

UX 253: Inclusive Design (previously Global UX)

Fall 2021

Class Meetings: Tuesdays, Wednesdays, and Fridays at 1:00-1:50pm in DH 129

Instructor

Dr. Katie Panciera
Pronouns: She/her/hers

Contact

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Office Location & Hours

DH 435 1:30-2:00pm Thursday
& by appointment
(calendly.com/panciera)



Course Description

The course introduces students to the principles, best practices, and design methodologies behind building inclusive and globally accessible digital products at Google, Microsoft, Apple, and Amazon. The course focuses on how cultural, language and environmental factors, physical and cognitive disabilities, and different levels of literacy impact design, improve apps and website usability, and contribute to overall user experience. Students also learn the role of accessible design in which the needs of people with disabilities are specifically considered and will also learn about promoting users' privacy, safety, security, and broader inclusion in society. Course projects include analyses of global UX products and a design of a conceptual UI (wireframe level) appropriate for global users. Course projects include readings, discussions, in-class workshops and design sprints, and group work. (prereq: GS 1002 or GS 1020H)



Student Learning Outcomes

- Demonstrate knowledge of intercultural theories and their application to UX design
- Define and analyze inclusive and accessibility design principles in global UX products
- Apply knowledge of accessibility design to develop products for people with disabilities
- Apply inclusive design principles to make tactical decisions when designing for global users
- Communicate UX design ideas clearly and convincingly



Required Materials

Course supplies:

- [When Stars are Scattered](#) by Victoria Jamieson and Omar Mohamed (required)
- All other materials will be available from the course Canvas site

Free online materials including:

- Podcasts, TED Talks, YouTube videos
- Your choice of wireframing software



Course Assignments Outline

- **Weekly Reflections:** On a weekly basis, you will be asked to reflect on their activities, readings, and discussions to deepen their understanding and contemplate additional problems. This section of your grade will also include things like the first day and group formation surveys.
- **Accessibility Evaluation:** This group project will allow you to engage more deeply with tools and techniques introduced in class and in readings to better understand how to assess whether a site is accessible and inform others about what needs to be changed about the site to make it more universally accessible. The deliverable will be a written report with screenshots or other relevant documentation.

- **Midterm Exam:** This exam will be during week 5 and will be open note, open book and focused on what you've learned so far in the quarter.
- **Book Review:** This paper will be a review and reflection of the book When Stars are Scattered.
- **Cultural Analysis:** This individual project will be similar to the accessibility evaluation except instead of focusing on accessibility, you'll be analyzing the site or product to learn more about the impact of the culture on that site/product. Past analyses have ranged from the Xbox home page to the Honda Civic to Starbucks. Think creatively and focus on a site/product that you are passionate about or interested in.
- **Group Design Project:** Starting in Week 6 you'll work with a group to identify and solve a problem with a design. You'll do brainstorming, write a proposal, create paper (or photographed paper) sketches, and your final deliverable will focus on wireframes that you create based on what you've learned in this class.



Week by Week Outline (This is in flux)

Readings and Materials are TBD and may fluctuate based on the needs of the class.

WEEK	TOPIC	DUE
1	<p>Introduction</p> <p>Read: Your Legal Disability Rights Read: MS Principles & Toolkit Watch: The Danger of a Single Story Watch: Social Model of Disability Listen: The Lows of High Tech</p>	<p>First Day Survey Single Story Activity Reflection 1</p>
2	<p>Accessibility Guidelines</p> <p>Read: Apple Guidelines Read: From design to development, user feedback shapes Google's approach to accessibility Read: Google Material Accessibility Guidelines Read: Writing About Accessibility (PDF attached) Read: Ableist Words and Terms to Avoid Watch: Deaf Architecture Watch: XBox Adaptive Controller Skim: WCAG2.1 New Guidelines Skim: All W3C 2.1 Guidelines</p>	<p>Screen Reader & Social Media write up Reflection 2</p>
3	<p>Accessibility Evaluation</p> <p>Read: Accessibility (gov.uk) Read: Evaluating web accessibility Read: 12 Unconscious Bias Examples and How to Avoid them in the Workplace Explore: Axe Accessibility Insights Web Accessibility Total Validator Who Can Use</p>	<p>IAT Tests Reflection 3 Book Review</p>

