
UX/UI AND PROTOTYPING

International MBA IMBA-EN SEP-2024 S-PS

Area Marketing and Communication

Number of sessions: 15

Term: Concentrations

Category: regular

Language: English

Professor: **LAURA MCDERMOTT**

E-mail: lmcdermott@faculty.ie.edu

Laura McDermott, Designing Impactful Experiences Through Sustainable Innovation.

Laura is passionate about designing sustainable innovations, impactful experiences and educational programs. After moving from her native Ireland to Spain in 2015, Laura began working in the spaces of education and global social impact. Laura has held roles like Director of Academic Experience and Innovation at IE Business School, Adjunct Professor of Innovation, Sustainability and Design at IE University and Design Lead in the IE Center for Social Innovation and Sustainability. In 2022 Laura was named one of the Top 100 Women in Social Enterprise by the Euclid Network, a European Commission supported initiative.

Within her broad range of work, Laura designs sustainable innovation projects, specifically from a behavioural lens, with educational institutions, startups and corporates. In 2022 founded Colectivo, a project-based sustainability consultancy that designs impactful projects for organizations. Through Colectivo, she helps connect global thinkers and doers with businesses to transition to more sustainable models aligned with the Triple Transition (Social, Green, Digital).

Laura has published articles in The Beam, GiLE, Global Voices, as well as receiving two awards for her writings on Ethics, Democracy, Mentorship, Innovation, Behavioural Design and Sustainability. Check out the "Publications" section of her LinkedIn profile to read published articles and essays. LinkedIn: <https://www.linkedin.com/in/lamcdermott/>

Articles

- "Mixing Younger and Older Employees at Work: What companies can learn from social innovation" in Council of Business and Society
- "Why Designers Should Be Rebels" in The Beam
- "MIGRANT ENTREPRENEURSHIP FOR EUROPE'S ECONOMIC GROWTH: RESHAPING A COLLECTIVE CONCEPTION" in Council of Business and Society
- "The Opportunity of Intergenerational Collaboration" in IE Insights
- "The Citizen Experience: Managing Quality in a 21st Century Democracy", IE Humanities Award Essay 2019
- "Consciousness: The Ethical Implications of Experience Design", IE Humanities Award Essay 2018

Laura McDermott's academic experience includes

- Postgrad. Climate Entrepreneurship, Trinity Business School
- MSc. in Customer Experience and Innovation, IE School of Human Sciences and Technology (Dean's List)
- BAHons in English Studies, Trinity College Dublin
- Higher Certificate in Bilingual and Multilingual Education, Universitat Internacional de Catalunya
- Certificate in Data Science and Visualization fro Business, IE Executive Education

Laura McDermott teaches the following courses

- Behavioural Design, Master in Customer Experience and Innovation
- Creativity (Ideation, Design Thinking) and Innovation, Multiple Programs from EMBA to BBA
- UX/UI Design, Bachelor of Behavioral and Social Sciences
- UX/UI Prototyping, International MBA

Office Hours

Office hours will be on request. Please contact at:

lmcdermott@faculty.ie.edu

SUBJECT DESCRIPTION

“Good design is actually a lot harder to notice than poor design, in part because good designs fit our needs so well that the design is invisible,” -- Donald A. Norman, *The Design of Everyday Things*

In this course students will develop knowledge and skills related to user experience (UX) and user interface (UI) design. We will explore the world of UX and UI as they exist on both a strategic and applied level, with a strong focus on the latter. The course will begin by establishing an overview of the fundamentals of UX and UI, specifically how they relate to business, people and the planet. After this we will focus on “design in action”, where we will delve deeper into user interface design. A large part of the course will involve hands-on activities which provide students the opportunity to put their learnings into practice through critically analysing UX/UI and then prototyping, testing and iterating a solution.

LEARNING OBJECTIVES

After taking this course, students should be able to:

- Understand and be able to explain the difference between UX and UI.
- Understand the connection between design and human behaviour, and how they can be leveraged in UX and UI.
- Understand the responsibility of professionals in behaviour-driven design, on an ethical and sustainability level.
- Understand how UX/UI design has an important impact on the sustainability of our society and planet.

After taking this course, students should be able to:

- Identify examples of UX and UI design in the world around us.
- Empathise with the human experience as it relates to product interactions.
- Conduct UI teardowns on digital products.
- Deconstruct and critically analyse product components from a design perspective.
- Identify improvement areas for digital products.
- Design, test, prototype and present solutions to UX and UI challenges.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting
Lectures	24.0 %
Exercises in class, Asynchronous sessions, Field Work	36.0 %
Group work	29.3 %
Individual studying	10.7 %
TOTAL	100.0 %

AI POLICY

Generative artificial intelligence (GenAI) tools may be used in this course for specific cases, which will be outlined in-class. For example: synthetic persona generation, ideation, proofreading, visual mockups, grammar checks, but must always be with appropriate acknowledgement. GenAI may not be used for group submissions, exams. If a student is found to have used AI-generated content inappropriately, it will be considered academic misconduct, and the student might fail the respective assignment or the course.

