

## Core 6: Prototyping 5599

Tuesdays 12:00-2:40pm

Room 1005 2 West 13<sup>th</sup> Street

**Instructor: Rees Shad**

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day of class telephone: 518/796-0863

hours by appointment

### **Overview:**

Prototyping is a means of realizing an idea in concrete form that can be assessed for viability in design, function, production, and usability. This course introduces students to the initial stages of their BFA thesis process by way of concept development, mockup production and user testing. We will explore development issues, initial production techniques, and testing strategies, which we will adapt to the individual projects within the group. In addition, through strict documentation of our processes, we will outline the stages of prototype development and testing that will be a strong foundation (and in some cases rough draft) for the writing of a BFA thesis.

### **Class Goals:**

- Introduction to various approaches for developing mockups and prototypes.
- Improved documentation of design goals, process, and outcomes with an eye toward writing a thesis proposal.
- Familiarity with usability issues, user identification and usability testing methodologies.
- Refining of self-evaluation skills regarding concept testing and development.
- Refining of presentation skills, with particular attention to presentation of processes and design iterations.

Students are expected to come to this class with the initial concept for their thesis proposal. In preparation for the first class students are required to have an initial project overview or artist statement printed and ready for presentation. This will act as the initial executive summary of the project, and should give an outline of the project, its goals, its audience, and an overview of how the project will be developed in less than a paragraph.

Each week's assignment will include a written element, which when combined at term's end will be the initial draft of a thesis paper. Each assignment should be handed in with previous documents (corrected and augmented according to changes in the project and input from the instructor), showing the projects development each week. Over the course of the term the student should gain a richer understanding of thesis development, documentation and execution as well as insight into their own process.

In generating our initial thesis proposal it will be necessary to compile the following:

- I. Overview statement / Executive summary
- II. Overview of precedents
- III. Use scenarios
- IV. Outline of prototype stage
  - A. Paper prototype development
  - B. Overview of paper prototype testing
  - C. Analysis of paper prototype testing & results
  - D. Second stage prototype development
    - i. Showing influence of testing analysis
  - E. Overview of second stage prototype testing
  - F. Analysis of second stage prototype testing & results
  - G. Final Prototype development
    - i. Showing influence of testing analysis
- V. Summary
- VI. References / Bibliography
- VII. Appendices with documentation of processes

### **Resources and Readings:**

All readings as well as this syllabus will be available as PDFs on the instructor's website at: [www.reesshad.com/prototyping/readings.html](http://www.reesshad.com/prototyping/readings.html)

It is essential that students download and printout these documents in advance of the associated assignment date.

### **In Class requirements:**

It is imperative that outside distractions such as instant messaging, unrelated e.mail or internet surfing, and focus on outside endeavors be understood as objectionable. It is a distraction to others and disrespectful to the instructor. If I see it happening, I will not interrupt class anymore than to dismiss the offending student, and no attendance will be credited to that student for the day's class. Cellular phones are also not tolerated. Turn the ringers off and put them away.

### **Attendance:**

Is mandatory. Absences due to reasons of poor health or personal emergencies must be cleared in advance with the instructor when ever possible. My phone # is listed at the top of this page, please do not hesitate to use it. More than one unexcused absence will cost the offending student an entire letter grade. Three or more absences will earn the student a non-passing grade.

### **Lateness:**

I consider students who are more than 10 minutes late for a class absent. While you will not be given attendance credit for a class that you are late for, you will be given normal in class credit and credit for projects handed in on time. So if you are running late, it still behooves you to come to class.



- Week four  
Feb. 14
- Present user scenario documentation
  - User testing overview
  - Reading: Steve Krug's Don't Make Me Think Chapter 9  
Carolyn Snyder Paper Prototyping Chapter 1
  - Project for week five: Testing methodology document  
Begin developing paper prototypes or storyboards  
Update "Appendix A" with refined sketches.
- Week five  
Feb. 21
- Discussion of testing methodologies
  - Discussion of paper prototypes
  - Refining paper prototypes or storyboards
  - Reading: Steve Krug's Don't Make Me Think Chapter 10  
Carolyn Snyder Paper Prototyping Chapter 3
  - Project for week six: Refine and complete paper prototypes  
Prototypes Development document
- Week six  
Feb. 28
- Discussion of paper prototypes
  - Groups of three organize for testing of paper prototypes these groups will rotate through the rolls of observer, computer (as appropriate), and facilitator.
  - Reading: Steve Krug's Don't Make Me Think Chapter 11
  - Project for week seven: user testing of paper prototypes  
Team reports outlining observations due  
These are for the benefit of the designer whose two teammates will outline their analysis of the user testing process of their teammate's paper prototypes. These documents should be documented in the designer's "Appendix B."
- Week seven  
Mar. 7
- Discussion of test results
  - Discussion of physical stage prototypes
  - Reading: Donald Norman's The Design of Everyday Things  
Chapter 2: The Psychology of Everyday Actions
  - Project for week eight: Begin developing physical stage prototype  
Analysis of testing document
- Week eight  
Mar. 14
- Discussion of initial physical stage prototype concepts
  - Presentation Does & Don'ts
  - Reading: Houde & Hill What Do Prototypes Prototype
  - Project for week nine: Physical stage prototype  
Refined documentation to date organized for review

SPRING BREAK-----

Week nine -Presentation and critiquing of physical stage prototype  
Mar. 28 Project for week ten: Develop testing methodology for of physical stage prototype  
Prototype testing outline document

Week ten -Testing of Prototype  
Apr. 4 Project: Testing of physical stage prototype  
Physical stage prototype testing overview document

Week eleven -Presentation of test results  
Apr. 11 -Documenting with video  
Project: Concept Development Update document

Week twelve -Second stage prototype development  
Apr. 18 Project: Develop second stage prototype

Week thirteen -Second stage prototype development  
Apr. 25 -Define second phase testing groups  
Project: Refine Prototype  
Summery document  
Compile & edit documentation

Week fourteen-Shore Up Prototype & Presentation  
May 2 Project: Final prototype of project  
Prepare final presentation

Week sixteen -Final Presentation and critique  
May 9