

Foundations of Serious Games

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Syllabus Due This Week Eagles Hummingbirds Swans Penguins Assignments Resources

MI 830: Foundations of Serious Games

Department of Media and Information
Michigan State University
Spring 2017

Course URL: <http://monster.seriousgames.msu.edu> (Class begins on January 14 and new content is posted every Thursday.)

Professor Carrie Heeter

Email: carrie.heeter@gmail.com

Web: <http://carrie.seriousgames.msu.edu>

Phone: 415-681-6490 (Pacific time zone, 3 hours EARLIER than Michigan)

Mobile: 415-235-4766

Optional In-Person MeetUps

Time: 6:00 to 7:20pm pm Thursdays

Location: 237 Comm Arts



COURSE DESCRIPTION:

This lecture-lab-discussion course introduces serious game design graduate students to rationales, principles, processes, and pedagogies for serious game design. Together we will play, discuss, analyze, brainstorm and prototype a wide range of applications of serious game genres and simulations. Serious game companies, platforms, funding and distribution channels will be addressed. Guest speakers and visiting industry professionals will periodically join the class to share their perspectives.

REQUIRED TEXTBOOKS:

Playful Design: Creating game experiences in everyday interfaces

By John Ferrara

\$39 at Rosenfeld media including paperback and PDF, or \$22 for just electronic

<http://rosenfeldmedia.com/books/playful-design/>

and

Game Design Workshop

By Tracy Fullerton

https://www.amazon.com/Game-Design-Workshop-Playcentric-Innovative/dp/1482217163/ref=pd_sbs_14_t_0?encoding=UTF8&psc=1&refRID=DRAKKFTE99N8V4H45625

Note that you can RENT Fullerton's book for one semester for about \$17 or PURCHASE for \$50.

and

The Ecology of Games: Connecting Youth, Games, and Learning

Edited by Katie Salen

Free download from: <http://mitpress.mit.edu/books/ecology-games>

ISBN- 9780262693646, paperback \$17.00 via MIT Press on Amazon

Class Structure

MI830 section 730 is a fully online course with no required synchronous meeting times. We use Google Group emails, and shared portfolios to help create a sense of community among the diverse, geographically distant, amazing students. I will divide the class into three cohorts with 6 to 7 students each to facilitate peer discussions.

I post written modules and mini-lectures online for you to review from home at your convenience on most of the major class topics. To make the mini-lectures interactive, before you begin the mini-lecture students are given one or a few questions to consider while watching.

There will be a series of five one-week graded GameLab assignments, and a four-part Epic Quest board game assignment that extends throughout the last 10 weeks of class. This Epic Quest can be an individual project, or you can work in a team of 2 or 3. If you work in a group, some of the assignments are submitted as a team, and others every student submits their own assignment.

Main Course URL

You should visit the password protected course web site every week, beginning on the first day of class, January 12, 2017. You will receive an email with your ID and password on Thursday, January 12.

<http://monster.seriousgames.msu.edu>

Look at the “Do This Week” tab every week to see what’s due. Use your cohort’s Google Group to send, read, and respond to fellow students’ and instructor comments, ideas, and assignments. Classlist links to the course directory including classmate contact information.

Personalization

Students in the Serious Game Graduate Certificate Program come from a delicious range of backgrounds. Some of you are already expert game designers, while others are brand new to game design. Some are doctoral students preparing for a career as a game scholar. Some are teachers wanting to integrate serious games into the curriculum. Some are MA or PhD students preparing for careers as game scholars. Many have full time jobs and want to add understanding of serious games to your knowledge base.

Because we have students with such diverse backgrounds, circumstances, and learning goals, it is important that you play an active role in adapting class assignments to support your learning goals. I encourage you to propose and discuss modifications of class assignments (in advance) that might make the assignment more meaningful for you. Email Carrie (carrie.heeter@gmail.com) to discuss assignment personalization.

COURSE SCHEDULE OF KEY TOPICS, TEXTBOOK READINGS, AND ASSIGNMENTS:

	Mini-Lectures	Textbook Readings	Game Analysis and Original mini-lecture)	Game Labs	Epic Quests
Week 1 Jan 12	<ul style="list-style-type: none"> - Welcome to MI830 (course overview) - Defining serious games - Designing serious games 	<p>PD-1: Why Should We Care about Games? TEG: Toward an Ecology of Gaming PD-2: Understanding Games GDW-1: Role of the Game Designer</p>		<p>GAME LAB 1: Propose a small ADAPTATION (change only one thing) to turn an existing entertainment game into a serious game (due week 2)</p>	
Week 2 Jan 19	<ul style="list-style-type: none"> - Game Design Progression: Concepts > Visualizations > Prototypes - Brainstorming Serious Game Concepts - Big G Games 	<p>PD-6: Developing a Game Concept TEG: The Rhetoric of Video Games GDW-6: Conceptualization</p>		<p>GAME LAB 2: Brainstorm 10 SG game CONCEPTS (due week 3)</p>	
Week 3 Jan 26	<ul style="list-style-type: none"> -- Design-Play-Experience - Defining and Visualizing Core Mechanics 	<p>PD-3: Elements of Player Experience PD-10: Rewards in Games GDW-2: The Structure of Games GDW-3: Working with Formal Elements</p>		<p>GAME LAB 3: Brainstorm 2 new game concepts and VISUALIZE the CORE MECHANIC for each (due week 4)</p>	
Week 4 Feb 2	<ul style="list-style-type: none"> - Games for Health - Wizard of Oz Core Mechanic Testing 	<p>PD-9: Behavioral Tools GDW-5: Working with System Dynamics</p>	<p>Health Games</p>	<p>GAME LAB 4: TEST and ITERATE (revise) your favorite one of the two core mechanic from last week (due week 5)</p>	

