INF 1601:
KMD Capstone Project

Course Outline

Course Code: INF1601
Pre-requisites: KMD 1001, KMD 1002, KMD 2001, and INF2040 (or equivalent). Registration in the KMD Concentration or special permission by KMDI.

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Course Section: KMD Capstone Project
Semester Offered: Sept 2014
Course Meeting Time:
Course Location:
Credit Value: 1.0 FCE

Instructor(s)

Course Director:
Teaching Assistant(s):
Contact Information:
Contact Information:
Office Hours: TBA
Blackboard:
Office Hours:

Course Description
Knowledge Media are changing faster today than at any point in history. Not only is the hardware of communication changing at remarkable speeds, but also the associated software, user interfaces, modes of interaction, applications, stakeholders and cultural understandings. As a result, how knowledge is organized, presented, interpreted and linked, continue to transformation as media platforms change both incrementally and through disruptive technological shifts. The goal of the KMD Capstone Project is to give students an opportunity to relate their research interests and skills to a significant issue, problem or research project in the KMD space. The capstone KMD project gives students the opportunity to shape their own learning by planning and executing a major KMD project that contributes to the KMDI, FI or the university community, or a not-for-profit organization.

In this year-long course students work in diverse ‘collaborative’ teams to execute a major KMD project. The course is divided into two related and cumulative halves. The first term focuses on ideation, team building and project design. Students will have seminar-style workshops every two weeks each devoted to a theme or issue associated with facilitating the major KMD project. It is
expected that student teams meet for project research, planning and development on weeks alternating with the class workshops. The term will culminate in a Design Brief (project proposal) that will outline the central objectives, scope and logistics involved in creating and organizing your project. All projects proposals must be approved by the course Director before students may begin.

Once the project proposal has been approved, students will work in the groups of 3-5 formed in the previous term to execute the approved short-term (10 – 12 weeks) manageable project. The project must tackle KMD themes and topics and must be manageable within the term. Projects for community groups and not-for-profit organizations are highly encouraged.

The class during the second phase is structured around a series of deliverables and workshops throughout the term. The workshops and seminars will be based around the project milestones including: prototype I critique, prototype II critique and final presentation. The final presentations will be open to other students and the broader community.

**Goals and Learning Objectives**

The KMD Capstone Project course integrates coursework, knowledge, skills and experiential learning to provide students with an opportunity to demonstrate broad mastery of learning and design thinking across a range of media strategies and curriculum to advance initial employability and or further career advancement. This course is intended as a capstone course to integrate and apply their knowledge on a ‘real-world’ problem in Knowledge Media Design. Students will be guided by TA’s, project mentors and a course Director, and at the end of the course should be able to demonstrate the ability to:

1. Integrate knowledge from a variety of disciplines to generating creative, workable solutions for problems involving the design of digital and interactive media (as demonstrated by the project in its entirety);
2. Work collaboratively on an interdisciplinary team or independently to create solutions and implementation strategies for problems relating to the design of digital and interactive media;
3. Design and implement solutions in the digital and interactive media domains that demonstrate socially responsible, ethical and culturally sensitive practices.
4. Apply design thinking principles and practices (including specific techniques) in a variety project contexts;
5. Apply management and communication techniques and skills that lead to successful project outcomes (demonstrated in presentations and prototypes);
6. Put into practice effectively working on a knowledge media design project.

**MI Program Learning Outcomes:**
The capstone project is designed to contribute to the overall MI Program Learning Outcomes (see below). Working collaboratively on specific knowledge media problems and issues in INF1601 allows students to acquire skills useful in response to changing information practices and needs of society. INF1601 also allows students to position themselves as leaders in the application and development of new technological strategies for the communication of information, and address the implications of
such developments for the wider society. The design thinking and project management skills learned in INF1601 are designed to support life-long intellectual growth beyond graduation.

Graduates of the MI program are expected to meet the following outcomes:

1. Students understand and are conversant with fundamental concepts, theories, practices and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society.
2. Students develop knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership, and thereby provide leadership in defining the social responsibility of information professionals to provide information services for all, regardless of age, educational level, or social, cultural or ethnic background.
3. Students develop the ability to contribute through research and publication to the continuous expansion and critical assessment of the body of knowledge underlying the information and archival sciences.
4. Students develop an understanding of the development of theory concerning information, where it is found and how it is used.
5. Students develop an understanding of the application of new technological developments to the preservation and communication of information, and in the identification of the impact of such developments on society.
6. Students continue in life-long intellectual growth beyond graduation.

These learning outcomes are linked to the high-level SGS learning outcomes for graduate programs.

Course Requirements

Required Text:
There is no required textbook for this course, however recommended texts include:


Also, readings will be assigned and announced as project directions become clear and students are required to read all assigned readings and be prepared to discuss key issues from the readings during seminars. Students are required to use a recognized citation format consistently for all writing. Students are required to find online readings using University of Toronto Library resources.

