

**Proposal Outline:**

**Design and Development of a UX Design Course for Higher Education**

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## **Project Description**

My project Design and Development of a UX Design Course for Higher Education is to create an online course that introduces college level learners to the foundational principles and practices of user experience design, or UX design. As UX design continues to expand as a critical skill across digital and technology driven fields, higher education institutions increasingly recognize the need to prepare students with competencies in user centered design. However, many academic programs lack fully developed introductory courses that integrate conceptual instruction with practical application. This capstone project addresses that instructional gap by designing and developing a complete online UX Design course that blends theoretical understanding with project based learning activities.

The course will be developed inside Canvas and will include essential UX concepts such as user research, persona development, information architecture, wireframe creation, prototyping, and usability testing. Throughout the course, students will engage in hands on tasks that replicate authentic UX workflows, allowing them to learn through exploration, practice, and iterative design. This project demonstrates the instructional design process by incorporating needs analysis, content planning, course design, multimedia development, prototype creation, evaluation planning, and reflection. The completed course will serve as a reusable instructional product that can be integrated into design related programs within higher education.

## **Capstone Problem**

The reason for selecting this project is grounded in the increasing demand for UX skills across digital industries and the clear instructional gap within many higher education programs. Although UX design has become an essential component of technology development, marketing, product design, and digital communication, many students graduate with limited exposure to UX processes or with only fragmented knowledge gained from adjacent courses. Without structured instruction in UX foundations, students may struggle to enter the workforce with the skills needed to design meaningful, intuitive user centered digital experiences.

The beneficiaries of this project are higher education learners preparing for careers in website design, graphic design, digital media, or similar fields where UX knowledge is essential. Students will benefit from an online course that provides structured learning, accessible explanations, and opportunities to apply UX methods through project based tasks. Institutions also benefit from gaining a high quality, academically aligned UX course that can be offered as an elective, core requirement, or component of a broader digital design curriculum. This project was chosen to support student career readiness, expand curricular offerings within digital design programs, and contribute meaningfully to the field of instructional design.

## **Project Objectives**

1. Develop a structured course framework that outlines key UX topics, learning outcomes, and module progression to ensure a logical and engaging learning experience.

2. Create instructional materials and multimedia content that explain UX design principles in clear, accessible ways while encouraging active participation and creativity.
3. Incorporate real world projects and case studies to give students experience applying UX research, prototyping, and usability testing techniques.
4. Collaborate with subject matter expert to verify that the course reflects accurate and current UX industry practices and tools.
5. Apply instructional design principles using Gagné's Nine Events of Instruction to enhance learner engagement and retention.
6. Design the course for online delivery to increase accessibility for a diverse student population in higher education.

## **Settings**

The capstone project will be developed entirely within an online instructional environment using Canvas as the primary learning management system. Canvas will house all content pages, assignments, discussions, readings, videos, and project submissions. Adobe Creative Cloud including Illustrator and XD will be used to produce prototypes, visual examples, graphics, and instructional visuals. Google Workspace will be used for drafting content, organizing research, and creating evaluation instruments. The instructional setting is higher education, and the final product is intended for students learning in fully online or hybrid academic programs.

## **Evaluation Plan**

The evaluation plan to assess this project includes both formative and summative evaluation to ensure that the course is accurate, accessible, clear, and instructionally effective. Formative evaluation will occur continuously during the design and development stages. This includes early storyboard reviews, feedback on module structure, and refinement of multimedia elements. Each stage of formative evaluation will allow for revisions that improve clarity, organization, and alignment with learning outcomes.

Summative evaluation will take place after the course prototype has been constructed. This evaluation will include a pilot review of selected modules, usability assessments of the course layout, surveys that gather feedback on clarity and engagement, and evaluation of alignment between learning outcomes, instructional activities, and assessments. A reflective component will also be completed to evaluate the overall effectiveness of the course, personal growth as an instructional designer, and opportunities for future improvement. This evaluation processes makes sure that the final course is both pedagogically sound and relevant.

## **Project Schedule**

The schedule for this capstone project reflects the complete instructional design process and documents the major tasks, deliverables, and milestones across each phase of development. The schedule begins with the analysis phase, which spanned from March 1, 2025 through November 2025. During this period, a needs analysis was conducted to identify the instructional gap in UX design education, and research was completed to determine which UX principles should serve as core competencies for learners. Personas

were developed to represent the characteristics of the target audience. This phase also included the creation of a project title, project statement, project objectives, and risk analysis and contingency plan to anticipate challenges that could affect the project timeline or quality.

The design phase began on November 1, 2025 and concluded on November 21, 2025. During this time, a detailed storyboard was created to outline the sequence of instruction, module flow, multimedia elements, tasks, and assessments. Visual assets were planned and collected, including interface examples, diagrams, and prototype screens that would later be integrated into Canvas. The design phase also involved planning learner interactions, determining learning strategies, and structuring each module according to Gagne's instructional events. The storyboard was reviewed, revised, and finalized during this period.

The development phase began on November 29, 2025 and continued throughout December 2025. This stage involved building the full course directly inside Canvas, constructing pages, uploading assets, embedding visuals, writing instructions, creating assessments, building discussions, and ensuring that module navigation was clear and accessible. Multimedia demonstrations were produced, and prototype screens were created using Adobe XD. Throughout development, materials were reviewed for clarity, alignment, and accessibility, with revisions incorporated as needed. By the end of this phase, a complete prototype of the UX Design course existed in Canvas.

The evaluation phase took place during December 2025. During this time, peer reviews were conducted to evaluate the clarity of materials, logical progression of

instruction, and usability of the course interface. Feedback was carefully analyzed, and revisions were planned to address identified gaps, improve pacing, or enhance visual and instructional quality. Evaluation findings directly informed the revision plan and preparation for final presentation.

The project concludes with the presentation phase in December 2025. This stage involves creating the final capstone presentation, preparing a professional reflection on the project, assembling final deliverables like the course prototype, evaluation results, risk analysis, and submitting the completed project for review.