

# THESIS/PROJECT IN HUMAN-COMPUTER INTERACTION (Part 1)

I694      FALL 2022      GY 4068  
M W 3:00PM- 4:20PM

## Instructor

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## Associate Instructors

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## DESCRIPTION

Thesis course marks the final year showcase of graduate student's independent design projects, supported and mentored through the course. Students will apply their design learning as individual HCI/d practitioners; with scaffolds provided by the instructor.

The capstone project will be completed in two semesters. The goal of the first semester is to identify a topic/design opportunity, perform initial research and problem analysis as well as framing, maintain a project workbook that documents project progress, and develop a plan that will be followed in the second semester.

## LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Lead, Formulate, Manage, and Execute one's design research plan independently.
2. Identify resources, supports, and scaffolds required to you as a HCI/d researcher and designer.
3. Conduct a range of research and design activities suitable for you to solve your thesis/project.
4. Learn, Share, Guide, and Critique your peers' design process, decision-making, and outcomes.
5. Communicate your work as a design practitioner.

## REMINDERS

Some reminders for the students throughout the semester:

1. This is a specialization where you are the driver of all the decisions to be taken.
2. This thesis/project is for you to explore your capacities and need for improvement as a design professional/ practitioner.
3. Instructor on Record/AI would act as a mentor and facilitator of your process than instructing you through a fixed course material.

Students build their own [Learning Contract](#) (structure provided below).

## REQUIREMENTS AND GRADING

Learning Activities and Reflections	<b>30% (10% Weekly Reflections)</b>
Project Deliverables	<b>50%</b>
Attendance + Class Engagement	<b>20%</b>

### Learning Activities and Reflections

*Learning Objectives and Activities* are passion activities or to-dos that you are excited to accomplish through this course, totally related to your Thesis/Project. This entails 20% of your grade and you are expected to plan to indicate these in your learning contract.

*Weekly reflections* are a part of the process of you conducting yourself as a design practitioner. The prompts and instructions for the reflections are provided in Canvas.

### Project Deliverables

*Project Deliverables* include all the submissions that you decide as part of your milestones per your learning contract. This counts to 50% of your final grade.

Students build their own Learning Contract (structure provided below). All the deliverables are documents which must follow the following guidelines. The guidelines provide details on how to frame/ structure your documentation throughout this class and mistakes to avoid that might result in reduction in grades. The details for Final Showcase and Rubrics for Final Documentation to be submitted for this class are all provided in this document.

### Attendance + Class Engagement

Attendance is critical to this type of course structure, especially since there is no exam. Accordingly, attendance is mandatory for all studio sessions, and the AIs will take attendance at the beginning and end of each session. Additionally, all students will be expected to present their Capstone project to the class at different times in the semester; be ready to do such a presentation every session, without advance notice.

Class sessions will be dedicated to design activities, desk crits with the instructional team, student presentations, group critique sessions, pin-up presentations, as well as group reflections and discussions. During each class session, students will be expected to discuss their work-in-progress, participate in activities, provide peer critique, and take notes during instructor meetings. For additional feedback, students can freely reach out to other section Instructors and AIs. Students are expected to provide “recorded” feedback to their peers via Canvas for the questions posted by the students.

Each student is expected to meet one-one with the instructor during her office hours **at least 3 times** during the semester. The students are suggested sign-up through the Office-hour Sign up Sheet.

**Note:** 70% of the grade for this class will be decided and assigned by the student.

**CLASS SCHEDULE AND STRUCTURE****Schedule for 13 weeks (Subject to Change)**

WEEK/ WEEK OF	MONDAY (SHOWCASE BY...)	WEDNESDAY	WORK DUE (#Reflection due every week)
1 Aug 22	INTRODUCTION	WORK TIME	
2 Aug 29	Team: TEAL	Team: ORANGE	Learning Contract
3 Sept 5	Team: ORANGE	Team: TEAL	Per Learning Contract (on any of the weeks): <ul style="list-style-type: none"> <li>• Milestone #1</li> <li>• Milestone #2</li> <li>• Learning Activity Outcome #1</li> </ul>
4 Sept 12	Team: TEAL	Team: ORANGE	
5 Sept 19	Desk Critique		
6 Sept 26	Team: TEAL	Team: ORANGE	
7 Oct 3	Team: ORANGE	Team: TEAL	
8 Oct 10	Lecture on "Design Framing" (Sai Shruthi Chivukula)	Work Time + Q&A	Per Learning Contract (on any of the weeks): <ul style="list-style-type: none"> <li>• Milestone #3</li> <li>• Learning Activity Outcome #2</li> </ul>
9 Oct 17	Team: ORANGE	Team: TEAL	
10 Oct 24	Team: TEAL	Team: ORANGE	
11 Oct 31	Team: ORANGE	Team: TEA	
12 Nov 7	Team: TEAL	Team: ORANGE	
13 Nov 14	Team: TEAL	Team: ORANGE	Final SHOWCASE Feed Forward Document (next Monday EoD)