Teaching Methods
This course is a blend of traditional teaching methods and independent student driven collaborative work. The course content will be performed through a variety of methods, including (but not limited to): lectures, audio/visual presentations and individual and group assignments; and these methods will be supplemented by design jams, ideation workshops, and prototyping and design activities. Instruction will be supplemented by required tutorials, multimedia presentations and class discussion based on readings and presented materials. The course will be administered by a course Director and teaching assistants.

Workload Expectations
This Capstone project is student driven. Students are responsible to complete all capstone deliverables (Ideation write-up, Design Brief, Ethics Review Document, Project Proposal, Prototypes I & II, Project Portfolio and Final Demo Presentation) by executing tasks that they plan and document via the capstone project proposal. On average, a student should expect to spend approximately 4 hours every other week in seminars or workshops and 10-15 hours per week working in collaborative groups to develop the capstone project deliverables.

Grading Scheme
This course is Pass / Fail. The final grading will be based on the Assessment Scheme milestones and deliverables as outlined below. To receive a passing grade in this class a student must achieve a B- or higher on the class assignments.

Assessment Scheme

<table>
<thead>
<tr>
<th>Assignment / Assessment</th>
<th>Weight</th>
<th>Due Date</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td></td>
<td></td>
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<tr>
<td>1. Ideation</td>
<td>5%</td>
<td>Session 2</td>
<td>Individual</td>
</tr>
<tr>
<td>2. Design Brief</td>
<td>10%</td>
<td>Session 4</td>
<td>Collaborative</td>
</tr>
<tr>
<td>3. Ethics Review</td>
<td>5%</td>
<td>Session 5</td>
<td>Individual</td>
</tr>
<tr>
<td>4. Proposal</td>
<td>20%</td>
<td>End of Term</td>
<td>Collaborative</td>
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<tr>
<td>Term 2</td>
<td></td>
<td></td>
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<tr>
<td>5. Prototype I</td>
<td>5%</td>
<td>Workshop 1</td>
<td>Collaborative</td>
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### Assignment Details:

1. **Ideation (5%) – Write-up due after Seminar 2**
   Students will be asked to participate in an Idea Jam on a(n) KMD issue(s) or question. Students will participate in generating various ways of reframing design questions and problems to generate multiple ideas and that demonstrate aspects of design thinking. Students will be asked to write a 4 – 5 page reflection on the processes and outcomes in relation their work and discipline and as a primer to think about innovation in your field / discipline. Write-ups should be standard academic formatting and citation practices and should be submitted electronically.

2. **Design Brief (10%) – Write-up due after Seminar 4**
   In Seminar 3 students will be asked to participate in a Design Jam. The Jam will focus on generating designs around a central KMD problem. Students will be placed in teams and asked to participate in a series of exercises to develop a Design Brief about the central problem. This all day design jam (8hrs) will help generate ideas and design strategies for student projects. The intensive workshop is intended to build teams and focus students towards project ideas. Students will be asked to write a Design Brief following Seminar 4 on the ideas and design strategies introduced during the Jam and instructions will be provided throughout the day for guidance. The goal of this assignment is to help students form initial project teams and to introduce the concept of a project / design brief as a method for structuring a project proposal. Students will not be tied to the projects articulated during this early stage of ideation.

3. **Ethics Review (5%) – Write-up due after Seminar 5**
   Session 5 will focus on ethics in research and design. Student will be introduced to a broad notion of research and design ethics through a series of discussions on: What are Ethics? What are ethics in Design? What are ethics in Research? The seminar will then focus on writing a brief (expedited) Ethics proposal and research / design protocol to ensure that students are familiar with ethics and the academic processes of ethics review. Students will individually submit a mock ethics review for their project / design for evaluation.

4. **Project Proposal Brief (20%) – Due last day of classes for the Fall Term**
   **Write a Proposal for your project.** This document must include the project objectives, deliverables, milestones, technical requirements, limits and exclusions. All aspects of this document must be supported by research. Note that some aspects of this brief may require estimates (such as deliverables or milestones, or aspects of the project that extend beyond the scope of this course). Such estimates are fine, but they must be reasonable and be supported by research. These estimates however should not take precedence over the constraints of the assignment which include a 10 – 12 week time-line, 3 – 5 member team, 2 prototype presentations, one final demonstration and portfolio

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<tbody>
<tr>
<td>6.</td>
<td>Prototype II</td>
<td>10%</td>
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<tr>
<td>7.</td>
<td>Portfolio &amp; Demo</td>
<td>30%</td>
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<tr>
<td>8.</td>
<td>Participation</td>
<td>15%</td>
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**Knowledge Media Design Institute**

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**5**
Assignments to follow are normally submitted in the second term.

**Second Phase: Prototyping and Portfolio**
The projects are broken down into a series of activities and deliverables throughout the term. Two central deliverables during the course will be a low fidelity and a high fidelity prototype of your concept. Groups will present prototypes to the entire class for critique and will receive both student and instructor feedback for future iterations.

