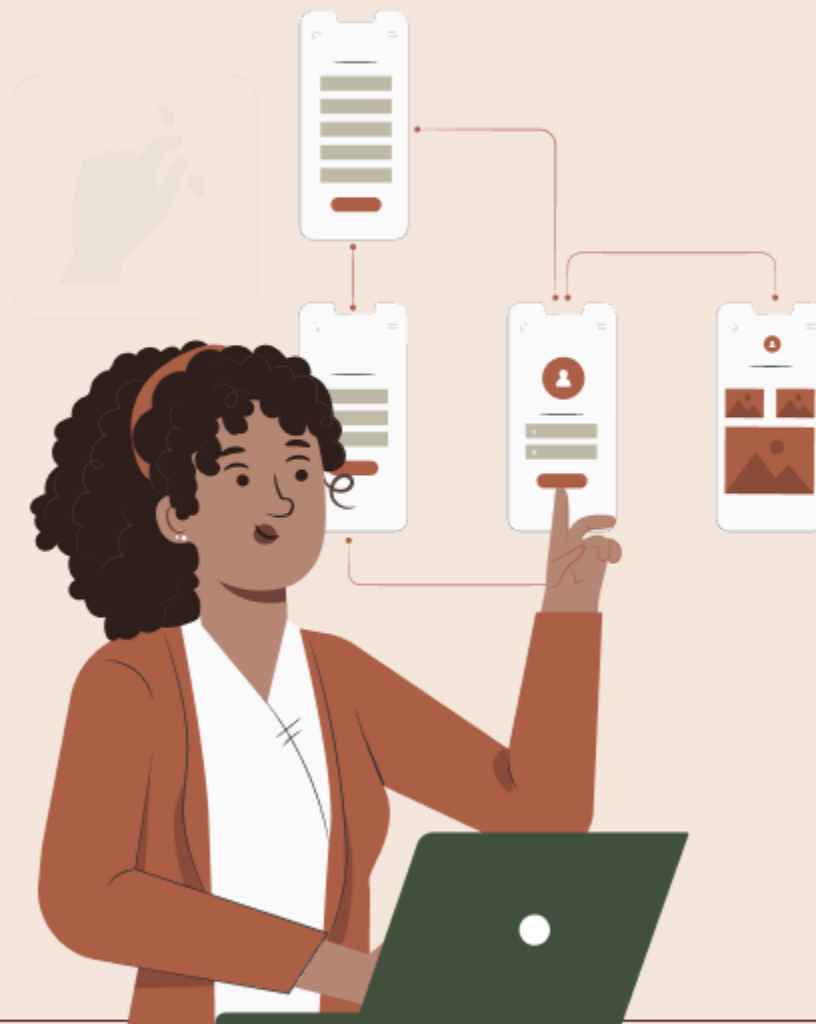


UX Design - *Facilitator Guide*



**DIGITAL
CAREERS
TOOLKIT**

BY



DOWNLOADABLE GUIDES



UX Design - Facilitator Guide

This guide is prepared for teachers who use the Digital Career Toolkit for class activities, or counselors who use the Toolkit as a coaching guide. If you have feedback or want support, please [contact us](#).

Facilitation Suggestions

Below are suggestions to use the 'Explore Careers- UX Design' section of the toolkit, with additional resources.

**Because some of the activities introduce technical skills associated with the career, it is recommended that as a facilitator you try them first.*

In my class	Suggestion	Learners will be able to
I want to do a mini-lesson to generate career awareness	Learners watch the 3 video clips of "Professionals who work in the Field" and read the "Skills to Pay the Bills" section	Name what UX Design is and say why it is important
I want to include one lesson to introduce UX Design	The most hands-on way to introduce UX Design is through the "Want to get started right now?" activities. The T-Shirt design and Figma design project will take ~1 hour.	Name what UX Design is and say why it is important
I want to include 2-3 lessons on UX Design as part of a tech course or career studies unit	Learners work through all UX Design Career Exploration sections in the toolkit, including creating a Figma account. See Lesson Suggestions below.	Name what UX Design is, say why they could be good at it, and write up their plan to pursue this path
I am working individually with	Learners work through all UX Design Career Exploration sections in the toolkit. See	Name pathways within the field of UX Design,

learners as part of their postsecondary planning.	Lesson Suggestions below.	say why they are interested in pursuing this path, and add options to their postsecondary path
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Introducing UX Design

- Introduce the topic through the ‘Want to get started right now?’ activities
- First, The T-Shirt design Project: a good conceptual activity that can make a connection between physical and digital design.
- Then, the Figma Design Project: Have learners watch the video from [Bitesize UX](#). This is a ~30 minute video that is a beginners guide to UX Design:
 - Start at 2:30 to skip the promo for Springboard
 - Before watching, have learners register for a [Figma](#) account - free version. The video will provide step by step instructions for working in Figma with a pre-designed template.
 - The video takes learners through a project to design an app for finding community volunteer events. Learners understand how UX Designers approach a problem to become familiar with common processes and terms.
 - As a facilitator you can reinforce the concepts, which are defined in the Toolkit: user research, wireframes, low fidelity prototypes, etc.

