Program Quality Self-Assessment

G113 Interaction Design

Ontario College Advanced Diploma

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Review Year	2020-2021
MTCU code	69412

Part 1: Program Currency

As you embark on the Program Quality Self-Assessment process, the questions below will help you identify the overall status and needs of your program and your faculty team. These questions should also be helpful in facilitating discussions with your colleagues around what's working well, what might be improved and whether there are opportunities for Professional Development.

Your Program

Please *briefly* describe your program.

Interaction Design is an interdisciplinary field merging design skills such as user experience, interface development and visual design with coding fundamentals to create meaningful interfaces and experiences between the user and digital platforms such as social media, websites, wearables and mobile devices.

Modified by the psychological, social, economic and cultural factors that shape our present and future world, this ever-evolving field envisions new ways of human-computer interaction within systems, services, products, and spaces across multiple industries.

Throughout the Interaction Design program, students address such topics as mixed realities, immersive environments, usability, digital and physical interfaces, spatial relations and human factors. An emphasis on usability testing, research, collaboration, and real-world projects distinguishes this program from those of its GTA competitors.

Why do students choose this program?

The program is advertised as interdisciplinary—wider than just creating interfaces for websites and mobile applications. G113 includes courses like Cognitive Ergonomics and Human Computer Interaction with technology and complex systems. These elements are present in program marketing and highly visible to prospective students. G113 is advertised as an interaction design program. There may be value in further emphasizing in our marketing material the focus on the three pillars of holistic design: user experience design, user interface design, and front-end development.

The G113 program has a significant alumni network that acts as a promotional tool. The G113 alumni network (e.g., on LinkedIn) is vibrant and very supportive of the skills and knowledge this program provides. Graduates and employers recognize the high quality of the program and share this information on professional social media sites.

How do you ensure that your program is providing students with the skills, knowledge and behaviours they will need to find work in their field?

Students learn to design the systems and the processes of *tomorrow*. The program focuses on skills and knowledge that are current but also prescient, so that graduate skills are timely and germane to their field—allowing them to hit the ground running upon graduation. The program teaching team work together to ensure the courses are clearly interlinked and interdependent. For example, in Year 1 students are assigned to a project that will run for the entire semester. All professors are aware of the project brief so that they can integrate supporting exercises and skills development into their own courses. This type of project is replicated in Year 3 (semesters 5 and 6). Multiple courses support an unofficial ‘graduating project’ wherein students’ program and build content in all their courses in support of this interactive systems project. This wide-ranging real-world project mirrors the interactive design process.

Describe any significant challenges your program is facing.

To date, the most significant challenge the G113 program faces is meeting enrolment. We market the program in a different way from our competitors and our focus is interdisciplinary. G113 is more process and strategy oriented which has been a slightly harder market with recent high school graduates. A social media marketing campaign has recently launched to help prospective students visualize the kinds of skills they will gain from this program. The G113 team is monitoring the success of this campaign.

A second challenge is delivering the teaching of strategic processes and tools, rather than putting technology first. This is challenging because it requires the team to create curriculum that helps students understand why the program focuses on the learning the skills it does.

During which year/semester does your program experience the highest attrition? Why?

G113's highest attrition is between semester 2 and 3. It is typically at this point that students might decide the program is not what they are looking for. Some informal feedback has indicated students might leave because the program is more challenging, possibly due to the coding requirement, than they expected.

What quality monitoring process or data do you use?

The program team considers KPI results as well as results of the Student Feedback Questionnaire (SFQ). The faculty is also in frequent contact with the strategic advice of the Program Advisory Committee. The Program Coordinator also monitors Linked In to track employment success of G113 graduates and maintains ongoing contact to ensure connectivity to the School of Design community.

Total program hours? (Based on calculation by program coordinator and OAE liaison)

Sem 1=252 (includes COMM1007)
Sem 2=252 (includes 1 GNED)
Sem 3=252 (includes 1 GNED)
Sem 4=252 (includes 1 GNED)
Sem 5=252 (includes 1 GNED)
Sem 6=252
Field=120
Total program hours: 1632

Your Program Curriculum

What is the process for curriculum review within your program?

Program faculty treat curriculum currency as an ongoing process. The overall curriculum is discussed at every faculty meeting—once per semester—and at PAC meetings (twice a year). Curriculum is presented at these meetings and the team discusses all angles of curriculum currency. Changes would be agreed upon by the full team, as needed. G113 contains brand new curriculum, as the program's former code G103 and curriculum is being sunset. In June 2021 all remaining G103 students will have graduated. By September 2021, the curriculum will encapsulate all the new changes in full.

What is the process for reviewing your textbooks, classroom and on-line resources to ensure these are up to date and accessible?

The program coordinator reviews every course outline each semester. If change to materials or resources is required, the coordinator has a discussion with the course professor and the Chair respectively.

Thinking of the program as a whole, what proportion of course materials are available in formats that can be used by everyone (e.g., those using a screen reader, enlarged print, closed captioned, etc.)?" and response categories are:

- None
- Some
- Most
- All

In which ways do faculty embed Universal Design for Learning (UDL) principles into their course design?

While it may differ across courses, many professors are provided content in multiple formats. Some professors provide students with options on how they will be graded, so that they may choose an assessment format that best aligns with their learning strengths. Individuals (or teams) may also be given the option to grade themselves through peer assessments and reviews. Much of G113 curriculum is hands-on and applied. Projects are application-based and authentic in that they represent real-world applications.

Which of the following high impact pedagogical practices does your course curriculum incorporate? (Please provide specific course-based examples.)

1. First year seminars & experience, e.g., special activity such as field trip
    - Application-based projects are assigned in semester 1 and developed across all courses. E.g., Creating a design brief. Labs and experiential learning are incorporated in year 1 of the program.

2. Learning communities, e.g., integration of learning across courses; assignments graded by multiple professors across different courses.
    - See response to question 1 above.

3. Collaborative assignments and projects to build team and teamwork skills
    - Teamwork is integrated throughout the G113 program—use of collaborative tools and process including sprints, charettes, design jams, responding to design briefs. This allows students to learn to try and potential fail and learn from this, to begin again.

4. Writing intensive courses (not limited to COMM courses)
    - In the user experience related courses such as human factors, cognitive ergonomics and human computer interaction, students are asked to write extensively.

5. Research (can be as simple as having students research the careers they are preparing for)
    - Research is built into all courses except the hands-on, tool-based courses. Research is the starting point that kick starts all the process that follow in this discipline.

Where within your program does advising/mentoring of students take place?

Mentoring in G113 takes both formal and informal applications. Professors have regular check-ins with the students—for example, in the Visual Design course, there are one-on-one discussions with students approximately three times throughout the semester. The same is true in the Information Architecture and Information Design courses, as an example. Mentoring is formalized in the course outline. In the final year of the program (Semester 5 and 6) there are Portfolio courses that revolve extensively around mentorship and advising particularly as it pertains to working in the field.

If your program has recently undergone an external accreditation process, were any curriculum issues identified at that time, and how have they been addressed?

N/A

Emerging Trends

If new trends are emerging in your program's field, what impact do you anticipate these trends will have on your current program or curriculum, including new course development?

In 2018 this program changed MTCU codes (internal program code changed from G103 to G113). As a result of this change the curriculum has been updated to meet the requirements of the MTCU69412. Program curriculum has also updated in ways the discipline requires for currency and quality.

Twice yearly Program Advisory Committee (PAC) meetings and discussions with industry professionals and experts assist the program team with maintaining currency with ongoing changes and development in the discipline. The program coordinator shares this info with the faculty team following PAC meetings so that the whole team is in the loop. This ensures professors are aware of changes and adjustments they may need to make at the course level for currency reasons. The program coordinator reviews course outlines each semester to identify trends and elements of currency (including processes and tools) within the courses.

This approach appears to be working well. However, since the move to fully online delivery, and given the extra labour associated with this, some elements of the processes have slowed somewhat.

Your Program Pathways

Does your program have articulation or pathway agreements with other programs within or outside the college system? If so, please list them here.

Internally, a bridge program exists between G113 and G301 (degree program). Upon completion of Year 2 of G113, students may opt to bridge directly into Year 3 of G301, following the completion of a bridge semester (summer) focused on Digital Experience Design and research methodologies. Incoming bridge students must have a cumulative GPA of 3.2 to qualify for the bridge program. Graduates of G113 are also eligible to enter Year 3 of G301.

Does your program offer advanced standing entry to applicants who hold other credentials? If so, which credentials?

This does not happen often, but the program team is willing to assess individual cases on their own merits. There is one instance in the program's history of a student receiving advanced standing wherein an applicant with a bachelor's degree was granted direct entry to Year 2. However, George Brown systems were challenged by this and the work to make college records align with the advanced standing decision was difficult.

Are your program's graduates eligible for advanced standing entry to other programs? If so, which programs?

See above with respect to bridge opportunity between G113 and G301. Additionally, there has been at least one instance in which a G113 student who also had an earned bachelor opted to switch enrolment over to G412 Interactive Media Management.

Do your program's graduates typically enroll in higher-level credential programs here at George Brown? Elsewhere? Are credit transfer agreements in place to facilitate this?

See above.

Your Program Team

Who are the current members of your program's team (faculty/support staff/admin)? (Please list names, status (full-time/part-time) and credentials in the table below (add more rows as required).

Name/Job Title	FT/PT status	Credentials
Xavier Massé, coordinator and faculty	Partial load	xaviermassedesign.com
Jaroslaw Kucharczyk, faculty	Part Time	linkedin.com/in/jarekkucharczyk/
Stuart Duncan, faculty	Part Time	linkedin.com/in/stuart-duncan-b920b810/
Neil Hollands, faculty	Part Time	linkedin.com/in/neil-hollands-a838643/
Caitlin Plewes, faculty	Part Time	linkedin.com/in/caitlinplewes/
Izzy Rashid, faculty	Partial load	inkedin.com/in/izzy-rashid/
Ryan Silver, faculty	Part Time	linkedin.com/in/ryan-silver-050a0a1/
Beatriz Diaz, faculty	Part Time	linkedin.com/in/bea-diaz/
Jennifer Masters, faculty	Partial load	linkedin.com/in/jen-masters-5a13192a/
Hannah Carriere, faculty	Part Time	linkedin.com/in/hannah-carriere-7b06b921/
Neil van der King, faculty	Partial load	linkedin.com/in/neilvanderking/
Chris Kim, faculty	Partial load	linkedin.com/in/chriskkim/
Car Martin, faculty	Part Time	linkedin.com/in/car-martin-a5492a53/
Nastaran Dadashi, faculty, researcher, coordinator	Full time	linkedin.com/in/nastaran-dadashi/
Michelle Desgroseilliers, faculty	Partial load	linkedin.com/in/michelledesgroseilliers/
Hisham Ata, faculty	Part Time	linkedin.com/in/hishamata/
Shail Chibba, faculty	Partial load	linkedin.com/in/shailichibba/
Christopher Pandolfi, faculty	Partial load	linkedin.com/in/christopher-pandolfi-73705685/
Ahmet Kokulu	Part Time	linkedin.com/in/ahmetkokulu/
Yasamin Dadashi, faculty	Part Time	linkedin.com/in/yasamin-dadashi-0262a1b/
Rocco Panacci, faculty	Partial load	linkedin.com/in/rocco-panacci/
Jaewoo Shon, faculty	Part Time	linkedin.com/in/jaewoo-shon-74a68232/
Jesse Langille, faculty	Part Time	linkedin.com/in/jesselangille/

Professional Development

How does your program faculty maintain currency in your field/industry expertise? (e.g., external or internal professional development opportunities)

The coordinator shares information with full faculty team above with regards to internal professional development opportunities offered by the Teaching and Learning Exchange (TLX). This assisted professors with the move to fully online delivery. Coordinator regularly shares general best practices information with faculty team.

