**SYLLABUS**

**Course description**

The course belongs to the class “caratterizzante” (obbligatoria) in the MA in Eco-Social Design (LM-12). This course is a compulsory subject in the area “Skills & Technologies”

| **Course title** | Interface Design  
| **Area:** Skills & Technologies |
| **Course code** | 96003 |
| **Scientific sector** | INF/01 – Discipline tecnologiche e ingegneristiche |
| **Degree** | Master in Eco-Social Design (LM-12) |
| **Semester** | II |
| **Year** | 1st and 2nd |
| **Credits** | 6 |
| **Modular** | No |
| **Lecturer** | Jennifer Schubert (TO BE UPDATED BY THE SECRETARIAT)  
| office F4.01a, e-mail ...@unibz.it, tel. +39 0471 015---, webpage [http://www.unibz.it/en/design-art/people/StaffDetails.html](http://www.unibz.it/en/design-art/people/StaffDetails.html) |
| **Scientific sector of the lecturer** | - |
| **Teaching language** | English |
| **Teaching assistant (if any)** | - |
| **Office hours** | - |
| **Teaching language** | English |
| **Total lecturing hours** | 30 |
| **Total hours of self-study and/or other individual educational activities** | about 120 |
| **Attendance** | recommended |
| **Prerequisites** | - |
| **Course page** | [http://pro2.unibz.it/projects/blogs/essen/](http://pro2.unibz.it/projects/blogs/essen/) |
Course description
The course will dive into the topic of “Interface Design” in an experimental manner. After a general discussion about the term “interface” and practice-based research approaches, we will step outside the university to gain empirical data about everyday interfaces and their usage. This experience will be the basis for future interface ideas. With those ideas in mind, we will dive into the phase of making. Design methods will help to express those ideas in a materialised way and we gain knowledge by doing, testing and building. Through a range of mockups and scenarios, we will grasp the topic of experimental interfaces. By testing and integrating feedback, we will iteratively develop one unique interface, which will be experienceable by others in the end of class.

Educational objectives
Students will be able to:
- collaborate with fellow students to develop and implement an integrated project;
- prototype and partially implement projects;
- propose and develop projects which will contribute to local development while considering the global context, starting from a “glocal” vision, which “focuses on the global and planetary dimension and the local one at the same time” (from the Dizionario Treccani);
- take into account the environmental, social and economic impacts occurring within the tension between global and local dimensions;
- integrate socio-economic aspects and sustainability requirements in project design while considering the tension, which occurs between the local and the global dimensions;
- use hardware and software tools for designing, prototyping, producing prototypes;
- managing and presenting projects;
- develop an individual way of thinking, leading to critical judgements and self-assessments;
- balance inspiration and systematic planning;
- balance more intuitive ways of working with more analytical ones;
- balance both emotions and functions in design and communication;
- communicate, multilingually in a convincing way, through a variety of modalities (written, oral, visual);
- talk to experts about the project;
- read experts’ articles, studies and reports related to one’s own project issues and integrate those analysis with one’s own project design;
- understand specialist literature so as to integrate it within their own research project;
- organize a research project while identifying relevant studies and researches, experts to collaborate with, methods and instruments to adopt;
- organize and manage creative processes and adopt appropriate and relevant methods for their development (for example participatory design, user-centered design, action research, large group facilitation, project management);
- build a mock-up or web platform prototypes and other interactive applications;
- build mock-ups and user-interfaces;
- use relevant software and hardware tools and systems productively;
- fabricate small series of products.
Knowledge will be acquired in the following fields:

- interface-design and user-experience design;

List of topics covered

- Research-Through-Design-Approach (Findeli, Jonas 2004): How to combine empirical insights with the conceptual framing of practice-based research
- The process of »Analysis, Projection, Synthesis« (Jonas, 2004) to leave the common path behind and think outside the existing categories and assumptions
- Concept methods like »scenario play« combined with prototyping methods like »paper prototyping«
- User experience methods to analyse the usage of interfaces
- iterative development of experimental interfaces
- learning by materialising (Ehn, 2008)
- expressing your ideas in a meaningful way

Teaching format

Practice-based teaching with a balanced mix of frontal input, discussion rounds, experiments, method sessions, expert inputs, group presentations and reviews

Learning outcomes

Knowledge and understanding

The students will reflect about the term »interface« and how to design surfaces »in between«. Through passing a practical based research approach they will reflect their ideas and the transfer of insights into 3D prototypes.

Applying knowledge and understanding

The students will learn how to transfer qualitative empirical data into rough paper prototypes, gain insights through materialising their ideas and through that gain feedback from others. In this way a more elaborated interface can evolve.

Making judgments

By testing the interface prototypes the students will judge the usage and adaption by users and analyse the outcome. By providing a Research-Through-Design-framework (Findeli, Jonas 2004) the students will integrate the user feedback in their research process and generate theoretical insights about their design.

Communication skills

By presenting their outcomes to fellow students, users and experts they learn how to communicate their design choices, like the intended usage, the choice of material or pattern of interaction.

Learning skills

Through the reflection of their process the students will learn about the participatory processes and methods as well as the advantages of a rapid prototyping through everyday materials.
Assessment
Oral and Written:
• Oral, audiovisual and/or physical presentation of the students' prototypes (inside or outside their main design project)
• Critical discussion of the project, in particular related to the choice of interaction patterns and satisfaction of needs related to the intended user group
• In the end of the class every student or team should provide a Documentation about the overall process from the beginning to the end of the class (a template will be provided)

Assessment language: English

Evaluation criteria and criteria for awarding marks
• Formal requirements like presence, adherence of deadlines, etc.
• Originality, coherence and conceptional qualities of the design project, in relation to the context and the aims of the project; in particular related to the use of the interaction pattern and the addressed context
• Effectiveness in communicating the project
• Critical reflection on outcome and all topics discussed in the class
• Ability to work in a team, with partners and and/or experts (Social skills)

Required readings
*Please insert list or specify if available for students in the reserve collection: [http://pro.unibz.it/rc/](http://pro.unibz.it/rc/)*
• Sanders (2002), From User-Centered to Participatory Design Approaches

Supplementary readings
• Di Salvo (2009) Design and the Construction of Publics, MIT
• Ehn (2009) Design Things and Living Labs, Multiple ways to Design Research, Swiss Design Network