

## INMD 260

### Intro to IAM Team Development

Model contributed by Lauren Liss

Working in a collaborative environment is a fundamental skill within the interaction design industry. In this course, students will learn about the roles in interactive team development; how to effectively manage time and project scope; how to set and meet deadlines; and how to work as a group to deliver user-centered projects.

#### Class schedule and format

Instead of meeting face to face each week, students will meet in person 3-5 times over the course of the semester with the remaining classes taking place with a scheduled synchronous Zoom meeting as well as asynchronous group work. Their coursework will be supplemented with discussion boards, Microsoft Teams for group chat, and weekly Agile Stand-Ups to evaluate progress / ask for help / sprint planning.

#### Course-specific organization, examples and ideas

**Sample Unit moved from f2f to online:** One of the in-class assignments in this course is to develop a rubric defining how to envision successful collaboration. This has traditionally been completed in class with open discussion and whiteboard brainstorming. The rubric is then used for peer and self-evaluation at two points in the semester; at midterm as well as the final week of class. The midterm assessment acts as a goalpost to let the student know where they are in terms of collaboration in the eyes of their peers and does not count towards their final grade – it is only advisory. The final evaluation does influence their final course grade.

This unit is important for a variety of reasons:

- Students begin to reflect and think critically about their previous group work
- Students define within the specifics of this group what their shared expectations are
- Students think in-depth into the specifics of successful collaboration and the skills necessary to accomplish it
- Students gain an understanding of areas they may have existing strengths as well as weaknesses

In a hybrid format, we will begin the synchronous discussion of the high-level traits of successful collaboration. As a group, we will talk about previous experiences and narrow down 4-7 broad categories to be included on the rubric. This will then be extended into a discussion board assignment after the synchronous meeting concludes where students will add to threads for each of these areas. They will be asked to define the traits that make up contributions that exceed expectations, meet expectations, approach expectations, and does not meet expectations. At the conclusion of this work, I will synthesize their findings into a formal rubric that I will post to Canvas. Finally, they will have an individual critical thinking assignment where I ask them to review the rubric and define areas they think they naturally have strength in, as well as areas they think they may struggle with (self-reflection and assessment).

#### **Benefits of Structure**

Changing the assignment from an open brainstorming session and into this format may improve the level of work and variety of contributions and viewpoints. Because this is no longer an “on-the-spot” exercise, students will have more time to consider their contributions more deeply. Additionally, the discussion board format may encourage students that are more reticent to speak up in a f2f setting, allowing a broader range of perspectives and inclusivity. Additionally, it leverages three different types of knowledge sharing: open discussion and reflective story-telling in the synchronous discussion format, peer-to-peer knowledge sharing and perspective in the discussion board format, and personal reflection / critical thinking in the individual written assignment.

#### **DEI**

This assignment aligns with the defined outcomes of transformed pedagogy defined in the [DEI Levels of Curricular Change](#) for Content, Structure, Form, and Assessment.