## RESOURCES

### Design Method Links

Here are some links of design method collections (to learn more about prototyping) that can be used for the course:

- Design. Think. Make. Break. Repeat.: <http://designthinkmakebreakrepeat.com/>
- IDEO: <https://www.designkit.org/methods>
- Delft Design Guide: Design Strategies and Methods: [https://arl.human.cornell.edu/PAGES\\_Delft/Delft\\_Design\\_Guide.pdf](https://arl.human.cornell.edu/PAGES_Delft/Delft_Design_Guide.pdf)
- Service Design Tools: <https://servicedesigntools.org/tools>
- Hyper Island Toolbox: <https://toolbox.hyperisland.com/>
- Ethics-focused Methods Collection: <https://everydayethics.uxp2.com/methods/#all>

### Tools for Prototyping

Prototyping Tools and Resources required for this course (Make sure you all have accounts to these services):

- Screen Stencils: <https://www.sketchize.com/>
- Voiceflow: <https://www.voiceflow.com/>
- Makey Makey: <https://makeymakey.com/>
- Micro-bits: <https://microbit.org/>
- IFTTT: <https://ifttt.com/>

## POTENTIAL DESIGN DELIVERABLE EXPECTATIONS/SUGGESTIONS

Depending on the goals and scope of their project, students will produce several different deliverables to make progress on their projects. \*These are only a few examples of potential design components/artifacts that can be produced through your design process.

In general, students will create design components to:

- Stimulate creativity, refine design thinking, and push forward through the process. This often occurs in design workbooks, which can be messy, and idiosyncratically organized. It is also supported on a regular basis by design crits.
- Deliver a product or outcome of the design activity itself. It can be an interaction design, a user study, a service design plan, or a scholarly contribution.
- Present design products and processes to others: team members, stakeholders, investors, managers, and the public. Will stress the creation of polished and communicative documents to explain and accompany your primary product. Among other benefits, these will be great for your portfolios and job search.

Appropriate components include but are not limited to:

- Contextual inquiries and other ethnographic or contextual research.
- A completed user research plan, along with early data collected, ready for analysis (more research can be done early in the second semester).
- A set of design research interviews, transcribed, annotated, and ready for analysis.
- A completed focus group that can inform future work.

- User journey map based on research.
- Competitive analysis on industry studied.
- Developed persona, based on research of potential users.
- Design session descriptions and results.
- Outcomes of ideation methods such as collages, mood boards, concept maps, speculative design proposals, sketches, etc.
- Scenarios/stories, experience prototypes of design.
- Design critiques and evaluations.
- Prototypes and other exploratory artifacts that materialize early design insights.
- User testing descriptions and results

# LEARNING CONTRACT

I694-THESIS/PROJECT IN HCI

<Your Name>

\*\*Credits: Structure inspired by examples from [Dr. Colin Gray](#) and [Dr. Austin Toombs](#).

## Thesis/Project Focus

*interaction design; research for design; service/strategy; academic research; research through design(RtD); Speculative Design*

## Thesis/Project Outcome

*definition, with relevant area(s) of topical, conceptual, or practical expertise*

## Knowledge Base/ Fields/ Domains/ Keywords

*HCI, HRI, Sustainability, Health, ...*

## Link to my day-to Day Workbook:

<link> <Make sure it has Commentor or View access given to "Anyone with the Link">

## Learning Objectives

1. list of learning objectives at an appropriate level (using [Bloom's verbs](#)) to attain the thesis/project outcome in a way that is **measurable and specific**; each learning activity should be linked to at least one learning objective. At max 4.

## Learning Activities

- identify specific learning activities, such as readings, exercises, projects; include sufficient detail for each activity (e.g., references for readings in a consistent format such as APA or IEEE; constraints or outcomes for projects).
- Clearly identify how you would like to define Learning Activity Outcomes #1 and #2.

