UCLouvain

mcomu2701

2020

Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).

5 credits	30.0 h	Q1

Teacher(s)	Kieffer Suzanne ;Tylski Rémi ;
Language :	French
Place of the course	Mons
Main themes	· Project lifecycle · Methodologies: SCRUM (méthode agile); UCD (User-Centered Design); AUCDI (Agile User-Centered Design Integration) · Design: UCD; design thinking; creative problem solving · Evaluation: analysis of user attitude and user behavior · Planning, development and evaluation of digital strategies
Aims	1 Upon completion of this course, the student will be able to : · AA1: Describe the SCRUM and UCD methods · AA2: Explain the integration of SCRUM and UCD by illustrating different situations throughout the lifecycle of a project (phase, level of effort, deliverables, etc.) · AA3: Apply UCD methods and techniques that support the design and evaluation of interactive systems within project development · AA4: Analyze and compare several deliverables (e.g. two prototypes), and choose the most efficient by justifying their choice · AA5: Plan and evaluate development activities, and propose solutions that iteratively improve the digital strategy - - - - *The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".*
Evaluation methods	**Due to the COVID-19 crisis, the information in this section is particularly likely to change.** Formative assessment (there is therefore no certification exam at the end of the term) according to three modes: individual assignments, group assignments and knowledge tests. Each mode accounts for 33.33% of the final grade. The validation of credits associated with this course requires the successful completion in each mode. Second session: personalized individual assignment to be delivered on the first day of the session.
Teaching methods	**Due to the COVID-19 crisis, the information in this section is particularly likely to change.** The instructional approach is blended teaching, which alternates remote online teaching via Microsoft Teams and face-to-face classroom teaching. The distribution between distance and face-to-face is adapted according to the evolution of the health situation. For example, it is possible to switch from one in two face-to-face sessions ("yellow scenario") to one in three face-to-face sessions ("orange scenario"), and vice versa. In addition, some sessions are replaced by independent work activities, carried out individually (e.g. writing a summary or encoding a term in a glossary) or in groups (e.g. producing a commented PowerPoint or prototyping an interactive system). The teaching methods are flipped classroom and project-based teaching: • Flipped classroom: students study the material at home and then meet their teacher and peers in a classroom to ask questions and get additional help or to work with their peers; • Project-based teaching: students develop a project by combining online learning and face-to-face meetings.
Content	Project Management Processes: Initiate, Plan, Execute, Control, Close Methodologies: user-centered design and agile method Development lifecycle Prototyping and testing Creativity methods: design thinking, creative problem solving
Inline resources	Student-Corner (asynchronous): course slides, bibliographic resources, calendar, models and rubrics, H5P exercises, tests, assignments, workshops with peer assessment, group choice, Q&A forum Microsoft Teams (live): calendar, meetings, documents, discussion, lecture notes

	Web links: how-to videos, websites, online software
Bibliography	Beck, K., et al. (2001). Manifesto for Agile Software Development. Web: www.agilemanifesto.org, last accessed 27-juin-18. Beyer, H., & Holtzblatt, K. (1999). Contextual design. *interactions*, *6*(1), 32-42. Garcia, A., da Silva, T. S., & Selbach Silveira, M. (2017, January). Artifacts for agile user-centered design: a systematic mapping. In *Proceedings of the 50th Hawaii International Conference on System Sciences*. DOI=http://doi.org/10.24251/HICSS.2017.706 Kieffer, S., Ghouti, A., & Macq, B. (2017). The Agile UX Development Lifecycle: Combining Formative Usability and Agile Methods. In Proceedings of the 50th Hawaii International Conference on System Sciences (HICSS-50). IEEE, HI, 2017, 10 pages. DOI=http://doi.org/10.24251/HICSS.2017.070 Maguire, M. C. (2001). Methods to support human-centred design. International Journal of Human-Computer Studies, 55(4), 587-634. DOI=http://doi.org/10.1006/ijhc.2001.0503 Shneiderman, B., & Leavitt, M. (2006). Research-based web design & usability guidelines. U.S. Department of Health and Human Services, Washington, D.C.
Other infos	All relevant information regarding these modalities and the progress of the activities (calendar, detailed instructions, evaluation criteria, etc.) are presented during the first session and are available on the Student-Corner. Some resources (e.g. bibliographic resources, slides, explanatory videos) are in English.
Faculty or entity in charge	COMU

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Communication	COMM2M	5		
Master [60] in Information and Communication	COMM2M1	5		
Master [120] in Communication [Double diplôme UCLouvain - uSherbrooke]	CORP2M	5		