The goal of this activity is to experience working on a UX Design project by getting a sense of the processes and tools UX Designers use. Even 30 minutes of productive struggle will give learners insight into the work, and if they are intrigued and challenged they can go further.

Understand the Business: Consider where you can work

There are two opportunities for extension activities with this section of the Toolkit

1. Orient learners to the types of work environments for digital careers, and discuss the benefits and drawbacks of each:
 - Working for a **large company** - benefits/drawbacks include being on a larger team, more opportunities for mobility, salary includes benefits, conforming to company culture
 - Working for a **small business** - benefits/drawbacks include being on a smaller team, less specialization and more all-hands-on-deck approach, closer to leadership and organizational mission, may be less clearer lines of reporting and fewer

opportunities for mentorship, salary includes benefits, less job security, company culture can be difficult to gauge

- **Freelance** - benefits/drawbacks include higher paying projects, no stability, no benefits, variety of jobs builds resume, essentially working on your own
- Working for an **agency** - benefits/drawbacks include working on different projects through commissions, less collegiality, may be more steady work than freelance, may or may not include benefits, no company culture

2. Orient learners to team structures and a Table of Organization (TO).

Project or print out these Tables of Organization (also found when you click “READ MORE” in this section of toolkit):

Table of Organization- Large Company

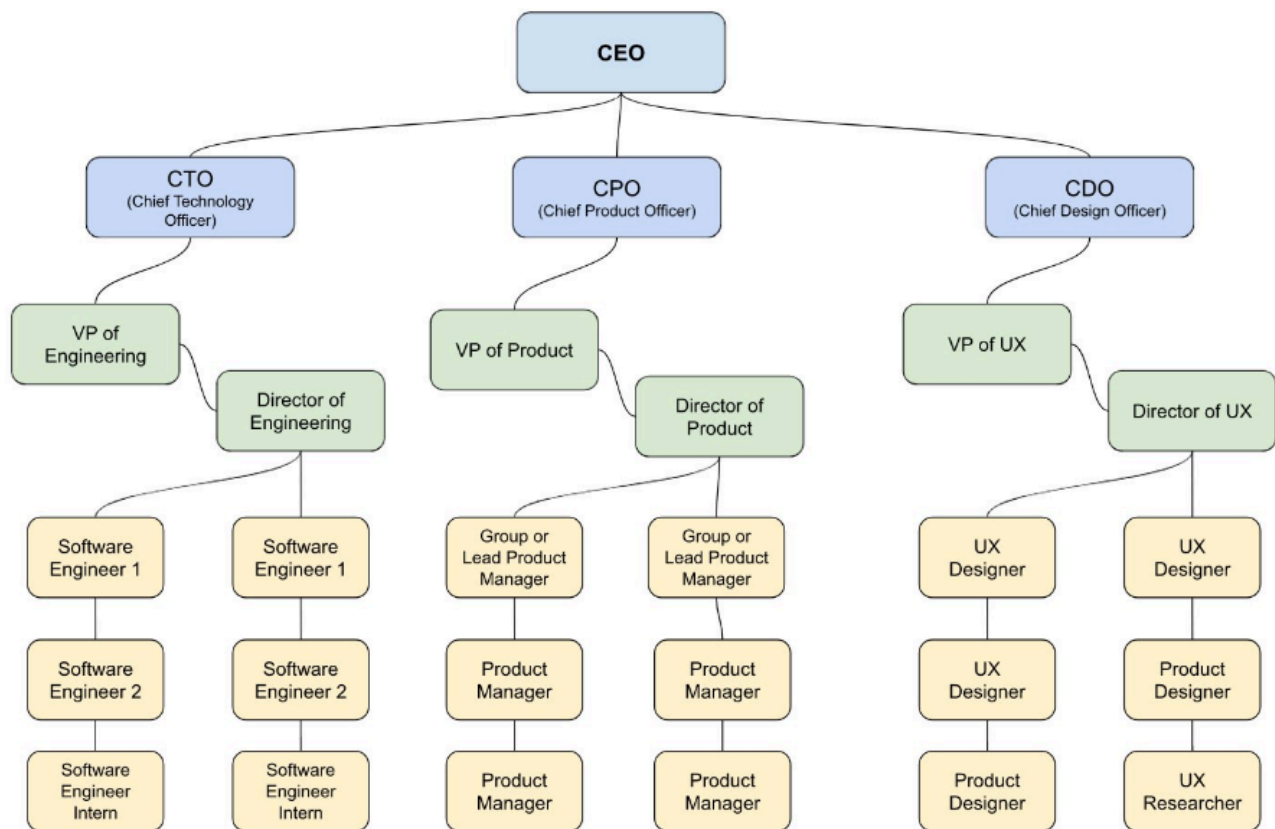
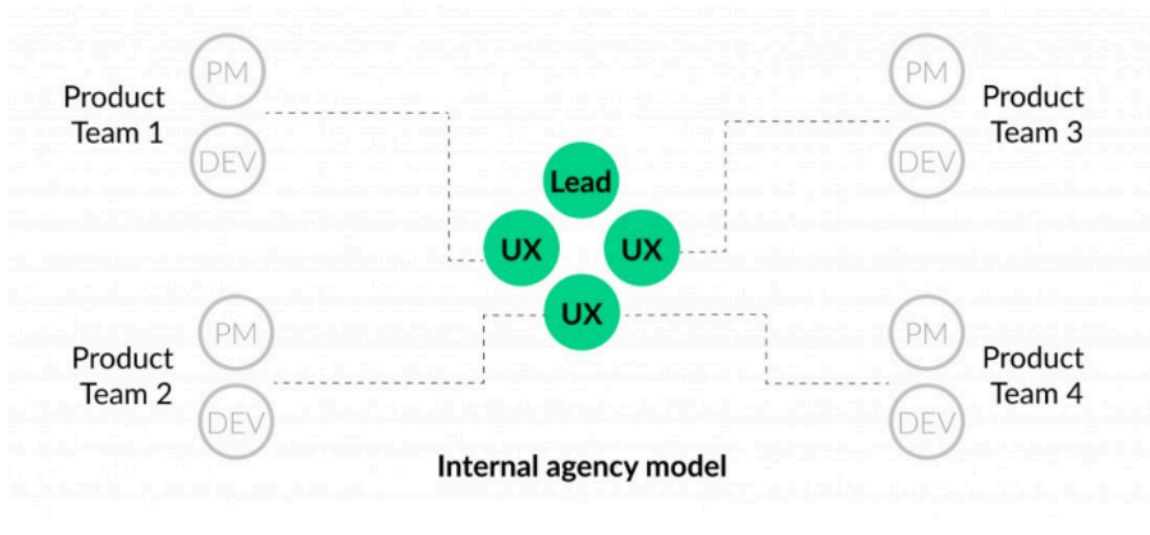


