

# Portfolio Requirements

## Interaction & Design

### Overview

To successfully pass the Portfolio Review and enter the Interaction and Design (UX/Digital Product Design) concentration within the Web Design and Development Degree, candidates must complete:

1. All required Interaction & Design courses, or be in the process of finishing core courses, each with a grade of B- (2.5) or better on a 4.0 scale (see conditional acceptance below).
2. Submit an online portfolio, either a personal site, or as a series of articles on a reputable platform like Medium or LinkedIn, with all required items as outlined below by specified due dates, and as part of a personal branding strategy. For more information on structuring content, or, if you have passed the Portfolio Review already, and need further guidance on building a more robust version, use the associated article later in this outline to help you strategize.
3. Consider no less than two outside projects as extra curricular work that demonstrates knowledge, capabilities, and seriousness to engage in the industry.
4. Contact Professor Daniel Hatch to schedule an interview with one of the IxD faculty, according to the master interview schedule, to complete the formal review.
5. Upon successful completion of the Portfolio Review, students' UVU Profile will have an attribute added which will allow registration of upper-division courses.

### Portfolio Requirements Outline

#### Education and Career Letter

The education and career article should include a professionally written personal introduction; an outline of present educational goals; an entry-level career goal statement; a long-range career statement; each being one paragraph in length, to set the focus for your review. This article should be considered a 'Letter of Intent' that faculty can use to assess the level of seriousness for the submission. Be concise!

## Practical Knowledge and Skills Sections

In the individual articles, students should express what has been learned by creating a Case Study styled article for each lower-division course as evidence of capabilities. Articles should not sound like a term paper, but rather, a professionally written set of materials that a community of professionals might find valuable. For example, writing about a topic formed around a class project, a student might focus on a specific tool or set of technologies, processes, media integration methods, or even a combination of various topics, in an effort to showcase knowledge. Students should infuse their knowledge by answering points such as...why this knowledge is important; provide visuals that support and validate specific capabilities on design or development; what specific problem was resolved and how it was accomplished; why the final solution/product is exemplary. It may also be advisable to provide a link to each functional project such as a Web site or UX concept, so faculty, can interact and experience the material.

**IMPORTANT:** Use only creative names for article titles. Do not use course numbers! Moreover, write each article for a broad audience in the UX/Interaction Design community specifically; meaning, articles should be a valuable reading experience, not a generalized rehash of a project. Make the reading an educational experience meant to help others learn something of importance. Lastly, take the time to review current job postings on AuthenticJobs.com or other source and focus on key terms, processes, and technologies that are being sought in the industry. Here are some possible article title influencers to help students devise an effective strategy. These are only examples!

### Methods and Process Articles

- Digital Design Processes are Not Stupid (DGM2240)
- Interaction Design Concepts in Visual Interfaces (DGM2250)
- Scripting for Interactive Engagement: Why the interface is a portal to discovery (DGM1600)
- Why Adobe XD is My Go-to Tool for Creative Design? (Extra Curricular Work)

### Design and Development Articles

- Design Patterns and the Art of Consistency (Any Course)
- Image Compression Techniques That Make You Look Like a Genius! (DGM2341)
- Immersive Experiences are Critical to Engaging Participants (DGM2260)
- Interactive Advertisements Can Change a Readers Mind (DGM2270)
- Integrating 'Interactive Objects' into Productions to Increase Engagement (DGM2280)
- Preparing for an Internship in Digital Product Design (Extra Curricular Work)

**NOTE:** At the end of each article, use the following statement, using your own information, to ensure faculty can identify the course and project affiliation. This also informs readers of current status.

*John Doe is a student in the Digital Media program at Utah Valley University, Orem Utah, studying Interaction Design. The following article relates to (X Project) in the (DGM XXXX Course) and representative of the skills learned.*

## **Résumé / CV Article**

A separate article or section of a personal site should be written to showcase a professional résumé/CV and placed according to a logical structure. We also recommend that students work with the Student Career Center to organize a résumé and use outside resources found on site such as UXBeginner - UsabilityCounts - Monster - to craft their document(s). The résumé should be updated frequently, and reflect UX / Interaction Design / Digital Product Design experiences. Lastly, a link to a PDF version should be provided for potential employers to download.

## **Extra Curricular Work**

Students must demonstrate a sufficient quantity and quality of extra-curricular activities in the Interaction and Design (UX/Digital Product Design) field through voluntary immersion. This would include submission of UX Design-based Web sites, mobile Apps, or immersive/adaptive projects with supporting documentation (e.g. not as part of a class), and most importantly an emphasis on Digital Product Design and Development. It is recommended that extra curricular projects be solo-produced; however, if not, group-originated materials must be accompanied by a detailed description of the student's role in the project.

## **Social Media**

Students are highly encouraged to provide links and evidence of their social media presence as part of their portfolio strategy. How do you use these platforms to network, show/share work, and stay informed? This may include Dribbble or Adobe Behance or other current platform. Integrate these options into personal branding materials. Of great importance, connect with designers (follow) on Medium, LinkedIn, or other social media platform. It should be understood, social media is not purely social, it is a deliberate act of professional networking, and can be the difference between ho-hum portfolio performance, and an active use of branding. Do not underestimate these tools!

## **Interview**

Students will be required to complete a personal interview with designated Interaction & Design faculty. In this interview, candidates will be assessed on criteria such as interpersonal skills, personal desire, technical aptitude, and accomplishments. These criteria are designed to help faculty properly measure the likelihood of success as an advanced-standing student in the Interaction & Design concentration within the Digital Media program, as well as entry into a demanding industry after graduation. Interviewees must have a copy of their "unofficial" UVU transcript with them during the interview, or appropriately available virtually. Design Terms Sheets, Style Guides, Validation & Design Guides, or other course generated material, can also be shared as evidence of a student's capabilities as referred to previously.

**NOTE:** During the interview, applicants must disclose any courses that may be in progress at the time of the portfolio submission.

### **Conditional Acceptance**

Conditional acceptance into upper division classes can be requested if there are only one or two lower division DGM core classes left for completion, but any acceptance is contingent upon students coordinating with an advisor and final approval of a faculty member in the Interaction & Design concentration.

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