Week 5 Feb 9	<ul style="list-style-type: none"> - Games for Learning 1 - Designing Board and Card Games - Intro to final project, teams and teamwork 	PD-12: Games for Learning TEG: Learning and Games GDW-4: Working with Dramatic Elements	Learning Games		Begin final project Epic Quest board or card game (there will be various subproject deadlines) EPIC QUEST 1: CONCEPT Final project game idea (due week 7)
Week 6 Feb 16	<ul style="list-style-type: none"> - Games for Learning 2 - Using COTS (Commercial Off the Shelf games) - Accessible Games 	TEG: Open-Ended Video Games: A Model for Developing Learning for the Interactive Age			Meet with instructor to approve epic quest concept (week 6 or 7)
Week 7 Feb 23	<ul style="list-style-type: none"> - Corporate Games - Designing Board games 	PD-7: Creating Game Prototypes GDW-7: Prototyping GDW-8: Digital Prototyping	Corporate Games		
Week 8 Mar 2 (last day to drop w/ no grade)	Forms of Fun	TEG: In-Game, In-Room, In-World: Reconnecting Video Game Play to the Rest of Kids' Lives PD-5: Ten Tips for Building a Better Game GDW-11: Fun and Accessibility			Prepare for early playtest
SPRING BREAK					
Week 9 Mar 16	Playtesting Persuasive Games	PD-8: Playtesting PD-13: Games for Persuasion GDW-9: Playtesting	Persuasive Games		EPIC QUEST 2: PLAYTEST Report (due week 11)

Week 10 Mar 23	- Newsgames - Gender and Serious Games	PD-11: Games for Action TEG: <i>Why I Love Bees: A Case Study in Collective Intelligence Gaming</i> GDW-10: Functionality, Completeness, and Balance	Playtest		Conduct early playtest
Week 11 Mar 30	- Military Games - VAP (values at play in serious games)	PD-4: Player Motivations TEG: <i>E Is for Everyone: The Case for Inclusive Game Design</i>	Playtest		EPIC QUEST 3: PITCH based on audience and content research (due week 12)
Week 12 Apr 6	- Gamification		PITCH	GAME LAB 5: GAMIFY an everyday activity you care about (due week 15)	Revise Prototype
Week 13 Apr 13	VAP (values at play in serious games) Optional (highly recommended) second playtest				Conduct second playtest
Week 14 Apr 20	- Serious Games - Getting a Job in the Serious Game Industry	PD-14: How Games are Changing GDW-16: Selling Yourself and Your Ideas to the Game Industry TEG: <i>Why Johnny Can't Fly: Treating Games as a Form of Youth Media Within a Youth Development Framework</i>			
Week 15 Apr 27	Budgeting Work on final project	TEG: <i>Education Unleashed: Participatory Culture, Education, and Innovation in Second Life</i> GDW-15: Understanding the New Game Industry			
Finals May 4	Turn in final game video & web site or document				Epic Quest 4: gameplay video and web site due May 4)

ASSIGNMENTS AND GRADING

This is a graduate seminar/project course. The course is centered on the *Playful Design* | *Game Design Workshop* | and *Ecology of Games* textbooks, other selected readings, instructor mini-lectures, expert videos, class discussions, and project work. There are five small (one-week) game labs and one ten-week epic quest final board or card game project involving 4 related sub-assignments. By being an active participant in the course, including doing the reading, expressing your viewpoints, asking questions, providing answers, and contributing to discussions, you will be enhancing the learning experience for yourself and for the entire class.

Each of you comes to MI830 with a unique background and learning goals. Collectively you have vast experience and expertise already. I encourage you to stay aware of this, and feel free to propose modifications to any assignment (in advance) to better meet your interests and needs.

CITIZENSHIP

Being a good citizen in a class, especially an online or hybrid class, involves sharing your reactions, insights, and experiences related to class content and assignments with your classmates and instructors. This includes responding to classmates' ideas and assignments. Please share your reactions to readings & mini-lectures. Respond to fellow students, offer suggestions for additional resources or articles, ask questions. The primary modes for enacting citizenship for online students will be through emailing your cohort's Google Group.

