

STEPHANIE GREY

PRINCIPLES OF USER EXPERIENCE

Fall 2014 : : Syllabus + Assignments

advanced graphic design

TUES/THURS 8:30–11:20AM ◦ FALL 2014 ◦ STEPHANIE GREY ◦ SGREY@FRAMINGHAM.EDU ◦ 617 820 2556

packaging

Questions for users:

Why did you choose this product? What do you love about this product?

How do you feel about the packaging? Does the package inform you about the inside contents?

PROJECT DESCRIPTION

Redesign an existing product packaging that is influenced by user needs and/or responses.

OBJECTIVES

- + understand how users respond to packaged products
- + explore basic design elements through packaging: scale, color, negative space, form/counter form
- + understand the basics of designing for the user's experience

TERMS

user experience
personas
story matrix

MATERIALS

a sturdy inkjet paper (staples brand inkjet may be appropriate), depending on your choice of packaging

markers, sketchbook

PROCESS

THURSDAY, SEPTEMBER 11

Group research. Visit Target (Rt. 30) in Framingham as a group. Identify a product with packaging that you would like to redesign. Spend time observing how people interact with your product/packaging (or similar products). Use your camera to document the product and its surroundings.

At the store and/or at home, collect information on at least 3 potential users of your product. Record information on your story matrix. Expand the details of your users to include details of age, name, and gender. (create a story around each user)

DUE TUESDAY, SEPTEMBER 16

Bring your completed story matrix and all user details and 5 or more rough sketches (on paper) of your packaging ideas to class for critique. Be prepared to tell the story of your users in as much detail as possible. Let the class know why this package would benefit from a redesign.

Does the form of your packaging tell the story if its inside contents?

DUE TUESDAY, SEPTEMBER 23

Bring a full graphic mockup, in color, of your packaging to class for critique.

DUE TUESDAY, SEPTEMBER 30

Full package prototypes are due at the beginning of class.

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Section 1: An Introduction to UX Design

TUESDAY, SEPTEMBER, 9

- Course Introduction: UX Design
- Assignment: Packaging Project
- Studio Use: Using Wordpress, Printing, Computers
- Reading: Chapter 2,
Undercover User Experience Design

THURSDAY, SEPTEMBER, 11

- Group Research: Packaging Project

TUESDAY, SEPTEMBER, 16

- Critique: Packaging Project
- Demo & Tools
- Assignment: Show & Tell, Class Leaders

THURSDAY, SEPTEMBER, 18

- Work in Class
Individual Meetings

TUESDAY, SEPTEMBER, 23

- Critique: Packaging Project
- Assignment: Semester
Reflections, Packaging Reflection

THURSDAY, SEPTEMBER, 25

- Work in Class
Individual Meetings

Section 2: Planning the User Experience

TUESDAY, SEPTEMBER, 30

- Due/Critique: Packaging Project

principles of user experience design

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website
project details

Senior graphic design students at Framingham State University are learning about user experience design this semester. They will undergo a very thoughtful and research-oriented process in order to design a website prototype for an organization that is created from the point of view of the user's needs.

WE ARE SEEKING...

...an organization that is taking action to make the world a better place. And one or two point people within this organization who are interested in participating *with students* to make their organization's website experience a meaningful one.

The clients we are seeking are patient, well-organized, and accessible for the duration of the project. Although the students involved have produced award-winning graphic design work for clients (with a deadline) in the past (ask if you'd like to see the work!), the process of this project will be slightly different. This is not a design studio situation, but an educational one. If the stakes are very high on your part, and you need to rush to meet a deadline, this is probably not the partnership for you. If you are interested in understanding how your audience would like to experience your website, and how design can add value to that experience...and you have a bit of time to spare, then a partnership with us might be a great idea.

PROCESS

The students will first conduct user interviews to assess the needs of those who will be using the website. Though this information, they will draft a set of design principles that will guide the interaction and the visual design of the website.

DURATION + DELIVERABLES

The project begins on September 30th and ends on December 18th, 2014.

*The final deliverable will include:

- several profiles of your website's users that are derived from interviews and discussions with those who will actually be using your website
- a set of core design principles that will guide the interaction and graphics of your website (and can be used for other promotional materials as well)
- a full wireframe click through version of your website (the wireframe is the version of your website without the beautiful graphics)
- a presentation board of the 'look and feel' of your website
- a working prototype of your website with all graphics in place. We provide the visual design only, the coding of the site is not part of our deliverable (there is not enough time in the semester to program the site). We can make recommendations if you need to hire someone for this.

*These deliverables depend on your active participation in this process.

INTERESTED?

If you are interested, please contact Stephanie Grey by Thursday, September 25. Be prepared to provide the answers to these questions in writing.

What is the mission of your organization?

What are the goals of your website?

Who are the people that will be using your website? Please be specific.

Are you willing to go through the design process outlined above?

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planning the user experience

PROJECT DESCRIPTION

A flexible, open research period where you will prepare and conduct 9 user interviews that will help you to inform your design process. You will use this information to create an empathy map, set of design principles, and other relevant materials.

OBJECTIVES

- + understand and experience the process of user interviews and the importance of this step in the ux process
- + consider empathy as a key skill in the design process

TERMS

empathy map
design principles
usability

MATERIALS

potentially: a voice recorder (phone will do)

DELIVERABLES

client brief
9 user interviews
empathy map
design principles
look and feel / moodboard
written reflection

REQUIRED READING FOR THIS SECTION

- Chapters 2 and 3:
Undercover User Experience Design
- Read through page 141 (up to and including chapter 9):
Don't Make Me Think

OTHER RELEVANT ACTIVITIES

During this time you will also begin sketching and collecting ideas for your identities and websites. Work in your teams and/or individually to generate many initial visual sketches.

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creating the
visual design

METROWEST STEM EDUCATION NETWORK

Stephanie, Sam, Gabby

Below is an outline, schedule, and deliverables for the MSEN site and logo.

TERMS

responsive design and typography

grids (rule of thirds, golden ratio)

interaction

scenarios

DELIVERABLES

2–3 visual directions of 2 website scenarios (group deliverable)

complete sitemap (group deliverable)

logo (group deliverable)

writing assignment: *graphic design and user experience, the story of your work*
(individual deliverable)

digital documentation (individual and group deliverable)

ux documentation book (group deliverable)

REQUIRED READING FOR THIS SECTION

◦ Handouts from *Type on Screen*

MSEN Final Presentation
December 11, 9:30–10:20 am
Outline

Additional attendees:
Kevin Thurston, Anne Miller,
Margaret Carroll

- print out 4 copies of the brief
- print 1 copy of the user interviews (no need to format beyond what you have)

*don't wait until the last minute to print. plan for problems with technology.

- in addition to the printed pieces, be prepared to show the website visual design onscreen, this can be pdfs, illustrator/photoshop files, etc. but use the versions on screen to show the different rollovers, etc. and how someone would go through the site (tell the story of the website through the visuals)

- prepare a folder in the dropbox for the client that includes the following:

- user interviews (pdf)
- sitemap (pdf)
- moodboard (pdf)
- website visual design (pdfs or jpegs)
- logo/s (jpegs and eps files, b/w and color versions)

ITEMS FOR WALL DISPLAY
(put items in order, but they don't have to look exactly like this)

MSEN Logo

moodboard

Wireframes
12X18 PAPER

Sitemap
12X18 PAPER

printed pages of the
website visual design

design
principles
12X18

Goals of the Videos

printed pages of the
website visual design

printed pages of the
website visual design

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graphic design and user experience: the story of your work

PROJECT DESCRIPTION

Write 3–5 pages that clearly articulate what you are learning/have learned this semester about graphic design and user experience. Illustrate this writing with visual examples that support your ideas and insights.

OBJECTIVES

- + understand the similarities between the process of writing and the process of making.
- + clearly explain each project completed and how and why it was successful, or where the failures and challenges occurred.
- + communicate your critical thinking and insights through writing
- + create a layout that reflects the design elements learned throughout the semester.

writing
assignment

The focus for this written communication is:

1. Content
2. Writing
3. Presentation

1. CONTENT

The content of the writing should illuminate your knowledge of successful graphic design and user experience design. You are expected to make connections between what you are learning and what you are making, and how you see graphic design differently.

2. WRITING

Your thoughts in writing need to clearly connect with one another and make sense to the reader. Writing (like design) is a process. Your final writing will be the result of several written drafts and edited versions.

3. PRESENTATION

Every piece of communication is an opportunity to hone your design skills. Your goal with this assignment is clear communication of information (do not over design). Begin in InDesign by creating a simple grid, pay attention to margins, page numbers, use style sheets and present a clear hierarchy of information. This project sheet is a good example of clear information design.

How can I tell
what I think until
I see what I say?

– E.M. FORSTER, quote inspired from *Mapping the Intelligence of One's Work*, Anne West

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PROCESS

One of the goals of this writing assignment is for you to find and articulate *your own unique voice* and insight through the writing (be true to yourself), rather than write as though you are only fulfilling a class assignment.

Your writing will be developed throughout the semester, in sections following each design project, and will be refined for the final due on December 18th.

After you complete each project in class, you will respond to the ‘project reflection’ (on the last page of this document). In order to get your creative writing flowing, we will begin each writing assignment with loose, writing exercises in class. The results of these exercises will help you to form more detailed and clear writing for each project reflection. These reflections will make up the content for the final paper.

After each project, your writing will be reviewed by your professor and also your classmates during in-class activities.

Your final paper will consist of each project reflection, as well as an opening and closing paragraph to make up a comprehensive paper.

QUANTITY

3–5 pages of total writing (*not including visuals*)

VISUAL SUPPORT

Include 2–3 visuals per project. These photos and/or graphics consist primarily of your work, although in some cases you may wish to include historical images and other visual references as needed. You may diagram, label, and/or create captions for your visuals, find a method that works for you.

FORMAT

Your final paper will be turned in as a pdf and a packaged InDesign file.

GRADING

Your grade for this assignment will be determined based on 30% writing and 70% content.

DUE

Due dates for individual project reflections: Oct. 7, and the last two project dates are: TBD

Final paper due: Thursday, December 18, 8:30am

Turn in the pdf and InDesign files with your digital documentation. Place a printed hard copy (in color) in your process book. Make sure your name is on your paper.

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PROJECT REFLECTION

Write 2–3 paragraphs in response to the scenario below. Include this writing in your process book. Remember to include your visuals (see ‘visual support’).

DUE

October 7 (packaging)

TBD (planning the user experience)

TBD (visual interface design)

Imagine you are describing the project you have just completed to a friend or relative who is not a designer. Use specific details to explain the elements of design you are dealing with to help this person understand your design process and the way you view your work.

What are you trying to accomplish with this project? Is yours a successful solution? Why? What parts of this project were a challenge for you? How will you look at graphic design differently after completing this project?

Be true to your process. Tell the story of your work.

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Name _____

Writing Assignment: *Graphic Design & User Experience: The Story of Your Work*

CONTENT	EXCELLENT	GOOD	FAIR	WEAK
demonstrates a thorough understanding of the purpose of the class projects				
demonstrates an understanding of design process				
demonstrates critical thinking ability				

WRITING	EXCELLENT	GOOD	FAIR	WEAK
demonstrates language that skillfully communicates with clarity and fluency				

PRESENTATION	EXCELLENT	GOOD	FAIR	WEAK
demonstrates an understanding of design elements (hierarchy, grid, negative space, spacing)				
correct use of visuals to support writing				
properly documented in pdf form and indesign				

STEPHANIE GREY

PRINCIPLES OF USER EXPERIENCE

Fall 2014 : : Student Work

Principles of User Experience Design, Fall 2014

Professor Stephanie Grey

Megan Rogers

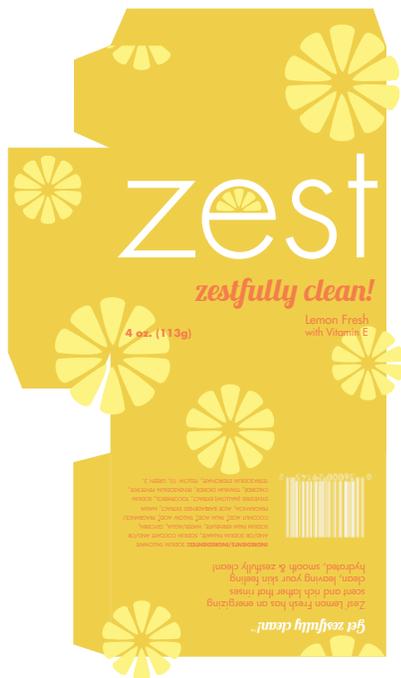
If I were trying to describe my design process for the packaging project to someone who is not a designer, I would start by showing them a photo of Zest soap in a store next to other products. I would ask them which of these soaps appealed to them and which did not, and after hearing their answers I would explain why Zest is so unappealing to me compared to the products surrounding it. In my opinion, Zest's design looks outdated and a little cheap. The fake water splash is kind of cliché and the type in the logo is boring. There is nothing going on in the design that would make me think that this is a good soap that I would want to spend my money on. Also, the word "zest" evokes energy for me, not the cooling aqua scent that they advertise. That is why I changed the scent of the soap to lemon fresh, because "zest" makes me think of citrus, which is tangy and sour. This makes me think of bright warm colors in contrast to the blues and greens zest is currently using.

When I started laying out my ideas, I sketched out a bunch of ideas based on the lemon zest idea I had been thinking about. I wrote out my own script and played around with that, maybe having it act as a lemon peel, but it was not working how I wanted. I then came up with an idea for a wrapped soap. The wrapper was pink with a lemon pattern on it, and there was a light yellow sleeve around it. I made a large lemon slice graphic for it that I wanted to make look like some kind of sunrise to tie in the ideas of energy or waking up in the morning. My second idea was a box with a drawer, but this idea looked pretty cliché. After I designed it I actually found soap in my closet that looked almost exactly like it, so I was not very proud of this idea. My third idea I wanted to be different from anything I had done before, so I used a bold typeface with a zoomed in lemon image to get some texture. I used a black background because I thought it made it more interesting than plain white. Looking back and after hearing feedback I see that the black was too dark and way too heavy. I really wasn't attached to any of these ideas, so after talking with Stephanie she recommended that I play with one of the letters in the Zest logo. I thought about this for a while, and then I remembered that I used Futura as the typeface in one of my other ideas, and I liked it because it was geometric and it went along with my graphic illustrations of the lemon slices. Then I realized that I could fit a small lemon slice graphic in the lowercase "e" in Zest, so I went with this idea. I then took the illustration I put in the "e" and repeated it all over the box. They look like lemons, but they also kind of look like a flowery burst or something, which I think goes well with kind of energy I was going for.

I think my solution to this project is successful in a way. I think it would appeal to women, but not men. I had originally wanted to keep this gender-neutral because Zest could really appeal to anyone as it is, but I decided to go in a more feminine route. It is shown with the women's soaps at Target, and I was having more success thinking of ideas that would appeal to women than to men. I think that the color palette works well, and I refined the lemon graphic so it is more even and not so sharp on the edges. I think it works pretty well overall, and I like the idea of a matchbox kind of package. The biggest challenge I faced during this process was my own ideas. I felt really disconnected to my first few ideas and I just could not get into them. I felt like I was having some kind of creative block because I felt that my ideas weren't coming out the way I was thinking about them in my head. Once I finally got an idea

Packaging project reflection
student: Megan Rogers

that I felt more confident about, I didn't have too many problems. After completing this project, I think I have a better understanding of what designers go through when they are trying to create a successful package design, and also what goes into a redesign/rebranding. I will look at design differently in the way that a redesign doesn't always need to be dramatic. Something I really took away from this project was that sometimes you need to keep an element of the brand in the redesign, and I think that Laura's Skintimate does this really well. I like how she redesigned it but it is still recognizable as the brand I use all the time. I also see now that there are elements to a package design that seem like boring details that don't deserve a lot of attention (ingredients list), but the designer needs to make these elements work nicely and make sure that they are clear and easy to read for a wide range of people.



STEM Client Brief

Participants:

- Gabrielle Lydon, Stephanie Carroll, and Sam Roguska: Advanced Graphic Design Students
- Stephanie Grey: Professor, Advanced Graphic Design
- Kevin Thurston, Anne Miller: Metrowest STEM Education Network

Summary:

Our design team will be working closely with the participants from the Metrowest STEM Education Network to build a layout for a future website, as well as a logo. We will be doing this by conducting interviews with people related to the science, technology, engineering, or mathematics fields. Using the information we gather we will begin to design a website and logo that not only meets the needs of the organization, but also generates excitement, enthusiasm, and offers accessibility to all visitors of the website.

Attributes:

- Enthusiasm for STEM
- Making Connections
- Accessible
- Open Community & Sharing

Target Audience:

- K-12 Faculty and Students
- Higher Education Faculty and Students
- Guidance Counselors
- Parents
- STEM Employers
- Government Legislatures and Policymakers

Deliverables:

TBD

Questions:

Current College Students:

- How did you become interested in a STEM profession?
- Do you feel that students have a good idea about how STEM education connects to STEM professional fields? What could be improved?
- Do you wish that your professor brought professionals from the STEM field into the classroom? Why or why not?
- What types of resources do you use to stay in touch with the latest STEM developments? (books, magazines, blogs, websites, etc.)