If you are in doubt as to whether you are using GenAI tools appropriately in this course, I encourage you to discuss your situation with me.

Below, a suggested format to acknowledge the use of generative AI tools. Please note that acknowledging AI will not impact your grade.

I acknowledge the use of [AI systems link] to [specify how you used generative AI]. The prompts used include [list of prompts]. The output of these prompts was used to [explain how you used the outputs in your work]

If AI was permitted to use in your assignment, but you have chosen not to include any AI generated content, the following disclosure is recommended:

No content generated by AI technologies has been used in this assignment.

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

FUNDAMENTALS

PART 1

"User Experience Design" is often used interchangeably with terms such as "User Interface Design" and "Usability". However, while usability and user interface (UI) design are important aspects of UX design, they are subsets of it – UX design covers a vast array of other areas, too. A UX designer is concerned with the entire process of acquiring and integrating a product, including aspects of branding, design, usability and function. It is a story that begins before the device is even in the user's hands. - Interaction Design Foundation.

In this opening session we will explore the difference between UX and UI. We will also touch on approaches like Design Thinking and Human Centered Design. For additional reading / watching materials, visit [NN Group aggregation of Don Norman](#) materials.

PART 2

"As humans, we have an underlying "blueprint" for how we perceive and process the world around us, and the study of psychology helps us decipher this blueprint. Designers can use this knowledge to build more intuitive, human-centered products and experiences. Instead of forcing users to adapt to the design of a product or experience, we can use some key principles from psychology as a guide for designing in a way that is adapted to people." - Laws of UX

In this session we will look at some of the Laws of UX and begin to examine examples "in the wild".

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Article: User Experience (UX) Design (Interaction Design Foundation)

Article: User Experience (UX) Design (Interaction Design Foundation)

Video: Are you a cognitive designer? (Youtube)

Video: Are you a cognitive designer? (Youtube)

Video: Don Norman: The term "UX" Don Norman (Youtube)

Video: Don Norman: The term "UX" Don Norman (Youtube)

Article: Laws of UX: Hick's Law: (Laws of UX)

Article: Laws of UX: Hick's Law: (Laws of UX)

Article: Hick's Law: Making the choice easier for users (Interaction Design Foundation)

Article: Hick's Law: Making the choice easier for users (Interaction Design Foundation)

Article: Laws of UX: Jakob's Law (Laws of UX)

Article: Laws of UX: Jakob's Law (Laws of UX)

Article: Top 10 Mistakes in Web Design (Nielsen Norman Group) (January 1, 2011)

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Article: Laws of UX: Zeigarnik Effect (Laws of UX)

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Article: Moving the Finish Line: The Goal Gradient Hypothesis (Farnam Street FS)

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SESSIONS 3 - 4 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

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UX/UI TO GENERATE POSITIVE IMPACT

In this session we will explore how UX/UI design can be leveraged for sustainability efforts and create social impact. We will see specific examples of interface and experience design that has been crafted to change behaviours.

Article: Our minds can be hijacked': the tech insiders who fear a smartphone dystopia (The Guardian)

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Article: Everything You Need To Know About Green UX (NOUPE) (January 10th, 2020)

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Article: Green UX: Is your UI harming the environment? (Just in Mind) (May 03, 2018)

Article: Green UX: Is your UI harming the environment? (Just in Mind) (May 03, 2018)

Article: Sustainable UX/UI: 3 Ways To Use Design For The Greater Good (Liftango) (February 15, 2021)

Article: Sustainable UX/UI: 3 Ways To Use Design For The Greater Good (Liftango) (February 15, 2021)

Article: How is UI design helping consumers choose sustainable products? (UX Collective)
Article: How is UI design helping consumers choose sustainable products? (UX Collective)

SESSIONS 5 - 6 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

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How we do UX/UI [UI Teardown]

In this workshop-style session students will tear apart an interface and look for all its flaws, while considering the user journey and jobs to be done. We will use learnings from previous sessions to analyse UI. In advance, students should look at 2-3 examples (or more, if you wish) of case studies from Growth.Design and UI Teardowns to familiarise themselves with the concept. Links to these case study sites are linked in "session material".

Multimedia Documentation: User onboarding teardowns (User on Board)

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Article: How Deputy Onboards New Users | User Onboarding Teardown (ProductLed) (October 21, 2021)

Article: How Deputy Onboards New Users | User Onboarding Teardown (ProductLed) (October 21, 2021)

Article: Growth Design (growth.design)

Article: Growth Design (growth.design)

Article: UX Teardowns (teardowns.ui-patterns.com)

Article: UX Teardowns (teardowns.ui-patterns.com)

SESSIONS 7 - 8 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Social Challenge

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How we do UX/UI [Personas & Journey Maps]

“Data often fails to communicate the frustrations and experiences of customers. A story can do that, and one of the best storytelling tools in business is the customer journey map.”— Paul Boag, UX designer, service design consultant & digital transformation expert.