ASSIGNMENTS, POINTS, and GRADING

Category	Max points	Description	
Reading Reflections (please post at least one thoughtful reflection in at least 10 weeks)	10	Complete your choice of 10 of the assigned reflections related to class content. You are free to reflect on something other than the suggested reflection.	email reflection to Google group; include reflection # in your subject header (i.e., Carrie's Reflection 1). Respond to classmates' reflections.
Citizenship Commenting on classmate's posts and projects, suggesting resources	10	Active participation – commenting on classmates' reflections and project work, course content, suggesting games and links to blog posts, articles, or other SG resources.	Respond to classmates' reflections and projects. Share links to companies, games, and blog posts and articles. For hybrid students, participate actively in in-class discussions.
Game Labs (5)	35	Week-long game design labs (up to 7 points each) 1. Adaptation; 2. Concepts; 3. Core mechanic; 4. Test and Iterate; 5. Gamification	<i>Post to your portfolio site and email link to your cohort's Google group.</i>
Epic Quest (Final Project, 4 parts)	45	Serious board or card game project Initial concept (7 points), playtest report (11), formal pitch (11), final video or PowerPoint and game document (16)	<i>Post to your portfolio site and email link to your cohort's Google group.</i>

VIEWING YOUR GRADES

Under your section tab, go to My Grades.

POLICY ON LATE WORK

I realize that many of you are full time professionals in addition to being students. Sometimes the timing of life and work trumps artificial school deadlines. On the other hand, it is important to keep up with the flow of class and to be on the same page you're your classmates.

Please make every effort to submit your assignments on time. On the other hand, if there's a good reason you need to be late, let me know. I have found that emphasizing sanity and balance and allowing students to get assignments in when they can results in less stress and higher quality work.

Your grade will not be hurt because of a technical problem. If you encounter technical problems, do not panic. Just let me know.

POLICY ON SUBMITTING WORK FROM OTHER CLASSES AS A MI830 ASSIGNMENT

I expect the work you turn in for MI830 to be unique to this class unless you ask permission in advance to prepare the same assignment for more than one class. Many of you took MI831 online or in person last semester. The two classes have somewhat some similar assignments, but from different perspectives. If you choose to create a similar game, please be sure that your MI830 version is significantly different and tailored to the current class.

ACADEMIC HONESTY

Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in (insert course number here). Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>)

When you work on the solo assignments, please work independently. Write and turn in your own work. Do not plagiarize from material you find online or from fellow students' work.

CLASS ATTENDANCE

There is no attendance requirement in this course.

CLASS TECHNOLOGIES

Later this week I will email you instructions on how to log in to the class site using your custom ID and password. Log in to Google docs and Google groups using your email account.

Be sure to visit the class site every week to learn about upcoming assignments and activities for each week.

I am particularly excited to get to teach MI830. I welcome the opportunity to get to know the incoming serious game design MA and graduate certificate students, and to explore and share our evolving perspectives on the ever more amazing and exciting field of serious game design.

Your feedback about what is working or not working for you, regarding content, assignments, and technology, will help me continue to improve the learning experience for everyone.

Whenever you have problems or questions or suggestions, **please ASK** carrie.heeter@gmail.com !



TC831: Theories of Games and Interaction for Design

Become a serious game ninja

MI 831: Theories Of Games and Interaction for Design
Patrick Shaw shawpat01@gmail.com
Office Hours: By appointment

Overview

This online course introduces future designers and researchers as well educators who plan to incorporate serious games and interactive technologies in the classes to a wide range of theories that may inform the design, research, and application of serious games and interactive technologies. These include theories of learning and motivation, persuasion, attitude and behavior change, and theories of fun and play, which are applicable to a range of domains, including classroom-based and informal learning, health-related individual behavior change, and social change.

In the spirit of game design, this class uses game terminologies and mechanics. Players (students) under the guidance of mentors (instructor) take quests (assignments) to earn advance their Level (grade).

Contact Information and Office Hours

Patrick Shaw
Email: shawpat01@gmail.com
Skype: shawpat

Course Materials

Reading materials available on website.

Online Format

"The Perilous Realms"

This is an online class. As such, there is no set class meeting times. Instead, the mentor posts weekly content, quests, and challenges for the players.

Players are expected to frequently check the class website, actively engage in online discussions, and keep up with readings and other assignments.

Online classes are a great opportunity for people with diverse backgrounds to come together in order to work, learn, and even play. Many Players thrive in this new format. However, some Players are caught off guard by the structure and lack of formal meeting times. Avoid procrastination and ask lots of questions!

Main Course URL

You should visit the password protected course web site every week, beginning on the first day of class, August 31st.

<http://ninja.seriousgames.msu.edu>

Look at the **Do This Week** tab every week to see what's due. Use Google Group to send, read, and respond to fellow students' and instructor's comments, ideas, and assignments. "Our Class" links to the course directory including classmate contact information.

Technical Support

Technology sometimes fails. Above all, do not panic. We will find a reasonable solution. If you encounter a problem with the website, please contact Patrick. If you're trying to turn in an assignment to meet a deadline, do not worry, you will not be penalized for technical problems.