## MILESTONES

1. clearly identify three milestones throughout the semester, including the activities and outcomes that will be completed at each milestone stage. Each milestone will be graded for 10% of your Project (50%) grade. Each milestone will be evaluated and assessed separately by the instructors.

**NO WATERFALL PROJECT PLANS!**

### Milestone #1

TBD

### Milestone #2

TBD

### Milestone #3

TBD

**WEEKLY PLAN**

<b>WEEK/ WEEK OF</b>	<b>Plan</b>	<b>DETAIL (Make sure these are measurable and quantifiable)</b>	<b>WORK DUE (#Reflection due every week)</b>
<b>1</b> Aug 22			
<b>2</b> Aug 29			<b>**Learning Contract</b>
<b>3</b> Sept 5			<b>Per Learning Contract (on any of the weeks):</b> cg <ul style="list-style-type: none"> <li>● Milestone #1</li> <li>● Milestone #2</li> <li>● Learning Activity Outcome #1</li> </ul> *Unmerge these cells to clear mark your Work Due.
<b>4</b> Sept 12			
<b>5</b> Sept 19			
<b>6</b> Sept 26			
<b>7</b> Oct 3			
<b>8</b> Oct 10			<b>**MidTerm Critique</b>
<b>9</b> Oct 17			
<b>10</b> Oct 24			
<b>11</b> Oct 31			
<b>12</b> Nov 7			
<b>13</b> Nov 14			<b>Per Learning Contract (on any of the weeks):</b> <ul style="list-style-type: none"> <li>● Milestone #3</li> <li>● Learning Activity Outcome #2</li> </ul> *Unmerge these cells to clear mark your Work Due.
			<b>**Final SHOWCASE</b> <b>**Feed Forward Document</b>

**\*\* -Do not change | All deadlines are due that week Friday 11:59pm**

## DOCUMENTATION REQUIREMENTS

### (Milestones/ Midterm/ Final)

Documentation is a very essential part of the design process. We go through so many decision making processes and divergence paths; often all of them are very instantaneous.

**A milestone document is NOT your workbook or your designer notes.**

**A milestone document is NOT a diary of what happened every week in your process (IoR has the syllabus for it). It is not a slidedeck, either!**

### Format

A Single PDF. Not a PDF with an external link to another document. NOTE: Submission will not be graded if submitting an external link/ pdf with an external link/ directly exported from documentation tools (e.g., Notion) with ill-formatting.

### What is expected of the Milestone document?

A milestone document is a stand-alone document (**not a one page with a link to another working document**) that you create to provide an *organized* overview of what you have done and achieved in your design process. This document is something you share outside your own daily documentation with (potentially) following aspects:

- **A Title Page:** Often a cover page with a title (e.g., designing for... ), an image that quickly catches attention to what your topic might be about, your name (who are you? What is your name? Are you a grad student?)
- **Table of Contents:** Description of what can be expected of this document and page numbers to quickly jump to that page
- **Executive Summary Page:** Summary or Abstract of what the project is about or that particular milestone. Why is the reader looking into this document? What can they expect from this document? **Probably a reference to your promised milestone from your learning contract.**
- **Synthesis/ Takeaways relevant to Design Conjectures/ Insight:** Synthesis from all the design work you are doing might have to indicate the direction towards your next design steps or conclusion of the current design step. The story does not stop at "I did this...". The story must end at **"So what for your design process?"**
  - **Use of (adopted/ created) Info-graphics:** Information about design stages or design process to contextualize your work for the readers. This can be about process stages, or infographics you created to easily present your synthesis of research/ design (e.g., empathy maps, annotations, mind maps, images, etc.)
- **Progression indication:** Clearly identify what you did before this milestone (even a quick summary), what you are to achieve in this document, what are the next steps (in the future). You can use infographics for such purposes.
- **Uniform Visual Language:** A set style of heading styles, font, colors, typeface, etc throughout the document to identify the sectioning and for easy reading through the dense document. A suggestion is to set a document style and use it for the rest of the semester.
- **Rationale-focused text and details:** Text oriented with details of what you did, why you did it, what was the result of what you did (success/ failure), who was involved in the process, why did you read or explore a topic, what was your aim, etc.



