and contexts.	Rudimentary communication skills across a range of formats and contexts.	Underdeveloped communication skills across a range of formats and contexts.
C2	Collaborate effectively and use time management skills	Exceptional self-management, autonomy and interpersonal learning skills.	Excellent self-management, autonomy and interpersonal learning skills.	Good self-management, autonomy and interpersonal learning skills.	Adequate self-management, autonomy and interpersonal learning skills.	Limited self-management, autonomy and interpersonal learning skills.	Poor or very limited self-management, autonomy and interpersonal learning skills.
D1	Demonstrate advanced proficiency in user-modelling and design development tools and techniques	Exemplary command of tools and techniques in the execution and realisation of resolved outcomes.	Excellent command of tools and techniques in the execution and realisation of resolved outcomes.	Good command of tools and techniques in the execution and realisation of resolved outcomes.	Adequate command of tools and techniques in the execution and realisation of resolved outcomes.	Rudimentary command of tools and techniques in the execution and realisation of resolved outcomes.	Poor or very limited command of tools and techniques in the execution and realisation of resolved outcomes.
D2	Critically debate the module's key concepts at an advanced level	Exceptional level of advanced thinking and making skills applied to a specialist subject.	Very high level of advanced thinking and making skills applied to a specialist subject.	High level of advanced thinking and making skills applied to a specialist subject.	Adequate level of advanced thinking and making skills applied to a specialist subject.	Limited level of advanced thinking and making skills applied to a specialist subject.	Lack of advanced thinking and making skills applied to a specialist subject.