Assignments

Overview

Category	Total		Description
Weekly Reflections	2000		Weekly posts on class material
Expeditions	4000		Game concepts for a specific cluster of theories.
<i>Expedition 1</i>		<i>1000</i>	<i>Note: There are FIVE expeditions.</i>
<i>Expedition 2</i>		<i>1000</i>	<i>But you only need to complete FOUR.</i>
<i>Expedition 3</i>		<i>1000</i>	
<i>Expedition 4</i>		<i>1000</i>	
Epic Quest (Project Proposal)	4000		A proposal for a theory/research driven game design.
Pitch		500	
Pitch Feedback		500	
Draft		500	
Draft Feedback		500	
Final		2000	

Weekly Reflections

Each week has assigned readings, games, and/or videos. Players are expected to submit three postings about the week's material on the discussion form and reply to at least two fellow student's posts. The reflections may include questions, criticisms, and comments. Students are encouraged to relate course content to their professional and personal experience, as appropriate.

Grading Rubric (a rubric describes general guidelines of the kind of work expected to achieve different grades)

- 1800: 40 or more reflections (posted throughout the semester) on topic related to the reading assignments.
- 2000: previous criteria plus regular substantive posts and comments related to consistently diverse reading sources including your reading assignments, mini-lectures, and material.
- 1500 or lower: Incomplete participation, ignoring reading sources, and few or no substantive posts.

Reflections are assigned Wednesday mornings and are due before the following Tuesday's midnight.

Expeditions

The class material is organized into three week clusters called "Countries" that share a central theme (e.g. "learning"). Each Country will have an "Expedition" or mini-project that challenges the player use major theories to drive the design of a game concept.

The focus of Expeditions is on theory and evidence based design. Players should use the following steps to when planning their Expedition:

1. What is the problem I want to solve?
2. What theories and past studies are relevant to the problem?
3. How can I use that knowledge to create game mechanics that solve the problem?

Quest always begin on Wednesday and are due three weeks later. In addition, Player must post a draft of their work by Friday of the second week of the quest, and respond to one other Player's paper by the following Friday.

There are five expedition assignments. Players are required to complete four of them.

Specific grading criteria will be provided when each quest is given.

Epic Quest (aka Final Project)

Players will craft a mock design document for a theory-driven serious game. The Epic is a longer, more in-depth version of the Expedition quests.

Similar to the Expeditions, the Epic Quest focuses on theory-guided design (need to use theories to validate the proposed game features) and evidence-based evaluation (specific evaluation plan and outcome variables). The Epic Quest should not focus on the design, production, and/or distribution of the great serious game concept. While these facets are important, they are covered in greater depth in MI 830.

Students will have six weeks to work on the Epic Quest. It will be broken down into three milestones in order keep Players on track and give their fellow adventurers an opportunity to provide feedback.

**Rather than proposing an original game, students may choose to propose a research study that uses an existing serious game. Schedule an individual meeting with me to discuss details.*

Grading

Players will earn Experience Points (XP) for successfully completing assignments. Each assignment will have a posted maximum point value. **You must earn a grade of 3.0 or higher for this class to count towards a graduate certificate in serious games.** The Player's final grade will be determined using the following rubric:

Level	Min. XP	Grade
1	0 to 1,999	0
2	2,000 to 2,999	0.5
3	3,000 to 3,999	1.0
4	4,000 to 4,999	1.5
5	5,000 to 5,999	2.0
6	6,000 to 6,999	2.5
7	7,000 to 7,999	3.0
8	8,000 to 8,999	3.5
9	9,000 to 10,000	4.0

Each Quest lays out the guidelines of how experience points will be granted. In general, the work needs to demonstrate passion, dedication, and attention to detail at a level appropriate for graduate students.

The Mentor will provide a base-level of feedback on grading for each Quest. Additional feedback will be available by request.

Policy on Late Work

Assignments turned in late without prior permission are subject to the following penalties:

- Quests: -20% for one week, zero for more than one week.
- Reflections: Cannot be handed in late (zero points)

Course Schedule

W	D	Topics	Readings	Due
Land of Serious Games				
0	Aug-31	Introduction Welcome to Program (Heeter) Welcome to Class (Shaw)		Ongoing Reflections
1	Sept 5	Why is a theory? What is a game? What makes games "serious"?	"Briggs (2006) NIH Theory at a Glance, part 1 Breuer Bente (2010)	Secret Identity
2	Sep-12	What is a "serious games"? What is "fun?" - Empirical Models of "Fun"	Connley 2012 Ingram (2012) Kato et al. (2008) Deci & Ryan (2000) NIH Theory at a glance (pg. 9-21)* Ninja Kitchen Re-Mission (not Re:mission 2) * USE PAGE # IN DOC, NOT THE ONES IN PDF)	Secret Lair
3	Sep-19	Putting Theory into Practice Using Planning Models Motivation and Change	Kelly et. al (2007) Peng (2009) Tate et al (2009)	
Land of Learning				
4	Sep-26	What is research? Research Resources Learning Theories and Frameworks	Prensky (2001) Ch. 6 Gee (2007) Ch. 4, 5	Expedition: Serious Games
5	Oct 3	Learning Outcomes	Van Eck (2007)	
6	Oct 10	Mediating Factors	Hattie and Timperley (2007) Bogost (2009)	
Land of Play				