- **Story-telling:** Often, the design process is a designer's story. Identify how you want to share that. If there are instances of divergence in your design frame or anything you have totally taken a re-route from, share those stories with your readers.
- **Balance between Text and Figures:** Too much text is difficult to follow, too little text is also difficult to understand what you have done and achieved. Maintain a balance between text and imagery.
- **Figure and Table Captions:** Proper numbering and captioning of figures and tables to identify the purpose of the figure and table. Plus, proper cross-referencing of the Figure and table numbers in the text. What should be seen in the figure? Did you create the figure/ table? Did you adopt from somewhere?
  - **Figure Annotations:** Clearly annotate a figure to help us identify what we are looking for in a figure.
- **Detailed text and Description| Contextualized for your Topic:** If listed anything as a part of your take-aways from a reading or created as a part of your synthesis, write/ describe through clear text about what that listed item means. Why is it important for your project? How is that relevant? What does it mean? The same word can mean different things for different readers.
- **Links:** Often these should be a part of your reference list, but if you are to link to any videos you have created as a part of your design process, make sure you clearly identify what that video is about in the document and give viewing access.
- **Citations/ References:** Use APA style format to clearly inline cite your sources and create an alphabetical ordered reference list at the end of the document.

### **MUST AVOID: Some Common mistakes student make**

#### **DOCUMENTATION CORRECTIONS**

Kindly make sure you correct or improve in these aspects of your documentation:

- **Visual Hierarchy:** Clearly makes sure your heading 1, heading 2, etc are clearly differentiated through font size, color, numbering, etc.
- **Legibility of Images:** Make sure you use different techniques to make sure your images (affinity mapping, journey/ experience maps, visual libraries, etc.) are clearly readable for the readers. You can either place it in Landscape over a full page/ external "Accessible" links/ magnifying some parts of the image/ annotating the images.
- **If you were to print this?:** Imagine how you would section, visualize, or present the information organization on a page as well as a document level if you were to print this document for someone to read it.
- **PROOFREAD:** Kindly re-read your text for grammatical errors, reducing sentences that do not provide any information, and/or improve the text to avoid lack of information.
- **Re-format your document:** If you are not creating this document from scratch and exporting from your digital workbooks, re-format your documents to avoid the clutter it creates with overflowing text into footers or images dividing over two pages, etc.

#### **THAT ONE LINE- CLEARLY BOLD AND IDENTIFY YOUR DESIGN FRAME**

Lot of you had changes in your frame over time (topic wise or narrowing), kindly make sure you identify that "one line" in bold on a page or section for us to clearly know how things changed or what is the design/ problem frame you are solving for.

## EXECUTIVE SUMMARY

An executive summary is a quick read to learn about the content and the project being discussed in your document. An executive summary could be a combination of an ABSTRACT + PERSONAL STORY + WHAT ABOUT THIS DOCUMENT.

Let's section it and see how you could organize and write it.

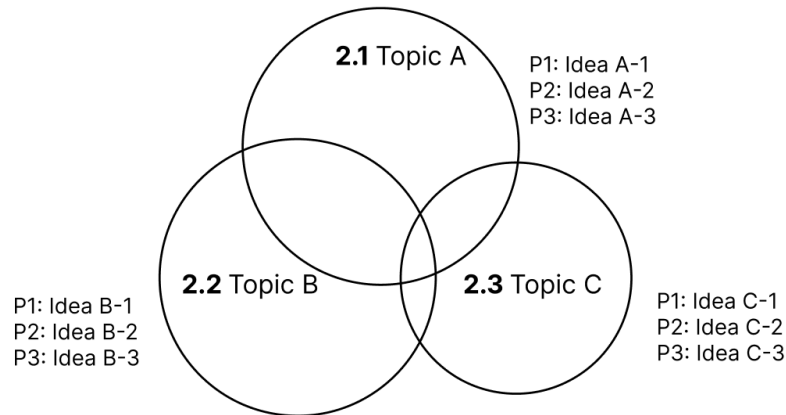
- **Abstract (Main Section)**
  - What is the broad topic, what part of the broad topic domain are you targeting as a designer, what are you intending to achieve (your design frame and/or problem frame), what are you intending to achieve (not a specific product, but the conceptual direction).
  - Read Examples from your peers: [Akriti Thakur](#), [Nikhil Dinesh](#), [Young Na](#) (From F'22, just picking some from the lot, apologize to have not asked before publishing).
    - **TIP:** Clearly identify key audiences
    - **TIP:** Think how you can talk about your topic/ domain/project goals in 200-250 words. If I were to talk to a domain expert or domain illiterate, what would I tell them about the goals of my project as established in literature or current tech market/research.
  - THIS HAS **NOTHING TO DO** WITH YOU PROCESS STAGE, I694, CHIVUKULA/WANG, LEARNING CONTRACT, WEEKLY UPDATES, etc.
- **What is this document about?**
  - Within your topic domain/ design frame/ goals/ vision, what does this document share information about? What does this particular document help the reader understand about your design project? Where are you in your design process and what do you plan to do next or what is still left to do?
    - **TIP:** This is NOT a table of contents.
- **[X] Personal Story Or Motives (If Any- need not be a part of executive summary)**
  - This is an OPTIONAL section if you want to talk about personal motives around your project. But, this need not intentionally be as a part of your executive summary, it could be its own page before the introduction to the content to give the reader a personal side of the designer's story.

