


5.00 credits

30.0 h

Q1

Teacher(s)	Kieffer Suzanne ;
Language :	French
Place of the course	Mons
Main themes	<ul style="list-style-type: none"> <li>· Project lifecycle</li> <li>· Methodologies: SCRUM (méthode agile); UCD (User-Centered Design); AUCDI (Agile User-Centered Design Integration)</li> <li>· Design: UCD; design thinking; creative problem solving</li> <li>· Evaluation: analysis of user attitude and user behavior</li> <li>· Planning, development and evaluation of digital strategies</li> </ul>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p>Upon completion of this course, the student will be able to :</p> <ul style="list-style-type: none"> <li>· AA1: Describe the SCRUM and UCD methods</li> <li>· AA2: Explain the integration of SCRUM and UCD by illustrating different situations throughout the lifecycle of a project (phase, level of effort, deliverables, etc.)</li> <li>1 · AA3: Apply UCD methods and techniques that support the design and evaluation of interactive systems within project development</li> <li>· AA4: Analyze and compare several deliverables (e.g. two prototypes), and choose the most efficient by justifying their choice</li> <li>· AA5: Plan and evaluate development activities, and propose solutions that iteratively improve the digital strategy</li> </ul>
Evaluation methods	<p>Continuous assessment without examination in January. The evaluation includes three modes: individual assignments, group assignments and knowledge tests. Each mode represents 33.33% of the final grade.</p> <p>September session: individual custom assignment due the first day of the session.</p>
Teaching methods	<p>The pedagogical approach is blended teaching, which alternates face-to-face classroom teaching with online distance learning via Microsoft Teams. The distribution between face-to-face and distance learning is adapted according to the health situation and mobility conditions. For example, in case of strike (TEC, SNCB), the sessions are held remotely. Moreover, some sessions are replaced by autonomous work activities, carried out individually (e.g. making a summary) or in groups (e.g. recording a PowerPoint slide show with narration and slide timings).</p> <p>The teaching methods are flipped classroom and project-based teaching:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Project-based teaching: students develop a project by combining online learning and face-to-face meetings.</li> </ul>
Content	<p>Project management processes: plan, execute, analyze</p> <p>Formal development methods: user-centered design, agile method</p> <p>Project life cycle: needs analysis, design and evaluation</p> <p>Design thinking, creative problem solving</p>
Inline resources	<p>Student-Corner (asynchronous): course slides, bibliographic resources, calendar, models and rubrics, H5P exercises, tests, assignments, workshops with peer assessment, group choice, Q&amp;A forum</p> <p>Microsoft Teams (live): calendar, meetings, documents, discussion, lecture notes</p> <p>Web links: how-to videos, websites, online software</p>

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

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Communication	<a href="#">COMM2M</a>	5		
Master [60] in Information and Communication	<a href="#">COMM2M1</a>	5		