Table of Organization- Pod Internal Agency Model



Discussion questions for learners:

- A large design company will employ many UX Designers and may have a Head of Design. How do you think the Director of UX differentiates the roles of the members of their team?
- How do you think the UX team interacts with the Product Team and the Software Engineering Team? How are UX Design, Product Development, and Software Engineering connected functions?
- In the interagency Table of Organization each Product Team includes a UX Designer, Software Developer and Project Manager. What do you think is the role of each team member in the launch of a new product, like a website or app?
- Even though some UX Design roles - like Research and Project Management - are not explicitly technical functions, why do you think they are part of a Technology Team in a large company?

Skills to Pay the Bills

As a facilitator, you can encourage a strength-based and growth mindset.

- **Skills you already have** - This section emphasizes durable skills that learners already have and/or can cultivate - problem solving, communication, story telling, art and design
- **Skills you will learn** - The section outlines skills to be learned - especially technical skills that can be demonstrated through projects, certifications, and online courses

Using the Job Description

- Designed as a synthesizing or culminating activity
- Note that the Job Description is an edited version of a posted job. The name of the company is removed. The Job Description is skill-based - it does not require a degree
- Suggested activities:
 - Highlight the 'employability skills' like communication or teamwork
 - Note which of these you feel you are already good at
 - Highlight the technical skills required
 - Note which of these can be learned and demonstrated via certification
 - Ask students to project into the future and write a 250 word paragraph expressing interest in the job
 - This can be extended to [Make a Plan](#) to pursue training and position themselves to be ready to apply for this kind of job in the future
 - Create mock interview panels with learners in which they interview for this job as a culmination for what they learned through the Toolkit

Using the Toolkit to Make a Plan

See Facilitator Guide to [Make a Plan](#)

Have a question? Have suggestions or advice for other educators? Fill out the '[Contact Us](#)' form.