7	Oct-17	Gamification	Nicholson (2012) Seaborn (2015) Mekler (2015)	Expedition: Learning
8	Oct-24	Game Theory	Ralph (2015) Bartle (video)]	
9	Oct-31	Player Experience Design	Pinelle (2008) Jørgensen (2012) Williams (2012)	
Land of Stories				
10	Nov 7	Introduction to Story and Game Narrative Structures Issues with Serious Games Development	Ip (2011) Part 1 Knuntz (2012)	Expedition: Play
11	Nov 14	Evaluation of Serious Games Metastory Player Relationships with Characters	Ip (2011) Part 2 Murray (2005) Bowman (2012)	Epic – Call (Pitches) Feedback DUE
12	Nov 21	Emergent Story	Skorupsk 2009 Gobel (2009)	Epic Call (Pitches) DUE
Land of Presence				
13	Nov 28	Theories of Presence Magic Circles	Dubbelman Narrative being there (2013) pg 15 – 89 (esp. Narrative as participation) Connolly (2010)	Expedition: Stories
14	Dec 5	Virtual Reality / Augmented Reality	Botella 2011 Heeter 2015 ZHu 2015	Epic Draft Due
15	Dec-12	Finals	None	Expedition: Presence Epic

Resources

Games for health, <http://www.gamesforhealth.org>

Games for change, <http://www.gamesforchange.org>

Health Games Research, <http://www.healthgamesresearch.org/database>

Investigaming (gender and gaming), <http://gel.msu.edu/investigaming.pdf>

Persuasive games, <http://www.persuasivegames.com>

Persuasive Technology Lab, <http://captology.stanford.edu>

Serious game initiative, <http://www.seriousgames.org/index2.html>

Serious games summit, <http://www.seriousgamesummit.com/>

Water cooler games, <http://www.watercoolergames.org>

Academic Integrity

In general, follow common sense for your assignments - do your own work and don't copy or sample from others! If you have any questions, please ask!!

Academic Honesty

Article 2.3.3 of the Academic Freedom Report states that "the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Telecommunication adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in Spartan Life; Student Handbook and Resource Guide.

Plagiarism

Claiming someone's work as your own is plagiarism - a serious offense. Professionals who plagiarize may lose their jobs and face lawsuits. In this class, students will either receive a 0.0 on the assignment or fail the course. Be sure cite all of your sources and give credit where credit is due.

Copyright

Most material developed by others is protected by the Copyright Act. There are guidelines available for "fair use" of copyrighted material for education. Make sure you adhere to these fairly restrictive guidelines.

Use of Media Derived from the Classroom

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Students may only use class content only for their own course-related purposes.
2. Students may not post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course.
3. Any student violating the conditions described above may face academic disciplinary sanctions.

Submitting Work from Other Classes

You are expected to develop original creative content for this class - it is not acceptable to turn in creative content (in part or whole) from another class or semester. Doing so will endanger your grade in both classes. Exceptions may be made with **prior** instructor approval.

Accommodations for Disabilities

Students with disabilities should contact the Resource Center for People with Disabilities to develop reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY).



MI 841: Understanding Users



MI 841: Understanding Users



Instructor:

Carrie Heeter, PhD (carrie.heeter@gmail.com)

fall 2016

Hybrid Section (740) meets Wednesdays, 7:00 PM - 8:20 PM, in room 236 Comm Arts

Online Section (730) has no required meeting time.

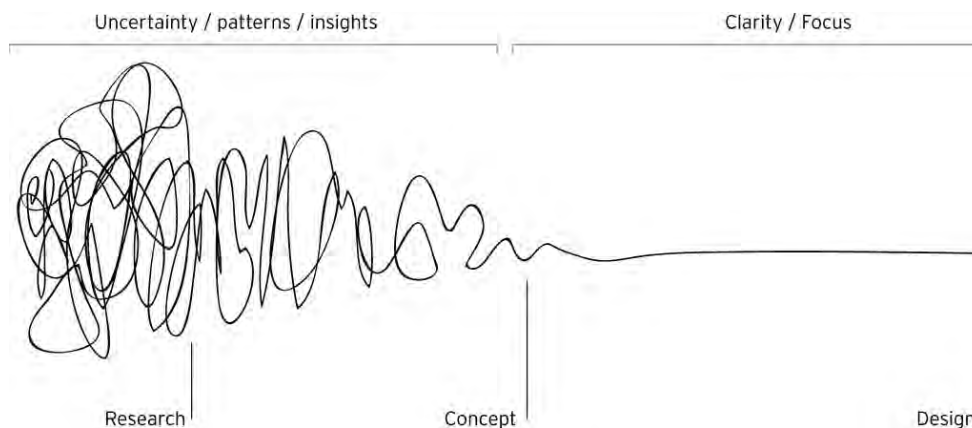
Office Hours: By appointment, via Zoom or phone

Course Overview

Understanding users is essential to designing impactful, high quality experiences such as games, mobile apps, web sites, and learning experiences. MI841 is a hands on, project-based class in which you will learn about and try many different user experience design research methods. The class also teaches how to draw insights and design recommendations from the data you collect, and how to communicate your findings to the design team.

