
Term Information

Effective Term Autumn 2027

General Information

Course Bulletin Listing/Subject Area Design
Fiscal Unit/Academic Org Design - D0230
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5206
Course Title Research Methods for Experiential Media Design
Transcript Abbreviation ResearchMethXMD
Course Description Learn traditional and innovative research methods for design development, problem diagnosis, opportunity identification. Conduct research that deeply informs content and delivery choices for experiential media. Design engagement strategies for participation and agency, and develop effective audience profiles.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Design 3200 or permission of instructor
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0499
Subsidy Level Masters Course
Intended Rank Junior, Senior, Masters

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Demonstrate the ability to choose methods appropriate to research aims and objectives.
- Understand the limitations of particular research methods.
- Develop skills in qualitative and quantitative data analysis and presentation.
- Develop advanced critical thinking skills.
- Execute ethical playtesting and user testing practices.
- Present design research findings, design concepts, and prototypes to stakeholders.

Content Topic List

- Field studies; research; interviewing; qualitative and quantitative data; surveys; precedents; case study; persona; user journey map; usability testing; play testing

Sought Concurrence

Yes

Attachments

- DESIGN5206DesignResearchMethodsXMD.pdf: Syllabus

(Syllabus. Owner: Beecher, Mary Anne)

- ACCAD_concurrence.pdf: Concurrence

(Concurrence. Owner: Beecher, Mary Anne)

- Art_concurrence.pdf: Concurrence

(Concurrence. Owner: Beecher, Mary Anne)

- CSE_concurrence.pdf: Concurrence

(Concurrence. Owner: Beecher, Mary Anne)

- TFMA_concurrence.pdf: Concurrence

(Concurrence. Owner: Beecher, Mary Anne)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beecher, Mary Anne	08/24/2023 12:57 PM	Submitted for Approval
Approved	Munch, Fabienne	08/24/2023 05:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2023 11:27 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/19/2023 11:27 AM	ASCCAO Approval

Design 5206: Design Research Methods for Experiential Media Design

Instructor	<i>Name</i>
Contact	<i>name.#@osu.edu, office room/building, office hours</i>
Semester	<i>Autumn 2027</i>
Location/Time	<i>room/building, meets 2x/week for 80 minutes each meeting</i>
Format	Seminar, 3 credits
Prerequisites	Design 3200 or permission of instructor
Description	Learn traditional and innovative research methods for design development, problem diagnosis, opportunity identification. Conduct research that deeply informs content and delivery choices for experiential media. Design engagement strategies for participation and agency and develop effective audience profiles.

Course Goals

Upon completion of this course, students should be able to do the following:

1. Demonstrate the ability to choose methods appropriate to research aims and objectives
2. Understand the limitations of research methods
3. Develop skills in qualitative and quantitative data analysis and presentation
4. Develop and apply advanced critical thinking and analysis skills to research work
5. Employ ethical playtesting and user testing practices
6. Clearly present design research findings, design concepts, and prototypes to stakeholders

Associated Program Learning Outcomes

1. *Design of Experiential Media:*

- **Identify** design opportunities and respond with functioning prototypes to demonstrate innovative and engaging experiential media concepts. *Associated course goals: (1) and (2)*

2. *Critical Thinking and Analysis:*

- **Evaluate** works of creative technology in terms of their formal, conceptual, ethical, historical, and social impacts. *Associated course goals: (4) and (5)*
- **Apply** fundamental critical thinking skills to the analysis and interpretation of experiential media projects with particular attention to user-centered practices. *Associated course goals: (2),(3),(4), and (5)*
- **Appraise** the context and implication of one's own work with regard to social responsibility. *Associated course goals: (2), (3) and (5)*
- **Correlate** what is useful, usable, effective, and desirable with respect to user/ audience-centered digitally and physically based experiences. *Associated course goals: (1), (5) and (6)*

3. Adaptability:

- **Demonstrate** problem-solving and collaborative skills in both technical and creative arenas in ways that enhance the ability to work successfully on teams and to organize collaborations among people on teams. *Associated course goals: (3),(4),(5), and (6)*

4. Professional Practice:

- **Employ** both verbal and visual aspects of communication in the presentation of resulting creative works. *Associated course goals: (6)*
- **Present** and **defend** work from an informed conceptual, ethical, historical, and social point of view. *Associated course goals: (4) and (8)*

Course Methodology

This course will consist of lectures, discussion and five research methodology projects in which students will practice specific research methods and tools. Students will complete assignments and exercises designed to aid in learning topics and techniques and evaluation of progress.

Students must demonstrate satisfactory achievement of course objectives through the fulfillment of course projects and by contributing to class discussions and critiques. Students are expected to seek and apply their own unique creative voice to all course assignments and projects.

