


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"> 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
Learning outcomes	<p>At the end of this learning unit, the student is able to :</p> <p>Upon completion of this course, the student will be able to :</p> <ul style="list-style-type: none"> 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
Evaluation methods	<p>Continuous assessment without examination in January, following three modes: knowledge tests (40%), group assignments (30%) and individual assignments (30%). In September, a custom-made individual assignment (i.e., based on failed modes) must be submitted on the first day of the session.</p> <p>The use of artificial intelligence (AI) tools must comply with the guidelines established by the ESPO faculty. It is permitted as a writing aid (e.g., text improvement, translation) and for information retrieval. For the submission of certain assignments, the instructor defines the other authorized uses (e.g., idea exploration, brainstorming, image or text generation).</p>
Teaching methods	<p>The pedagogical approach is blended teaching, which alternates face-to-face classroom teaching with online distance learning via Microsoft Teams. Teaching methods include flipped classroom and project-based learning:</p> <ul style="list-style-type: none"> Flipped classroom: students study or complete an assignment at home and then meet with teachers and peers in a classroom to ask questions, get extra help or work in groups; Project-based learning: students develop a project by combining online learning (e.g. watching tutorials or completing assignments) and face-to-face meetings.
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>Moodle (asynchronous): course slides, bibliographic resources, calendar, models and rubrics, H5P exercises, tests, assignments, workshops with peer assessment, group choice, Q&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: www.agilemanifesto.org, last accessed 27-juin-18.</p> <p>Beyer, H., & Holtzblatt, K. (1999). Contextual design. <i>interactions</i>, 6(1), 32-42.</p> <p>Garcia, A., da Silva, T. S., & 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=http://doi.org/10.24251/HICSS.2017.706</p> <p>Kieffer, S., Ghouti, A., & 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=http://doi.org/10.24251/HICSS.2017.070</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=http://doi.org/10.1006/ijhc.2001.0503</p> <p>Shneiderman, B., & Leavitt, M. (2006). Research-based web design & 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 Moodle. Some resources (e.g. bibliographic resources, slides, explanatory videos) are in English.</p>
Faculty or entity in charge	COMU

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [60] in Information and Communication	COMM2M1	5		
Master [120] in Communication	COMM2M	5		