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### Native App UX with a Social Design Emphasis

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*CUNY City College*

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## Native App UX



Taught by: Katya Rozanova

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prerequisites: 29510 Electronic Design 1 and 39540 Design for the Web 1.

Office Hours: After class and by appointment.

Github link: <https://github.com/Rozanova/Native-App-UX-Course/blob/master/Syllabus.md>

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*"You can't use up creativity. The more you use, the more you have."*

~Maya Angelou

*"Even design centers are exposed to the complicity of the media, running the risk of failing to reach their original objective: to make a difference between design as intelligent problem solving and styling. After all, it is a question of a renaissance of the tradition of the Good Design Movement... The advocates of Good Design pursued socio-pedagogical objectives, while the life style centers of today pursue exclusively commercial and marketing aims to provide orientation for consumption patterns... "*

~Gui Bonsiepe. *Design and Democracy*.

### Course Description and Objectives

This course is designed to teach students how to design user experiences (UX) for native applications for mobile devices while considering what types of digital products can and should be put out into the world as tools for the day-to-day, as speculative art projects, or as forms of resistance to existing systems in place. The course focuses on usability heuristics, research (Human-Centered Design methodologies) and competitive analysis, information architecture, rapid prototyping and usability testing. Students will familiarize themselves with native UI elements in Apple and Android platforms, explore platform-agnostic UI, and design for one of the platforms of their choice. They will practice presenting and defending their design decisions. After an introduction to Human-Centered Design, Speculative Design, and Critical Design, students are encouraged to design critically whether for an experimental app that invites viewers to engage in dialogue about pressing social or environmental issues or for an app that is useful in our current daily routines.

### Things to bring to class:

 notebook &  pencil or  pen

### Tools we will use:

[Figma](#), a blog (like Tumblr or a blog of your choice), [Miro](#), are.na, pencils, paper.

### Projects:

Students will design an app that will fit in one of the following categories:

1. App as civic engagement tool.
2. Speculative app as design/art project to address potential future societal needs.
3. Critical app design as design/art project that critiques existing social and cultural systems.
4. Your choice, as long as it follows Human-Centered design guidelines.

**Readings/Videos/Materials we will use in class and for assignments:**

- [How to think differently about doing good as a creative person](#)
- [Adbuster - The Production Of Meaning \(Over-consumption\) \(1 of 2\)](#)
- [Why Design Thinking Matters](#)
- [The Shoshana Zuboff on surveillance capitalism](#)
- [AI & Ethics: Collaborative Activities for Designers](#)
- [IDEO Design Kit](#)
- [Product Designer Case Studies](#)
- [75 Instructive Design Case Studies](#)
- [Usability](#)
- [User Experience Design: Usability Testing](#)
- [User Experience Design : Remote vs. In-Person Usability Testing](#)
- [CreativeCommons](#)
- [The Design of Everyday Things](#)

**Optional and recommended readings and videos:**

- [Design and Democracy by Gui Boniepe](#)
- [Can Design Change Society](#) Gui Bonseipe on Design thinking - Watch from 29:00 - 33:40

**Assessment and grading**

Where applicable, all projects will be evaluated according to the following criteria in equal weight:

**Research and ideation:**

Whether and how much thought and investigation have been given toward a particular project in order to arrive at a clear and strong concept.

**Overall design and concept:**

Formal design quality and how well the piece meets the strategic goals of the project.

**Organization of content:**

Expression of visual hierarchy, clarity of communication.

**Execution and craft:**

How well the work meets professional standards, in terms of quality of resolution of images, spelling, and placement of correct native UI elements in the layout.

The degree of improvement in the quality of a student’s work over the course of the semester may also be considered in the evaluation of a final grade. Your final grade will be assessed according to the percentages below:

- Homework assignment completion.....50%
- Quality of work: .....15%
- Attendance: .....10%
- Participation: .....10%
- Final: .....15%

**General Policies including lateness/absence**

Students are expected to arrive in class on time and prepared to work for the entire class period. Although in-class work sessions are an integral component of this course, outside work on assignments will be required to meet project deadlines. Significant progress between classes is expected. Projects are due at the beginning of each class.

Candidates are expected to attend every class session of each course in which they are enrolled and to be on time. A candidate cannot receive credit for a course if absent more than two times. No distinction is made between excused and unexcused absences. An instructor may treat lateness as equivalent to absence. Per CCNY policy, an instructor has the right to drop a candidate from a course for excessive absences. The Registrar will enter a grade of WU.

