

UX 3021: UX Research II

Winter 2021-2022

Class Meetings: Mondays, Wednesdays, and Fridays 11:00-11:50 in GM 206 (or CC 107)

Instructor

Dr. Katie Panciera
Pronouns: She/her/hers

Contact

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Office Location & Hours

DH 435 Tuesdays
11:30am-12pm & by
appointment



Course Description

UX Research II is the second class in the User Experience (UX) research sequence and builds on the foundational topics covered in UX Research I. The course takes a deep dive into advanced UX research methods and analysis of collected data through these methods. Additionally, students will learn how to choose the right research method or methods based on the product's maturity, the development phase, and organizational constraints. Research is a core function of the field of UX to deeply understand users and their behaviors with products. Students will use both analog and digital tools to conduct research. This is a group-based class with a balance between lecture and hands-on learning. (prereq: UX 3011)



Student Learning Outcomes

- Understand advanced UX research methods and their importance in creating positive user experiences and business outcomes
- Know how to research and analyze designs using advanced analysis techniques
- Understand data-driven design decisions based on UX research studies and Big Data
- Analyze results and present the outcomes to product stakeholders
- Work effectively in research teams
- Plan research studies in a way that is in line with IRB standards and ethical for participants

Why More Research?

UX research is a critical area of UX and as a faculty we'd like you to be able to have more hands on experience with more advanced methods. While UX Research I is a course designed to be a quick overview of important methods, UX Research II will allow you to get more experience with methods that are more likely to be used as you gain seniority in the field. It's a course to help you increase your toolbox.



Course Materials

Required Course supplies:

- All reading/listening materials will be available from the course Canvas site

Free online materials including:

- Podcasts, TED Talks, YouTube videos



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.
- **Small assignments:** You'll have several small assignments/surveys that don't fit elsewhere for grading.

- **Foundational Project:** Your big project this term will be a foundational research project. Instead of your usability project from last term, this will not start with a product in mind to test but will be used to generate ideas. This is designed as a group project with group and personal components.
- **Workshop Writeups:** We'll have nearly-weekly workshops and the following week you'll submit either a write up or a completed worksheet based on what you did in the workshop. This will allow you to get more comfortable with these other methods, but keep the workload reasonable.
- **Final Exam:** You will have at least a week to complete a take home, open-notes exam. This exam will be similar to the final exam in UX Research I in that it will require you to apply your knowledge from this class to solve an applied problem.



Week by Week Outline (This is in flux)

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

* Indicates potential Portfolio piece

WEEK	TOPIC	DUE
1	<p>Introductions and Ethics Workshop: n/a</p> <p>Before Day 2 Read: The Case of the Amazing Gay-Marriage Data: How a Graduate Student Reluctantly Uncovered a Huge Scientific Fraud</p> <p>Read: Facebook Manipulated User News Feeds To Create Emotional Responses</p> <p>Read: Moderated vs. unmoderated usability testing: the pros and cons</p> <p>-----</p> <p>Before Week 2 Skim: Eye Tracking and Usability: How Does it Work?</p> <p>Watch: Eye Tracking Demo (2 minutes)</p> <p>Watch: UX Tea Break: Eye tracking in usability testing is almost never worth it (5 minutes)</p> <p>Read: System Usability Scale</p> <p>Read: What in the UX is "Wizard of Oz Testing"?</p>	<p>First Day Survey</p> <p>Reflection 1</p>
2	<p>Advanced Usability Methods Workshop: Usability</p> <p>Read: An introduction to MaxDiff analysis and design</p> <p>Read: What is a conjoint analysis? Conjoint types & when to use them</p>	<p>Reflection 2</p> <p>Usability Workshop Writeup</p>