Additionally, professors who have taken external PD will share their learning with the rest of the faculty team. This is often done on MS Teams.

How does your program faculty maintain currency in teaching and learning? (e.g., external or internal professional development opportunities)

A number of faculty have found PD offerings from the TLX to be helpful, especially in relation to the move to fully online delivery.

How does your program faculty maintain currency in:

- **developing accessible course curriculum (learning outcomes/materials/activities/evaluation tools/universal design for learning)?**
- **the use of education technology?**

As indicated above, TLX offers a range of workshops and developmental opportunities in these areas, and a number of G113 faculty have been attending. Faculty share their learning experiences with others on the team, using a dedicated MS Teams folder.

Are there specific professional development opportunities that you think would be helpful to fill any identified gaps in your program (faculty knowledge/expertise, curriculum, teaching/learning)?

There are opportunities to find resources that will assist with program evolution, especially given current pandemic-related moves to more hybrid delivery. Universal design, UX/UI design integrating Machine Learning and AI principles, deeper knowledge of system design, and physical computing.

Strategy 2022 emphasizes the importance of industry partnerships.

How does your program connect with employers in your sector?

The Program Coordinator makes a point of hiring industry professionals (who are often employers) to join the faculty teaching team in the program. The coordinator is active on LinkedIn, as are employers and the program alumni. Employers regularly connect with the program via Linked In, and directly. Many G113 graduates are hired through this medium.

The Program Advisory Committee is 95% made up of industry professionals who are also employers.

Does your program hold events at which students can meet professionals in their chosen field and/or potential employers?

Prior to the pandemic-related shift to fully online delivery, G113 held year end shows and "industry afternoons". Currently, the year-end show is being delivered online. There may be an opportunity to use the Year 3 Portfolio courses as a vehicle for virtual industry events. The program coordinator is exploring this opportunity.

Does your program have an active Program Advisory Committee?

Yes.

How does the Program Advisory Committee assist/influence your program?

PAC meets twice yearly and is active in providing feedback on program curriculum and industry trends.

In which occupational areas do your program's graduates typically find employment?

G113 graduates typically find employment in the following areas:

- User Experience (UX) design and Research, Human Factors design and ergonomics prototyping.
- User Interface design, visualization and content creation (rich content design).
- Front-end development of interfaces—requires understanding of coding and of the 'bridges' between a system's front and back end.

Strategy 2022 emphasizes the importance of innovation within the curriculum.

How does your program promote innovation in curriculum design and delivery? Please describe any innovative curriculum or delivery methods within your program.

G113 is currently being delivered fully online due to the pandemic. However even prior to this, learning technology, innovative team projects involving Slack and Microsoft Teams, and well-developed capstones were in heavy use. Additionally, the program contains a studio lab project in which students work as teams to respond to a design brief to deliver physical and digital interactive installations. A recent example was our high profile 'bus stop design' project.

Across Year 3 (Semesters 5 and 6) students collaborate with peers on a senior, major project. Semester 5 includes research and conceptualization for the project and semester 6 prototyping and production. This real-world, hands-on, applied learning supports development of key employability skillsets and provides valuable engagement and experience for G113 students. Project results are exhibited publicly.

Inspired by successful UX curricular directions modelled by discipline leaders including IDEO, G113 is now integrating building-block activities (Lego, etc.) for fast prototyping using volume-based activities and ideation.

Looking beyond the pandemic shift to fully online learning, G113 can optimize hybrid course pedagogy through the adoption of a 'mini-studio' approach to course delivery. The physical classroom will be equipped with multiple cameras. Students who opt for face-to-face instruction can attend in person while students who prefer to access the program online will be provided with live, high quality simulcast online learning

Strategy 2022 emphasizes the importance of work integrated and experiential learning.

How does your program embed work integrated learning and experiential learning? Please describe (e.g., coop, field or clinical placements, applied research, capstone courses, apprenticeship, labs, shops, simulations, sector-related projects, etc.).

The G113 program uses a 3-pillar approach to embed WIL.

- First pillar is Field Education. Students who have created all the 'assets' required to effectively self-promote by the end of their Portfolio 1 course are eligible to skip Portfolio 2 in semester 6. Instead of taking Portfolio 2, these students apply to do a Field Placement (250-300 hours). Field placement is not mandatory in the program but students who meet the criteria for eligibility can participate. About 75-80% of students do take part in Field Placement.
- Second pillar is capstone projects. Capstones integrate authentic and experiential learning. In semesters 5/6 students participate with in support of design brief creation.
- Third pillar is research projects. Program coordinator maintains a strong relationship with Office of Research & Innovation to ensure G113 students gain entrance to a variety of research projects.

Field Education Checklist:

Included as Appendix A.

Describe the resources your program uses to link your students to Work Integrated Learning/field education experiences.

The industry liaison department supports G113 to ensure students are connected to Field Education and WIL experiences.

George Brown Strategic Initiatives: Internationalization and Sustainability

Internationalization

How does your program incorporate knowledge and skills relating to international and intercultural themes and practices? E.g.

- **Curriculum content that addresses intercultural issues/develops cultural competency**

Design and technology are highly internationalized fields. The curriculum of G113 is not tied to a specific culture and the skills and knowledge graduates leave with are intended to serve them across a global context. Going forward, the addition of a cultural competency-related learning outcome may be added to a target course.

- **Field placement experiences that develop cultural competency**

Some G113 students have secured internships with international companies which assists students in the development of cultural competency.

- **Faculty development experiences that develop cultural competency**

Not now. OAE liaison will follow up with TLX about whether cultural competency training webinars could in future be offered to interested faculty.

- **Global partnerships, global citizenship**

Some of G113's international partners include the following:
Interaction Design Association (IXDA)
Future. Innovation. Technology. Creativity. (FITC)
Registered Graphic Design Association (RGD)

G113 is also linked to other post-secondary institutions around the world. Charrettes are held with international education partners and G113 students participate in these.

Sustainability

How does your program incorporate knowledge and skills relating to sustainability themes and practices? E.g.

- **Environmental sustainability (including materials procurement/use/disposal practices and conceptual/analytical learning)**

Environmental sustainability is a key topic when students work on their physical installation project. Materials are discussed and selected based on sustainability metrics. From a digital standpoint, G113 students learn about "e-waste" stemming from the programmed obsolescence of devices. Students also discuss and learn about the digital waste trail associated with their own consumption and production of a digital footprint. For example, each personal social media post is linked to data farms storing this data, which consume vast amounts of energy. These topics are part of the G113 curriculum to ensure students leave the program with a thoughtful understanding of how their own choices, personally and professionally, touch upon environmental sustainability.

- **Social sustainability (including conflict resolution, human well-being, social equity and community building)**

Accessibility is a key topic in G113, as required by Ontario's Accessibility for Ontarians with Disabilities Act (AODA). The program is responding to this by trying to ensure all digital properties (websites, mobile apps) are fully accessible to all users regardless of ability. Faculty are aware of the need to emphasize accessibility, equity and fairness with respect to access to digital content. Students learn to consider carefully the equity notions that underlie access—that not all users have the same hardware, or broadband functionality.

- **Governance/economic sustainability (including opportunities for meaningful employment, achievement of sustainable economic growth, and fostering healthy local and national economies)**

G113 curriculum includes a focus on Artificial Intelligence (AI), which facilitates discussion of ethics, policy and law. This allows students to uncover and interrogate challenges with existing laws around data and privacy. Students leave the program with an understanding of ways in which current laws are limited.

Support from other GBC departments

Consider your program's experience receiving college-wide services and supports from other departments (such as Academic Excellence, Library and Learning Commons, Teaching & Learning Exchange, Finance, HR, Institutional Research, Marketing, ITS, ITAC, Registrar, Student Services, etc.). What is working well and what could be improved to better serve students and faculty in your program?

The program is receiving strong support from George Brown's marketing department to help bolster recruitment and enrollment.

The TLX has provided strong support especially during the pandemic to get professors ready for fully online delivery. Some G113 faculty have taken advantage of the TLX webinars designed to assist with the move to remote learning.

Students Services offers many supports however there may be a gap in terms of students' ability to find this information.

The Library Learning Commons reaches out yearly to update the booklist and needed resources and has been responsive in providing these.

G113 Interaction Design

Program Quality Self-Assessment

Part 2: Curriculum

This “Curriculum” portion of the Program Quality Self-Assessment contains three components: a review of the program’s vocational learning outcomes, a review of the course outlines, and the creation of both a program curriculum map and an EES distribution table. Issues identified during the curriculum review may inform recommendations around curriculum renewal.

Program Vocational Learning Outcome Review

Do you feel the current Ministry-approved Program Vocational Learning Outcomes (PVLO) are up to date? If not, what should change? What is missing? (If changes to PVLO are needed, your AE liaison can assist with PVLO revision and with securing external validation.)

Remarks:

PVLOs were revised in 2018 and remain current. No update required at this time.

Course Outline Review

Program Quality Review Self-Assessment includes review of a sample of course outlines. This is done by a curriculum specialist using a list of criteria for excellence in outcomes-based teaching and learning. Our criteria link to standards set by Ontario College Quality Assurance Service (OCQAS) and to identified George Brown strategic initiatives.

Remarks:

Based on analysis of 11 of 35 course outlines, G113 course outlines will benefit from revision to ensure course learning outcomes are clear, specific, measurable/observable and level-appropriate, and unique in each course. Essential Employability Skills integration can be reviewed as part of this process to determine which courses should embed which EES to ensure appropriate distribution EES across the program.

Instances in which course learning outcomes begin with difficult-to-measure verbs (understand, know) can be adjusted to ensure measurability.

Instances in which CLOs describe course assignments can be adjusted to ensure language describes the portable skill, knowledge or behaviour the student leaves the course with.

Full results of Course Outline Review appear in Appendix C (Click here)

Program Curriculum Map

Ontario's Ministry of Colleges and Universities requires that each program has an up-to-date curriculum map to verify alignment between course learning outcomes and Program Vocational Learning Outcomes. As part of the PQSA process, we will create a map linking your program's course outcomes with your program's vocational learning outcomes. The map will inform conversations about curriculum alignment and weighting in terms of course-level support for student achievement of program vocational learning outcomes. Mapping results may also inform conversations about the currency of program- and course-level learning outcomes.

Remarks:

Weighting

- PLOs 2 and 5 appear to have significantly more support at course level than other PLOs based on number of CLOs aligned.
- PLOs 3, 7 and 8 appear to have significantly less support at course level than other PLOs based on number of CLOs aligned.
- PLO 1 currently has 19 CLOs aligned however this number may lower when CLOs in INTR3006 & INTR3016 are adjusted to reflect program PLOs.

Missing courses

INTR3010, INTR3020 and INTR3030 were not available to map in May 2021 as CLOs for these courses are still being written. CLOs can be added to map when they are available.

Other

- INTR3002/3012 contain the same course learning outcomes. INTR3012 can be modified to show higher level requirement.
- INTR3006/3016 CLOs focus on personal professionalism skills—do not align to vocational PLOs.
- Instances in which courses contain the same CLOs (e.g., INTR3002/3012) can be reviewed and adjusted to differentiate skill level / criteria for performance in earlier versus later semester courses.