	WAVE Web Accessibility Tool AChecker	
4	<p>Bias/Anti-bias</p> <p>Read: Ableism 101: What it is, what it looks like and what we can do to fix it</p> <p>Read: I don't want to hear your ableist slurs anymore</p> <p>Read: How a Subtle UX Tweak Reduced Racial Profiling On A Site Notorious For It</p> <p>Read: A brief history of how racism manifests itself in design and how we can learn from it</p> <p>Watch: Why design should include everyone</p> <p>Watch: The Truth about Disability</p> <p>Watch: The Disability Conversation</p> <p>Listen: Hidden Brain: The Mind of the Village</p>	<p>Accessibility Evaluation</p> <p>Reflection 4</p>
5	<p>Thinking about Culture & Design Principles</p> <p>Read: Gov.UK Design Principles</p> <p>Read: US Web Design System Design Principles</p> <p>Read: Design Principles Behind Great Products</p> <p>Read: Digital Service Standards (SG)</p> <p>Read: Spider-Man: India</p> <p>Read: How culture impacts UX design</p> <p>Explore: Country Comparison Tool by Hofstede Insights</p>	<p>Midterm Exam</p> <p>Cultural Analysis Proposal</p>
6	<p>Impact of Culture on Products</p> <p>Read: Designing for Global Accessibility, Part I</p> <p>Read: Designing for Global Accessibility, Part II</p> <p>Read: Designing for Global Accessibility, Part III</p> <p>Read: Google Material Design Writing Guidelines</p> <p>Read: 11 practical examples of good UX writing</p> <p>Watch: Designing Great Apps for New Internet Users</p>	<p>Cultural Analysis (for Peer Review)</p> <p>Reflection 5</p> <p>GroupFormation</p>
7	<p>Design Criteria & Designing for Good</p> <p>Read: Connectivity, Culture, and Credit</p> <p>Read: How insights from user research help us build for the next billion</p> <p>Read: Understanding the Online Safety and Privacy Challenges Faced by South Asian Women (summary)</p> <p>Optional Reading: Toward Gender Equity Online (slideshow)</p>	<p>Cultural Analysis</p> <p>Reflection 6</p>
8	<p>Project Work</p> <p>Readings TBD</p>	<p>Google Material Writing Exercise</p> <p>Group Design</p> <p>Project Proposal</p> <p>Reflection 7</p>
9	<p>Project Work</p>	<p>Reflection 8</p>

	Readings TBD	Group Design Project Desk Research
10	Presentations Readings TBD	
11	Exam Week	Group Design Project



Grading Policies

Participation and Attendance

This course is all about people and your engagement is critical. During class we'll be doing exercises and learning about new methods.

Participation can look like:

- Showing up to class (on time!)
- Actively engaging in class
- Actively engaging in online discussions
- Actively engaging in group projects
- Checking Canvas for assignments, readings, and information

If you cannot attend class (or will be significantly late), please let me know BEFORE class starts.

I am not grading participation and attendance this year because I know it might represent a hardship and I don't want people coming to class when sick. HOWEVER I do notice who comes to class and who doesn't and I'm not just having class meetings for the heck of it or to amuse myself.

Assignment Due Dates

Without a discussion with the professor, late assignments will be docked one half grade (5% off the total points possible) per day late and are only accepted up to one week beyond the original due date. After that, a grade of zero (0) will be given. Finishing an assignment is not an excuse to miss class.

There is more (but not infinite) flexibility if you communicate with the professor.

