

## SI538: Citizen Interaction Design

### Overall course goal:

Develop innovative information tools and services that improve the capacity of people to be involved in civic engagement. Create information tools for civic engagement that are useable, useful and sustainable.

### Learning objectives:

- Understand how complex organizational processes affect the process of design and implementation.
- Learn methods for assessing the technology efficacy of different types of organizations and stakeholders.
- Practice interaction design in a real setting.
- Create plans for technology hand-offs and sustainability.
- Reformulate your own identity as a citizen in the information age.
- Consider the meaning of community and civic engagement in the context of the digital environment.

### Logistics:

Meeting time: 1-5pm Mondays  
Meeting location: Ehrlicher Room; Jackson City Hall

Instructor: Dr. Cliff Lampe (cacl@umich.edu)  
Office hours: Check appointment schedule

GSI: Nick Reid  
Contact: [nickreid@umich.edu](mailto:nickreid@umich.edu), spam@nickreid.com  
Office Hours: Wednesday 1-3pm in NQ (somewhere sunny)

### Course description:

In this class, we'll be working on a semester long project that leverages a long-term partnership with the city government of Jackson, MI. This course is part of a larger effort called "Citizen Interaction Design" that involves summer internships, reading groups, and future iterations of the class. As such, we have some differences from a typical projects course that are very important to consider:

- We have a long-term relationship with Jackson (including a resolution from the City Council) that means we should experience less gatekeeping than we might see in other client-based projects. Jackson is acting as a very involved partner in this effort, which changes their buy-in to working with students.
- We have some resources beyond what a normal class may have. For example, we have a Jackson community manager who will help you consistently with your relationship with your partners in Jackson. We also have some limited budget for staff and resource help. For example, we

could have professional video help for a project, or graphic design help on a consulting basis. We don't have an unlimited budget, but we can do some cool things.

- The project will keep going after the class is over. We don't expect you to work on these projects after the semester is over, but both the city and UMSI staff will make sure that these projects (if sustainable) are carried forth into the future.
- Our anticipation is that all projects will be released as Creative Commons content.

The Jackson Program Manager has worked with City Hall to identify a range of "information problems" that students can work on. As you have experienced, there is an application process as part of the course so we can match student teams and projects before the start of the Fall term.

#### Course Staff:

- Dr. Cliff Lampe
  - Cliff is the faculty lead for the project. His research is on the use of information technology to engage in collective action, including in public sector contexts.
- Nick Reid
  - Nick is the Graduate Student Instructor for this course. He is here to help facilitate the course, and help you fix/destroy civil society as we know it. Please bug Nick about participatory design, rapid prototyping, and quasi-research methods.
- Kelly Kowatch
  - Kelly is the UMSI admin lead for the project. She will assist students in portfolio development and techniques for successful experiential learning projects.
- Scott TenBrink
  - Scott is our Jackson relationship manager. He will help students by giving feedback on projects, working with Jackson partners, and managing project needs.
- Ginsberg Center (<http://ginsberg.umich.edu/>)
  - This well-regarded institute on campus will be assisting us in thinking about the community service and engaged learning aspects of this course.

#### **Pedagogical model**

This course is in the pedagogical model that combines multiple types of learning, but all with a focus on work that takes place "in the wild" in addition to in the classroom.

- Engaged learning
  - Engaged learning has a few pedagogical characteristics we should consider. First, it is embedded in the idea that students are working

on real, relevant problems that help bring their other educational experiences into focus. Second, engaged learning removes the authority of the professor as a “sage on a stage” and instead makes students responsible for learning and co-teaching, with the faculty acting as coaches and support.

- Integrative learning
  - This pedagogical model is simply a way to think about integrating your experiences across the curriculum (and that you bring from your past experience) and tries to integrate that background through a focusing activity, in our case work in Jackson.
- Civic engagement
  - In thinking about “citizen interaction design” it’s helpful to think about what we’re designing for. Some scholars have made a distinction between **thin** citizenship, things like voting and staying out of trouble, vs. **thick** citizenship, which is providing and using information to make material improvements in the lives of fellow citizens, through a variety of mechanisms. We see digital technologies as enabling this thick citizenship.

