

University of Kentucky

School of Information Science

ICT605 - Introduction to Human Computer Interaction Fall 2022 Syllabus

Instructor:	Dr. Firaz Peer
Contact Information:	350, Lucille Little Fine Arts Library firazpeer@uky.edu https://uky.zoom.us/j/8020732991
Office hours:	I will hold regular office hours on Zoom between 1-2pm on Mondays, 1-2pm on Wednesdays, or by appointment.
Preferred method of contact:	Canvas/Email.
Response time:	I usually respond to questions within 24 hours. (you can expect a delay during weekends and holidays).
Class Meetings:	This class takes place asynchronously on Canvas.

COVID-19 Statement [inspired by Dr. Andrew Heiss]

A college class can be stressful enough during normal times, but it's likely worse during a global pandemic. You may know (or be!) someone who has lost their job, tested positive for COVID-19, been hospitalized, or taken on new family responsibilities.

I am fully committed to making sure that you learn everything you were hoping to learn from this class! Although formal deadlines are an important part of giving structure to a class, my late policy and willingness to make accommodations are pretty generous even during normal times, and if this pandemic is turning your life upside down, I'm willing to be as flexible as you need me to be.

If you feel like you're behind, not understanding everything, or just plain stressed, do not suffer in silence! Please reach out so we can discuss what needs to be done and adjust things accordingly.

Basic Needs Statement [inspired by Dr. Sara Goldrick-Rab]

Any student who has difficulty affording or accessing food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students and to explore the resources listed at the bottom of this page. Although you don't have to, you could also notify me if you are comfortable in doing so.

Diversity Statement

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under university policies.

Personally, I committed to creating an inclusive and caring learning community. If you experience any behavior or treatment, from your classmates or myself, that contradicts this goal, please do reach out and let me know.

Course Information

Course Description

Human computer interaction (HCI) is an interdisciplinary field in which computer scientists, engineers, psychologists, social scientists, and design professionals play important roles. The goal of HCI is to solve real problems in the design and use of technology, making computer-based systems easier to use and more effective for people and organizations. Ease of use and effectiveness are critical to the success of any systems that interact with people, including software systems, home, office and factory appliances, and web and phone applications. This course provides an overview and introduction to the field of human-computer interaction, with a focus on how it applies to managers, technology executives, and others who will work with HCI professionals. Emphasis will be placed on what HCI methods and HCI-trained specialists can bring to design and development teams. The course will introduce students to proven tools and techniques for creating and improving user interfaces, such as Participatory Design, HCI for Development, Contextual Inquiry, and Think-Aloud User Testing.

The course is designed to achieve the following objectives

1. The principles and characteristics of human-computer interaction, such as direct manipulation, usability affordances, and interaction design heuristics.
2. The workflow for designing and evaluating user-centered applications, like need finding, data analysis, sketching, prototyping, and evaluation.
3. The current state of research and development in the field of human-computer interaction.

Student Learning Outcomes

Connected to the three course objectives are the following three learning outcomes. At the end of this course, students will be able to:

1. Design user interfaces and experiences grounded in known principles of usability and human-computer interaction.
2. Iteratively sketch, prototype, evaluate, and improve user-centered designs with user feedback.
3. Apply those skills to open or new areas of development in human-computer interaction.

Textbooks

There are no required textbooks for this course. All readings will be made available to you through Canvas. If you would like to have a textbook to read in addition to the readings we do in class, this one by Sharp, Preece and Rogers is a good one to own.

1. Helen Sharp, Jennifer Preece, Yvonne Rogers, Interaction Design: Beyond Human-Computer Interaction, 5th edition, Wiley Publishers, ISBN: 978-1119547259

Class Information and Requirements

- This is an asynchronous online course, which means you are free to work on the course material at your own pace, as long as you can keep up with the weekly deadlines.
- This is an introductory course and is designed for those who do not have any prior experience in design or computing. Success in this class will depend on reading weekly material and actively engaging in discussions and design activities facilitated via Canvas and Perusall.
- There will be three assignments for individual completion (not a group effort). You will have about two weeks to complete each one. The goal of the assignment is to give you practical experience in the processes and methods used in this field.
- You will also complete a project as a group, which will include user observations, systems design, prototyping, evaluation, and a final report.
- Please make sure you check Canvas regularly and let me know if you're falling behind, need help with anything, or just need more time to participate in the class activities.
- If the scheduled office hours do not work for you, please email me so we can setup a Zoom call that works with your schedule. Please remember to email me at least 24 hours in advance, so I can setup the virtual meeting and invite you to join it.
- You will need access to an appropriate laptop computer (with either MS-Windows or Mac OS) to complete the readings and assignments. I would recommend using your own laptop, if you have one. Otherwise, you can check out a laptop from the School of Information Science. If you check out a laptop, please make sure you have all the necessary software installed. UK's Technology Help Center lists [minimum requirements for technology for eLearning](#).
- You will need to have access to a WiFi connection (<https://www.uky.edu/wifihelp/sfs.html>).