Research is actually incredibly fun. Research is using systematic observation to answer questions you care about. It's a way of thinking. A "habit of mind." You don't learn very much about research just by reading books. You learn by doing research. The more you do, the more you learn. It's experiential learning. It is very likely that you will choose to use what you learn in this class in your current or future career. I help you turn into research wizards. Research is magic. Pretty cool.

The design research methods taught in this class can be conducted at any stage of the product design including pre-production planning and discovery, mid-production iterative design and post-production testing and validation. Experience designers, including me, believe design research has the greatest potential impact on innovation when applied early on in a project, to inform and guide the whole product ideation process. Mid-production UX research is essential to refine and polish design ideas.



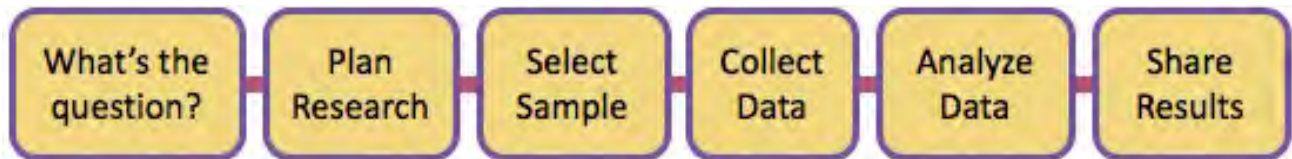
Damien Newman created "the squiggle" to convey the messiness of the design process. Leah Buley, author of The User Experience Team of One, maps UX methods onto distinct parts of the squiggle.



Tomer Sharon, author of Validating Product Ideas, locates ideal and good times to use different UX research methods along a product development timeline that begins with **Strategizing**, then

Executing the product idea, then **Assessing** the prototype or product. Sharon and Buler both emphasize that different methods are appropriate at different stages.

There is an endless variety of specific methods. The methods are diverse and sometimes bizarre, yet almost all share six basic steps:



Main Course URL

You should visit the password protected course web site every week. Online students will receive an email with your ID and password on Sunday, September 4. Hybrid students will log in to the site for the first time during live class on September 7.

<http://wizard.seriousgames.msu.edu>

Look at the “Due This Week” tab every week to see what’s due. Use your section’s Google Group to send, read, and respond to fellow students’ and instructors comments, ideas, and assignments.

Personalization

MI841 is a required course for the MA program in HCI and for the graduate certificate in serious games. Thus, students in the class may be primarily interested in HCI, or they may be primarily interested in games. We also have PhD students in different disciplines each with your own research interests. Most of the online graduate certificate students are full time working professionals. Some of you are taking this class to help you apply design research techniques in a specific domain. Some of you are here to discover what interests you the most.

Because we have students with such diverse backgrounds, circumstances, and learning goals, it is important that you play an active role in adapting class assignments to support your learning goals. You will see that I offer choices for the assignments. If those choices are not enough, I encourage you to work with me to come up with modifications of class assignments that might make the assignment more meaningful for you.

Class Structure

MI841 section 740 is a hybrid class, which means that some of the learning experience takes place online and on you own, outside of the classroom. Section 740 is scheduled to meet for 1 hour and 20 minutes on Wednesday nights. In person class time will be used for discussion, group work, and activities. We do not meet the Wednesday before Thanksgiving.

I will post written modules and mini-lectures online for you to review from home at your convenience on most of the major class topics. Outside links to readings and videos are also assigned.

There will be a series of three major graded Design Research Quest assignments. These projects can be individual projects, or you can work in a team of 2 or 3. If you work in a group, some of the assignments are submitted as a team, and others every student submits their own assignment.

The focus of each Quest should fit your personal learning goals for the class. All three can be related to a single design challenge. Or they can be separate. I urge you to brainstorm possibilities with me via the Google Group, so that classmates see the thought process as we negotiate ideas. I am also happy to video chat with you to help you choose the best project to focus on for you.

Main Course URL

You should visit the password protected course web site regularly, beginning on the first day of class. New content for the week is posted by Thursday evening, the day after live class.

Section 730 (online) will have access to the site beginning September 4.

Section 740 (hybrid) will have access to the site beginning with live class on Sept. 7th.

<http://wizard.seriousgames.msu.edu>

Look at the Due This Week tab every week to see what's due. Use your section's Google Group to send, read, and respond to fellow students' and instructors comments, ideas, and assignments. Our Class links to the course directory including classmate contact information.

Required Texts

Both required books are published by Rosenfeld Media. Their site sells electronic-only versions (combined PDF, ePub and MOBI) for \$22 or paperback + electronic for \$39.

If you purchase the books through the <http://rosenfeldmedia.com> web site, the publisher will give you a 20% discount because you are an MI841 student. Enter the following as your discount code:

MICHSTATE

You can use whichever version (paperback or ebook) you prefer.