Full Program Curriculum Map appears in Appendix C (Click here)

G113 Program Quality Self-Assessment

Part 3: Data Analysis

As part of this Program Quality Self-Assessment, you have the opportunity to review and comment on program quality data: Key Performance Indicator (KPI) Capstone data and KPI Detailed Reports.

KPI Results

Your AE liaison will provide comparative KPI Capstone scores for your program and for selected competitor programs:

- Table 1 allows you to compare the admission requirements of your program with those of its competitors.
- Table 2 shows you how the program and its competitors scored on key Capstone questions.

We will also provide up to three years' worth of KPI Detailed Reports.

Note: The impact of the pandemic is not captured in the KPI data included in this program review, however, other data will certainly be reflective of it.

Comparative Capstone Results

Table 1, below, compares admission requirements for George Brown's program with those of identified competitor programs.

Table 1

Program	School	Admission Requirements
69412 Interaction Design G113	George Brown	•Ontario Secondary School Diploma (OSSD) or equivalent •Grade 12 English (C or U) •Application Questionnaire
60513 Web Design & Interactive Media 11511	Humber	• Ontario Secondary School Diploma (OSSD) or equivalent including these required courses: ○ Grade 12 English (ENG4C or ENG4U or equivalent) ○ Three Grade 11 or Grade 12 C, M or U courses in addition to those listed above

Based on the admission requirements in Table 1 above, how does your program compare with its competitor? If there are differences in admission requirements, might the differences affect students' experience of their program?

Coordinator's Comments:

The admission requirements do not appear to be significantly different.

Table 2

Comparative KPI Capstone data: Table 2 shows a 3-year average of KPI Capstone scores for G103/113 and one competitor program. The average comprises scores from 2016-17, 2018-19, 2019-20. George Brown's Interaction Design program compared with Humber's Web Design & Interactive Media program.

Program	Institution	Capstone 1 (Q13)	Capstone 2 (Q24)	Capstone 3 (Q39)	Capstone 4 (Q49)
69412 Interaction Design G113	George Brown	74%	59%	46%	66%
60513 Web Design & Interactive Media	Humber	86%	73%	53%	67%

Q13: Overall, your program is giving you knowledge and skills that will be useful in your future career
Q24: The overall quality of the learning experiences in this program
Q39: The overall quality of the facilities/resources in the college
Q49: The overall quality of the services in the college

Based on the Capstone scores in Table 2 above, how does your program compare with its competitor?

Coordinator's Comments:

George Brown's G113 Interaction Design program focuses less on tool use and more on design process skills. This has made the program a slightly 'harder sell' than some competitor programs that do focus more on digital tool use. G113 may need to build in a greater focus on applied skill development. The overall vision of George Brown's School of Design emphasizes not only tool use but also process, because this skillset will build their agility--allowing them to adapt to the constant change of this industry.

The image below breaks out G113's KPI Capstone results (in purple highlight, 3rd row from top) for 2019-2020, 2018-19 and 2017-18. The 2019-20 scores are slightly lower than last year's—please comment next to the prompt below on any factors you feel may have contributed to the change in the KPI Capstone scores.

						Results 2020						Results 2019					Results 2018				
		Change in KPI* 2020 vs 2019	KPI 2020	KPI 2019	KPI 2018	Q13 Knowledge and Skills	Q24 Learning Experiences	Q39 Quality of Services	Q49 Facilities/Resources	KPI 2020	N	Q13 Knowledge and Skills	Q24 Learning Experiences	Q39 Quality of Services	Q49 Facilities/Resources	KPI 2019	Q13 Knowledge and Skills	Q24 Learning Experiences	Q39 Quality of Services	Q49 Facilities/Resources	KPI 2018
College		**-1.0**	**72.0**	**72.9**	**71.5**	**84.2**	**75.2**	**59.6**	**68.9**	**72.0**	**10,297**	**84.7**	**76.2**	**61.3**	**69.5**	**72.9**	**82.0**	**73.0**	**60.4**	**70.6**	**71.5**
Centre for Arts, Design & Information Technology		**-2.2**	**71.2**	**73.4**	**69.0**	**82.9**	**71.0**	**58.8**	**71.9**	**71.2**	**1,943**	**85.2**	**76.5**	**60.8**	**71.2**	**73.4**	**80.6**	**69.7**	**56.5**	**69.0**	**69.0**
School of Design		**2.4**	**73.7**	**71.4**	**68.9**	**86.8**	**75.8**	**55.2**	**77.1**	**73.7**	**538**	**85.6**	**79.1**	**54.5**	**66.3**	**71.4**	**82.8**	**73.1**	**50.3**	**69.4**	**68.9**
G102	Graphic Design	7.4	75.2	67.8	67.4	89.2	79.7	55.4	76.6	75.2	231	85.3	77.7	52.6	55.8	67.8	84.8	73.5	47.1	64.1	67.4
G108	Art and Design Foundation	-13.3	71.0	84.3	70.5	83.9	71.4	57.1	71.4	71.0	56	91.0	91.0	68.5	86.5	84.3	77.3	68.2	56.1	80.3	70.5
G113	Interaction Design (previously G103	1.3	62.5	61.2	65.1	76.3	55.3	47.4	71.1	62.5	76	77.6	65.8	42.1	59.2	61.2	79.0	65.4	49.4	66.7	65.1
G119	Game - Art (previously G109)	3.9	78.3	74.3	77.0	89.7	81.3	58.9	83.2	78.3	107	89.2	80.2	53.2	74.8	74.3	87.5	80.7	59.1	80.7	77.0
G301	Honours Bachelor of Digital Experience Desig		75.0			75.0	83.3	66.7	75.0	75.0	12										
G401	Design Management	-8.7	73.4	82.1	55.0	87.5	68.8	56.3	81.3	73.4	16	100.0	85.7	78.6	64.3	82.1	60.0	80.0	40.0	40.0	55.0
G405	Digital Design - Game Design	0.3	79.2	78.8		91.7	75.0	66.7	83.3	79.2	12	84.6	84.6	61.5	84.6	78.8					
G407	Concept Art for Entertainment	-10.0	75.0	85.0	60.7	100.0	100.0	50.0	50.0	75.0	6	100.0	100.0	60.0	80.0	85.0	100.0	85.7	28.6	28.6	60.7
G412	Interactive Media Management	18.1	82.7	64.6	66.7	100.0	92.3	53.8	84.6	82.7	13	66.7	75.0	50.0	66.7	64.6	77.8	88.9	33.3	66.7	66.7
G414	Interdisciplinary Design Strategy	7.9	72.2	64.3	65.6	77.8	77.8	33.3	100.0	72.2	9	57.1	71.4	42.9	85.7	64.3	62.5	62.5	50.0	87.5	65.6

Coordinator's comments:

No specific student or program delivery issues arose in 2019-20 that might explain the dip in score for KPI question 24. It is possible the rollout of new curriculum aligned to the new (G113) program code caused some confusion for students who initially had been enrolled in G103 and contributed to these scores.

KPI Detailed Reports

Your Academic Excellence liaison will provide Detailed KPI Reports from the past 3 years. Data from 2017-18 are excluded due to labour disruption.

Date range: 2016-17, 2018-19, 2019-20

Coordinator's comments on Detailed KPI Reports:

The most recent student satisfaction result for G113 is 63%, which is the same as the average for this program's MTCU code (69412). It is a bit lower than the George Brown average student satisfaction score for 2019-20. For 2018-19 and 2016-17 the program was operating under a different internal and external code: G103, MTCU code 61900. Then, student satisfaction scores were 61% and 60% respectively. This was lower than the George Brown average and lower than the code average for the time in question.

Notably, G113 is now receiving slightly higher student satisfaction scores than G103 (program's old GB code) which is a positive indicator. However, in recent program history and during the program's changeover from old code (and old curriculum) to new, there was a group of students who expressed a higher degree of dissatisfaction than is typical for this program. Program team did its best to resolve these issues but communication challenges meant that there may have been a lack of clarity, for some students, on agreed upon solutions. The lower student satisfaction results above may reflect this cohort-specific issue.

Currently, the program is in the final stage of completing the changeover from G103 to G113. After this semester, the program will have completed the transition to G113 including full roll out of the accompanying new curriculum. The completion of the changeover is expected to result in higher student satisfaction and improved student satisfaction scores.

Accuracy of pre-requisite requirements as reflected in George Brown's database has now been addressed. This too should result in less confusion for students and an overall higher degree of program satisfaction.

G113 Interaction Design

Program Quality Self-Assessment

Part 4: Summary and Recommendations

Please summarize what you have discovered through the PQSA process. Next to "Strengths" and "Challenges" please describe and emphasize your programs' strengths—things that are working well, are innovative, etc.—as well as your program's particular challenges.

Please list as "Opportunities" specific things you feel could be of benefit to your students, industry partners, or faculty, but do not wish to consider as a full recommendation at this time.

Please list as "Recommendations" any change-oriented actions you feel have the potential to offer clear and immediate benefit to the program and its stakeholders. Each recommendation requires an implementation plan outlining projected resource requirements and timelines to completion.

Recommendations are placed into a college-wide accountability chain to ensure follow-through.

Student Experience

Strengths

- Emphasis on usability testing, research, collaboration and real-world projects distinguishes G113 from its GTA competitors.
- Program focuses on skills and knowledge that are current but also prescient, so that graduates do not find in 3 years that their skills are obsolete.
- Program team works together to ensure the courses are clearly interlinked and interdependent.
- Curriculum is hands-on and applied. Projects are application-based and authentic.
- Teamwork is integrated throughout the program—use of collaborative tools and process including sprints, charettes, design jams, responding to design briefs. This allows students to learn to try and potentially fail… and learn from THIS AND begin again.
- G113 is linked to post-secondary institutions around the world: G113 students participate in charrettes with international education partners.

Challenges

- Program is unlike its competitors in that it is design process-focused rather than tool focused.
- 2019-2020 key performance indicator results showed a drop in score for capstone question 24.
- Program team may need to build in a greater focus on applied skill development in order to address student perception of the overall learning experience.
- Most significant challenge is enrolment. G113 is process and strategy oriented which has been a slightly harder sell with recent high school graduates.
- Teaching team has created curriculum geared toward helping students understand why the program focuses on developing particular skills sets.
- G113's highest attrition is between semester 2 and 3. Some informal feedback has indicated students might leave because the program is more challenging than expected, possibly due to the coding requirement.

Opportunities

- Build in a *greater focus on applied skill development* in order to address student perception of the overall quality of the program's learning experiences.
- Consider feasibility of adding of a 2nd break week within each semester to address the different learner (and professor) fatigue points associated with fully online delivery.
- To optimize hybrid course pedagogy, adopt a 'mini-studio' approach to course delivery whereby physical classroom is equipped with multiple cameras. Students who opt for FACE-TO-FACE instruction can attend in person while students who prefer to access the program online will be provided with live, high quality simulcast online learning.

RECOMMENDATIONS

1. TO IMPROVE STUDENT FEEDBACK QUESTIONNAIRE RESPONSE RATE, PROFESSORS WILL PROVIDE STUDENTS APPROXIMATELY 15 MINUTES TO COMPLETE THE SFQS ON THEIR MOBILE PHONES DURING CLASS TIME.

IMPLEMENTATION PLAN: FACULTY WILL BE ASKED TO PROVIDE CLASS TIME (WHETHER ONLINE OR FACE TO FACE) FOR THE SFQ BEGINNING IN FALL 2021.