Course Activities and Assignments

Grading scale for this course:

- 90.00 – 100% = A
- 80.00 – 89.99% = B
- 70.00 – 79.99% = C
- 60.00 – 69.99% = D
- 0.00 – 59.99% = E

Your final grade will be determined by your performance on the following items:

- **Weekly reflections on readings (40%)**
We will have between 2-4 academic articles to read each week, along with relevant podcasts and talks. These weekly reflections offer a space for you to share your main takeaways and key ideas with me and the rest of the class. I will drop the two lowest scores on these weekly reflections, which means you can skip submitting two of these weekly reflections in case you have to.
- **Individual Project Assignments (30%)**
Each assignment might range from observing people in a mini field study, to sketching a prototype, to mocking up an interface in Photoshop or Sketch, to designing a research study.
- **Group Project (20%)**
As part of the group project, students will be asked to
 - evaluate some computing-related task or problem
 - brainstorm to develop interface design alternatives for the task or problem
 - implement a prototype of your design
 - evaluate your design

This project will provide you with hands-on experience with the tasks that interaction designers deal with every day. Ideally, the topic of the project will be a problem that matters to some "real-life" context. The stakeholders in the chosen context will serve as your "clients", with whom you must communicate and from whom you will learn about their tasks and problems. Please make sure you contact your potential clients early on and discuss project ideas. I can also serve as a resource for developing project ideas and contacting clients.

- **Class Participation (10%)**

Class participation will be assessed with the Perusall app in Canvas. Perusall is a collaborative reading app, which allows us to share annotations, questions, and comments within the weekly readings, podcasts, and talk. More details on how to access the readings through Perusall are available in Canvas. I will drop the four lowest scores on these weekly readings, which means you can skip up to four readings in case you have to.

Late Work Policy

Assignments should be submitted online via Canvas. Over the course of the term, you will have **three** "late days", which you can use to submit work to Canvas with no explanations needed. Please make sure you specify "Use my late days" on the first page of the assignment if using late days towards a submission. After the three late days have been exhausted, overdue submissions will receive a zero. I will not grade work that has been submitted **five** days after the deadline, unless prior arrangements have been made with me.

Attendance Policy

This is an asynchronous online course, which requires participation via Canvas to facilitate a sense of community. I will also use Canvas to make course announcements, distribute reading materials, create assignments and post grades. Please login at <https://www.uky.edu/canvas> (Canvas) regularly and check the course homepage for announcements and assignment deadlines.

The following UK policies are in effect for this course.

Technology Information and Requirements

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <http://download.uky.edu/>.

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT. For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>

Information Technology Customer Service Center (UKIT)

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Library Services & Distance Learning Services <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu • DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

The School of Information Science has a page with a comprehensive list of technology resources on their website at <http://ci.uky.edu/sis/students/techtips>

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#).

In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.A)

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational

unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.4.2.1)

Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Religious Observances (Senate Rules 5.2.4.2.D)

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud’s website](#) or calling 859-257-3737.

Make-Up Work (Senate Rule 5.2.4.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Academic Policies in relation to COVID-19

Academic Calendar, Reading Days and Dead Week

Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available [on the uky.edu website](#).

The calendar features a Reading Day. The current Dead Week restrictions on certain instructional activities would continue to apply to Reading Days. An additional restriction would apply to Reading Days, namely no required class meetings or, more generally, no “required interactions.” Reading Days are not academic holidays.

Dead Week: Senate Rules 5.2.4.6 define the last week of class during a regular semester as dead week. Class participation and attendance policies apply during dead week and regularly assigned homework that was announced in the syllabus applies, but no written examinations or quizzes will be assigned during dead week. See Senate Rules 5.2.4.6 for complete policy information.

Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phrasology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic

record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer.

One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IIEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. The VIP Center accepts walk-in appointments.