1. The User Experience Team of One by Leah Buley (“UXTO”) is a practical, hands-on book for experience designers describing 27 User Experience Design techniques across the product design cycle from Planning and Discovery to Research to Design to Testing and Validation (August 2013). <http://rosenfeldmedia.com/books/ux-team-of-one/>

2. Validating Product Ideas, by Tomer Sharon (“VPI”) Each chapter is a step-by-step, how-to guide presenting one to three methods for researching essential understanding users questions at different stages in the product development cycle (published in 2016). <http://rosenfeldmedia.com/books/lean-user-research/>

CITIZENSHIP

Being a good citizen in a class, especially on online or hybrid class, involves sharing your reactions, insights, and experiences related to class content and assignments with your classmates and instructors. This includes responding via your section'd Google Group to classmates' ideas and assignments. Please share your reactions to readings & mini-lectures. Respond to fellow students, offer suggestions for additional resources or articles, ask questions. For students in the hybrid section, in class and group breakout participation is also great citizenship, but hard for instructors to quantify.

Grading

Each of you comes to MI841 with a unique background and learning goals. Collectively you have vast experience and expertise already. I encourage you to stay aware of this, and feel free to propose modifications to any assignment (in advance) to better meet your interests and needs.

Assignments are due on Tuesdays, which, because your instructor lives in California, effectively means by 11am Wednesday (8am Pacific time) when I get to my desk and look for your assignments.

To turn in Mini-Portfolio Labs and Design Research Quest assignments, post them on your portfolio site (a google site or other web site you create for this class) and then email the URL for your project to your Google Group. This makes it easy for instructors and classmates to find and appreciate your work.

	% of Grade	How to submit ¹	Deadline	Mode
PARTICIPATION/CITIZENSHIP				
5 Substantive Reflections ²	10%	GG		individual
Respond to Classmates	10%	GG		
8 METHODS LABS³				
*IRB Certification		GG	due 9/14	individual
*Sampling				individual
*Secondary Research				individual
*Prototype or Wireframe				individual
Four others (your choice)				
DESIGN RESEARCH QUESTS⁴				
Ethnographic Research	20%	GG+P	due 10/12	can be group
Competitive Analysis	20%	GG+P	due 11/8	individual
Playtest or Usability or Focus Group	20%	GG+P	due 12/14	can be group
TOTAL	100%			

1. GG = Google Group email; P=post to your portfolio
2. I will suggest possible reflection topics each week. You can also reflect on any of the readings or mini-lectures, or on a mini-lab or quest you are working on, or any other related topic of your choice. Please email 5 reflections to your GG, spread across the semester.
3. This will sound a little complicated. I want you to try 8 different labs. Four are required (IRB Certification, Sampling, Secondary Research, and Prototype or Wireframe). You can choose four other methods from page 5 and 6 of the syllabus for the other six. Five of the labs will be very small, pass/fail, ungraded other than whether they were turned in. You choose which 3 labs will be somewhat more elaborate – mini portfolio pieces. Those will each be worth 5% of your grade. To turn in the mini-labs just email to your GG. To turn in the mini-portfolio labs post to your portfolio and email to your GG. Please have half of your mini-labs done by the middle of the semester.
4. Most students will complete 3 design research quests, each counting 20% toward the final grade. For certain students (for example, PhD students wanting to focus on one larger, publishable project), you can negotiate with me to do fewer quests that are more involved and worth more of the grade. If you do plan on a single, 60% of your grade Quest, please be sure to do method labs on the other two methods so that you gain a little experience with those methods.

Group or Individual Projects

For most of the Design Research Quest assignments, you have the option of working alone or with one or more fellow students. Typically, fully online students work individually because the burden of collaborating across time and space presents too many barriers. However, some online students do work collaboratively and have been very pleased with the experience. Most hybrid students choose to work in teams of 2 or 3.

Policy On Late Work

I realize that sometimes the timing of life and work trumps artificial school deadlines. On the other hand, it is important to keep up with the flow of class and to be on the same page you're your classmates.

Please make every effort to submit your assignments on time. On the other hand, if there's a really good reason, contact Carrie in advance if possible, letting me know you'll be late. I do not believe that your health, family or work should suffer because you stayed up all night to meet a class deadline. But there is a lot of work in MI841, so staying close to the schedule will help you keep up.

Ways of Knowing

Observe

PEOPLE

*Ethnography (*VPI Ch. 3*)

Task Analysis

*PEOPLE USING PROTOTYPES OR PRODUCTS

Usability Testing (*VPI Ch. 6 & Ch. 8*) (*UXTO Method 21*)

Playtesting

Heuristic Analysis (*UXTO Method 10, 20, 23*)

User Testing (*VPI Ch. 5*) (*UXTO Method 22*)

PRODUCTS

*Competitive/Content Analysis (*UXTO Method 11*)

Ask

Focus Groups

Interviewing (*UXTO Method 8*)

Experience Maps (*VPI Ch. 1*)

Diaries (*VPI Ch. 4*)

Measure

a/b Testing (*VPI Ch. 7*)