## LITERATURE REVIEW

Ariel Wang contributed to this section and can reach out to her for more questions and tips.

- **What is important for readers to know before they read?**
  - What is \_\_\_\_ (terms you included in your topic)
  - You can make use of the areas you included in the framing activity

## 2 Background



- **Categorize the articles you have read into sections**
  - Now you have read XX articles, each related to the topics in your framing. (If not, you might need to read more / adjust the topics you have set!)
  - Do not only write notes for each individual paper. Write **paragraphs that state your learnings from these articles**. Your sentences might look something like this:
    - When two papers contribute to idea A-1:
      - (Idea A-1.) X and Y paper said\_\_\_\_\_.
      - A research and B research all pointed out that (Idea A-1).
    - Other than A-1, there are A-2 and A-3:
      - Furthermore, Z paper said\_\_\_\_\_ (Idea A-2)
      - Other than idea A-1 and A-2, W and V paper talked about \_\_\_\_\_ (Idea A-3). \_\_\_\_.
  - End with a summary about what the current research lacks\_\_\_\_, and **why you need further research to answer the questions you set.**
    - As the authors note earlier, we need more research to understand/explore\_\_\_\_\_.
    - Additional studies to understand \_\_\_ are required.

### ANALYSIS + SYNTHESIS

Every design phase you have such as Secondary Research, Primary Research, Conceptualization, etc., has a Synthesis step that helps you with your design insight or conjecture. These are some things you all could work on:

- **Secondary Research:**
  - Clearly identify the top three **sections** of literature review (as heading 1, probably) within your design frame. What did you read in that space? What was the take-away OVERALL? Not per reading.
  - Here, Synthesis is not an annotated bibliography.
  - **Sub-Synthesis/ Takeaways vs. Triangulated Synthesis:** There can be a small synthesis per each literature review section, but an OVERALL synthesis for the whole of secondary research (across all the methods you use such as competitive analysis, readings,
- **Primary Research:**
  - Clearly identify what is the kind of data (fieldnotes, transcripts, artifacts, etc.) and methodology (affinity, case-study, artifact/content analysis, etc.) for analysis.

- Elevate the findings with **theme definitions** (tell the reader what that particular theme meant for your project), and **quotes** from participant interviews (ofc, anonymized).
- Make sure you represent perspectives from the majority or all your participants. It is NOT to prove a point, but to share the thematic resonance among your participants.

### Executive Summary Examples

Akriti Thakur

#### Project Abstract (YAY)

Both gratitude and empathy are important emotions. A person who is grateful (self-focused) focuses on the good things in their life, which can lead to happiness, optimism, a reduction in stress, and contentment. A person who is empathic, or other-centered, is able to perceive the world from the perspective of others, which helps to develop good connections and a stronger willingness to lend a hand and share. When empathy and gratitude are used skillfully, they have the ability to improve all kinds of relationships, both personal and professional. On the other hand, lacking empathy and gratitude might have unfavorable effects.

This project aims to explore – What can we do, therefore, to adopt, practice or improve these abilities? Or how do we provide people with the framework necessary to sustainably and effectively navigate their world with gratitude and/or empathy?

#### Midterm Document Abstract

The purpose of this document is to capture the progress of the project and discuss future direction. Beginning from a position of very little knowledge about the gratitude and empathy domains, my work thus far (Milestone #1 & Learning Activity #1) has focused on understanding and analyzing the gratitude and empathy domain for people from diverse walks of life in order to comprehend the problem space.

In a nutshell, the research on gratitude examined gratitude expressions, their impact on socially motivated behavior, and potential concepts for gratitude interventions (short- and/or long-term). Meanwhile, research on empathy has provided insight into what empathy is, how it is employed and how it links to gratitude.

Based on the information gathered from this research, a design frame is being finished at the time of writing this document (10/18/2022) in order to establish a concise and clear design direction.