Tentative Course Schedule

The following schedule is tentative and subject to change. Any changes made to the syllabus will be communicated to the students with reasonable notice. More details about each of the modules are available in Canvas.

Week	Topic & Readings	Assessment Activities	Due Date
1	Introduction to HCI and Design Read <ul style="list-style-type: none"> Grudin, Jonathan. "A moving target: The evolution of HCI." In Sears, Andrew, and Julie A. Jacko, eds. The human-computer interaction 	Annotations in Perusall	1/16

	<p>handbook: fundamentals, evolving technologies and emerging applications. CRC press, 2007. (35 pages)</p> <ul style="list-style-type: none"> Chapter 1 from Norman, Don. The Design of Everyday Things: Revised and expanded edition. Basic books, 2013. (36 pages) <p>Listen</p> <ul style="list-style-type: none"> Wait Wait... Tell Me!, 99% Invisible, Episode 369 (36 minutes) 	<p>Reading reflections in Canvas</p> <p>Introduce yourselves in Canvas</p>	
2	<p>Understanding Users & How Interfaces Affect Them</p> <p>Read</p> <p>Helen Sharp, Jennifer Preece, Yvonne Rogers, Interaction Design: Beyond Human-Computer Interaction, 5th edition, Wiley Publishers</p> <ul style="list-style-type: none"> Chapter 3: Conceptualizing Interaction (28 pages) Chapter 4: Cognitive Aspects (29 pages) <p>Listen</p> <ul style="list-style-type: none"> "Mapping." This American Life (59 min) 	<p>Annotations in Perusall</p> <p>Reading reflections in Canvas</p>	1/23
3	<p>Data Gathering & Research Methods</p> <p>Read</p> <ul style="list-style-type: none"> Blomberg, Jeanette, and Mark Burrell. "An ethnographic approach to design." In The Human-Computer Interaction Handbook (2012). (23 pages) Muller, Michael J., and Allison Druin. "Participatory design: the third space in human-computer interaction." The Human-Computer Interaction Handbook (2012). (28 pages) <p>Watch</p> <ul style="list-style-type: none"> The danger of a single story, Chimamanda Ngozi Adichie, TED Global 2009 (19 min) <p>Individual Assignment 1 posted to Canvas</p>	<p>Annotations in Perusall</p> <p>Reading reflections in Canvas</p>	1/30
4	<p>Data Analysis and Generating Requirements</p> <p>Read</p> <ul style="list-style-type: none"> Mayhew, Deborah J., and Follansbee, Todd J. "User experience requirements analysis within the usability engineering lifecycle." In The Human-Computer Interaction Handbook, CRC Press, 2012. (8 pages) Muller, Michael J., and Kogan, Sandra. "Grounded Theory Method in Human-Computer Interaction and Computer-Supported Cooperative Work." In The Human-Computer Interaction Handbook, CRC Press, 2012. (20 pages) Dourish, Paul. "Reading and interpreting ethnography." In Ways of Knowing in HCI, Springer, New York, NY, 2014. (23 pages) <p>Watch</p> <ul style="list-style-type: none"> Adventures in Universal Design (7 min) 	<p>Annotations in Perusall</p> <p>Reading reflections in Canvas</p>	2/6
5	<p>Designing the Interface</p> <p>Read</p> <ul style="list-style-type: none"> Neale, Dennis C., and John M. Carroll. "The role of metaphors in user interface design." In Handbook of human-computer interaction, North-Holland, 1997. (16 pages) Prabhu, Prasad V., and Girish V. Prabhu. "Human error and user-interface design." In Handbook of human-computer interaction, North-Holland, 1997. (11 pages) Susani, Marco. "Mobile interaction design in the age of experience ecosystems." In Human-Computer Interaction, CRC Press, 2009. (7 pages) <p>Watch</p>	<p>Annotations in Perusall</p> <p>Reading reflections in Canvas</p> <p>Individual assignment 1 due</p>	2/13