Faculty Experience

Strengths

- Coordinator shares information about professional development options with full faculty team. This includes internal professional development opportunities offered by the Teaching and Learning Exchange (TLX).
- Coordinator regularly shares general best practices information with faculty team.
- Professors who have taken external PD will share their learning with the rest of the faculty team--often done on MS Teams.

Challenges

- Integrating students who require specific accessibility accommodations has been a challenge in both face to face and online learning environments. There have been occasional requests for lighter workload but provision of light workload may extend study period beyond typical duration. Approximately 80% of semester 1 courses are prerequisite to semester 2 courses—and this continues throughout the program. This complicates provision of a lighter workload as it would likely mean students take longer than 5 years to finish the program.
- During the shift to fully online learning, G113 has seen an increasing number of students who do not submit final assignments 'on time' at end of semester. Faculty can assign a grade of incomplete ('INC') in these situations and allow an extra 4-5 weeks for students to hand in final work. On receipt of student's outstanding work, final grade is changed. This approach is effective about 5o% of the time. Some professors' availability status may have changed by the time this extra 4-5 weeks passes, which in turn can mean students do not meet the 4-5 week extension deadline. This would mean the INC grade is converted to an F.
- Competitor programs at Private Career Colleges (PCC) in Toronto are offering similar curriculum using a highly appealing and effective short-module delivery approach. For example, Brainstation and Bitmaker (PCCs) are using FLEXIBLE SHORT modules ('digital bootcamps') as a selling point for their UX and Interaction Design programs.

Opportunities

- Professional Development areas to focus on: Universal design, UX/UI design integrating Machine Learning and AI principles, deeper knowledge of system design, physical computing.
- To address challenge relating to on-time course completion, review possibility of reconstituting semester based delivery as short module delivery.

Recommendations

1. Pilot a modularized delivery *within* the semester based model whereby 3-5 week stand-alone curricular modules are nested within the current 15 week semester model.
Implementation plan: Pilot in one or more courses beginning in January 2022 and use results to inform next steps. Support from an OAE curriculum specialist may be required.
Timeline to completion: Mid 2022.

Curriculum

Strengths

- G113 has an active program advisory committee that provides feedback on program curriculum and industry trends.
- G113 is currently being delivered fully online due to the pandemic. However even prior to this, learning technology, innovative team projects involving Slack and Teams, and well-developed capstones were in heavy use.
- G113 curriculum includes a studio lab project in which students work as teams to respond to a design brief to deliver physical and digital interactive installations.
- Real-world, hands-on, applied learning supports development of key employability skillsets and provides valuable engagement and experience for G113 students.
- G113 is integrating building-block activities (Lego, etc.) for fast prototyping using volume-based activities and ideation.
- Program uses a 3-pillar approach to embed work integrated learning:
    - First pillar is Field Education. Field placement is not mandatory in the program but about 75-80% of students take part in 250-300 hour Field Placement.
    - Second pillar is capstone projects which integrate authentic and experiential learning.
    - Third pillar is research projects

Challenges

- Currently, advanced standing arrangement with G301 Bachelor of Digital Experience Design degree program is the same for both graduates of G113 and students of G113 who have completed 2 years of the program.
- Both groups are eligible for entry into year 3 of the degree program.
- Program team is interested in changing this so that graduates of G113 can proceed directly into year 4 of the degree program.

Opportunities

- Program team may wish to add a relevant *cultural competency* as a course learning outcome within an identified target course. OAE curriculum specialist would assist program team to do this in the year following completion of the program review.
- Explore opportunities for 'de-westernizing' course curriculum beginning with Design Culture course.

Recommendations

1. With support from Office of Academic Excellence, course outlines can be improved to ensure the following standards are met:

- clear, specific, unique and measurable course learning outcomes.
    - courses should contain unique CLOs (see INTR3002/3012).

  - CLOs should begin with measurable verbs (avoid 'understand', 'know').
  - CLOs should describe portable skills/knowledge/behaviours rather than assignments (see INTR3008).

- Planned, intentional distribution & integration of Essential Employability Skills across program.
- Number of CLOs per course aligns with course instructional hours (e.g., 7-10 instructional hours per CLO, or 4-6 CLOs in a 42 hr course).

Implementation plan: With support from a curriculum specialist, faculty can update course outlines to reflect above standards. EES distribution will be reviewed and confirmed with team.
Timeline to completion: Mid 2022.

2. With Support from Office of Academic Excellence, address issues identified through the curriculum map.

- Review weighting of support at course level for high support/low support PLOs.
- Address instances where CLOs relate to personal professionalism skills thus do not align to program vocational outcomes (INTR3006/3016).

Implementation plan: Coordinator and program team with support from curriculum specialist.
Timeline to completion: Mid 2022.

3. Undertake final review of G113 semesters' 5 and 6 curriculum and course outlines to complete the changeover from G103 to G113 curriculum.

Implementation plan: Coordinator will lead this work with support from OAE as required. Still outstanding are INTR3010, INTR3020 and INTR3022.
Timeline to completion: Late 2021.

Graduate Success

Strengths

- Professors are industry professionals (who are often also employers).
- Employers regularly connect with the program via Linked In.
- Many G113 graduates are hired through this medium.
- Year-end showcase of student projects offers significant value to graduating students. Currently and due to the pandemic, the year-end show is being delivered online.
- Graduate alumni are approaching the program to hire new graduates.

Challenges

- Currently, advanced standing arrangement with G301 Bachelor of Digital Experience Design degree program is the same for both graduates of G113 and students of G113 who have completed 2 years of the program.
- Both groups are eligible for entry into year 3 of the degree program.
- Program team is interested in changing this so that graduates of G113 can proceed directly into year 4 of the degree program.

Opportunities

- Possible opportunity to use semester 5/6 Portfolio courses as a vehicle for virtual industry events. Program coordinator is exploring this opportunity.
- Continue to review and discuss future possibilities for the advanced standing arrangement between G113 and G301 (Bachelor of Digital Experience Design) to provide fuller recognition of G113 graduates' skills and experience.
- Collaborate with G301 team to develop additional pathways for G113 graduates into G301.

Recommendations

N/A

College Services and Supports

Strengths

- Program team has a communicative and collaborative relationship with the Library liaison.
- Teaching and Learning Exchange (TLX) assisted professors with the pandemic-related move to fully online delivery.
- Labs at the new waterfront campus are a significant asset to the program and its students.

Challenges

- The program team anticipates getting back into the physical labs. In the interim due to fully online learning, there have been challenges getting remote access to the technology due to Virtual Privacy Network obstacles.

Opportunities

- Liaison librarian recommends the department keep the librarian apprised of PAC meetings and other initiatives that fall outside the specific program area needs, as needed.
- Liaison Librarian is happy to work with faculty to increase knowledge and use of use of Reading List Builder or CLEAR resources, as needed.
- Liaison librarian recommends an increased focus on online e-books-- many offer "unlimited user access" which is increasingly important during remote online teaching.
- Liaison librarian recommends a shift to Open Educational Resources (OER) where appropriate and possible; program can contact the librarian for support.
- Previously, a student received advanced standing (direct entry to year 2 of G113) based on having an earned BACHELOR'S degree. However, college systems were challenged by this, and much of the 'back end' work to make college records align with the advanced standing decision had to be undertaken manually. As there will likely be future applicants with the same PLAR request, it will be important to ensure college systems can accommodate these kinds of advanced standing arrangements.
- With support from G113 Marketing liaison, review language in current program marketing material with a view to ensuring sufficient emphasis on the three pillars of holistic design within the context of interaction design: user experience design, user interface design, and front-end development.

Recommendations

1. Expand technology library to benefit learners through access to wearable technology and other devices.

Implementation plan: Collaborate with Operations Manager Gary Hanrahan to select and obtain an inventory of items including a supply of wearables (faculty input to G. Hanrahan required). To be

STORED IN ACCESSIBLE LOCATION AND REPLENISHED AS NEED YEARLY. BUDGET APPROXIMATELY $10,000 AND $1500 EVERY YEAR AFTER.
TIMELINE TO COMPLETION: LATE 2022.

Appendix A

Field Education Best Practices Self Audit Checklist

G113 Interaction Design

Please indicate the extent to which the field education experience in your program incorporates each of the following best practices. If the practice is partially implemented or not implemented please include a brief explanatory note in the far-right column.

Best Practices	Fully Imple-mented	Partially Imple-mented	Not Imple-mented	Comments
1. The minimum number of field education courses per program is established at one course per program.	YES			G103/113 Portfolio 2 INTR3016
2. The minimum standard for a field education course at GBC is established at 100 hours in length.	YES			120 Hours
3. Teaching and learning methods are primarily experiential and involve students having direct and indirect contact and interaction with clients and community members/stakeholders.	YES			Direct involvement with members of industry in studio (remote during pandemic)
4. Minimum prerequisite levels of student knowledge, skills, abilities, proficiencies, competencies in relevant areas are specified and related to the requirements of the course (e.g., Pre-placement English language skills benchmarks (including speaking & listening) established.	YES			G103/113 Portfolio 1 INTR 3006 Pass with B-
5. Students are required to complete their pre-placement requirements. (Health record, police check, course work etc.).				NOT REQUIRED
6. A written evaluation tool/guideline provided for evaluating student performance is structured from the knowledge, skills and competencies identified in the **course outline learning outcomes.**	YES			Packaged prepared for students and employers

Best Practices	Fully Imple-mented	Partially Imple-mented	Not Imple-mented	Comments
7. Methods of evaluation are outlined and include a minimum of one written evaluation. (To be completed by the supervising field placement staff or GBC staff)	YES			Packaged prepared for students and employers
8. Student assignments include a reflective self-assessment component which may be paper based, online, or occur in a concurrent integrative seminar course.	YES			
9. Every student and employer has contact a minimum of three times during the experience: onset; mid-experience, and the end of the experience.			Not Impleme nted	Resources are not available for site visits.
10. Final evaluation of student performance results in awarding an academic credit of either a Pass/Fail or Letter Grade.	YES			Letter Grade
11. Field education coordination (FEC) are assigned within job descriptions with the minimum number of hours TBD. FEC duties might include: • Preparation of course materials such as course outlines and evaluation tools • Recruitment of employer placements • Processing student applications • Matching students with employers • Supervision of students in a variety of locations • Facilitating on-line discussions • *Evaluation* of the course	YES			
12. Annually recognize the important contribution made by each employer to student learning (e.g., thank you letter; social event; student award to selected employers).			Nothing formal currently impleme nted	Resources not available for formal thank you to employers
13. Field placement selection is based on identified student knowledge and skill, and employer-identified opportunities.	YES			

Best Practices	Fully Imple-mented	Partially Imple-mented	Not Imple-mented	Comments
14. The placement is committed to training and supervising students and supports the goal of the field learning experience.	YES			
15. The employer provides an adequate number of appropriate staff to support students	YES			
16. The employer understands what the students are supposed to learn based on outcomes identified by the college program and may identify the minimum knowledge and skill they expect of a student placed in their setting.	YES			
17. The employer provides written feedback on every student's performance and on the field education experience.	YES			Employer feedback a part of the student evaluation process
18. The program has a well-developed set of policies and procedures that addresses issues related to the early termination and removal of the student from the field placement.	YES			All instructions and policies included in student packages and communicated through class lectures. Package a working document to ensure that new program and/or college policies are addressed.