Students who are absent are expected to find out from other students about what they missed in class as well as any assignments due, and make up the work. Students who are marked as Absent for more than two classes will have their final grades reduced by one full letter grade for each additional time they are marked Absent. For example, and A student who is marked as Absent three times will receive a final grade of B, one who is marked as Absent four times will receive a final grade of C, and so on. Students who are more than ten minutes late to class will be marked as Late. Students who are marked as Late five times will receive a one-quarter letter-grade reduction to their final grades. (For example, a student who would have been given an A as a final grade who is marked as Late five times will be given a final grade of A-). Students who are marked as Late more than five times will receive a one-quarter letter-grade reduction for each additional time they are marked as Late. (For example, that same student would be given a B+ if she were marked as Late six times, and a B if she were marked as Late seven times). Students who are marked as Late eight or more times will receive a grade of F for the course. A break will be designated in each class. Students are asked to refrain from leaving the classroom at any time other than that designated for the class break, except in cases of emergency. Students who fail to adhere to this policy repeatedly will be subject to a reduction in final grade.

Students who are more than ten minutes late returning from break will be marked as Late for the entire class.

Late assignments will be given a one-quarter letter grade reduction for each class they are late. Missing assignments will be given a grade of F.

Consideration will not be given for failure to produce work due to loss of data. Please back up your work. If you need information or assistance in setting up a backup system, please speak to Professor Hamilton.

### **Academic Integrity**

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Plagiarism is the act of presenting another person's ideas, research or writings as your own. More information is available at [http://sps.cuny.edu/acad\\_policies/acad\\_integrity.html](http://sps.cuny.edu/acad_policies/acad_integrity.html)

### **Class schedule (subject to change!)**

#### **Week 1**

##### **In-class:**

- Discussion of individual goals and design interests.
- Course introduction. (What is UX?)
- Syllabus review.
- Design theory review.
- Read together: Excerpts from Don Norman's classic [The Design of Everyday Things](#), which introduces the idea of user-centered design and the iterative design process. p. 187 - 189 (ending in "mutual support").
- Setting up blogs and are.na accounts, sharing emails and blogs with the instructor.

##### **HW:**

- Quick 2-3 paragraphs about potential app idea and interests based on the three options for class projects:
  1. App as civic engagement tool.
  2. Speculative app a design/art project to address potential future societal needs.
  3. Critical app design as design/art project that critiques existing social and cultural systems. Post to your blog and share blog.
  4. Your choice

- Read [How to think differently about doing good as a creative person](#)
- Start mood board on are.na for ideas (add at 3 - 4 inspirational items to start. What types of design do you like? It can be aesthetic choices or conceptually driven ones).
- Submit the are.na and blog links for homework.

## Week 2

### In-class:

- Students share ideas for apps and give each other feedback in groups.
  - Lecture: Inspiration Phase. Intro to Human-Centered Design methods. "User" (Participant) Interviews, "How might we" statements. [IDEO's Design Kit](#).
  - In-class activity:
  - come up with questions for both regular *user interviews* and *expert interviews* and start interviewing classmates. Come up with a "How might we" statement.
  - Discuss Arenyeka article.
  - Watch the video about design studios as cooperatives (from a speaker series that happened the semester prior in this class). [Partner and Partners](#). Discuss.
  - Watch a clip of [The Shoshana Zuboff on surveillance capitalism](#) together and discuss. Discuss Zuboff talk.
  - Use the "Monitoring to Correct Course" card from this deck [AI & Ethics: Collaborative Activities for Designers](#) and answer the following questions: 1. Describe two future scenarios—one best-case and one worst-case—that could impact your system through changes in input signals (data) and/or the humans participating.
2. What metrics could help you understand that your design is having unintended consequences? Select a key set of metrics to help you monitor progress early and often. Explore how you can build in safeguards, redundancies, or alerts to signal your design is no longer acting as intended.

### HW:

1. Interviews for your idea: Come up with questions for both regular participant [interviews](#) and [expert interviews](#). Blog it and submit the link as an assignment.
2. Frame the design challenge. In other words, come up with a ["How might we" statement](#). Blog it and submit the link as an assignment.

## Week 3

### In-class:

- Students present homework and get feedback from class.