Analytics

Physiological Data

Other Class Topics

BASICS

- *Protecting Human Subjects
- *Sampling
- *Secondary Research

***PROTOTYPING**

- Sketches & Wireframes (*UXTO Method 15, 16, 18*)
- Paper Prototype (*UXTO Method 19*)
- Electronic Prototypes (*UXTO Method 19*)

SHARING RESULTS

- Analyzing Data
- Data Visualization
- Finding Insights
- Writing Reports

Additional UX TECHNIQUES

- Remote Research
- Accessibility Testing
- Participatory Design
- Design Challenges/Project Brief (*UXTO Method 4*)
- Needs Assessment
- Personas (*VPI Ch. 2, UXTO Method 9*)
- Use Cases and Task Flows (*UXTO Method 17*)
- Card Sort
- UX Questionnaire (*UXTO Method 1*)
- UX Project Plan (*UXTO Method 2*)
- Listening Tour (*UXTO Method 3*)
- Strategy Workshop (*UXTO Method 5*)
- Learning Plan (*UXTO Method 6*)
- UXTO Content Patterns (*UXTO Method 12*)
- Design Brief (*UXTO Method 13*)
- Design Principles (*UXTO Method 14*)

CAREERS

- Portfolios
- Getting a Job

Overview Calendar of Topics and Assignments

Note that live class does not meet on the Wednesday before Thanksgiving, but there will be online content.

	Topic	Projects
7-Sep	Orientation Intro to User Experience Design Protecting Human Subjects	IRB Certification (Mini-lab1) due 9/13
14-Sep	Submit Your Assignment Plans Sampling The Design Challenge	Assignment Plan due 9/20 Sampling (Mini-lab 2) due 9/20
21-Sep	Ethnographic Research Task Analysis Secondary Research	Secondary Research (mini-lab 3) due 9/27
28-Sep	Writing Ethnographic Reports Surveys and Interviews	Mini-lab 4 due 10/4
5-Oct	Experience Maps Diaries	User Observation , due 10/11
12-Oct	Sketching and Wireframes Competitive Analysis	
19-Oct	Prototyping Carrie in Michigan	Mini-lab 5 due 10/25
26-Oct	Usability Testing Accessibility Testing	Mini-lab 6 due 11/1
2-Nov	Focus Group Research A/B Testing	Competitive Analysis , due 11/8
9-Nov	Playtesting	Prototype (Mini-lab 7) due 11/17
16-Nov	Heuristic & Expert Analysis Heuristic UX Markup	Mini-lab 8 due 11/29
23-Nov	NO LIVE CLASS! Participatory Design Happy Thanksgiving	
30-Nov	Metrics/Analytics Physiological Measures	
7-Dec	Impact Research Careers in Design Research	Playtest/Usability/Focus , due 12/14
14-Dec	Finals Week	

Policy On Submitting Work From Other Classes as an MI 841 Assignment

I expect the work you turn in for MI841 to be unique to this class unless you ask permission in advance to prepare the same assignment for more than one class. However, I encourage you to use MI841 to make progress on your thesis projects or to develop research plans for media production projects. So, don't turn in the same paper as you do for other classes without asking permission first, but do look for ways to make MI841 assignments useful and relevant.

Doing research related to your company, your job or your MA project or thesis as part of MI 841 is a good opportunity. But remember that if you want to collect data for a thesis or other published research you must apply for and receive permission from Human Subjects before conducting research. Therefore, you need to let me know as early in the semester as possible so I can work with you to get the form in to Human Subjects in time for you to conduct the research.

Academic Honesty

Article 2.3.3 of the Academic Freedom Report states that "the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Telecommunication adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in Spartan Life; Student Handbook and Resource Guide.

Plagiarism

Claiming someone's work as your own is plagiarism - a serious offense. Professionals who plagiarize may lose their jobs and face lawsuits. In this class, students will either receive a 0.0 on the assignment or fail the course. Be sure to cite all of your sources and give credit where credit is due.

Copyright

Most material developed by others is protected by the Copyright Act. There are guidelines available for "fair use" of copyrighted material for education. Make sure you adhere to these fairly restrictive guidelines.

Use of Media Derived from the Classroom

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Students may only use class content only for their own course-related purposes.
2. Students may not post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course.
3. Any student violating the conditions described above may face academic disciplinary sanctions.

Establishing Study And Participation Habits

Live class for section 740 is scheduled for Wednesday evenings. I will usually post course content for the current week on Thursday.

Taking an online or a partially online class requires a different kind of effort than attending a fully in person class. For an in person class, you show up at the required time and sit in class for many hours each week. In a hybrid class there is less sitting and more doing. In an online class you get to (need to) actively “do MI841” the whole time. You need to schedule your own time to do class work. It may feel like an imposition on "free time" but remember the time you spend is the equivalent of both homework and attending class.

Try to get started early on class assignments. Things always take longer than you expect.

This is a very active, experiential class where you learn by doing. Enjoy the process!

Accommodations for Disabilities

Students with disabilities should contact the Resource Center for People with Disabilities to develop reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY).