Flipped IN-CLASS Lesson Plan Template- Workshopping it!

Topic or concept:
Interview and Focus Groups - User Research Methods

Basic objectives for preparatory work:	Advanced objectives for classwork & after class work:
1. Engage in critical and analytical listening; 2. Employ the steps to conduct user interviews and focus group;	1. Conduct user interviews to discover the attitudes, beliefs, and experiences of users 2. Prepare and conduct interviews to validate product 3. Design interfaces with end users in mind 4. Transform observations into actionable insights 5. Deploy empathy in order to create products based on research findings

	Time planned	Activity and rationale	Resources needed
Beginning of class period	10 minutes	**A brief reading Quiz at the beginning of class** - 5-minute quiz about "Importance of Conducting User Interviews before Product Design" to assess students on readings at the beginning of class. - Students are given 5 more minutes to review the questions with others and reach consensus about the answers before handing in the quiz.	- Textbook: The Design of Everyday Things: Revised and Expanded Edition: Chapter 2 (First 5 pages)
Beginning of class period	10 minutes	**Instructor-led discussion** about the importance of conducting user research prior to designing any products	- Whiteboard and markers - Students' responses from the previous activity - Textbook: The Design of Everyday Things: Revised and Expanded Edition: Chapter 2

Middle of period	10 Minutes	**Introduction to Super Quick Design Challenge (Group Project)** The Challenge: Design a mobile application that help find wheelchair-accessible toilets. I'll divide class into 2 groups. I use 10 minutes of the session to introduce a mini design challenge and dividing students in two groups to complete the project.	- Materials to take notes (e.g., pen/pencil, paper, laptop) - Whiteboard and markers
Middle of period	25 Minutes	**Q and A with Guests** - I will invite 2 people who use wheelchairs to my class. They will talk about their frustrations and needs each for 5 minutes. - I will give students another 5 minutes to answer more questions from the participants.	- Participants' brief talk about their frustrations and needs - Materials to take notes (e.g., pen/pencil, paper, laptop)
Middle of period	20 Minutes	**Think, Pair, Share**: Students in each group gather and discuss app features and come up with a user flow.	- Participants' brief talk about their frustrations and needs - Gliffy.com web app - Class notes from previous class about "how to create user flows and sitemaps"
Middle of period	20 Minutes	**Collaborate** Each student works with their group to create a blueprint of one screen of the app.	- Participants' brief talk about their frustrations and needs - Adobe XD
Middle of period	20 Minutes	**Presentation of the results** - Students put their screens together in one Adobe XD file. - Students are asked to put their user experience findings and app features in a Google Slides template file shared on Canvas page.	- Google Slides - Adobe XD - Participants' brief talk about their frustrations and needs
End of period	15 minutes	- Overview of the assignment for next class - RSQC (Recall, Summarize, Question, Review, Connect, Comment).	- Sharing class notes and useful links with students on Canvas - Textbook: The Design of Everyday Things: Revised and Expanded Edition: Chapter 2 - Adobe XD

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
- Apply knowledge of ideation and design thinking techniques to problem solving exercises - Demonstrate ability to create products based on the end-user needs and goals	- Students are asked to continue working with their group to improve application designs - Students are asked to write a 1-page report and explain how their application is addressing the problem of the end users and what changes they make on the user experience of the application after the user testing phase and why.	You will continue working with your team to enhance the design of your mobile application. For the next class have your mobile application prototype file ready with you. I'll invite some participants for usability testing. Based on their feedback on your application user experience and design you will improve your mobile application during the next 2 sessions.

Guided Practice

Class: MCOM284: Advanced User Experience
Date assigned: TBD
Date due: TBD
Time estimate to complete this assignment: 60 minutes

Overview/Introduction

What is this lesson about? Why do we care?

In this module, students are introduced to the interview technique used to gain insights from users. User interviews are a critical component of the product design process to gain these insights.

Learning Objectives

Basic objectives
List 3-5 learning objectives that you expect students to be able to master on their own before class.

- Describe the role of empathy in creating products
- Explain the importance of user interviews in user experience research
- Discuss the key steps to conduct user experience research

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering.

- Effectively create a mobile application prototype using Adobe XD.
- Emphasize empathy as a central design tool in the creation of products
- Explain and communicate the steps to conduct user interviews and focus groups
- Elaborate on the advantages of in-person interviews

Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

Read the chapter 2 of the textbook (The Design of Everyday Things: Revised and Expanded Edition) to understand necessary steps to conduct a user interview and how you can improve your designs based on user testing with the participants results. For now, we are interested in (1) what are user interviews and why they are important during the user experience phase, and (2) How to improve your user experience design based on the user interview findings.

2. Give a "playlist" of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

- Chapter 2 **(First 5 pages)** of *The Design of Everyday Things: Revised and Expanded Edition* by Don Norman
- Setting Clear Objectives for Your UX Research (https://www.usertesting.com/blog/ux-research-objectives/)
- User Interviews: How, When, and Why to Conduct Them (https://www.nngroup.com/articles/user-interviews/)
- Design systems in XD (https://helpx.adobe.com/xd/help/design-systems.html)

Exercises: Please complete by _TBD_.

- Give a method for students to submit their work online BEFORE the face to face class meeting. Google forms, Surveymonkey, and tools in your LMS will all work. Alternatively, give them instruction on what completed work to bring to class as an entry ticket.
- The submitted work should demonstrate students' mastery of the basic learning objectives.

Groups should bring their revised designs to class and present their findings.

Questions?

Give a way for students to get help.

Feel free to send me an email at: tina.korani@sjsu.edu or stop by my office hours Mondays and Wednesdays from 5pm- 6pm, if you have any questions regarding user experience concepts and steps to complete them or if you need any help with using Adobe XD.

Advanced Practice

This is given for students to complete after the class meeting in which they work together.

Class: MCOM284: Advanced User Experience
Date assigned: TBD
Date due: TBD
Time estimate to complete this assignment: 60 – 90 minutes

Learning Objectives

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

- Prepare and conduct surveys and interviews to validate products
- Conduct user interviews to discover the attitudes, beliefs, and experiences of users
- Transform observations into actionable insights
- Use Adobe XD to create prototypes of their mobile application in order to get feedback from target users
- Improve the overall user experience design of applications by implementing user feedback and research findings before launch of any product

Activities & deliverables

1. Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.
2. Describe what students should turn in, by when.

- Review your notes about participants' explanations of current frustrations and needs to find accessible toilets around them.
- In your teams finish your mobile application designs and be ready to present your prototype at the beginning of next class. You can use online collaborative design tools such as InVision to work on your application design together.
- Then write a 1-page report and explain how their application is addressing the problem of the end users. This assignment should be submitted on Canvas, before our next meeting.

Resources:

3. Give a "playlist" of resources to help students complete the assignment.

    Chapter 2 of *The Design of Everyday Things: Revised and Expanded Edition* by Don Norman

Questions?

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