### **Class composition:**

This course is intended for a wide range of students. Before the semester begins, we’ll work on matching students and projects, to match complementary students into groups, or match teams of students with projects that best leverage their skills. While this is a technology development class, it’s important to remember that not all technologies are digital. Some teams may be working on information technology solutions that are more like services, training, or analog technologies. Other projects may get into application development. All students will be able to play a role.

### **Project site:**

Our partner for this project is the City of Jackson, MI. Our primary points of contact there are the city manager, mayor, and city council. Jackson is a city of about 35,000 people about 30 minutes west of Ann Arbor. For this class, we’ll be working with different departments in Jackson, and it’s important that we spend considerable time on the ground. *We’ll be providing transportation to Jackson every other week.* However, we also encourage you to go on your own if you have the means, or to keep in touch with your Jackson partners more regularly.

Note that we consider Jackson to be our partners in this enterprise, not our clients.

### **Deliverables**

The major goal of this class is the success of your final project. However, to help provide iterative feedback, we’ll assess the following deliverables. You’ll note that the assessments are heavily weighted to the group rather than the individual.

There are pros and cons to this, but it's the nature of a course like this where we are **all** going to be judged based on the output of the group.

### Design and process reflections.

Four throughout the term. 1000 words each

- 1) Meaning of engaged learning and impressions of Jackson.
- 2) Initial design reflection in the context of either a) overall interaction design, or b) civic engagement.
- 3) Meaning of evaluation.
- 4) Meaning of sustainability

### Process reports

Each week, one member of your team will turn in a progress report to the course Wordpress site by Sunday Midnight. This progress report should list the current state of your work, issues you faced that past week, requests for feedback, and other material intended to solicit help from your peers.

### Semester Lifecycle

We need to move fast. Realistically, we have 14 weeks to go through a rapid design and development project, and we're very aware that the students in this class will have many other responsibilities to juggle outside of class as well. We'll continue to check in on process throughout the semester, but our initial plan can be roughly divided into three phases:

- **Discovery and user research:** In this phase the students will be using a variety of methods to scope the project, learn about the intended users of the product, define constraints, and analyze the current context. Depending on the project, you might use focus groups, interviews, surveys, usability evaluation of current tools, and more.
- **Design and development:** The major portion of the process, students will work on a product that solves the information problem they have worked on with the city. This phase will include prototyping, wireframing and user profiles (among other methods) up front, with implementation following quickly. Throughout this process, groups will receive iterative feedback from their city partners.
- **User testing, refinement, hand-off:** In this phase, we will work with City partners to arrange tests of the products by intended users, refine products based on those tests, and work with city partners to develop the sustainability plan.

### Jackson Travel Schedule

We are going to alternate weeks between Ann Arbor and Jackson. In the Jackson weeks, our bus will leave North Quad at 1 pm. We will meet and discuss on the way to Jackson. We will meet with our partners from 2-4, leaving Jackson City Hall at 4pm, being back in Ann Arbor no later than 5pm.

Ann Arbor General Agenda

In the weeks we're in Ann Arbor, we meet 1-5pm. While the agenda may change to meet the needs of the project, we'll follow the following script:

1:10 – 2:00 Discussion of readings, cases  
2:00 – 2:50 Skills/technique discussions  
2:50 – 3:10 Break  
3:10 – 4:10 Plenary design session  
4:10 – 5:00 Individual group meetings

**Work expectations:**

It will be a challenge to make a useable, sustainable product in the time we have, with your other responsibilities. We anticipate you'll be doing work outside of class, including team meetings, data collection, design and production. As a reminder, Rackham guidelines are that you should do 3 hours of out-of-class work for every 1 hour in class. That means, given this is a 4 credit course, that the expectation is 16 hours a week of work total, on average, for this course, which we know is a significant commitment. Keep us apprised on the feasibility of the model as we move forward.