Nikhil Dinesh

#### Project Brief

Urban design and town planning are domains that have a significant impact on our daily lives, yet it is very often overlooked by the public and brushed off as something professionals have to take care of. Although it is a profession that requires training to plan and make the right decisions, it is also a domain that has room for residents to have a say in the matters of the town. Unfortunately, in North American cities and towns, the approach is top-down. Residents and developers have to navigate through many planning-related jargons and confusing policies, that pose major barriers to inclusivity, in order to make sense of what effects planning decisions can have on their daily lives. Even though efforts are being made by architects and planners to make

it more transparent, the tools and methods they use usually are unappealing (don't draw enough people to the meetings and therefore decisions aren't really as democratic as they intended) and/or ineffective.

The objective of this project is to explore means that can make the planning process a more transparent and participatory one. What is lacking in the current process? What are the barriers to true participatory design in the field? These are merely a few questions that the project aims to answer.

### **Midterm Document Abstract**

The purpose of this document is to capture the progress of the project and the rationale behind the design decisions I took so far. Starting from a point of little knowledge about the domain of planning and the challenges present in it, it was essential to explore the literature on planning processes and principles of participatory planning to build an understanding of the landscape of the participatory planning domain. In brief, the current and novel practices of participatory planning in academia employ the principles of gamification to engage and extract the knowledge of "local experts" to inform decisions in the planning domain. The secondary research culminated in an original visualization for the conceptual framework proposed by Kunze, A. et al in A Conceptual Participatory Design Framework for Urban Planning (2011) which consisted of three components; collaboration, design, and simulation. From this framework, I was able to determine the aspects of participatory planning that I could analyze and probe into in my primary research. However, there was a large gap in the knowledge of the industry-relevant participatory planning processes. Primary research in the form of interviews with practicing planning professionals was employed to fill the identified knowledge gap. At the time of writing this document (10/05/2022), 2 interviews with 3 participants have been conducted and recruitment for further interview participants is underway. Finally, based on the interviews already conducted, a preliminary analysis has been done identifying key insights as well as a visualization for the workflow for participatory sessions in the industry.

Young Na

### **ABSTRACT**

The role of self-service kiosks has become more than just providing information in our lives. With the advancement of technology and the recent effect of the pandemic, many businesses began to implement the self-service kiosk not only to reduce in-person interaction but also to resolve the labor shortage. As a result, self-service kiosks are now a frequent fixture in many retailing spaces. A lack of experience and knowledge, however, about the fundamental understanding of technology among senior citizens and technological illiterates raises the question. **If the adaptation of technology in retail businesses is inevitable, how can we design a kiosk interface and system that lets them flawlessly interact with the service?** The research focuses on observing and analyzing the current kiosk system available in the US and hypothesizes the solution in a grocery store environment based on the research conducted.

### Some Resources

- My design documentation process:  
<https://designstrategy.guide/design-management/design-documentation-process-why-is-it-important/>
- How to build a design documentation culture from scratch:  
<https://uxdesign.cc/how-to-build-up-the-design-documentation-culture-a425ef5ecbf7>
- Best Practices on Managing Design Documentation:  
<https://northell.design/blog/managing-design-documentation>

## FINAL SHOWCASE REQUIREMENTS

**Date:** Week of November 14, 2022

**Model:** Gallery Walk

### Structure of your presentation:

Through the last 10-11 weeks, you all had the freedom to present and make your gallery walk boards the way you wanted. Here are some requirements for the final showcase (will be graded accordingly on Canvas). **THERE CAN ONLY BE THREE A3 POSTERS (MANDATORY) FOR:**

- **Secondary Research**
  - What was/were your main intention(s) for this step?
  - What methods did you use? What did you study or conduct secondary research about/on?
  - Key Take-aways from your secondary research and design conjectures from them.
  - For a few students: For anyone using RtD or creating designs, this would be about the knowledge collection around what helped you do your designs.
- **Primary Research**
  - What methods did you use? Whom/how/what was your primary research about/on?
  - How did you analyze this data? (or) how do you plan to analyze?
  - Key Take-aways from your primary research and design conjectures from them.
  - For a few students: For anyone using RtD or creating designs, this would be the designer story part of what you designed.
- **Design Process + Narrowing of Design frame + Design Frame (that ONE LINE) + Envisioned next steps**
  - Clearly indicate your design process through an infographic. Avoid the waterfall process.
  - Create an infographic of how you narrowed, or added elements to your design frame LEADING towards your final Design Frame.
  - One liner of your Design Frame. What is your design frame? Or if you identified your opportunity space/ problem frame. Identify any of those CLEARLY.
  - Identify and List at least 3-4 envisioned future steps for your work for next semester. This is *not* a clear 16 week plan, it is only some steps about how you would want to kick-start your process next semester and take the project forward.

