TOPICS IN: ARTG 6310

Design for Behavior and Experience // Modalities of Rhythm II

Meeting Time & Place
Thursday 1:35pm – 5:05pm Richards Hall 325A

Office Hours
In-person: Wednesdays & Thursdays 10am-12pm (Ryder Hall - Room 365)
Zoom: https://us02web.zoom.us/j/2065787519?pwd=NGpSd1B6cFdQQ2dCVzBiRytDcXMzdz09

COURSE DESCRIPTION
Rhythm is multimodal information that carries vibrational, sonic, kinesthetic, verbal and visual/textual dimensions. Starting from this premise, this course examines the potential of rhythm as a medium for human-computer interaction and computer-mediated communication. Acknowledging the fact that most digital technologies today are designed for adult and abled users, and stem from a screen-and-keyboard-based interface paradigm, in this course, we investigate the affordances of rhythm, movement and gesture on the experience of children and atypical users. To this end, together as a class, we will employ iterative prototyping to question, co-design and evaluate the implications and applications of new rhythm-based interfaces on the communicative behaviors and learning experiences of children.

Drawing on developmental psychology, learning sciences, human-computer interaction, and design, we will apply learning theories to the study of applications and other technologies currently being designed for young people. Weekly meetings will also include voice, rhythm & movement circle practices and exercises in design experimentation. Students will be introduced to research methods for analyzing patterns of behavior, including observation, phenomenology, ethnography, and participatory design methods, offering them an opportunity to increase their understanding of audiences' and stakeholders' motivations and expectations. By the end of the course, students will be able to conduct their own design study by applying mixed methods to answer original research questions in human development, health, education, communication, game design, applied psychology (e.g. memory), neuroscience etc.

LEARNING OUTCOMES
In this course, students will:
1. Learn and practice research methods (ethnographic observation, interviews, shadowing and co-creation and participatory methods) for the understanding and representing of values, goals, intentions and actions of people, and modeling system components and interactions, in a coherent, holistic manner.
2. Learn about and apply concepts and models to experience design, for the benefit of students' understanding, their confidence, their design process, and their deliverables.
3. Engage in critical evaluation and analysis of case studies of experience design practice.
4. Recognize and practice the importance of engaging information and knowledge from different disciplines outside of design (e.g. music, dance, communication) in the experience design practice.

5. Learn and practice observational studies and their interpretation for the understanding of values, goals, intentions and actions of people, and modeling system components and interactions, in a coherent, holistic manner.

6. Apply experience design visualization, sketching, mapping and prototyping methods to understand existing conditions, interactions, relationships and proposed solutions.

7. Achieve an understanding of the importance of empathy in understanding of differences, expectations and interests of multiple participant groups.

8. Understand how a human-centered design approach offers insights that can lead to innovation and valuable experiences for participants.

9. Develop an understanding of the interactions and interdependencies between humans and designed systems.

10. Develop a language for assessing the quality of a design intervention in terms of its effectiveness and efficiency in helping users achieve, revise or discover their goals.

11. Achieve and enact an awareness of the ethical and social responsibilities in the practice of design.

12. Prepare and present professional documentation and artifacts to communicate findings and proposals.

COURSE STRUCTURE

The first half of the course focuses on the exploration of rhythm as a natural phenomenon that is core and central to the human experience, not only to music. The second half of the course enables students to deepen their knowledge and praxis in educational design-based research, based on an embodied and performative perspective of design. The course is structured in three modules, each dedicated to a specific methodological approach to the application of rhythm in designing for behavior and experience, at the personal (creativity/health), interpersonal (communication/learning) and social (participatory/collective) levels.

Performative Experience design // Creativity & Health (Personal)
Interaction Design // Communication & Learning (Interpersonal)
Design for Behavioral Change // Participation & Wellness (Social)

CLASS FORMAT

The class will consist of lectures, readings, discussions, topic response podcasting assignments, hands-on project work, and in-class design critiques. Class sessions will be organized as follows for the first half of the semester, and subsequently adapted to support the collaborative work on your final team projects.

Segment	Duration	Activities	Followed by
Practicum	30-40 mins	Circle Practice	10 min break
Readings Discussion	60 mins	Lecture/Presentation + Q&A	10 min break
Design clinic	90 mins	Project work	

REQUIRED READINGS

All texts will be provided as pdf files on Canvas. Texts are indicated in the course program and students are expected to read the indicated texts before class.

ASSIGNMENTS AND SUBMISSIONS

Readings Discussion Leadership: You will be responsible to lead one facilitated discussion for 30 minutes on one of the weekly class readings. When preparing for this, consider the following guiding questions: What will you do? Why? Which key concepts/readings do you want to convey/highlight in this discussion? What do you want the class to learn from your discussion? I encourage you to experiment with different ways (e.g., posing questions, simulations, games, etc.) of facilitating discussion. It is important that you include techniques (pedagogy) that engage multiple learning styles and preferences. The required readings include many excellent references, which you are welcome to use as well. Please suggest some times for a 30-min Zoom meeting between 9am-2pm on the Monday, Tuesday or Wednesday before your presentation via email (REQUIRED) and post a synopsis of your activities or discussion plan the day before your presentation (i.e. by <u>8pm on Wednesday evening</u>).

