Assignment 1 – Introduction and planning (group)

Grading: G/U (pass/fail)
Start: 2026-01-20
Deadline: 2026-01-27

Goals:
- To relate challenges based on the UN's Sustainable Development Goals to one's own life situation.
- To agree on how you want the group to work.
- To agree on the focus for investigation of the target group's/users' needs, motivations and behaviors in relation to the challenge.

Steps (see details below):
1. Choose a design challenge based on what feels important to you personally. First, think individually and go through the list while taking notes. Then walk around the table to hear what everyone has written down. Then have a joint discussion before you decide on a challenge.
2. Set up a group contract (see templates and examples of Lisam)
3. Define the target group and discuss together which users you should recruit for your interviews and what questions you should ask them.

Submission: Upload your decisions on the above steps 1–3 on the collaboration area in the course room at Lisam. Deliverables:
- Chosen design challenge
- Group contract
- Defined target group
- Interview questions

Reading instructions and literature foundation: Read chapters 1–3 of Boyl to understand what UX and interaction design is all about.

Design challenges

In the group, discuss which of the challenges below you think are important and that you feel a personal relationship with. Discuss what the personal relationship is, and then choose one of them to take on in the group. Don't just choose what you think is easiest.

1. Design an interactive system that encourages students to reduce their carbon footprint – SDG 13: Climate action.
2. Design an interactive system that helps students learn about sustainable agriculture and food systems – SDG 2: Zero Hunger and SDG 12: Responsible Consumption and Production.
3. Design an interactive system that connects students to volunteer work or associations that support environmental sustainability – SDG 13: Climate Action and SDG 15: Ecosystems and Biodiversity.
4. Design an interactive system that connects students with different skills and abilities to support each other's academic success – SDG 4: Quality education.
5. Design an interactive system that introduces students to programming and computer science concepts – SDG 4: Quality education and SDG

9: Sustainable industry, innovations and infrastructure.

6. Design an interactive system that connects students with farmers and allows them to buy fresh, locally grown produce – SDG 2: Zero Hunger and SDG 12: Responsible Consumption and Production.

7. Design an interactive system that helps students reduce energy consumption for themselves and others – SDG 7: Sustainable energy for all.

8. Design an interactive system that educates students about the importance of biodiversity conservation – SDG 14: Oceans and Marine Resources and SDG 15: Ecosystems and Biodiversity.

9. Design an interactive system that helps students repair things that broke. – SDG 12: Responsible consumption and production.

10. Design an interactive system that helps students understand the impact of their clothing choices on the environment and provides resources for sustainable fashion options – SDG 12: Sustainable Consumption and Production.

11. Design an interactive system that raises awareness of the challenges faced by refugees and connects students to organizations that offer support – SDG 10: Reduced Inequalities and SDG 16: Peaceful and Inclusive Societies.

12. Design an interactive system that helps students find and participate in community projects or associations that address social and environmental challenges – SDG 3: Good health and well-being, SDG 4: Quality education, and SDG 17: Implementation and global partnership.

In this course, you will focus on solutions that are based on different types of screen-based interactive systems, but along the way you can also explore solutions that are not screen-based. Examples of screen-based interactive systems include mobile apps, websites, desktop apps, interactive kiosks, and public displays. At this stage, you should not decide what kind of system you are going to design. You should do this only after examining your target group's motivations, goals and behaviors in relation to your challenge (assignment 2 and 3), and after you have generated many different concept ideas on what kind of system you should do (assignment 4).

Group Contract

Working in groups is common both in working life and at Swedish universities. The first period of group work is important for setting norms, rules and routines in the group's work. The group contract is a way to get it stated and discussed what applies in one's group. Later in the work, you may also want to revise your contract when you realize what works and what doesn't.

Under Course documents at Lisam there are instructions for writing a group contract in a PDF document. Work through that document together, and write down the things that are labeled "write down" in the instructions. Take turns writing down what you agree on so that everyone has been involved in creating the document and sign your group contract so that you confirm that it is something you have each been involved in deciding.

Define the target group and plan the focus of the user study

Discuss and agree in the group about what your target group is. For example, is it students in general, or is it students with children, or is it specifically student teachers? You are not allowed to interview students from the Graphic Design and Communication programme.

Also, agree on a set of questions to ask in your interviews. You will then individually make a more detailed planning as part of the individual assignment (assignment 2). Chapter 3 of Boyl is helpful in planning.