**HUGE NOTE:** Remember, you need NOT PRESENT EVERYTHING you did in this semester. REFINE THE PRESENTATION TO A CRISP final showcase to talk through the above three posters.

**VISUAL DESIGN:** The design of the posters are up to you based on your design theme. Kindly refer to the lecture by Jenny on Poster Design (your notes or the video recording in Kaltura:Media Gallery).

**RUBRICS: FEED FORWARD DOCUMENT (FINAL DOCUMENTATION)**

This is a document that compiles all your thesis work and importantly, NOT chronologically. Here are some guidelines which will be used as rubrics to evaluate the final documentation to be submitted for this course.

This Rubrics acts as a structure that might be helpful in packaging your final document IN ADDITION to clear guidelines in documents in [I694- Midterm Feedback + Guidelines\\_Chivukula.pdf](#), [I694- Documentation Guidelines\\_Chivukula.pdf](#), and [I694- Infographics\\_Visuals in Design Documentation.pdf](#). Refer to all the documentation guidelines provided through the semester.

SECTIONS IN DOCUMENTATION	POINTS
<b>NOTE: Submission will not be graded if submitting an external link/ pdf with an external link/ directly exported from documentation tools (e.g., Notion) with ill-formatting</b>	
<p><b><u>DOCUMENT SETUP</u></b></p> <ul style="list-style-type: none"> <li>Title Page, Name, Image/Illustration/Cover</li> <li>Table of Contents: for easy access through the document</li> <li>Page Numbers on each page</li> <li>Main page count: 20-22 pages. <b>(MINUS 5 if exceeds)</b>. This <u>does not</u> include References and Appendix.</li> </ul>	20
<p><b><u>EXECUTIVE SUMMARY</u></b></p> <p>Follow guidelines on how to write an executive summary as shared in <a href="#">I694- Midterm Feedback + Guidelines_Chivukula.pdf</a></p> <ul style="list-style-type: none"> <li><b>(MINUS 5 if not an executive summary)</b></li> </ul>	10
<p><b><u>APPENDIX</u></b></p> <p>This document is to compile all the relevant “applied” or “used” information and steps that helped your decision making. There might have been a lot of exploration you have done that might be helpful to push into an Appendix section at the back of the document.</p> <ul style="list-style-type: none"> <li>An Appendix could include: Discarded ideas, discarded or extra exploration during Secondary Research, Primary Research data (such as interview transcripts, detailed field notes, etc.), etc.</li> <li>Learn how to categorize your information for the readers.</li> <li><b>(MINUS 10)</b> if you have not clearly identified those steps you have taken but later were not relevant for your main design frame. This could also happen due to changes in your design frame.</li> </ul>	20
<p><b><u>OVERALL DESIGN PROCESS</u></b></p> <ul style="list-style-type: none"> <li>Clearly documented design process which is NOT linear.</li> <li>Identify the back and forths you went through in your design process.</li> <li>Illustrate and Visualize your design process</li> </ul>	20
<p><b><u>SECONDARY RESEARCH</u></b></p> <ul style="list-style-type: none"> <li>Clearly identify your goals, questions, intentions, and./ or methods for secondary research. <ul style="list-style-type: none"> <li>Follow guidelines on how to write an executive summary as shared in <a href="#">I694- Midterm Feedback + Guidelines_Chivukula.pdf</a></li> </ul> </li> <li>Document relevant secondary research you have done in the project.</li> </ul>	30



- Clearly identify the takeaways you have used for taking your design process ahead. **(MINUS 10)** if clearly not identified.
- **APPENDIX:** Clearly identify the secondary research you have conducted to support your exploration, but might not have used it in your design process.
- *\*\*For a few students: For anyone using RtD or creating designs, this would be the designer story part of what you designed.*

**PRIMARY RESEARCH**

- Clearly identify your goals, questions, intentions, and/or methods for primary research.
- Share the drafted protocols for each of your primary research methods (if you used multiple of them).
- Clearly share the rationale for each choice of method and goals.
- Share participant demographics and numbers.
- What kind of data did you collect as a part of primary research?
- Clearly identify the takeaways you have used for taking your design process ahead. **(MINUS 10)** if clearly not identified.
- *For a few students: For anyone using RtD or creating designs, this would be clear details and structures around what you designed. Support with visuals, sketches, process diagrams, etc.*