- Lecture: "Ideation" phase begins, while still in "inspiration" phase also. Go over [personas](#), [journey maps](#), and [story boards](#).
- Go over Design Research guide together [Design Research For Everyday Projects - UX London](#)
- In-class activity: Craft Personas, journey maps, and storyboards for your project.

#### HW:

- Finish and refine personas, journey maps, and storyboards started in class. Post to blog.
- Continue collecting and documenting interviews. Interview a total of 10 people.
- Reach out to more experts to interview or follow up with ones already contacted.
- Post all relevant links(blog and/or are.na) to [Weekly Assignments document](#)

#### Week 4

##### In-class:

- Class Critique: Print storyboards, pin up, and critique a few 30 min
- Lecture: Intro to insights and solutions, features using paper prototype features (also Prott or POP).
- In-class activities: Insights and solutions. Features on paper (or Prott/POP) .
- Look over [Rapid Prototyping in the real world](#)
- User testing paper prototypes. Synthesizing research.
- Lecture: Secondary research & competitive analysis. Feature priority.

#### HW:

- Make updates to paper prototype and test on five more people. Summarize, record, and analyze your findings.
- Conduct secondary research about your topic. [Here's how](#).
- Use your findings from user testing and from your secondary research to inform your competitive analysis.
- Prioritize app features based on competitive analysis.
- Post all relevant links(blog and/or are.na)

#### Week 5

##### In-class:

- Class Critique: Students Present competitive analysis and features.
- Lecture: User goals, AI (user flows, site maps).

- In-class activity: User flows.

**HW:**

- Finish user flows, site maps.

**Week 6**

**In-class:**

- Lecture: Prototyping and usability techniques. (Figma or Adobe XD)
- Lecture: Accessibility. Go over: [National Council on Disability](#)
- Look over [usability testing](#)
- Watch [Usability Testing](#) and [User Experience Design : Remote vs. In-Person Usability Testing](#)
- In-class activity: Use Figma or Adobe XD to prototype the next iteration of the wireframes for testing.

**HW:**

- Finish user flows (primary and secondary)
- Create a site maps
- Wireframes (Wireflow)
- Update your problem statement if need be. [Persona name] needs a way to [user's need], because [insight].
- Post all relevant links(blog and/or are.na)

**Week 7**

**In-class:**

- Lecture: Usability heuristics. Hi-fi UI.
- Lecture: Go over togher: [Improving Users' Experience With Online SNAP and Medicaid Systems is short and a really nice way to illustrate how good UX and UI can make a bog difference on the day-to-day lives of citizens](#)

**HW:**

- HW: Evaluate your wireflow so far according to the usability heuristics rubric.

**Week 8**

**In-class:**

- Lecture: Native UI part 1
- In-class workshop: Choosing native UI that you need for your app.



- Watch: [Creative Commons](#).
- In-class workshop: Site maps

**HW:**

## **Week 9**

**In-class:**

- Lecture: Native UI (elevations, shadows, material design) part 2 and heuristics.
- In-class workshop: Choosing native UI that you need for your app. Build a tyle guide.

**HW:**

TBD

**(No Class. Classes follow Wednesday schedule)**

## **Week 10**

**In-class:**

- Lecture: Usability refresher
- In-class workshop: Usability testing.
- Lecture: Libraries, style guides.
- In-class workshop: Work session & one-on-ones

**HW:**

- Apply your takeaways from the usability testing sessions to your designs.
- Style guides
- Updated flows

## **Week 11**

**In-class:**

- Critique: Select students to get class critiques (first half),
- Lecture: Animations and prototyping continued. Case studies: Telling a story about your design process.
- Look over [Product Designer Case Studies](#) and [75 Instructive Design Case Studies](#)
- In-class workshop: One-on-ones during work session.

**HW:**

- Sign up for final presentations for either week 12 or 13.

- Finalize Style Guide and wires. Make sure app has high fi styles applied, even if still in progress. This means no more greyscale wireframes, placeholder images, app names, or placeholder icons.
- Put together a Design story about our process.

#### **Week 12**

- Critique: Share style guides.
- Final presentation and group critique part 2. Final Presentations of the journey showing insights and design pivots. Everyone trying everyone else's app on our phones!

#### **Week 13**

- Final presentation and group critique part 2. Final Presentations of the journey showing insights and design pivots. Everyone trying everyone else's app on our phones!