MILWAUKEE AREA *Technical College*
CREDIT for PRIOR LEARNING and EXPERIENCE

Approved by: Joel Skaja
Last updated: 7/11/2024

Integrated Design Thinking, GRDS-116
Work/Life Experience Portfolio

Credit for Prior Learning provides students a range of options to earn college credit for what they already know. Students can demonstrate college-level knowledge and competencies from examination, portfolio, to workforce and military.

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1. **Course title, number & credit value:**
   a. Integrated Design Thinking, GRDS-116, 3 credits
2. **Course description:**
   a. Introduces the fundamental concepts of interaction and interface design, including Information structure, perceived affordance, icon, label, page layout, metaphor, navigation and orientation. Students will learn user-centered design methodology. The course also briefly survey social, cultural, behavioral, cognitive and emotional human factors pertaining to complex design issues.
3. **Portfolio requirements that demonstrate competencies. *_Note for Resumes:_ Lead faculty must verify the student's work history via a letterhead mail or phone interview.**
   a. 4 to 6 visuals proving professional competence in the given subject matter.
4. **Course Competencies that must be demonstrated:**

1. Use basic terms in interface and interaction design.

   Assessment Strategies
   1.1. Demonstration

   Criteria
   1.1. students provide at least 1 comment containing constructive feedback during peer critiques. 1.2. student feedback uses interface and design terminology.
   Learning Objectives
   1.a. Analyze the work of peers.
   1.b. Accept constructive feedback from peers.

2. Identify key design issues of interactive media.

   Assessment Strategies
   2.1. Project
   2.2. Critique

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Criteria

2.1. students collaborate on 1 project with at least 1 classmate on an interactive design project. 2.2. students consider interactive design goals from various perspectives.

Learning Objectives

2.a. Observe critically and creatively.

2.b. Communicate effectively with other students.

2.c. Effectively critique a website.

2.d. Evaluate peers' final presentations.

3. Apply user-centered design method.

Assessment Strategies

3.1. Project

3.2. Presentation

3.3. Critique

Criteria

3.1. students learn how to design for the end-user by utilizing qualitative user research, with a minimum 80% adherence to project guidelines.

3.2. students investigate design problems thoroughly.

Learning Objectives

3.a. Investigate 5 user-centered design methods: user observation, persona design, scenario development, paper prototyping, and design iteration.

3.b. Apply design modifications in response to results from each method of

user-centered design. 4. Create intuitive navigation and orientation systems.

Assessment Strategies

4.1. Project

4.2. Presentation

4.3. Critique

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Criteria

4.1. students create all interface screens for a design scenario, from initial screen state to the completion of tasks. 4.2. students learn and demonstrate consistency in visual cues, with a minimum 80% adherence to project guidelines.

Learning Objectives

4.a. Invent a system of consistent visual cues to indicate the broadness and depth of applications.

4.b. Create a finished design that is intuitive and provides timely visual, sonic, or tangible feedback to the user. 5. Create a meaningful and consistent system of visual interface elements.

Assessment Strategies

5.1. Project
5.2. Presentation
5.3. Critique

Criteria

5.1. students create a system of visual interface elements including overall metaphor, icons, labels, buttons, displays, messages, and text fields, with a minimum 80% adherence to project guidelines.

5.2. students create consistency in design style throughout an interactive design.

Learning Objectives

5.a. Practice consistency in behavior and style of visual elements.

5.b. Create elements with a visual presence that correlates with their function.

5.c. Establish a visual hierarchy based on functional and informational hierarchy.

5.d. Group various visual elements based on conceptual relationships.

5.e. Create designs intended for specific demographics.

6. Manage project by organizing workflow and meeting deadlines.

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Assessment Strategies

6.1. Project

6.2. Presentation

6.3. Critique

Criteria

6.1. students document design process and maintain design files.

6.2. students meet 100% of deadlines

6.3. students keep 100% adherence with project criteria (e.g. workflow, reports).

Learning Objectives

6.a. Present final project report containing all required course elements from start to finish. 6.b. Compile a final project report that is professionally laid out, printed and bonded.

7. Present interaction and interface design projects in a story-telling format.

Linked Career Essentials

· Effective Communication Through Speaking and Listening - Assess

Assessment Strategies

7.1. Project

7.2. Presentation

7.3. Critique

Criteria

7.1. students create final presentation using digital presentation software and make a formal presentation to class, with a minimum 100% adherence to project guidelines.

7.2. students communicate following a story-telling format.

Learning Objectives

7.a. Present final project, including all personas, scenarios, and chronological screen layouts. 7.b. Provide reasons for choices of

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personas and features.

7.c. Speak clearly so as to be heard by everyone in the classroom.