Projects: Each of the three modules ends with a **project presentation**, a submission on Canvas of that presentation and the submission of a 5-10 mins Topic Response P**odcast (projects 1 & 2 only)** in which each student discusses the submitted project in reference to the literature covered as well as any relevant activities and discussions during the classes of the module.

<u>Topic Response Podcasts</u>: TRPs will provide you with the opportunity to develop and practice the skills of critical thinking, reasoning, research and communication, including creative expression through digital media production. TRPs should identify major points of interest in module topics and may explore the relationship between other sources and data used in class. TRPs are NOT intended as summaries of the materials but rather are intended for you to reflect on the course materials (readings, videos & activities) to ensure that you are formulating your own research questions or lines of inquiry in response to any new material/information you are learning in the course.

GRADING

The grading system follows the University Policies outlined at
https://registrar.northeastern.edu/article/university-grading-system/

You are expected to demonstrate week-to-week progress and you will be graded upon the submission of specified assignments. Assignments are due via Canvas as indicated throughout the course. Every submission will be graded, and the final grade takes into consideration the criteria and weights described below, and will include a peer evaluation.

Final project outcomes are intended to be quality research artefacts and papers that you can use in your portfolio and submit to conferences. In most cases, team project outcomes will receive one grade. Significant discrepancies in contribution within a team may result in different grades. Assignments should be submitted on time. Reach out to me early if there are extenuating circumstances; extensions may not be given after the deadline.

Criteria:
1) **10% Attendance/Participation:** how you use critical language in the class presentation of your project work and during class discussion and critique of classmates' work.

2) **15% Discussion Facilitation:** how this captures your critical and thorough reading of the texts.
3) **55% Project Work/Presentations:** how thoroughly the student-selected project is developed and presented in relation to key issues of the course content in critical, thoughtful and creative ways.

Project 1 (Performative Experience Design): 15%
　　　　Praise Poem: 5%
　　　　Library of design elements (Healing sequence): 5%
　　　　In-class demonstration: 5%

Project 2 (Interaction Design): 20%
　　　　Data: 5%
　　　　Process documentation: 5%
　　　　Livestream demonstration: 10%

Project 3 (Design for Behavior Change): 25%
　　　　Prototype: 5%
　　　　Paper: 10%
　　　　Final showcase presentation: 5%
　　　　Peer <u>and</u> course evaluation: 5%

Projects 1 and 2 will be accompanied by a Topic Response Podcast (audio/video) file in which each student discusses the submitted project in reference to the literature covered as well as all relevant research and findings from prototyping, in-class activities and discussions. Project 3 will be accompanied by a conference format research paper to be presented at the Wellness Forum final showcase for the class, and students will be encouraged to submit the paper to design research and/or human-computer interaction conferences (Poster/Work-in-Progress/Late Breaking Work tracks) at the end of the semester. Guidance on conference submission and mentorship will be available to all students.

4) **20% Topic Response Podcasts (10% each):** how each of these reflect critical consideration of the module content, class discussions, and readings in relation to your project work. For each module that is listed in the syllabus, I ask you to reflect on the three main concepts, issues, ideas, etc. that stand out for you. You can incorporate these take-aways in the form of questions or quotes to anchor your podcast reflection/conversation/interview.

RULES AND CONDITIONS

Attendance
Full attendance of all classes is mandatory. Missed classes will mean that you will miss valuable information. Absences for health or other personal reasons need to be communicated to the instructor in advance. Frequent tardiness and unexcused absences will impact your final course grade.

Class-discussions
A significant part of this class will be devoted to discussion of the lecture topics and student submissions. You are encouraged to actively participate in all activities.

Assignments
All assignments need to be submitted on the day indicated in the course program. <u>Late submissions will not be accepted except if discussed and agreed upon by instructor before the submission date</u>.

Integrity
You are requested to abide by Northeastern University's Academic Integrity Policy, which you can read at: https://osccr.sites.northeastern.edu/academic-integrity-policy/

RECOMMENDED READINGS

Khan, A.I. Mysticism of Sound and Music Ch.16
Finnegan, R. Oral literature in Africa – Drum Language
Lakoff, G. Metaphors we live by;
Peck, S. The Different Drum;
How to save yourself from information overload
Silvia Sfligiotti, Why we need more somatic culture in design
Robert & Lesage (2011). Designing and Evaluating User Experience. A Human-Centered Design Approach
Kokomon Clottey (2018). Mindful Drumming