Grading

Follows standard MSOE grading scale: A, AB, B, BC, C, CD, D, F

For this course, your grade will be determined as follows:

- Weekly reflections: 20%
- Accessibility Evaluation: 15%
- Cultural Analysis: 15%
- Group Design Project: 30%
- Midterm Exam: 10%
- Book Review: 10%

Grading Philosophy

This class may be quite different from what you're used to at MSOE. While you will have a list of requirements, the emphasis here is on the process, not necessarily the end product.

Group Work

I know that group work can be challenging, so for any group assignments you'll submit a brief individual reflection and assessment of your and your classmates' work. These may be used to reweight a portion of your grade. This means that if you aren't contributing your grade is likely to go down but if you are the ONLY contributor on a team, I will recognize that effort.

Extra Credit

Extra credit may be offered by the professor periodically during the quarter. It will be offered to the entire class and no later than Friday of Week 9.

Communication Policies

Respect

All class communications should be professional and respectful. Unprofessional communications (verbal or written), will not receive a response. This includes, but is not limited to: racism, sexism, transphobia, homophobia, aggressive language (with or without profanity), slander, inappropriate topics, etc. This applies not only to communications with myself but with your fellow students as well. If you feel that a classmate is not being respectful, please let them know or talk to me.

This especially applies to microaggressions. I look at the impact, not the intent of the comment. Please think carefully about how you communicate in the class.

I will try to call issues out when I see them, but may miss some. My goal is for this class to be a safe, inclusive environment for all. **Please let me know if you do not feel that this is the case.**

Electronic Communication

In general, email or MS Teams are the best ways to contact me. I will try to return email within 24 hours on weekdays. I will check email once between 5pm and 8:30pm every weeknight and once a day on weekends. Expect a slower response during evenings and weekends than during the workday.

I expect you to check Canvas regularly for readings, assignments, grades, and announcements. Their app is supposedly useful.

Phone Communication

I have listed my cell phone number above. Please respect that this is my personal phone number and use it only if you need to reach me immediately. My phone is off from 10pm to 7am, so you will not get through at that time. Texts usually get quicker responses than phone calls.

When In Doubt

If you think maybe you have a question or find yourself guessing at my intended meaning, please reach out and ask the question or for clarification. Chances are you aren't the only one. In addition, communication is critical for online work. If you are sick and have to miss your group meetings, please let your group (and me) know. If you're starting to spiral into anxiety, let me know (in addition to talking to the Wellness Center). If I don't know, I can't help.

BE VOCAL

I am human and make mistakes. Please be vocal. Tell me if things aren't working for you. Let me know when assignments are confusing. I also appreciate suggestions for how to improve things, but it's up to you to share those with me. I want this to be a good class, but I need your help!

Current Circumstances

Personal Wellbeing

I am your professor, but first and foremost, I am a human. If you do not have a home, food, or childcare or are caring for someone who is sick or are sick yourself, please let me know. I may not be able to help directly, but I can try to connect you to others who can. This will also allow me to understand why you may have additional difficulties turning in work, participating in your group, etc.

Internet Access

While I will post all assignments on Canvas and use Canvas and Teams for the majority of the coursework, I will also ensure this material is accessible via email. If for some reason you lose internet access during the quarter please let me know so that I can be flexible.

Empathy

This is a weird period for all of us and requires empathy and compassion. While I am willing to be flexible on occasion, I will be more understanding if you have a good track record in the class. If you've turned nothing in all quarter, have not responded to my emails or early alerts, and at the end of the quarter want to turn everything in all at once, that is not ok. However, if you have been communicative and have been a good teammate, I will be more understanding with delays that were not caused by you. Procrastination is never a valid excuse to turn things in late.

Similarly, I may have times in the quarter where things on my end start falling apart and I get your assignments back late or have to reschedule meetings. (I also have a 4 year old in "virtual school" who may disrupt things on occasion.) Please be understanding of this as I am understanding of your situations.

Communication is key.