As part of this time, we expect you to meet regularly as a group, as well as with your group and either Cliff, Nick or Scott depending on your project needs that week.

**Schedule:**

October 4 - #micities  
October 14 – CDO Detroit event (need to apply)  
October 27 – Jackson social event

Date	Topic	Deliverables – do before this date
September 8 Ann Arbor	<ul style="list-style-type: none"><li>• Effective project management</li><li>• Working with communities</li><li>• Meet with partners</li></ul> <p>1:10 – 2:00 Welcome to class 2:00 – 3:00 Project Management 3:00 – 3:15 Break 3:15 – 5:00 Work with Partners</p>	<ul style="list-style-type: none"><li>• Read Project Management reading</li></ul>
September 15 Jackson	Scope problem with partners	<ul style="list-style-type: none"><li>• Chapters of Citizenvile</li><li>• Read selected chapters of Interaction Design (4,10, and 11)</li><li>• </li></ul>
September 22 Ann Arbor	Initial Designs 1:10 – 2:00 – Shari Robinson-Lynk	<ul style="list-style-type: none"><li>• Read Berkman Report on Civic Engagement</li><li>• Buxton Chapter</li></ul>

	2:00 – 2:30 Working with contractors (kkowatch) 2:30 – 2:45 break 2:45 – 3:15 Discussion of Berkman report 3:15 – ? Seelio workshop - Present designs	<ul style="list-style-type: none"> <li>Read “How to give design feedback”</li> </ul> Due: Initial Design (GROUP) Due: Reflection 1
September 29 Jackson	Present initial design idea to partner.	<ul style="list-style-type: none"> <li>MORE selected chapters of Smart Cities</li> <li>Read “giving good presentations”</li> </ul> DUE: Thursday 25 12pm – revised prototype based on feedback. <ul style="list-style-type: none"> <li>DUE : Plan for working with contractor</li> </ul>
October 6 Ann Arbor	Contractors visit class  1:10 – 2:00 (theory section) - Digital Citizenship  2:10 – 3:00 (skills section) - Writing Requirements  3:10 – 5:00 - Teams meet with contractor - Non-meeting teams trade design feedback	<ul style="list-style-type: none"> <li>Project Planning Type Reading</li> <li>Ethan Zuckerman 2013 (start around minute 20)</li> <li><a href="http://vimeo.com/62212413">http://vimeo.com/62212413</a></li> </ul>
October 13 Fall Break	Even though there are no classes scheduled for today, we'll have transportation for those who want to work in Jackson.	DUE: Reflection (Actually due 5pm 10/17)

October 20 Ann Arbor		<p>Theory: Michigan Urban Agenda Reference Document Chapter – “From Social Butterfly to Engaged Citizen”</p> <p>Practice: Prototyping Methods</p> <ul style="list-style-type: none"> <li>o Bodystorming</li> <li>o Allen Kaprow</li> <li>o Prototyping for tiny fingers</li> </ul> <p>DUE: Reflection 2</p>
October 27 Jackson		<p><u>Theory</u> Chapter “From Social Butterfly to Engaged Citizen”</p> <p><u>Practice</u> Interaction Design Chapter 12</p>
November 3 Ann Arbor	<p>Theory Section: Open Source culture</p> <p>What does it mean to test?</p>	<p><u>Theory</u> Cathedral and the bazaar Benkler chapter</p> <p>Practice BJ Fogg Behavior Model <a href="http://www.behaviormodel.org/">http://www.behaviormodel.org/</a></p>
November 10 Jackson	Usability testing	<p>DUE: Reflection 3 on evaluation</p> <p>Theory: Smart Cities chapter</p> <p>Practice: Survey Methodology</p>
November 17 Ann Arbor	Sustainability presentation	
November 24 Ann Arbor		<p>Skills: - presentations for externals</p>
December 1 Jackson	Exposition	
December 8 Ann Arbor	Wrap up and reflection	DUE: Reflection 4 on sustainability