Assignments

See individual project briefs distributed in class for more details about each project.

Stage One: Field Study.....20 points

A field study refers to research that is undertaken in the real world, involving (quiet) observation to discover user behavior and unmet user needs. Using field study techniques that we have discussed in class, return to your assigned environment, and conduct a field study and produce a 5-page report (text and images) that summarizes what you have observed and understand regarding the site and its users. *This project will be conducted in a group of two, with each person responsible for an individual report.*

Stage Two: Interviews and Surveys.....20 points

Using your field study data (from Stage One) and interview/survey techniques we have studied in class, construct a set of interview or survey questions that explore users' general attitudes about your assigned site. Conduct the interview or administer the survey to 3-5 people. Produce a report that summarizes your data (qualitative and/or quantitative) using analysis methods we studied in this course. *This project will be conducted in a group of two, with each person responsible for an individual report.*

Stage Three: Precedents and Case Studies.....20 points

Precedent research and case studies can serve as a source of inspiration and creativity, sparking innovative ideas and pushing the boundaries of design thinking. Using resources at the OSU Libraries, find relevant information about the type of experience you have been studying by examining other projects with similar attributes. Create a written and visual report that summarizes three related projects that you discovered in your research and how these may influence proposed experience designs for your site. *This is an individual project.*

Stage Four: Personas and User Journey Maps.....20 points

Personas provide meaningful archetypes which can be used to assess design development. A journey map is a visual overview of key touchpoints and interactions within an experience and describes the user's motivation, feelings, emotions, and goals stage-by-stage. For this stage you will design three personas and associated journey maps for the users who would be accessing your chosen interactive space experience.

This is an individual project.

Project Five: Usability and Play Testing.....20 points

Usability testing refers to evaluating by testing it with representative users. Playtesting is a method of quality control that takes place during the game design process. Using a paper prototype, or a wireframe or an existing game or experience you will design and conduct a short usability or play testing session. Create a written and visual report that summarizes initial questions, your testing procedures and reasoning, your data, and your analysis of that data.

This is an individual project.

See Calendar of Topics and Assignments for further details.

Reading and Viewing Materials

On reserve at OSU Library and/or on Carmen course site

- Gibbons, Sarah. *Journey Mapping 101*. Nielsen Norman Group. 2018.
- Rohrer, Christian. *When to Use Which User-Experience Research Methods*. Nielsen Norman Group. 2022.
- Pernice, K. & Nielsen J. *How to Conduct Usability Studies for Accessibility*. Nielsen Norman Group. 2012.
- Norman, Donald A. *The Design of Future Things*. Basic Books NY, NY. 2007.
- Kalbach, Jim. *Mapping Experiences*. O'Reilly Media Publishing. 2021

Students may also receive reading and viewing materials during the semester via Carmen. There will be an assortment of collected materials, short papers, and media to view covering a wide range of experiential media projects, emerging developments in the field and related materials.

Grading

Evaluations for each project deliverable will consist of a numerical grade following the grading scale listed below.

Grading Scale

A (93–100), A- (90–92)
B+ (87–89), B (83–86), B- (80–82)
C+ (77–79), C (73–76), C- (70–72)
D+ (67–69), D (65–66)
E (below 65)

Work evaluations fall within four equally weighted categories: **Degree of exploration • Degree of resolution • Quality, depth, and synthesis of research • On-time completion.**

Grading Policy

To receive a passing grade in the course, students must demonstrate satisfactory achievement of course learning objectives through fulfillment of course assignments and by contributing to class discussions. Adherence to deadlines is expected. It is the individual student's responsibility to keep track of the goals and deadlines and to present the work to the class and instructor on the specified dates. All assignments must be completed and turned in to receive a passing grade in the course.

Late or missed goals will be graded as follows:

- An assignment turned in after the original due date but by the start of the next class will have the grade reduced 10%
- An assignment turned in after the original due date and after the subsequent next class start time but before the start time of the 3rd subsequent class (1 week) will have the grade reduced 30%
- Late assignments turned in more than 4 classes (2 weeks) past the original due date will receive a grade (D).

Attendance Policy

All students are required to be on time and in attendance for each class. Arrive less than 10 minutes late to be counted as present. Four (4) absences will lower a final grade by 1/3 a letter. Five (5) absences will lower a final grade by one letter. Six (6) absences will result in a failing grade ("E") for the course. The need for excused absences should be discussed with the instructor (e.g., your own illness, family illness or death, conference presentations) **Do not come to class if you are feeling ill, have a temperature or have been told to isolate or quarantine. Let me know if you are ill and you will be excused without penalty.**

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodation, I request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodation so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Help for Distressed Students

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support, and advocacy. This service is free and confidential.