	<ul style="list-style-type: none"> • Mouse Pointers and Fitss's Law, Computerphile (8 min) <p>Individual Assignment 2 posted to Canvas</p>		
6	<p>Interaction Design & Prototyping</p> <p>Read</p> <ul style="list-style-type: none"> • Beaudouin-Lafon, Michel, and Wendy E. Mackay. "Prototyping tools and techniques." In Human-Computer Interaction, CRC Press, 2009. (23 pages) <p>Buxton, Bill. Sketching user experiences: getting the design right and the right design. Morgan Kaufmann, 2010.</p> <ul style="list-style-type: none"> • Chapter 9: The Anatomy of Sketching (9 pages) • Chapter 10: Clarity is not Always the Path to Enlightenment (6 pages) • Chapter 11: The Larger Family of Renderings (6 pages) • Chapter 12: Experience Design Vs Interface Design (7 pages) • Chapter 13: Sketching Interaction (3 pages) • Chapter 14: Sketches are Not Prototypes (2 pages) • Chapter 35: Interacting with Paper (21 pages) <p>Watch</p> <ul style="list-style-type: none"> • Google Docs in Plain English (2:50 min) • ABC News, 60 Minutes, IDEO Design Thinking, January 2013 (13 minutes) • A Day Made of Glass... Made possible by Corning (6 min) • ABC News Nightline IDEO Deep Dive, July 1999 (22 min) 	<p>Annotations in Perusall</p> <p>Reading reflections in Canvas</p> <p>Systems Overview assignment due</p>	2/20
7	<p>Visual Design of Interfaces</p> <p>Read</p> <ul style="list-style-type: none"> • Watzman, Suzanne, and Margaret Re. "Visual Design: Principles for Usable Interfaces: Everything Is Designed: Why We Should Think Before Doing." In The Human-computer Interaction Handbook, CRC Press, 2007. (25 pages) • Card, Stuart. "Information Visualization." In The Human-computer Interaction Handbook, CRC Press, 2007. (30 pages) <p>Watch</p> <ul style="list-style-type: none"> • The Beauty of Data Visualization, David McCandless, TED-Ed (18 min) • Storytelling with Data, Cole Nussbaumer Knaflic, Talks at Google (53 min) <p>Individual Assignment 3 posted to Canvas</p>	<p>Annotations in Perusall</p> <p>Reading reflections in Canvas</p> <p>Individual assignment 2 due</p>	2/27
8	<p>Usability Evaluation</p> <p>Read</p> <ul style="list-style-type: none"> • Dumas, Joseph S., and Jean E. Fox. "Usability testing." In The human-computer interaction handbook, CRC Press, 2007. (15 pages) • Cockton, Gilbert, Alan Woolrych, and Darryn Lavery. "Inspection-based evaluations." In Human-Computer Interaction, CRC Press, 2009. (16 pages) • Kieras, David. "Model-based evaluation." In Human-Computer Interaction, CRC Press, 2009. (16 pages) 	<p>Annotations in Perusall</p> <p>Reading reflections in Canvas</p>	3/6
9	<p>Research Ethics and Working in Groups</p> <p>Read</p> <ul style="list-style-type: none"> • Bruckman, Amy. "Research ethics and HCI." Ways of Knowing in HCI (2014). (19 pages) 	<p>Annotations in Perusall</p>	3/13

