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)

• DESIGN5206_DesignResearchMethodsXMDrevised.pdf: Revised syllabus

(Syllabus. Owner: Beecher,Mary Anne)

Comments

• Religious accommodations statement has been added. Disabilities services statement has been updated. Assignment points breakdown has been provided. *(by Beecher,Mary Anne on 10/19/2023 11:56 AM)*

• Please see Subcommittee feedback email sent 10/10/2023. *(by Hilty,Michael on 10/10/2023 10:59 AM)*

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
Revision Requested	Hilty,Michael	10/10/2023 10:59 AM	ASCCAO Approval
Submitted	Beecher,Mary Anne	10/19/2023 11:56 AM	Submitted for Approval
Approved	Munch,Fabienne	10/19/2023 01:49 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/19/2023 01:57 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/19/2023 01:58 PM	ASCCAO Approval

Design 5206: Design Research Methods for Experiential Media Design

Instructor	*Name*
Contact	*name.#@osu.edu, office room/building, office hours*
Semester	*Autumn 2027*
Location/Time	*room/building, meets 2x/week for 80 minutes each meeting*
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

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.

Stage 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

Type	Description	Point Value
Stage 1	Field Study Report	20
Stage 2	Interview and Survey Report	20
Stage 3	Precedents and Case Studies Report	20
Stage 4	Personas and User Journey Map	20
Stage 5	Usability and Play Testing Report	20
	Total	100

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

Grading Scale

93–100 A	87-89.9 B+	77-79.9 C+	67-69.9 D+
90–92.9 A-	83-86.9 B	73-76.9 C	60-66.9 D
	80-82.9 B-	70-72.9 C-	below 60 E

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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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 accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Statement

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before

or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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**