K-12 Faculty:

- Describe your personal background with the STEM fields.
- How do you approach teaching Science, Technology, Engineering, and Math in your classroom?
- What are your professional development experiences with STEM? Where do you find these resources?
- Where do you go to research the STEM fields? (books, websites, etc.)
- Do you feel you have a good idea about how STEM education connects to STEM professional fields? Are there any examples you point out to your students regularly?
- Do you invite STEM professionals to come into your classroom? How do you connect with them initially?

STEM Professionals:

- How did you become involved in a STEM related field? How did you prepare yourself for your profession?
- Where do you go to find quality people for your company?
- What successes have you had in finding quality employees?
- For those employees coming right out of school, how well do you think they are prepared to enter a STEM-related profession?
- Do you have experience helping to bring an understanding of STEM related fields to your local community? How?

Higher Education Administrators and Faculty:

- How did you become interested in a STEM profession?
- What are your professional development experiences with the STEM fields? Where do you find these resources?
- Do you feel that students have a good idea about how STEM education connects to STEM professional fields? What could be improved?
- Do you invite outside professionals from the STEM fields to come into your classroom? How do you connect with them initially?
- What types of resources do faculty use to stay in touch with the latest STEM developments? (books, magazines, blogs, websites, etc.)

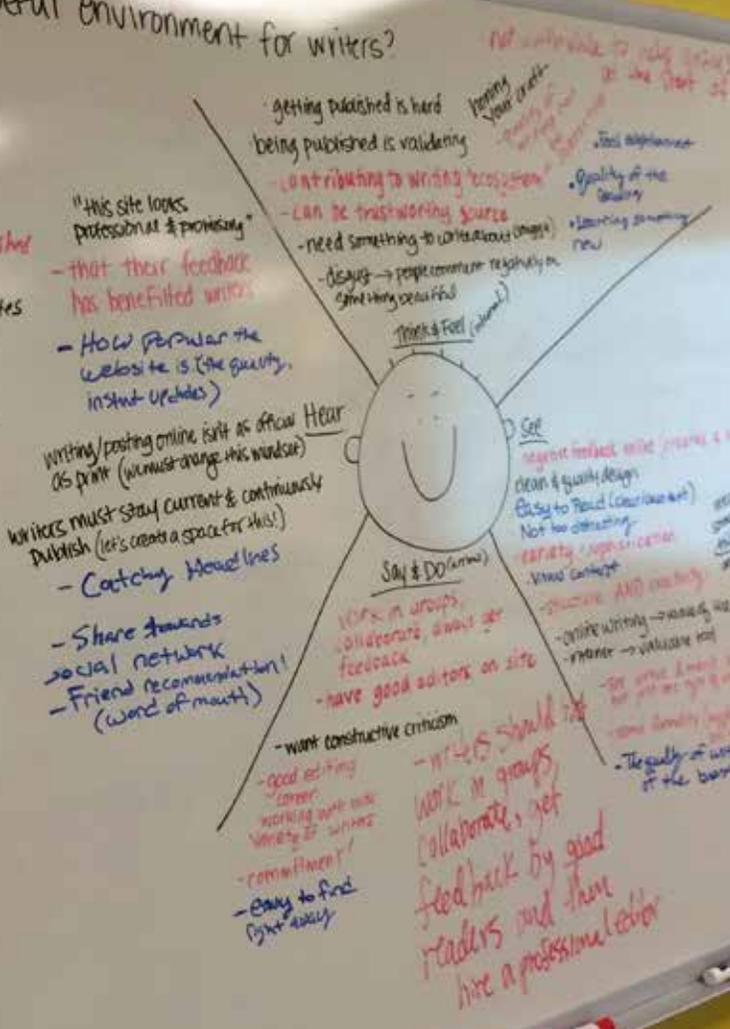
What would create a hopeful environment for writers?