Religious Statement

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements, or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Academic Misconduct Statement

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Calendar of Topics and Assignments

Week 1

Topic: Introduction, Overview, Resources.

Assignment/Project: Project 1, *Field Studies* **ASSIGNED**

Readings: Kalbach's Mapping Experiences. Chapt. 1 Visualizing Value, pgs. 1 - 30

Week 2

Topic: Field Studies Research

Assignment/Project: Project 1, *Field Studies* cont'd

Readings: Discussion on previous assigned reading

Week 3

Topic: Field Studies Research

Assignment/Project: Project 1, *Field Studies* **DUE**

Readings: Kalbach's Mapping Experiences. Chapt. 2 Fundamentals of Mapping Experiences, pgs. 31-56

Week 4

Topic: Interviewing Techniques and Collecting Qualitative Data

Assignment/Project: Project 2, *Interviews and Surveys* **ASSIGNED**

Readings: Discussion on previous assigned reading

Week 5

Topic: Interviewing Techniques and Collecting Qualitative Data

Assignment/Project: Project 2, *Interviews and Surveys*, **cont'd**

Readings: Gibbons, Sarah. Journey Mapping 101. Nielsen Norman Group. 2018.

<https://www.nngroup.com/articles/journey-mapping-101/>

Rohrer, Christian. When to Use Which User-Experience Research Methods. Nielsen Norman Group. 2022. <https://www.nngroup.com/articles/which-ux-research-methods/>

Week 6

Topic: Designing Surveys and Collecting Quantitative Data

Assignment/Project: Project 2, *Interviews and Surveys*, **cont'd**

Readings: Norman's Design of Future Things, Chapt. 2, The Psychology of People and Machines pgs. 35-56.

Week 7

Topic: Designing Surveys and Collecting Quantitative Data

Assignment/Project: Project 2, *Interviews and Surveys*, **DUE**

Readings: Discussion on previous assigned readings

Week 8

Topic: Precedent Research

Assignment/Project: Project 3, *Precedents and Case Studies*, **ASSIGNED**

Readings/Listen: Norman's Design of Future Things, Chapt. 3, Natural Interactions pgs. 57-90

Boling, Elizabeth. Chapt. 19 The Nature and Use of Precedent in Designing. Design for Learning. BYU Instructional Psychology and Technology Department. 2021.
<https://edtechbooks.org/id/precedent>

Week 9

Topic: Case Study Research

Assignment/Project: Project 3, *Precedents and Case Studies*, cont'd

Readings: Discussion on previous assigned reading

Week 10

Topic: Personas and User Journey Maps

Assignment/Project: Project 3, *Precedents and Case Studies*, DUE

Readings: Norman's Design of Future Things, Chapt. 6, Communicating with Our Machines pgs. 135-154.

Week 11

Topic: Personas and User Journey Maps

Assignment/Project: Project 4, *Personas and User Journey Maps* ASSIGNED

Readings: Discussion on previous assigned reading

Week 12

Topic: Usability and Play Testing Approaches

Assignment/Project: Project 4, *Personas, and User Journey Maps* DUE

Readings: Pernice, K. & Nielsen J. How to Conduct Usability Studies for Accessibility. Nielsen Norman Group. 2012.

Week 13

Topic: Usability and Play Testing Approaches

Assignment/Project: Project 5, *Usability and Play Testing* ASSIGNED

Readings: Discussion on previous assigned reading

Week 14

Topic: Usability and Play Testing Approaches

Assignment/Project: Project 5, *Usability and Play Testing* cont'd

Finals Week

Assignment/Project: Project 5, *Usability and Play Testing* DUE

**The Ohio State University
College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

Department of Design

Initiating Academic Unit	Course Number	Course Title	
New major proposal and ten new courses			8/1/2023
Type of Proposal (New, Change, Withdrawal, or other)			Date request sent
ACCAD			8/15/2023
Academic Unit Asked to Review			Date response needed

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

ACCAD grants concurrence for Design's new major XMD based on agreements outlined in email exchanges in early May 2023 between Design and ACCAD. Basically, Design will be financing a lecturer who will duplicate Kyoung's ACCAD 5002 course. This will not happen until the first XMD cohorts reaches their 3d year, Design will see if 5301 is also impacted (can we add capacity or do we need to duplicate). More details in the emails.