Appendix B

Library Learning Commons (LLC) Program Review for Certificate, Diploma, Advanced Diploma, and Graduate Certificate Programs

Program Under Review: G113 Interaction Design
Program Chair: Ana Rita Morais
Program Coodinator: Xavier Massé
Liaison Librarian: Corinne Abba

The LLC delivers research support, develops collections and services to facilitate learning and teaching by:

- providing research help in various formats (e.g., chat, in-person drop in, and customized programs) and delivering formal research instruction
- collaborating with programs to support faculty teaching and scholarship
- developing and sustaining quality collections and services
- providing well equipped learning spaces (technology, furniture, etc.)
- developing a robust technology infrastructure and technical support

This review provides evidence of the collaboration between the program and the LLC related to the areas above and identifies gaps in these areas

Library Research Instruction
Librarians provide instruction regarding research strategies and the use of subject and general resources to support course work.

Course Code	Course Name	Comments
COMM 1007	College English	Semester 1: An introduction to research skills and library resources
GNED	General Education	Optional sessions, depending on topics under General Education

Recommendation: The librarian is happy with the current instruction schedule for this program and will respond to any additional requests, as needed.

Program Collaboration with the LLC
The program involves the Librarian in curriculum development and other relevant activities, to ensure that the library resources and services reflect teaching and learning needs. The following activities provide evidence of this collaboration:

1. The Librarian is included in faculty meetings, PAC meetings, curriculum development and other program academic initiatives.
X Yes
o No
Recommendation: Most communications are conducted via email. The librarian is occasionally included in School of Design meetings but is not always invited to PAC or curriculum development meetings. It is recommended that the department keep the librarian apprised of PAC meetings and other initiatives that fall outside the specific program area needs, as needed.

Developing and sustaining quality collections and services
The following assesses communication regarding collections and the quality and depth of collections to identify gaps:

1. The program provides the Librarian with book lists and identifies reserve materials in advance with sufficient lead time for purchase and processing.

X Yes
o No
Recommendation: The program actively responds to liaison librarian's call for textbook purchases and provides the librarian with a purchase list and/or other in-demand titles in advance. The liaison librarian recommends a focus on our online ebook collections for content, which include many ebooks with "unlimited user access" which is increasingly important during remote online teaching which reduces access to print materials such as reserve textbooks. Also recommends a shift to OER resources where appropriate and possible; the program is encouraged to contact the librarian for support.

2. The program consults with the Liaison Librarian via various channels to share information about collection needs.

X Yes
o No

Recommendation: The liaison librarian and faculty members discuss collection needs on an ad hoc basis.

3. The program collaborates with the Librarian to keep the collection current by regularly reviewing titles and recommending items for discard.

X Yes
o No

Recommendation: With the transition to Daniels campus, the library went through a detailed review of materials, in consultation with School of Design faculty. The liaison librarian also continues to weed older and unused materials from the collection, under the direction of library management. The librarian continues to consult with the program area to assess impact, as needed.

4. Faculty are aware of and use library applications in Blackboard such as Reading List Builder and CLEAR to makes course readings accessible.

o Yes
X No

Recommendation: The librarian is not aware of any current use of Reading List Builder or CLEAR, but is happy to work with faculty to increase knowledge and use of these resources, as needed.

Technology and Learning Space

1. The program makes the LLC aware of technology needs and space requirements so that the library can make software/hardware available and designs learning spaces to accommodate coursework.

X Yes
o No

Recommendation: The librarian encourages the program area to follow up when any additional programs/needs arise.

Suggestions for Continued Collaboration
Please list any additional comments or recommendations that could improve the collaboration between the program and the library.
N/A.

Signatures below indicate that the LLC has reviewed program collaboration and assessed collection, services and other provisions.

Date: 6 November 2020

Signature: 
Corinne Abba, Liaison Librarian

Date: 9 November 2020

Signature: 
Colin Fitzsimons, Director, Academic Services and Learning Resources

Appendix C

Curriculum Documents

COMMS - Course Learning Outcome/Program Learning Outcome Program Summary

Program Name: Interaction Design
Program Code: G113
Academic Year: 2021-2022
Date Generated: 5/28/2021 12:41:05 PM

Map analysis

Weighting:
PLOs 2 and 5 appear to have significantly more support at course level than other PLOs based on number of CLOs aligned.
PLOs 3, 7 and 8 appear to have significantly less support at course level than other PLOs based on number of CLOs aligned.
PLO 1 currently has 19 CLOs aligned however this number may lower when CLOs in INTR3006 & INTR3016 are adjusted to reflect program PLOs.
Missing courses:
INTR3010, INTR3020 and INTR3022 were not available to map in May 2021 as CLOs for these year 3 courses are still being written. When CLOs are available they can be added to the map.

Level Legend

Semester 1
Semester 2
Semester 3
Semester 4
Semester 5
Semester 6

					Number of CLOs aligned to this PLO	Remarks
PLO 1 - Collaborate in a team environment with various stakeholders to design multi-disciplinary products and services.					19	
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
1	1	INTR1003	VISUAL DESIGN	CLO3 - Utilize conceptual design terminology within an interactive design project.		
1	1	INTR1005	TECHNICAL DRAWING 1	CLO3 - Use drawing terminologies as they apply to the communication of ideas and designs		
1	3	INTR2002	INTERFACE DEVELOPMENT 1	CLO4 - Work collaboratively to solve, both technical and design, challenges.		
1	4	INTR2012	INTERFACE DEVELOPMENT 2	CLO4 - Work collaboratively to solve, both technical and design, challenges.		
1	4	INTR2013	PHYSICAL INTERFACES	CLO4 - Self evaluate and log individual and team progress in a digital format as a record of performance and project participation.		
1	4	INTR2016	DESIGN PROCESS & MANAGEMENT	CLO 2- Know the different roles of an interaction design team, and why they are necessary.		
1	5	INTR3006	PORTFOLIO 1	CLO1 - Assess the Interaction Design field as it relates to job opportunities and requirements needed to find employment.		
1	5	INTR3006	PORTFOLIO 1	CLO2 - Start the development of a personal brand that will be used to promote your skillset to future employers.		
1	5	INTR3006	PORTFOLIO 1	CLO3 - Prepare for the Interview process with the skills learned in the course.		
1	5	INTR3006	PORTFOLIO 1	CLO4 - Plan a personal digital porfolio.		
1	5	INTR3008	INTERACTIVE SYSTEMS PROJECT 1	CLO1 -Respond and build on the project brief provided to you.		
1	5	INTR3008	INTERACTIVE SYSTEMS PROJECT 1	CLO2 - Produce the relevant assets in a timely manner as per brief requirements.		
1	5	INTR3008	INTERACTIVE SYSTEMS PROJECT 1	CLO3 - Develop and utilize a series of system mapping tools to assist in meeting the goals and objectives of the brief.		
1	5	INTR3008	INTERACTIVE SYSTEMS PROJECT 1	CLO4 - Conduct meetings and meet deadlines outlined in the brief.		
1	5	INTR3008	INTERACTIVE SYSTEMS PROJECT 1	CLO5 - Manage the project from beginning to end.		

					Number of CLOs aligned to this PLO	Remarks
PLO 2 - Apply the appropriate tools that allow for designing, building, visualizing, and programming digital interactive experiences.					37	More than 30 CLOs aligned to this PLO. Team can assess
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
2	1	INTR1001	2D VISUALIZATION	CLO3 - Evaluate and apply different tools and techniques to create compelling 2D designs.		
2	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO5 - Apply organization, labelling, navigation and search systems to a web-based UI.		
2	1	INTR1003	VISUAL DESIGN	CLO1 - Demonstrate visual design techniques and visual theories as applicable in design projects.		
2	1	INTR1003	VISUAL DESIGN	CLO4 - Understand the process associated with visual design projects.		
2	1	INTR1006	INTERACTIVE SYSTEMS	CLO1 - Develop an introductory understanding of computer systems components across a range of devices.		
2	1	INTR1006	INTERACTIVE SYSTEMS	CLO4 - Recognize the capabilities and limitations of emerging technologies.		
2	2	INTR1011	3D VISUALIZATION 1	CLO1 - Develop a fundamental understanding of 3D Animation.		
2	2	INTR1011	3D VISUALIZATION 1	CLO2 - Use practical examples in applying 3D Visualization techniques as it applies to motion.		
2	2	INTR1011	3D VISUALIZATION 1	CLO3 - Apply 3D animation techniques in developing design prototypes.		
2	2	INTR1012	INFORMATION ARCHITECTURE 2	CLO1 - Apply semantic markup to learned content development skills		
2	2	INTR1012	INFORMATION ARCHITECTURE 2	CLO2 - Master fundamental layout styling techniques to build robust web and application prototypes		
2	2	INTR1012	INFORMATION ARCHITECTURE 2	CLO3 - Obtain a fundamental understanding of various devices and responsive design		
2	2	INTR1015	TECHNICAL DRAWING 2	CLO1 - Visualize messages and ideas through digital drawing		
2	2	INTR1015	TECHNICAL DRAWING 2	CLO2 - Identify 2D and 3D digital drawing techniques		
2	2	INTR1015	TECHNICAL DRAWING 2	CLO3 - Apply digital drawing techniques to create a digital object as per product requirements		
2	2	INTR1015	TECHNICAL DRAWING 2	CLO4 - Implement advanced colouring and polishing techniques involved in the final rendered product.		

2	3	INTR2001	3D VISUALIZATION 2	CLO2 - Establish 3D visualization techniques as it applies to virtual environments & ecommerce.		
2	3	INTR2001	3D VISUALIZATION 2	CLO3 - Apply 3D modeling, texturing & lighting techniques in developing design prototypes for XR.		
2	3	INTR2002	INTERFACE DEVELOPMENT 1	CLO2 - Use a variety of tools to create interactive environments.		
2	3	INTR2002	INTERFACE DEVELOPMENT 1	CLO3 - Use digital software / rapid prototyping to create a visualization / simulation of the product or service.		
2	4	INTR2011	3D VISUALIZATION 3	CLO1 - Design and animate 3D graphics.		
2	4	INTR2011	3D VISUALIZATION 3	CLO4 - Identify and produce film and television narrative with VFX, editing and animation.		
2	4	INTR2012	INTERFACE DEVELOPMENT 2	CLO1 - Dynamically manipulating the Document Object Model to improve user interface.		
2	4	INTR2012	INTERFACE DEVELOPMENT 2	CLO2 - Use a variety of tools to create interactive environments.		
2	4	INTR2012	INTERFACE DEVELOPMENT 2	CLO3 - Use digital software / rapid prototyping to create a visualization / simulation of the product or service.		

2	5	INTR3002	DEVICE DEVELOPMENT 1	CLO1 - Discuss the role that frameworks play in Interactive experiences.		
2	5	INTR3002	DEVICE DEVELOPMENT 1	CLO2 - Asses the components needed to deliver data driven Interactive experiences.		
2	5	INTR3002	DEVICE DEVELOPMENT 1	CLO3 - Develop an Interactive experience project according to stakeholders' feedback.		
2	5	INTR3002	DEVICE DEVELOPMENT 1	CLO4 - Justify to stakeholders the decision made in the development of an Interactive experience.		
2	5	INTR3013	HUMAN COMPUTER INTERACTION	CLO1 - Identify Human Computer Interaction issues of relevance to trends in user experience design.		
2	5	INTR3013	HUMAN COMPUTER INTERACTION	CLO2 - Summarize and prioritize relevant HCI issues of importance to technological trends and its timely requirements.		
2	5	INTR3013	HUMAN COMPUTER INTERACTION	CLO3 - Explain success and failure of domain specific case studies from HCI perspective.		
2	5	INTR3013	HUMAN COMPUTER INTERACTION	CLO4 - Assess the application of HCI in everyday design.		
2	6	INTR3012	DEVICE DEVELOPMENT 2	CLO1 - Discuss the role that frameworks plays in Interactive experiences.		
2	6	INTR3012	DEVICE DEVELOPMENT 2	CLO2 - Asses the components needed to deliver data driven Interactive experiences.		
2	6	INTR3012	DEVICE DEVELOPMENT 2	CLO3 - Develop an Interactive experience project according to stakeholders feedback.		
2	6	INTR3012	DEVICE DEVELOPMENT 2	CLO4 - Justify to stakeholders the decisions made in the development of an Interactive experience.		