	<ul style="list-style-type: none"> • Tips for Working Successfully in a Group, Randy Pausch (1 page) • The Discipline of Teams, by Jon R. Katzenbach and Douglas K. Smith (22 pages) <p>Watch</p> <ul style="list-style-type: none"> • Ways of Working, Sue Siegel, GE, (5:50 min) • Ways to Create Ecosystems, Sharon Vosmek, Astia, (5:43 min) • Team Composition, Kathleen M. Eisenhardt, Stanford Technology Ventures Program (2:33 min) • Design leader John Maeda on how to foster creative collaboration on distributed teams (35 min) 	<p>Reading reflections in Canvas</p> <p>Individual assignment 3 due</p>	
	Spring Break (Mar 14-18)		
10	<p>Design Values and Justice</p> <p>Read</p> <ul style="list-style-type: none"> • Friedman, Batya, Peter H. Kahn, Alan Borning, and Alina Hultgren. "Value sensitive design and information systems." In Early engagement and new technologies: Opening up the laboratory, Springer, Dordrecht, 2013. (20 pages) • Chapter 1 from Costanza-Chock, Sasha. "Design justice: Community-led practices to build the worlds we need." The MIT Press, 2020. (31 pages) • Parvin, Nassim. "Doing justice to stories: on ethics and politics of digital storytelling." Engaging Science, Technology, and Society 4 (2018). (19 pages) <p>Listen</p> <ul style="list-style-type: none"> • Invisible Women by 99% Invisible, Episode 363, 33 min <p>Start working on Group Project</p>	<p>Annotations in Perusall</p> <p>Reading reflections in Canvas</p> <p>Finalize groups, roles, and topic for final group project</p>	3/27
11	<p>HCI for Development, & Social Good</p> <p>Read</p> <ul style="list-style-type: none"> • Dell, Nicola, and Neha Kumar. "The ins and outs of HCI for development." In Proceedings of the 2016 CHI conference on human factors in computing systems, 2016. (12 pages) • Toyoma, Kentaro. "Can Technology End Poverty?." Boston Review, Nov 2010. (9 pages) • Hussain, Faheem, Abdullah Hasan Safir, Dina Sabie, Zulkarin Jahangir, and Syed Ishtiaque Ahmed. "Infrastructuring hope: Solidarity, leadership, negotiation, and ict among the rohingya refugees in bangladesh." In Proceedings of the 2020 International Conference on Information and Communication Technologies and Development, 2020. (12 pages) • Tachtler, Franziska, Reem Talhouk, Toni Michel, Petr Slovák, and Geraldine Fitzpatrick. "Unaccompanied Migrant Youth and Mental Health Technologies: A Social-Ecological Approach to Understanding and Designing." In Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems, 2021. (19 pages) <p>Watch</p> <ul style="list-style-type: none"> • One Laptop Per Child, Two Years On (16 min) • Ghana: Digital Dumping Ground (2010) Reported by Peter Klein, Produced by the Univ of British Columbia (available online on pbs.org) 	<p>Annotations in Perusall</p> <p>Reading reflections in Canvas</p> <p>Complete need finding for group project.</p>	4/3
12	<p>Physical, Emotional & Spiritual Wellbeing</p> <p>Read</p>	<p>Annotations in Perusall</p>	4/10

	<ul style="list-style-type: none"> Kannabiran, Gopinaath. "Your sexuality does not matter!." Interactions 28, no. 1 (2020). (2 pages) Kannabiran, Gopinaath. "Ignored intersections." Interactions 28, no. 2 (2021). (2 pages) Kannabiran, Gopinaath. "Queerious futures." Interactions 28, no. 3 (2021). (2 pages) Ian Hargraves; Care and Capacities of Human-Centered Design. Design Issues 2018; 34 (3) (12 pages) Mustafa, Maryam, Kimia Tuz Zaman, Tallal Ahmad, Amna Batool, Masitah Ghazali, and Nova Ahmed. "Religion and Women's Intimate Health: Towards an Inclusive Approach to Healthcare." In Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems, 2021. (13 pages) Mueller, Florian'Floyd, Darren Edge, Frank Vetere, Martin R. Gibbs, Stefan Agamanolis, Bert Bongers, and Jennifer G. Sheridan. "Designing sports: a framework for exertion games." In Proceedings of the sigchi conference on human factors in computing systems, 2011. (9 pages) 	<p>Reading reflections in Canvas</p> <p>Complete prototype for group project.</p>	
13	<p>Critical Approaches and the Future of HCI</p> <p>Read</p> <ul style="list-style-type: none"> Ihudiya Finda Ogbonnaya-Ogburu, Angela D.R. Smith, Alexandra To, and Kentaro Toyama. 2020. Critical Race Theory for HCI. Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems. Association for Computing Machinery, New York, NY, USA. (16 pages) Fiesler, Casey, Shannon Morrison, and Amy S. Bruckman. "An archive of their own: a case study of feminist HCI and values in design." In Proceedings of the 2016 CHI conference on human factors in computing systems, pp. 2574-2585. 2016.. (11 pages) Wong, Richmond Y., and Vera Khovanskaya. "Speculative design in HCI: from corporate imaginations to critical orientations." In New Directions in Third Wave Human-Computer Interaction: Volume 2- Methodologies, Springer, Cham, 2018. (27 pages) Mueller, Florian Floyd, Pedro Lopes, Paul Strohmeier, Wendy Ju, Caitlyn Seim, Martin Weigel, Suranga Nanayakkara et al. "Next steps for human-computer integration." In Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems, 2020. (15 pages) <p>Watch</p> <ul style="list-style-type: none"> Speculative Design and the Future of UI - J.Paul Neeley (26 min) 	<p>Annotations in Perusall</p> <p>Reading reflections in Canvas</p> <p>Complete heuristic evaluation for group project.</p>	4/17
15	Work on Project and Report	Complete redesign based on heuristic evaluation for group project.	4/24
16	Work on Project and Report	Submit final report for group project.	5/1

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