In this workshop-style session we will explore user journey maps, leveraging previous knowledge about Design Thinking and Human-Centered Design. Then we will do a deeper analysis our user journey maps.

Article: A Beginner’s Guide To User Journey Mapping (marvelapp.com)

Article: A Beginner’s Guide To User Journey Mapping (marvelapp.com)

Article: Using Customer Journey Maps to Improve Customer Experience (HBS H006GX-PDF-ENG)

Article: Using Customer Journey Maps to Improve Customer Experience (HBS H006GX-PDF-ENG)

SESSION 9 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

How we do UX/UI [Journey Development + Solution Space]

In this session we will identify the key opportunity areas of the user journey map and consider how they may be enhanced through design. Students will be given steps to begin to prototype solutions.

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Article: 7 Ways to Analyze a Customer-Journey Map (Nielsen Norman Group) (March 22, 2020)

Article: 7 Ways to Analyze a Customer-Journey Map (Nielsen Norman Group) (March 22, 2020)

SESSIONS 10 - 11 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

How we do UX/UI [Prototyping]

In this workshop-style session students will work further on their prototypes and begin to develop models for testing.

A short individual quiz will take place to test the students' knowledge of the content thus far.

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SESSIONS 12 - 13 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

How we do UX/UI [TESTING & ITERATING]

In this workshop-style session we will learn about some key ways to test and iterate solutions before finalising our redesign.

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SESSIONS 14 - 15 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

FINAL PRESENTATIONS & WRAP UP

In this session we will have final presentations for the projects developed in the "How we do UX/UI" part of the course. Specific attention will be paid to the ways in which students designed, prototyped, tested and iterated solutions. Afterwards we will reflect on the major learnings of the course and understand how we could use them in the context of working on UX projects with multiple stakeholders.

FINAL PRESENTATIONS & WRAP UP

In this session we will have final presentations for the projects developed in the "How we do UX/UI" part of the course. Specific attention will be paid to the ways in which students designed, prototyped, tested and iterated solutions. Afterwards we will reflect on the major learnings of the course and understand how we could use them in the context of working on UX projects with multiple stakeholders.

EVALUATION CRITERIA

Group Project: Students will engage in practical hands-on activities so that they become familiar with the practices of analysing, designing and testing user interfaces that provide value to the user experience. Part of this will involve a group project which will be presented by each team in the final sessions. Grading will be based on the quality and depth of work done in the process of journey mapping, analysing the opportunity areas and developing solutions (which will be communicated by each team via both Miro board and the final presentation). Groups are encouraged to be creative and develop unique elements in the content they present / in the final presentations.

Class Contribution: Several opportunities will also be provided through contributions to in-class and online activities.

Individual Quiz: Students will have access to an online quiz where they will be presented with questions about content seen previously in the course, either through the slides, readings or activities in-class. A multiple-choice questionnaire will be filled out and based on the results, students will receive a score.

Individual Work: At the end of the course, each student will individually record and upload a 2 minute video explaining their takeaways from the course. Since this is a short time limit, the effort will lie within the students' ability to distil a clear perspective into a concise message for the viewer. **Creativity, both visual and intellectual, is encouraged in order to achieve top marks.** The specific points or key takeaways can be determined by the student, however the more focused and specificity the better. Students are encouraged to come up with their own angles for the video, so long as it is consistent with this brief. Grading will be based on the individual student's ability to create a positive viewer experience and provide a well-considered narrative. Bloom's Taxonomy will be used as a guideline to evaluate the level of advancement that the student has reached in their personal reflection on this subject matter. Learn more about Bloom's taxonomy here: <https://cft.vanderbilt.edu/guides-sub-pages/blooms->

Individual Contribution to Group Presentation: Students will fill out peer evaluation forms to assess the contribution of everyone for the group project. An average of the collected results will be provided to each student and this will be their peer-assigned grade for the Group presentation. Failure to submit your peer evaluation results in a loss of this criteria in your overall grade. Example: Juan is part of group 5 and the average score he received from his peers was a 3/3. However, Juan didn't submit his peer evaluation form thus gets 0 for this grading criteria, despite having received a perfect score from his peers.

criteria	percentage	Learning Objectives	Comments
Group Presentation	30 %		(Group grade) for final presentation
Individual Work	30 %		(Individual grade) for final individual assignment
Class Participation	20 %		(Individual grade) which is an average of the participation you made in class and during activities.
Intermediate tests	10 %		(Individual) A test to evaluate a student's knowledge and skills developed in the course.
Group Work	10 %		(Individual grade) Scored by your peers

FAILING GRADE AND REASSESSMENT

When students receive a Fail in a course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation.

The reassessment of students should be scheduled between 5 and 10 working days after the review session takes place.

Grades for the reassessment are limited to a Low Pass and Fail.

Both, the initial Fail as well as the grade of the reassessment remain on the transcript. For the purpose of calculating the GPA however, only the grade of the reassessment is to be considered. Students receiving a failing grade in the reassessment of a course will not be able to continue in the program.

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