					Number of CLOs aligned to this PLO	Remarks
PLO 3 - Assess the requirements of a complex interactive media project.					9	Fewer than 10 CLOs aligned to this PLO. Team can assess whether this level
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
3	1	INTR1001	2D VISUALIZATION	CLO2 - Analyse and apply 2D design fundamentals theory to create design components that address relevant concepts.		
3	3	INTR2003	COMMUNICATING DESIGN	CLO1 - Become familiar with the concept and process involved with communicating and planning an interactive design project.		
3	3	INTR2003	COMMUNICATING DESIGN	CLO2 - Elicit characteristics of potential clients and users to be projected within the design.		
3	3	INTR2003	COMMUNICATING DESIGN	CLO4 - Understand and apply principles associated with market requirements to contemporary design.		
3	4	INTR2013	PHYSICAL INTERFACES	CLO4 - Self evaluate and log individual and team progress in a digital format as a record of performance and project participation.		
3	4	INTR2016	DESIGN PROCESS & MANAGEMENT	CLO 5- Create design process and management deliverables such as briefs, design research plans & timelines.		
3	6	INTR3018	INTERACTIVE SYSTEMS PROJ. 2	CLO1 - Analyze the impacts on how the design of new services affects the world		
3	6	INTR3018	INTERACTIVE SYSTEMS PROJ. 2	CLO2 - Evaluate how systems design can be used to solve complex, real-world problems.		
3	6	INTR3018	INTERACTIVE SYSTEMS PROJ. 2	CLO3 - Create concepts that can be transformed into prototypes.		

					Number of CLOs aligned to this PLO	Remarks
PLO 4 - Plan the development and execution of an interaction design project in response to resource and budgetary requirements.					10	
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
4	1	INTR1001	2D VISUALIZATION	CLO1 - Build conceptual thinking skills to generate design ideas and opportunities.		
4	1	INTR1001	2D VISUALIZATION	CLO4 - Evaluate and apply an adequate workflow in the completion of client-based projects.		
4	3	INTR2003	COMMUNICATING DESIGN	CLO1 - Become familiar with the concept and process involved with communicating and planning an interactive design project.		
4	3	INTR2003	COMMUNICATING DESIGN	CLO2 - Elicit characteristics of potential clients and users to be projected within the design.		
4	3	INTR2003	COMMUNICATING DESIGN	CLO3 - Implement a platform for conveying the design idea to the client.		
4	3	INTR2003	COMMUNICATING DESIGN	CLO4 - Understand and apply principles associated with market requirements to contemporary design.		
4	4	INTR2016	DESIGN PROCESS & MANAGEMENT	CLO 1- Understand the different steps in the design process, different approaches to managing design projects, and various design research methods.		
4	4	INTR2016	DESIGN PROCESS & MANAGEMENT	CLO 3- Understand the difference between Agile & Waterfall-based project management approaches, and why they apply to different design challenge scenarios.		
4	4	INTR2016	DESIGN PROCESS & MANAGEMENT	CLO 4- Create their own project plans, select methods, choose management approaches and propose design teams in response to a design challenge.		
4	4	INTR2016	DESIGN PROCESS & MANAGEMENT	CLO 5- Create design process and management deliverables such as briefs, design research plans & timelines.		

					Number of CLOs aligned to this PLO	Remarks
PLO 5 - Design a complex media project (interface, navigation, graphics, text treatment) using best practice design and development principles, and applying conceptual and theoretical frameworks.					45	More than 30 CLOs aligned to this PLO. Team can assess whether this level
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
5	1	INTR1001	2D VISUALIZATION	CLO1 - Build conceptual thinking skills to generate design ideas and opportunities.		
5	1	INTR1001	2D VISUALIZATION	CLO2 - Analyse and apply 2D design fundamentals theory to create design components that address relevant concepts.		
5	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO1 - Identify principles and processes of Information Architecture (IA).		
5	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO2 - Define the four components of IA (organize, label, navigate, search).		
5	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO5 - Apply organization, labelling, navigation and search systems to a web-based UI.		
5	1	INTR1003	VISUAL DESIGN	CLO1 - Demonstrate visual design techniques and visual theories as applicable in design projects.		
5	1	INTR1003	VISUAL DESIGN	CLO2 - Demonstrate a fundamental understanding of design principles.		
5	1	INTR1003	VISUAL DESIGN	CLO5 - Embed creative thinking and problem solving approaches within a visual design project.		
5	1	INTR1005	TECHNICAL DRAWING 1	CLO1 - Demonstrate a basic comfort and facility in sketching		
5	1	INTR1005	TECHNICAL DRAWING 1	CLO2 - Visualize ideas and concepts through hand drawing		
5	1	INTR1005	TECHNICAL DRAWING 1	CLO4 - Identify and employ 2D and 3D drawing techniques		
5	1	INTR1005	TECHNICAL DRAWING 1	CLO5 - Produce basic technical drawings for products and packages		

5	2	INTR1011	3D VISUALIZATION 1	CLO1 - Develop a fundamental understanding of 3D Animation.		
5	2	INTR1011	3D VISUALIZATION 1	CLO2 - Use practical examples in applying 3D Visualization techniques as it applies to motion.		
5	2	INTR1011	3D VISUALIZATION 1	CLO3 - Apply 3D animation techniques in developing design prototypes.		
5	2	INTR1011	3D VISUALIZATION 1	CLO4 - Utilized creative thinking in designing Interactive Interfaces.		
5	2	INTR1012	INFORMATION ARCHITECTURE 2	CLO1 - Apply semantic markup to learned content development skills		
5	2	INTR1012	INFORMATION ARCHITECTURE 2	CLO2 - Master fundamental layout styling techniques to build robust web and application prototypes		
5	2	INTR1012	INFORMATION ARCHITECTURE 2	CLO3 - Obtain a fundamental understanding of various devices and responsive design		
5	2	INTR1013	INFORMATION DESIGN	CLO1 - Obtain a fundamental understanding of system concepts and information complexity as a design constrain.		
5	2	INTR1013	INFORMATION DESIGN	CLO2 - Become familiar with common approaches adapted to deal with information complexity (e.g. human center approach, visual information design methodologies)		
5	2	INTR2004	USABILITY TESTING	CLO1 - Explain key usability testing concepts.		
5	2	INTR2004	USABILITY TESTING	CLO3 - Plan usability testing for a selected interactive interface.		
5	3	INTR2001	3D VISUALIZATION 2	CLO1 - Develop an intermediate understanding of 3D Modeling & texturing.		
5	3	INTR2003	COMMUNICATING DESIGN	CLO3 - Implement a platform for conveying the design idea to the client.		
5	3	INTR2005	BRAND. & MARKTING STRATEGIES	CLO1 - Develop a fundamental understanding of “Brand” as a concept to convey design ideas.		
5	3	INTR2005	BRAND. & MARKTING STRATEGIES	CLO3 - Utilize the design techniques in the creation of a brand.		
5	3	INTR2005	BRAND. & MARKTING STRATEGIES	CLO4 - Facilitate critical thinking required for branding within the design process.		
5	3	INTR2005	BRAND. & MARKTING STRATEGIES	CLO5 - Evaluate brand elements through review of existing case studies.		

5	4	INTR2011	3D VISUALIZATION 3	CLO1 - Design and animate 3D graphics.		
5	4	INTR2011	3D VISUALIZATION 3	CLO3 - Design and produce simulated interactive content with compositing and visual effects.		
5	4	INTR2016	DESIGN PROCESS & MANAGEMENT	CLO 2- Know the different roles of an interaction design team, and why they are necessary.		
5	4	INTR3004	ERGONOMICS IN DESIGN	CLO1 - Identify main principles of ergonomics in interactive systems design.		
5	4	INTR3004	ERGONOMICS IN DESIGN	CLO2 - Investigate physical ergonomics issues associated with design of interactive systems.		
5	4	INTR3004	ERGONOMICS IN DESIGN	CLO3 - Examine organizational ergonomics considerations of relevance to different work environments.		
5	4	INTR3004	ERGONOMICS IN DESIGN	CLO4 - Identify environmental ergonomic factors.		
5	4	INTR3004	ERGONOMICS IN DESIGN	CLO5 - Discuss real ergonomics case studies highlighting applications of ergonomics (Physical, Cognitive and Organizational ergonomics).		
5	5	INTR3002	DEVICE DEVELOPMENT 1	CLO1 - Discuss the role that frameworks play in Interactive experiences.		
5	5	INTR3002	DEVICE DEVELOPMENT 1	CLO2 - Asses the components needed to deliver data driven Interactive experiences.		
5	5	INTR3002	DEVICE DEVELOPMENT 1	CLO3 - Develop an Interactive experience project according to stakeholders' feedback.		
5	5	INTR3002	DEVICE DEVELOPMENT 1	CLO4 - Justify to stakeholders the decision made in the development of an Interactive experience.		
5	6	INTR3012	DEVICE DEVELOPMENT 2	CLO1 - Discuss the role that frameworks plays in Interactive experiences.		
5	6	INTR3012	DEVICE DEVELOPMENT 2	CLO2 - Asses the components needed to deliver data driven Interactive experiences.		
5	6	INTR3012	DEVICE DEVELOPMENT 2	CLO3 - Develop an Interactive experience project according to stakeholders feedback.		
5	6	INTR3012	DEVICE DEVELOPMENT 2	CLO4 - Justify to stakeholders the decisions made in the development of an Interactive experience.		