**ANALYSIS + SYNTHESIS**

- Identify analysis methods and procedures used on data collected.
- Illustrate through images, quotes, examples, etc.
- Refer to some tips provided in **I694- Midterm Feedback + Guidelines\_Chivukula.pdf**
- Clearly identify design conjectures (aspects from your takeaways and synthesis as could be helpful in your design process). **(MINUS 10)** if clearly not identified).
- *For a few students: For anyone using RtD or creating designs, this would be the designer story part of what you designed.*

**RATIONALE**

- Clearly state and present your designer’s rationale and intentions behind every step and decision (even to narrow, change, discard, or failure) in your documentation.

**DESIGN (/PROBLEM) FRAME (NARROWING & DEFINING)**

- Clearly identify what was your design frame you started with, how you narrowed it or changed it.
- Provide the final design frame you used for all your decision making or the design frame you ended up with in this semester that you will take forward in your next semester (or till end of your process).
- Provide that ONE LINE **(MINUS 10)** if cannot clearly find the design frame. Make sure it is NOT a “how might we” statement.

**FIGURE + TABLE- CAPTIONS & ANNOTATIONS**

- Clearly number and caption your figures and tables.
- Reference them in the text written to describe the figures and tables.
- **(MINUS 10 points)** if the figures are not legible, not referenced in the text to describe the tables and figures.

	<b>50</b>
	<b>30</b>
	<b>20</b>
	<b>20</b>
	<b>20</b>

- Refer to some tips provided in **I694- Midterm Feedback + Guidelines\_Chivukula.pdf**

**EARLY IDEATION + DESIGN EXPLORATION**

- List sketches, ideas, or concepts of your early design exploration based on your finalized design frame.
- Document any random ideas you had during the process.

**FEED-FORWARD + NEXT STEPS**

- Clearly identify at least 3-4 steps on how you would envision the next trajectory of your work this semester. **(MINUS 10)** if not identified enough.
- This is not a clear 16 week plan, it is only some steps about how you would want to kick-start your process next semester and take the project forward.

**REFLECTION**

Note: Use the thesis process as a tool to understand your design philosophy. What works for you as a designer? What does not work for you as a designer?,etc.

- Reflect on your semester and design process. Look back into your learning objectives in your learning contract as a reference point to reflect on this semester.
- What would you do similarly and differently?
- One takeaway.
- Atleast 300-350 words. **(MINUS 10)** if not followed.

**CITATIONS/ REFERENCES**

- Use APA style format to clearly inline cite your sources and create an alphabetical ordered reference list at the end of the document.
- **(MINUS 10)** for improper referencing style- both inline and at the end of the document.

	<b>NO points</b>
	<b>20</b>
	<b>20</b>
	<b>20</b>
<b>TOTAL POINTS</b>	<b>300</b>

## **POLICIES**

### **Academic Misconduct**

We are morally and procedurally bound by IU's policies on academic misconduct, the details of which you can read about here:

<https://handbook.iuhighschool.iu.edu/policies/code-of-student-rights-responsibilities.html>

### **Religious Observation**

Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations. The form must be submitted at least 2 weeks prior to the anticipated absence.

### **Title IX and IU's Sexual Misconduct Policy**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with: The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services) Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services) IU Health Center at (812) 855-4011 (health and medical services) It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more

### **COVID**

If you have a positive COVID-19 test, have COVID-like symptoms, or have been instructed to quarantine you should not attend class. To ensure that you can do this, attendance in this class will:

- Only be taken to comply with accreditation requirements, or
- Not be taken, or
- Be taken but will be prorated and will not lower a student's grade when that student was absent due to compliance with campus isolation expectations. For those students, alternative assignments or make-ups will be offered on a case-by-case basis.

Please work with your instructor to determine a path to continue your progress in the class during these absences, in whatever way the instructor determines fits within course objectives.

### **Bias-Based Incident Reporting**

Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email [biasincident@indiana.edu](mailto:biasincident@indiana.edu) or [incident@indiana.edu](mailto:incident@indiana.edu); 2) call the Dean of Students Office at (812) 855-8188; or 3) use the IU mobile App ([m.iu.edu](http://m.iu.edu)). Reports can be made anonymously.