Resources

Drop In Hours

Drop in hours (office hours) are designed for you to ask questions (related to class or not) and get help as well as to have another sounding board or faculty connection. By talking to me, you're helping me get to know you which may allow you to get industry connections, find scholarships, or discover jobs you didn't know existed.

While 1:30-2:00pm on Thursdays are my office hours, I am around most days from 9:00ish to 5ish. If you want to be sure that I'll be able to talk with you, please set up a time to meet me via calendly.com/panciera.

Student Accessibility Services

For students with documented disabilities, chronic medical conditions or mental health concerns: MSOE provides services to make reasonable accommodations available. If you are a student who requires or anticipates the need for accommodations, please contact Student Accessibility Services Office at 414-277-7281, by email at moureau@msoe.edu, or in person at Kern 250 to discuss appropriate accommodations and eligibility requirements.

Mental and Physical Health

If you find yourself struggling with your mental or physical health this quarter, please feel free to approach me. I try to be flexible and accommodating. You can also receive assistance from The Wellness Center for Advising, Counseling, Health, & Accessibility Needs in Kern 250, 414-277-7590, or wellness@msoe.edu **Counseling can be done online.**

Raider Success Coaches

To help all students be successful in this course, struggling students will be required to meet with a Raider Success Coach throughout the quarter. These meetings will focus on strategies for academic success. Students will be notified if they need to meet with a Raider Success Coach via email by either myself or Dr. Nadya Shalamova.

Academic Assistance

The Raider Center for Academic Success (RCAS) is available virtually and in person. In addition to 1:1 tutoring for some classes, they also offer writing assistance. Please take advantage of this if you are not a strong writer as communication skills are important to succeed in this class.

University Policies

Nondiscrimination Statement

Milwaukee School of Engineering admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded, or made available, to students at the university. It does not discriminate on the basis of race, color, national and ethnic origin, religion, age, gender, sexual orientation, marital status or disability in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other institutionally administered programs. MSOE also maintains its long-standing policy as an Equal Opportunity/Affirmative Action Employer of male and female personnel for its faculty and administrative staff.

Academic Integrity

Academic integrity means that any work you hand in as your own is truly your own and that it represents work developed by you. The consequences for handing in the work of someone else as your own will result in a failing grade for the semester for both you and the person who gave you the file or worksheet. Don't share your electronic files with your friends.

As a course requiring teamwork, collaboration will be necessary to complete assignments, but individuals will be responsible for handing in their own work.

See more detail: <https://msoe.app.box.com/s/4c8k9jx8zso5ezybxmszr6zmc73zgoox>

Sexual Misconduct

Sexual misconduct will not be tolerated at MSOE.

See more detail: <https://msoe.app.box.com/s/o7c2rz2jdweq47trbhrzukeyecwxxb3x>

COVID-19

MSOE is committed to the health, safety, and well-being of all members of our community. In an effort to maintain such an environment, as well as to prevent further spread of COVID-19, students, faculty, staff and guests of the university must wear a facial covering in indoor, public spaces.

- Failure to wear a facial covering in class or laboratory will result in your faculty member requiring you to leave class and not return until you have secured a facial covering for yourself.
- Failure to comply with your faculty member's instructions will result in immediate action from the Office of the Dean of Students.
- Failure to comply with this policy will be handled according to the Student Code of Conduct and may result in sanctions, up to and including expulsion.
- The university strongly encourages all students to keep an extra and clean facial covering on their person at all times and strongly discourages students from borrowing and lending others their facial coverings.

If you receive a positive COVID-19 test result; or are symptomatic of COVID-19; or are an unvaccinated student who has been a close contact of an individual who is symptomatic or positive, please login to my.msoe.edu and click on the COVID-19 Report form located on the home page. Please do not physically come to campus if you are ill or suspect you may be ill. MSOE is committed to your education and your faculty will work to support your learning should you need to isolate or quarantine.