PLO 6 - Make interactive products, environments, systems and services using appropriate technologies, materials, and manufacturing methods.					Number of CLOs aligned to this PLO	Remarks
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	20	
6	1	INTR1001	2D VISUALIZATION	CLO3 - Evaluate and apply different tools and techniques to create compelling 2D designs.		
6	1	INTR1006	INTERACTIVE SYSTEMS	CLO1 - Develop an introductory understanding of computer systems components across a range of devices.		
6	1	INTR1006	INTERACTIVE SYSTEMS	CLO4 - Recognize the capabilities and limitations of emerging technologies.		
6	2	INTR1012	INFORMATION ARCHITECTURE 2	CLO3 - Obtain a fundamental understanding of various devices and responsive design		
6	2	INTR1012	INFORMATION ARCHITECTURE 2	CLO4 - Apply advanced styling to build interactive web experiences		
6	2	INTR1013	INFORMATION DESIGN	CLO1 - Obtain a fundamental understanding of system concepts and information complexity as a design constrain.		
6	2	INTR1013	INFORMATION DESIGN	CLO4 - Practice data mining techniques to meet with design requirements		
6	3	INTR2001	3D VISUALIZATION 2	CLO1 - Develop an intermediate understanding of 3D Modeling & texturing.		
6	3	INTR2001	3D VISUALIZATION 2	CLO4 - Utilized creative thinking in designing spatial interfaces.		
6	3	INTR2002	INTERFACE DEVELOPMENT 1	CLO3 - Use digital software / rapid prototyping to create a visualization / simulation of the product or service.		
6	4	INTR2011	3D VISUALIZATION 3	CLO2 - Identify techniques for shooting VFX content.		
6	4	INTR2011	3D VISUALIZATION 3	CLO3 - Design and produce simulated interactive content with compositing and visual effects.		
6	4	INTR2011	3D VISUALIZATION 3	CLO4 - Identify and produce film and television narrative with VFX, editing and animation.		
6	4	INTR2012	INTERFACE DEVELOPMENT 2	CLO1 - Dynamically manipulating the Document Object Model to improve user interface.		
6	4	INTR2012	INTERFACE DEVELOPMENT 2	CLO2 - Use a variety of tools to create interactive environments.		
6	4	INTR2012	INTERFACE DEVELOPMENT 2	CLO3 - Use digital software / rapid prototyping to create a visualization / simulation of the product or service.		
6	5	INTR3013	HUMAN COMPUTER INTERACTION	CLO1 - Identify Human Computer Interaction issues of relevance to trends in user experience design.		
6	5	INTR3013	HUMAN COMPUTER INTERACTION	CLO2 - Summarize and prioritize relevant HCI issues of importance to technological trends and its timely requirements.		
6	5	INTR3013	HUMAN COMPUTER INTERACTION	CLO3 - Explain success and failure of domain specific case studies from HCI perspective.		
6	5	INTR3013	HUMAN COMPUTER INTERACTION	CLO4 - Assess the application of HCI in everyday design.		

	Number of CLOs aligned to this PLO	Remarks
PLO 7 - Perform all work in compliance with regulations, legislation, security policies, industry standards and codes of ethics.	4	Fewer than 10 CLOs aligned to this PLO. Team can assess whether this level of support is adequate to ensure graduate achievement of this PLO.

PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
7	2	INTR2004	USABILITY TESTING	CLO1 - Explain key usability testing concepts.		
7	2	INTR2004	USABILITY TESTING	CLO4 - Examine usability of a selected interactive interface.		
7	4	INTR2016	DESIGN PROCESS & MANAGEMENT	CLO 3- Understand the difference between Agile & Waterfall-based project management approaches, and why they apply to different design challenge scenarios.		
7	4	INTR2016	DESIGN PROCESS & MANAGEMENT	CLO 4- Create their own project plans, select methods, choose management approaches and propose design teams in response to a design challenge.		

	Number of CLOs aligned to this PLO	Remarks
PLO 8 - Use research skills to assess and inform optimal digital user experience within interactive interfaces.	7	Fewer than 10 CLOs aligned to this PLO. Team can assess whether this level of support is adequate to ensure graduate achievement of this PLO.

PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
8	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO3 - Understand the IA process, including research, design and evaluation.		
8	1	INTR1006	INTERACTIVE SYSTEMS	CLO2 - Understand the role of design research in developing products for interactive systems.		
8	3	INTR1014	COGNITIVE ERGONOMICS	CLO1 - Describe key cognitive principles associated with the design of interactive systems.		
8	3	INTR1014	COGNITIVE ERGONOMICS	CLO2 - Demonstrate knowledge of literature associated with interactive design.		
8	3	INTR1014	COGNITIVE ERGONOMICS	CLO3 - Explore data collection techniques of relevance to user requirement assessment.		
8	3	INTR2005	BRAND. & MARKTING STRATEGIES	CLO5 - Evaluate brand elements through review of existing case studies.		
8	4	INTR2016	DESIGN PROCESS & MANAGEMENT	CLO 1- Understand the different steps in the design process, different approaches to managing design projects, and various design research methods.		

					Number of CLOs aligned to this PLO	Remarks
PLO 9 - Apply creative and innovative thinking techniques to manage change and solve design problems.					13	
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
9	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO3 - Understand the IA process, including research, design and evaluation.		
9	1	INTR1003	VISUAL DESIGN	CLO3 - Utilize conceptual design terminology within an interactive design project.		
9	1	INTR1003	VISUAL DESIGN	CLO5 - Embed creative thinking and problem solving approaches within a visual design project.		
9	2	INTR1011	3D VISUALIZATION 1	CLO4 - Utilized creative thinking in designing Interactive Interfaces.		
9	3	INTR2001	3D VISUALIZATION 2	CLO4 - Utilized creative thinking in designing spatial interfaces.		
9	3	INTR2002	INTERFACE DEVELOPMENT 1	CLO4 - Work collaboratively to solve, both technical and design, challenges.		
9	3	INTR2005	BRAND. & MARKTING STRATEGIES	CLO1 - Develop a fundamental understanding of “Brand” as a concept to convey design ideas.		
9	3	INTR2005	BRAND. & MARKTING STRATEGIES	CLO2 - Comprehend key strategies associated with designing a meaningful brand.		
9	3	INTR2005	BRAND. & MARKTING STRATEGIES	CLO3 - Utilize the design techniques in the creation of a brand.		
9	3	INTR2005	BRAND. & MARKTING STRATEGIES	CLO4 - Facilitate critical thinking required for branding within the design process.		
9	6	INTR3018	INTERACTIVE SYSTEMS PROJ. 2	CLO1 - Analyze the impacts on how the design of new services affects the world		
9	6	INTR3018	INTERACTIVE SYSTEMS PROJ. 2	CLO2 - Evaluate how systems design can be used to solve complex, real-world problems.		
9	6	INTR3018	INTERACTIVE SYSTEMS PROJ. 2	CLO3 - Create concepts that can be transformed into prototypes.		

					Number of CLOs aligned to this PLO	Remarks
PLO 10 - Make recommendations based on human computer interaction design guidelines to improve user experiences with interaction design.					14	
PLO Number	Level	Course Code	**Course Name**	Course Learning Outcomes		
10	2	INTR1013	INFORMATION DESIGN	CLO2 - Become familiar with common approaches adapted to deal with information complexity (e.g. human center approach, visual information design methodologies)		
10	2	INTR1013	INFORMATION DESIGN	CLO3 - Understand and apply information organization and communication techniques.		
10	2	INTR2004	USABILITY TESTING	CLO1 - Explain key usability testing concepts.		
10	2	INTR2004	USABILITY TESTING	CLO2 - Compare and contrast usability testing techniques applicable to a range of interactive systems.		
10	2	INTR2004	USABILITY TESTING	CLO3 - Plan usability testing for a selected interactive interface.		
10	2	INTR2004	USABILITY TESTING	CLO4 - Examine usability of a selected interactive interface.		
10	2	INTR2004	USABILITY TESTING	CLO5 - Recommend design modifications based on the usability testing findings.		
10	3	INTR1014	COGNITIVE ERGONOMICS	CLO1 - Describe key cognitive principles associated with the design of interactive systems.		
10	3	INTR1014	COGNITIVE ERGONOMICS	CLO4 - Utilize usability principles to guide effective design of interactive systems.		
10	3	INTR1014	COGNITIVE ERGONOMICS	CLO5 - Apply cognitive dimensions to assess the usability of an interactive user interface.		
10	3	INTR2002	INTERFACE DEVELOPMENT 1	CLO1 - Dynamically manipulating the Document Object Model to improve user interface.		
10	4	INTR2013	PHYSICAL INTERFACES	CLO1 - Examine a Project Brief and Solution to strategize and organize the future implementations as per the Brief and solution outlined.		
10	4	INTR2013	PHYSICAL INTERFACES	CLO2 - Construct a detailed plan that enables an individual or teams to implement a proposed solution to a Project		
10	4	INTR2013	PHYSICAL INTERFACES	CLO3 - Build unit(s) that will later be part of a finish product as per stakeholder's request		

					Number of CLOs aligned to this PLO	Remarks
PLO 11 - Design an interactive product or service that delivers a usable interactive experience.					16	
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
11	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO3 - Understand the IA process, including research, design and evaluation.		
11	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO4 - Produce design and documentation related to IA (ex: personas, use cases, wireframes).		
11	1	INTR1006	INTERACTIVE SYSTEMS	CLO3 - Build and test rapid prototypes on interactive systems that respond to design problems.		
11	2	INTR1013	INFORMATION DESIGN	CLO3 - Understand and apply information organization and communication techniques.		
11	3	INTR1014	COGNITIVE ERGONOMICS	CLO2 - Demonstrate knowledge of literature associated with interactive design.		
11	3	INTR1014	COGNITIVE ERGONOMICS	CLO3 - Explore data collection techniques of relevance to user requirement assessment.		
11	3	INTR1014	COGNITIVE ERGONOMICS	CLO4 - Utilize usability principles to guide effective design of interactive systems.		
11	3	INTR1014	COGNITIVE ERGONOMICS	CLO5 - Apply cognitive dimensions to assess the usability of an interactive user interface.		
11	3	INTR2002	INTERFACE DEVELOPMENT 1	CLO1 - Dynamically manipulating the Document Object Model to improve user interface.		
11	3	INTR2002	INTERFACE DEVELOPMENT 1	CLO2 - Use a variety of tools to create interactive environments.		
11	4	INTR3004	ERGONOMICS IN DESIGN	CLO1 - Identify main principles of ergonomics in interactive systems design.		
11	4	INTR3004	ERGONOMICS IN DESIGN	CLO2 - Investigate physical ergonomics issues associated with design of interactive systems.		
11	4	INTR3004	ERGONOMICS IN DESIGN	CLO3 - Examine organizational ergonomics considerations of relevance to different work environments.		
11	4	INTR3004	ERGONOMICS IN DESIGN	CLO4 - Identify environmental ergonomic factors.		
11	4	INTR3004	ERGONOMICS IN DESIGN	CLO5 - Discuss real ergonomics case studies highlighting applications of ergonomics (Physical, Cognitive and Organizational ergonomics).		
11	6	INTR3018	INTERACTIVE SYSTEMS PROJ. 2	CLO4 - Complete a project from the concept stage to the design development stage.		

					Number of CLOs aligned to this PLO	Remarks
PLO 12 - Contribute to a variety of interactive platforms and environments, incorporating the principles and elements of design.					17	
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
12	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO1 - Identify principles and processes of Information Architecture (IA).		
12	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO2 - Define the four components of IA (organize, label, navigate, search).		
12	1	INTR1002	INFORMATION ARCHITECTURE 1	CLO4 - Produce design and documentation related to IA (ex: personas, use cases, wireframes).		
12	1	INTR1005	TECHNICAL DRAWING 1	CLO1 - Demonstrate a basic comfort and facility in sketching		
12	1	INTR1005	TECHNICAL DRAWING 1	CLO2 - Visualize ideas and concepts through hand drawing		
12	1	INTR1005	TECHNICAL DRAWING 1	CLO3 - Use drawing terminologies as they apply to the communication of ideas and designs		
12	1	INTR1005	TECHNICAL DRAWING 1	CLO4 - Identify and employ 2D and 3D drawing techniques		
12	1	INTR1005	TECHNICAL DRAWING 1	CLO5 - Produce basic technical drawings for products and packages		
12	2	INTR1012	INFORMATION ARCHITECTURE 2	CLO4 - Apply advanced styling to build interactive web experiences		
12	2	INTR1013	INFORMATION DESIGN	CLO4 - Practice data mining techniques to meet with design requirements		
12	2	INTR1015	TECHNICAL DRAWING 2	CLO1 - Visualize messages and ideas through digital drawing		
12	2	INTR1015	TECHNICAL DRAWING 2	CLO2 - Identify 2D and 3D digital drawing techniques		
12	2	INTR1015	TECHNICAL DRAWING 2	CLO3 - Apply digital drawing techniques to create a digital object as per product requirements		
12	2	INTR1015	TECHNICAL DRAWING 2	CLO4 - Implement advanced colouring and polishing techniques involved in the final rendered product.		
12	3	INTR2001	3D VISUALIZATION 2	CLO2 - Establish 3D visualization techniques as it applies to virtual environments & ecommerce.		
12	3	INTR2001	3D VISUALIZATION 2	CLO3 - Apply 3D modeling, texturing & lighting techniques in developing design prototypes for XR.		
12	4	INTR2011	3D VISUALIZATION 3	CLO2 - Identify techniques for shooting VFX content.		