	<p>Read: An introduction to t-test theory for surveys</p> <p>Read: What is cluster analysis? When should you use it for your survey results?</p> <p>Watch: Big Data In 5 Minutes What Is Big Data? Introduction To Big Data Big Data Explained Simplilearn (5 minutes)</p> <p>Read: OK Cupid and the Ethics of Big Data Research</p>	
3	<p>Advanced Survey Methods Workshop: Surveys</p> <p>Read/Listen: 70 Years Of The Framingham Heart Study</p> <p>Read: UX Longitudinal Studies</p> <p>Read: The Pros and Cons of Longitudinal Research</p> <p>Read: Diary Studies: Understanding Long-Term User Behavior and Experiences</p> <p>Watch: Dear Diary Studies (5 minutes)</p> <p>Review: dScout</p> <p>Review: PACO</p> <p>Read: Google's HEART Framework for Measuring UX</p> <p>Read: What is the CE11 (And Is It Better than the NPS)?</p>	<p>Reflection 3</p> <p>Survey Workshop Writeup</p>
4	<p>Longitudinal Methods Workshop: Longitudinal</p> <p>Watch: Jobs to be Done with Examples (5 minutes)</p> <p>Watch: Introduction to JTBD in Digital Product Design (14 minutes)</p> <p>Watch: Clay Christensen: The Jobs To Be Done Theory (7 minutes)</p> <p>Read: Usability vs. Desirability in UX Design</p> <p>Read: Concept Testing: Moving Forward with the Right Ideas</p>	<p>Reflection 4</p> <p>Longitudinal Workshop Writeup</p> <p>Group Formation Survey</p>
5	<p>Desirability and Concept Testing Workshop: Conceptual</p> <p>Read: Foundational vs. Directional Research</p>	<p>Reflection 5</p> <p>Conceptual Workshop Writeup</p>

	<p>Read: Getting Started with Foundational Research</p> <p>Skim: Generative Research Complete Guide</p> <p>Read: An example of a generative research interview</p> <p>Read: How to write a generative interview guide</p>	<p>Group: Foundational Research Plan*</p>
6	<p>Foundational Interviews & Analysis Workshop: Foundational Script</p> <p>Read: How to synthesize data like a pro through affinity diagramming</p> <p>Read: The role of synthesis in creating order from research chaos</p> <p>Read: Service Blueprints: How to Choose What Experience to Visualize</p> <p>Watch: Journey Mapping: 2 Decisions to Make Before You Begin (3 minutes)</p>	<p>Group: Foundational Script*</p>
7	<p>Reporting on Foundational Work Workshop: Reporting Foundational Work</p> <p>Read: Week 8: Presenting Generative Research</p> <p>Add some presentation resources</p>	<p>Reflection 6</p> <p>Group: Foundational Analysis*</p>
8	<p>Student Presentations Workshop: None (Presentations)</p> <p>Read: What is a click test and why should it be part of your UX toolkit?</p> <p>Read: An introduction to first click testing</p> <p>Read: 6 Essential Tips for Effective A/B Testing</p> <p>Read: Split testing</p> <p>Read: Card sorting 101</p> <p>Read: Tree testing 101</p>	<p>Group: Foundational Presentations*</p> <p>Foundational Writeup*</p> <p>Foundational Reflections</p>
9	<p>Click Testing Workshop: Click Testing</p> <p>Read: The UX Designer's Guide for Post Launch Success</p> <p>Read: What metrics and KPIs do the experts use to measure UX effectiveness?</p>	<p>Reflection 7</p> <p>Click Testing Writeup</p>

	Read: Choosing a User Research Method -- Launch and Grow Phase	
10	Post Launch Evaluation & Wrap Up Workshop: None Readings TBD	Reflection 8
11	Exam Week	Final Exam* Due



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:

- Foundational Project: 30%
- Workshop Projects: 25%
- Reflections: 20%
- Small Things: 5%
- Final Exam: 20%

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 your group assignments you'll submit an 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 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

While some of you may feel like this is a return to normal, we are all adjusting to this current mode. 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 5 year old in 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 Tuesdays at 11:30 are my UX 3021 office hours, I am around most days from 9:30ish 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

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 handling 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/o7c2rz2jdweq47rbhrzukeyecwxxb3x>

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.