5. **Prototype I (5%)**
Once your Project Proposal has been approved by the course Director, your first milestone deliverable is a low-fidelity prototype or mock-up. The prototype and rationale behind your project will be presented to an open class and will receive feedback from the class and/or potential users.

6. **Prototype II (10%)**
Following a chance to rethink the Prototype I feedback, teams will be expected to iteratively re-design the mockup and present a high fidelity prototype for a second round of feedback and discussion.

7. **Project Portfolio & Demonstration (30%)**
Following either an in class or public presentation of the project brief and proposed design solution, each project team is to submit a project portfolio at the end of term for evaluation. The portfolio is to include:

- Updated Design Brief
- Prototypes (or Images of the prototypes/presentations)
- Any / All presentation materials (eg. Slides, handouts, etc.,)
- Self & peer evaluation forms
- Team “Diary”, work-log or Wiki that include (at the least):
  - design statement (What do you hope to do?)
  - design process / documentation (What did you actually do?)
  - reflections on the processes (What you would do the same or differently next time?)
- Project Poster / artifact(s)

8. **Participation (15%)**
Participation marks will reflect individual contributions to seminars, workshops, presentations and group work, according to how well students interact in class and online, collaborate in their project teams and engage with the materials read or presented in class. Assessment will be based on direct observation by TA’s and Course Director as well as the Self and Peer Assessment forms submitted at the end of the course.

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**Class Schedule**

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<thead>
<tr>
<th>Term 1</th>
<th>Topic</th>
<th>Outcomes</th>
<th>Deliverable(s)</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Introduction to the Course:</td>
<td>Students should understand</td>
<td>-Introduce</td>
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<tr>
<td>(2 hrs)</td>
<td>Project outline, themes, goals and context</td>
<td>the scope and expectations for the KMD Project.</td>
<td>students and form preliminary 'teams'</td>
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<tr>
<td><strong>Session 2</strong> (4 hrs)</td>
<td><strong>Research &amp; Idea Jam:</strong> Seminar will focus on researching background literature and project essentials and move into idea generation.</td>
<td>-Each student will be involved in generating 3 'new' ideas around a prescribed KMD issue. -Students will be introduced to early stage ideation strategies.</td>
<td>Ideation Reflection (5%)</td>
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<tr>
<td><strong>Session 3</strong> (4 hrs)</td>
<td><strong>Design Brief (Proposal):</strong> Students will review the structure and basis for a design brief.</td>
<td>-Students will be introduced to design briefs and be taught to adopt the general template for specific project deliverables.</td>
<td>Design Brief (10%) based on ideas generated during the Design Jam OR on a potential group project for the remainder of the class.</td>
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<tr>
<td><strong>Session 4</strong> (8 hrs)</td>
<td><strong>KMD Design Jam: Ideation Seminar</strong> This Design Jam will focus on collaborative <strong>generation of design ideas</strong> for KMD problems across multiple disciplines and research clusters.</td>
<td>-Students will be introduced to design basics. -Students will form groups. -Students will be asked to brainstorm design directions for a shared KMD problem. -Students will work collaboratively and iteratively to help design their solution. -Students will be introduced to a series of design activities, probes and strategies.</td>
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<tr>
<td><strong>Session 5</strong> (4 hrs)</td>
<td><strong>Thinking Ethics Review:</strong> What are ethics and how do ethics apply to research and design?</td>
<td>-Students will gain an introductory understanding of ethics in research and design. -Students will be given an opportunity to write-up an ethics protocol and review.</td>
<td>Ethics Review Protocol (5%)</td>
</tr>
<tr>
<td><strong>Session 6</strong> (4 hrs)</td>
<td><strong>Evaluation &amp; Redesign:</strong> Design is an iterative process.</td>
<td>-Students will be introduced to critical analysis strategies and critique techniques to look at existing design for evaluation and redesign. -Students will gain insight into the need for prototyping and design evaluation.</td>
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***beginning session 3, supplementary readings will be assigned in sessions. These readings will be specifically related to your particular project / knowledge domains.
<table>
<thead>
<tr>
<th>Term 2</th>
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<tbody>
<tr>
<td><strong>Workshop 1</strong>&lt;br&gt;(4 hrs)</td>
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<tr>
<td><strong>Workshop 2</strong>&lt;br&gt;(4 hrs)</td>
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<tr>
<td><strong>Workshop 6</strong>&lt;br&gt;(4 hrs)</td>
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It is expected, especially in the second semester, that students are meeting regularly for project work (in addition to the formal contact hours). A meeting schedule, meeting minutes and meeting attendance record should be submitted as part of the Self & Peer Review document.

**Learning Technology**
We will be using e-mail, relevant knowledge media (eg Blackboard, wikis, blogs, ..) and live presentations.

**Late Assignments, Extensions, Academic Integrity**
This course will follow the University and Faculty of Information policy standards as appropriate.