					Number of CLOs aligned to this PLO	Remarks
PLO 13 - Create a design solution in accordance with strategies, recommendations and state of the art methodologies.					12	
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes		
13	1	INTR1001	2D VISUALIZATION	CLO1 - Build conceptual thinking skills to generate design ideas and opportunities.		
13	1	INTR1001	2D VISUALIZATION	CLO4 - Evaluate and apply an adequate workflow in the completion of client-based projects.		
13	1	INTR1003	VISUAL DESIGN	CLO4 - Understand the process associated with visual design projects.		
13	1	INTR1006	INTERACTIVE SYSTEMS	CLO3 - Build and test rapid prototypes on interactive systems that respond to design problems.		
13	2	INTR2004	USABILITY TESTING	CLO2 - Compare and contrast usability testing techniques applicable to a range of interactive systems.		
13	2	INTR2004	USABILITY TESTING	CLO5 - Recommend design modifications based on the usability testing findings.		
13	3	INTR2005	BRAND. & MARKTING STRATEGIES	CLO2 - Comprehend key strategies associated with designing a meaningful brand.		
13	4	INTR2012	INTERFACE DEVELOPMENT 2	CLO4 - Work collaboratively to solve, both technical and design, challenges.		
13	4	INTR2013	PHYSICAL INTERFACES	CLO1 - Examine a Project Brief and Solution to strategize and organize the future implementations as per the Brief and solution outlined.		
13	4	INTR2013	PHYSICAL INTERFACES	CLO2 - Construct a detailed plan that enables an individual or teams to implement a proposed solution to a Project		
13	4	INTR2013	PHYSICAL INTERFACES	CLO3 - Build unit(s) that will later be part of a finish product as per stakeholder's request		
13	6	INTR3018	INTERACTIVE SYSTEMS PROJ. 2	CLO4 - Complete a project from the concept stage to the design development stage.		

CURRICULUM ANALYSIS SUMMARY

G113 Interaction Design

PROGRAM CODE:	G113 / MTCU69412
PROGRAM NAME:	Interaction Design
OAE LIAISON:	Sandra Néill
DATE:	May 2020

Analysis Breakdown
Number of courses in program: 35 (includes 3 elective GNED and College English)
Number of outlines reviewed: 11

General Remarks

Based on analysis of 11 of 35 course outlines, G113 course outlines will benefit from revision to ensure course learning outcomes are clear, specific, measurable and level-appropriate. Essential Employability Skills integration can be reviewed as part of this process to determine which courses should embed which EES to ensure appropriate distribution EES across the program.

Course outline review is based on criteria set out by Ontario's College Quality Assurance Audit Process (CQAAP).

Specific Remarks

Course Descriptions

Criteria for course description review: clear & succinct (3-5 sentences summarizing course purpose, content and what students will learn/do); student focused

- Suggestions made on 10/11 course outlines to ensure course descriptions are present tense, student-focused and succinct.

Course Learning Outcomes

Criteria for CLO review: clear & measurable; appropriate number based on 6-10 hours per learning outcome formula; appropriate level of complexity; presence of criteria for performance assessment; current to program outcomes.

- Suggestions made on 10/11 course outlines to ensure CLOs are clear, specific, level appropriate and measurable/observable.
- Suggestion made on 1 outline to increase number of CLOs in line with course instructional hours.
- CLOs should begin with a measurable & level-appropriate *verb*, follow with a *learning statement* that specifies the skill, knowledge or behaviour to be learned, and end with *criteria for performance* (context or purpose of the skill/knowledge/behaviour OR the required level of performance of the skill/knowledge/behaviour).
- In a 42hr course, professors have time to teach 4-6 outcomes. Rule of thumb for number of CLOs per course is time based: allow 6-10 instructional hours for each course learning outcome.
- CLOs must be unique in each course. In cases where second semester courses are continuing to build skills taught in first semester courses, raise level of CLOs in second semester course by using slightly higher-level verb, or slightly higher-level criteria for performance.
- **INTR3013** contains well-crafted CLOs, can serve as a model for others when they revise their outlines.

Essential Employability Skills

Criteria for Essential Employability Skills review per Minister's Binding Policy Directive--Framework for Programs of Instruction*: supported by evaluation and learning activities; reasonable scope (e.g., 2-4 EES evaluated in a 42hr course).*

- Suggestions made on 8/11 course outlines to reduce number of evaluated EES.
- A survey or online discussion to gain faculty input into G113 EES distribution, integration and evaluation may result in helpful changes to the way G113 organizes teaching and learning of EES.
- Typically, a 42-hour course allows time to teach and evaluate 1-4 EES.

Delivery Methods

Criteria for delivery methods review: variety of methods; consistent with program focus; consistent with course learning outcomes; experimentation with new teaching methods.

- Where Blackboard or other LMS/digital delivery systems/tools are in use, this can be mentioned in the Delivery Methods section.

Test/Assignment Policies

Criteria for test/assignment policy review: clear, fair and reasonable; consistent across program; consistent with George Brown College academic policies. The following guidance is geared toward all George Brown programs.

- Fair, inclusive *Test/Assignment Policies* should be standardized across academic programs. Standardized policies aid student comprehension and compliance.
- Most outlines currently contain an out-of-date link to George Brown Academic Policies.
- Policy should be adult-education oriented and conducive to an outcomes-based learning environment.
- Sample policy statements available upon request.

Evaluation

Criteria for evaluation review: evaluation is linked to and appropriate for measurement of outcome/s; evaluation standards are clearly specified for each component of course; variety of evaluation tools; reasonable distribution of grades per assignment; balanced spread of assessment dates across course and across program.

- All reviewed outlines provided sufficient information in Evaluation Table, specifically in the Assessment Tool column specifying the type of evaluation tool (e.g., multichoice test, case study, research paper, etc.).

- Where mid-terms and finals are heavily weighted (30% or higher) and quizzes are low (e.g., 5%), consider moving some weight off the mid-term or final onto the low-weighted item.
- Instances and weighting of evaluation should typically be about equal for each course outcome (e.g., avoid situation in which outcome A is evaluated just once for a total of 10% weighting while outcome B is evaluated four times for a total of 60%).
- **INTR3013** provides helpful detail on each assessment in Evaluation System table—can serve as model.

Topical Outlines

Criteria for topical outline review: standard table is used and is complete; timing of learning accords with assessment of outcomes; includes sufficient detail to be helpful to students.

- Topical outlines contain sufficient information and detail.
- **INTR3013**, **INTR2013** and **INTR2005** all contain helpful detail in Topical Outline.

Prior Learning Assessment Request

Criterion for PLAR per Minister's Binding Policy Directive--Framework for Programs of Instruction: *eligibility for PLAR must be fair and reasonable.*

- All courses reviewed are eligible for PLAR.

Pre/Co-Requisite Information

Accuracy of information—please review observations below to verify accuracy.

- Recommend team checks database to ensure all pre- and co-requisite requirements are listed accurately on course outlines.

Strategic Initiatives

Evidence in course learning outcomes of themes relating to social, environmental and/or economic sustainability

- Learning outcomes addressing social sustainability themes were identified in two courses: INTR2004 (CLO#4, #5) and INTR1014 (CLO#4). Three CLOs in all.
- No learning outcomes appear to address economic sustainability themes.
- No learning outcomes appear to address environmental sustainability themes.

Each review category above, with the exception of 'Strategic Initiatives', aligns with one or more requirement of the Ontario College Quality Assurance Service (OCQAS) Standards 2015.

Interaction Design, MTCU 69412

Program Purpose

Interaction Design is an interdisciplinary field merging design skills such as user experience, interface development and graphic design with programming to create meaningful experiences between the user, digital and physical platforms, such as websites, wearables and mobile devices.

Modified by the psychological, social, economic and cultural factors that shape our present and future world, this ever-evolving field envisions new ways of human-computer interaction within systems, services, products and spaces across multiple industries.

Throughout the Interaction Design program, students will be expected to address such topics as mixed realities, immersive environments, usability, spatial relations and human factors. An emphasis on usability testing, research, collaboration and real-world projects distinguishes this program.

Program Outcomes

The graduate has reliably demonstrated the ability to:

1. Collaborate in a team environment with various stakeholders to design multi-disciplinary products and services.
2. Apply the appropriate tools that allow for designing, building, visualizing, and programming digital interactive experiences.
3. Assess the requirements of a complex interactive media project.
4. Plan the development and execution of an interaction design project in response to resource and budgetary requirements.
5. Design a complex media project (interface, navigation, graphics, text treatment) using best practice design and development principles and applying conceptual and theoretical frameworks.
6. Make interactive products, environments, systems and services using appropriate technologies, materials, and manufacturing methods.
7. Perform all work in compliance with regulations, legislation, security policies, industry standards and codes of ethics.
8. Use research skills to assess and inform optimal digital user experience within interactive interfaces.
9. Apply creative and innovative thinking techniques to manage change and solve design problems.
10. Make recommendations based on human computer interaction design guidelines to improve user experiences with interaction design.
11. Design an interactive product or service that delivers a usable interactive experience.
12. Contribute to a variety of interactive platforms and environments, incorporating the principles and elements of design.
13. Create a design solution in accordance with strategies, recommendations and state of the art methodologies.

Admission Requirements

Ontario Secondary School Diploma or equivalent

- Grade 12 English (C or U)

Last Revised

2018

APPENDIX B: Current Curriculum

SEMESTER 1	
Code	Course Name
INTR1001	2D Visualization
INTR1002	Information Architecture 1
INTR1003	Visual Design
INTR1005	Technical Drawing 1
INTR1006	Interactive Systems
COMM1007	College English
SEMESTER 2	
INTR1011	3D Visualization 1
INTR1012	Information Architecture 2
INTR1013	Information Design
INTR1015	Technical Drawing 2
INTR2004	Usability Testing
GHUM1029	Design Culture
SEMESTER 3	

INTR1014	Cognitive Ergonomics
INTR2001	3D Visualization 2
INTR2002	Interface Development 1
INTR2003	Communicating Design
INTR2005	Branding and Marketing Strategies
GNED	General Education Elective
SEMESTER 4	
INTR2011	3D Visualization 3
INTR2012	Interface Development 2
INTR2013	Physical Interfaces
INTR2016	Design Process and Management
INTR3004	Ergonomics in Design
GNED	General Education Elective
SEMESTER 5	
INTR3002	Device Development 1
INTR3006	Portfolio 1
INTR3008	Interactive Systems Project 1

INTR3010	Immersive Media 1
INTR3013	Human Computer Interaction
GNED	General Education Elective
SEMESTER 6	
INTR3012	Device Development 2
INTR3018	Interactive Systems Project 2
INTR3020	Immersive Media 2
INTR3022	Data Visualization
INTR3016	Portfolio 2 **OR:**
INTR3030	Field Placement