Signatures

<i>Jana Hashamova</i>	Interim Director	ACCAD	8/17/2023
Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Re: Concurrence request

Lisbon, Laura <lisbon.1@osu.edu>

Thu 8/17/2023 7:52 AM

To: Beecher, Mary A. <beecher.17@osu.edu>

Cc: Munch, Fabienne <munch.31@osu.edu>

Dear Mary Anne,

The Department of Art offers its concurrence for the new Experiential Media Design major as well as the new courses developed to support the major.

Best wishes,

Laura



The Ohio State University

Laura Lisbon

Professor and Chair

The Ohio State University

Department of Art

College of Arts and Sciences

254C Hopkins Hall, 128 N Oval Mall, Columbus, OH 43210-1319

614-247-5551 Office / 614-292-5072 Art Office

lisbon.1@osu.edu, art.osu.edu

Pronouns: she/her/hers

From: "Munch, Fabienne" <munch.31@osu.edu>

Date: Tuesday, August 1, 2023 at 2:47 PM

To: "Arora, Anish" <anish@cse.ohio-state.edu>, "Westlake, E.J." <westlake.35@osu.edu>, "Hashamova, Yana" <hashamova.1@osu.edu>, "Lisbon, Laura" <lisbon.1@osu.edu>

Cc: "Beecher, Mary A." <beecher.17@osu.edu>

Subject: Concurrence request

Dear Chairs and Directors,

The Department of Design is seeking your department's concurrence for a new Bachelor of Science in Design (BSD) program in Experiential Media Design (XMD).

The purpose of the undergraduate design program in Experiential Media Design (XMD) is to prepare designers in conceptualizing and constructing engaging and compelling user experiences through innovative, playful and collaborative creative media practices. Over the course of their studies, students become adept at aligning the principles of design with the construction of immersive experiences that engage people. Students learn to harness and apply the latest media technologies in ways that are uniquely tailored to the needs and requirements of each experience and its stakeholders.

For your review, I have attached the program proposal for the new major and syllabi for the ten new associated courses in the Department of Design, they are:

- DESIGN_XMDProgramProposal.pdf
- DESIGN_XMDNewCourses.pdf

I have also attached the College's fillable .pdf concurrence form if you would like to use that, or an email may be substituted for this form.

I would appreciate it if you would email your responses/concurrences to Dr. Mary Anne Beecher (beecher.17@osu.edu), the Department of Design Undergraduate Studies Chair. Responses are due by Tuesday, August 15, 2023. Concurrence will be assumed if no response is received within two weeks.

Thank you for your attention to this request, and thank you for your partnership,

Fabienne



THE OHIO STATE UNIVERSITY

Fabienne Münch, PhD

Professor and Department Chair

The Ohio State University

College of Arts and Sciences

Department of Design

100 Hayes Hall

108 North Oval Mall, Columbus, OH 43210

614.247.8943 Office

munch.31@osu.edu

Pronouns: she/her/hers

From: Arora, Anish <anish@cse.ohio-state.edu>
Sent: Wednesday, August 23, 2023 17:52
To: Munch, Fabienne <munch.31@osu.edu>
Cc: Fosler-Lussier, Eric <fosler@cse.ohio-state.edu>; Sivilotti, Paul <paolo@cse.ohio-state.edu>
Subject: RE: Concurrence request

Dear Fabienne,

We appreciate the recent discussions and concur.

In what will now be an action item on our side, we'll reflect on alternatives for reviving gentler introductions to programming that already on books or offering other pathways for students, but this won't restrict what you're seeking concurrence for at the moment.

With best wishes,
Anish

Anish Arora
Professor and Chair, Computer Science and Engineering
Faculty Director, 5G-OH Connectivity Center
arora.9@osu.edu

Ingrid Rivera
Executive Assistant
rivera.153@osu.edu
614-292-5973 Office



THE OHIO STATE UNIVERSITY

**The Ohio State University
College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

Department of Design

Initiating Academic Unit	Course Number	Course Title	
New major proposal and ten new courses			8/1/2023
Type of Proposal (New, Change, Withdrawal, or other)			Date request sent
Department of Theatre, Film, and Media Arts			8/15/2023
Academic Unit Asked to Review			Date response needed


B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

TFMA may need to increase seats in TH 5331 (one of the listed elective options). Logan and I already have a meeting scheduled to discuss offerings for screenwriting and will add this to considerations for our schedule planning.

ACCAD 5002 is part of the Production Studio category offerings in MIP. As Emily and I noted in a thread from 4/4, we only have 4 seats per section reserved for MIP students. ACCAD 5002 may become an issue if there is an increase in MIP majors and a subsequent additional group of students in the major needing this course without increased seats or offerings by ACCAD.

Signatures

1.		Chair	TFMA	8-16-23
	Name	Position	Unit	Date
2.				
	Name	Position	Unit	Date
3.				
	Name	Position	Unit	Date