PAIN

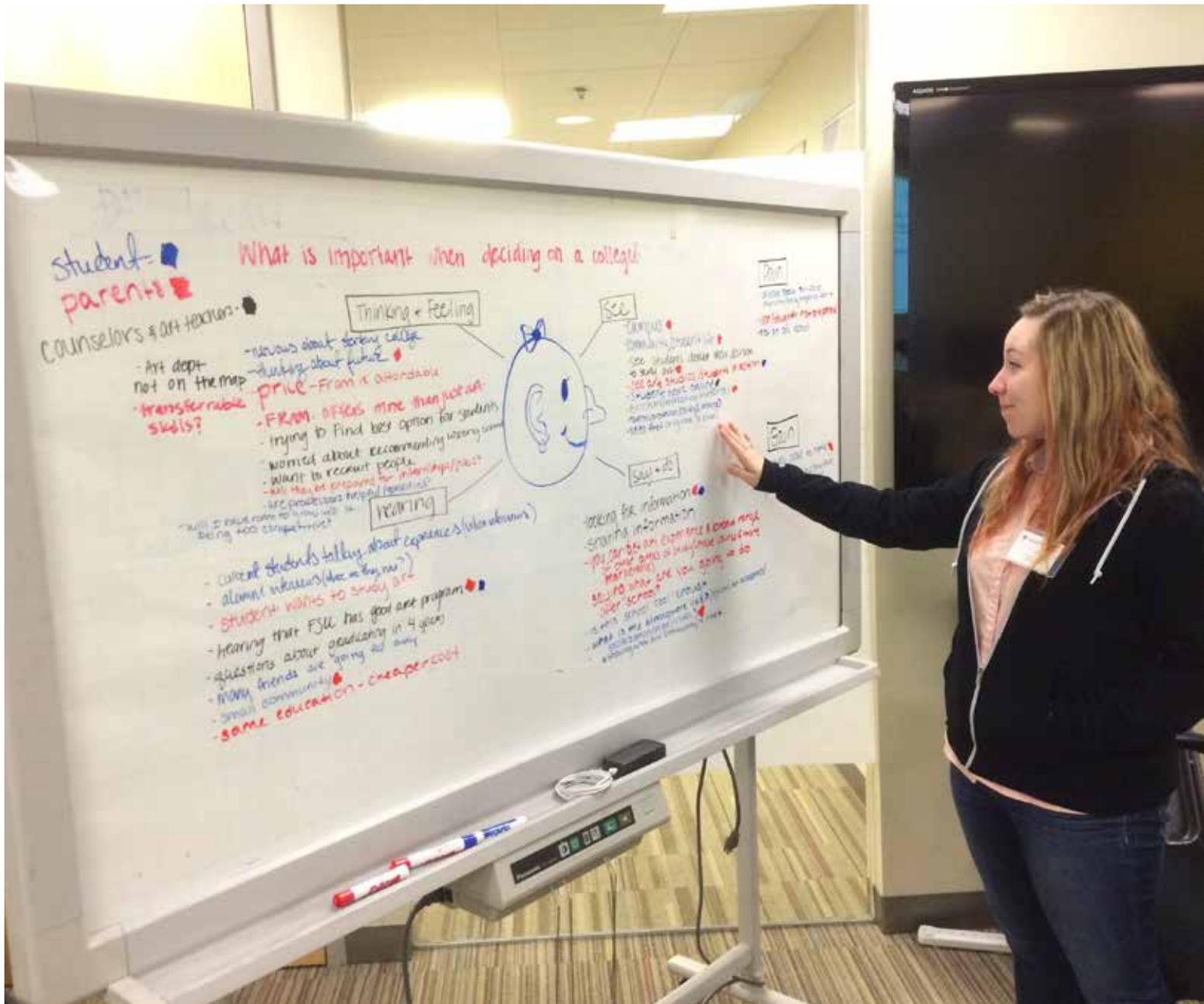
- distracting to find content on screen
- not visual enough
- no filter system for who can be edited/published (overwhelmed)
- any writer can be published on less credible websites
- where do I publish? Where's trustworthy? Is my writing going to be protected when published?
- bad, harsh criticism (comments) watered down, misunderstood

GAIN

- make a difference for writers & entire writing community/ecosystem
- Open up to new ideas/ways of thinking
- exposure, better writing skills
- more notification & news than TV updates, no politics



Students in Empathy Mapping workshop with Lisa Spitz, Vistaprint



Students in Empathy Mapping workshop with Lisa Spitz, Vistaprint



Final project presentations to clients



Final project presentations to clients