### Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>JAN 14/16</th>
<th>JAN 21*/23</th>
<th>JAN 28/30</th>
<th>FEB 4/6</th>
<th>FEB 11/13</th>
<th>FEB 18/20</th>
<th>FEB 25/27</th>
</tr>
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#### Important Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>Exam (JAN 14) - Principles paper</td>
<td>presentations - (Proposal)</td>
</tr>
<tr>
<td>Proposal Due (Jan 16) - Groups AB presentations</td>
<td>ORSH presentations (PRI)</td>
</tr>
<tr>
<td>T - Groups CDE</td>
<td>R - Groups FGH</td>
</tr>
<tr>
<td>T - A (EB, AT)</td>
<td>T - E (TB, YP)</td>
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<tr>
<td>R - B (EB, AT)</td>
<td>R - F (TB, YP)</td>
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#### Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>MAR 4/6</th>
<th>MAR 11/13</th>
<th>MAR 16-23</th>
<th>MAR 25/27</th>
<th>APR 1/3</th>
<th>APR 8/10</th>
<th>15/17</th>
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#### Important Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Comment</th>
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<tbody>
<tr>
<td>ORSH presentations (RIC)</td>
<td>presentations - (Proposal)</td>
</tr>
<tr>
<td>T - C (EB, YP)</td>
<td>T - E (EB, YP)</td>
</tr>
<tr>
<td>T - G (TB, AT)</td>
<td>T - A (TB, AT)</td>
</tr>
<tr>
<td>R - D (EB, YP)</td>
<td>R - F (EB, AT)</td>
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<tr>
<td>R - H (TB, AT)</td>
<td>R - B (TB, YP)</td>
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#### Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>APR 22/24</th>
<th>APR 27-MAY 1</th>
<th>MAY 5-9</th>
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#### Important Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Comment</th>
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<tbody>
<tr>
<td>ORSH presentations (CPS)</td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>T - G (EB, TB)</td>
<td>Final Poster Show</td>
</tr>
<tr>
<td>T - C (YP, AT)</td>
<td>School Show</td>
</tr>
<tr>
<td>R - H (EB, TB)</td>
<td>May 6, Tuesday</td>
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<tr>
<td>R - D (YP, AT)</td>
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Introduction*

The goal of the Capstone is to provide students with the opportunity to wrap up their Master’s in HCI with an interaction design project that rises well above the sorts of class projects that they have done previously in ambition, execution, rigor, and documentation. The Capstone class supports this effort and is intended to provide an opportunity to:

- Contribute a rigorously executed and well crafted project in one of the following three areas: interaction design; strategic design planning; or research, scholarship & creative activity;
- Develop a portfolio piece of which both the individual student and the HCI/d program as a whole can be proud;
- Put into practice the design, research, and prototyping skills you have learned, want to develop better, and/or want to showcase in your portfolio;
- Find a voice as a designer;
- Contribute to the program’s archive of showcase design work.

(* Some of this text owes to an earlier jointly constructed Syllabus by Eli Blevis and Jeff Bardzell).

Structure

You should arrive the first day of class having thoroughly read the texts described below. You should have decided which Career Path Track you are in, per the deliverables on Page 5. If your capstone involves a study requiring IRB approval, you should bring the paper work to the first or second class.

Your class will be divided into several groups of roughly 5 students. You will have the floor roughly one class in four as part of your assigned group for twenty minutes. You will present your progress on your capstone using the One Room School House (ORSH) style of learning described here:


Each presentation you make during your group meetings will have an influence on your grade. You should also expect to attend each and every class—paying attention to the presentations on your group’s presentation days, as well as using the time to work on your own capstone.

In addition, there will be Faculty shows during which you will have a chance to present your work in Poster form to the entire HCI/d core faculty for feedback. These will be scheduled outside of regular class time. Please note that the HCI/d faculty are not strictly required to attend, and it is likely that not every HCI/d core faculty member will attend every show.

There will be a Public Show at the end of the class.

General Rules and Important Advice

- Templates will be provided for the layout and structure of all deliverable formats and must be followed, exactly. Your goal is to create meaningful content and explicitly not to create decorative layout.
- You must attend every class, which is work time. The instructors may check with you at any time to look at your work in progress. The Associate Instructor will take attendance and also offer advice.
- You will need to work in addition to the class time.
- Insofar as it is possible under all university regulations, there will be no “I” grades, except under the most unusual circumstances. You will receive a grade for the class in week 16. The standards will be high. It will be possible to fail this class if your work is not of the standard of which we can be collectively proud.
- You can’t pass the class without helping others and acknowledging the help of others.
- You can’t pass the class without attending.
- Your study design must be for an exempt study and approval must be accomplished by end of week 2.
- Dangling capstone students from prior years may attend, but only if they are not disruptive to the present cohort. Dangling capstone students receive the lowest priority from the faculty or AI with respect to time, and may be asked to not attend by the faculty.
- Capstone projects become part of the permanent archive of the program, and you agree to allow your work to be displayed in a manner which is fully attributed to both you and the program.
First Amendment to the Syllabus

1. You have Studio Time when you’re not in a meeting group that is presenting that class (meeting groups are assigned).
2. All projects are individual.
3. Depending on the number of teams, we may reconstitute meeting groups so as to optimize individual attention and the possibility of mentoring between one team and another.
4. In your meeting groups, be prepared to provide a focused artifact (i.e. part of a print form design, diagrams, paper reviews, concept sketches, prototype plan) to stimulate a discussion that helps you advance your capstone – expect about 20-30 minutes of holding the floor for discussion per person.
5. In your meeting groups, be prepared to listen to the discussion of other students and provide feedback and mentoring.
6. Class time will be normally organized into Opening Remarks and Attendance and Open Clinic 6:00-6:30; Group meeting or work time 6:20-8:50; Closing Remarks and Attendance 8:50-9:00.
7. The Associate Instructors may circulate among the studio from time to time.
8. As a unifying theme for the projects, you are strongly encouraged to make the title of your project be in the form “Wellbeing and ________.” The idea is to create some sort of coherence and possibility of common interest among the projects and to ensure that every project relates in some way to social values.

Additional Notes
1. You must attend 6-9 T/R and (formally) unexcused absences will limit final grades significantly (i.e. 2 absences = no possibility of an A or better).
Instructors
• Eli Blevis, Instructor of Record, eblevis@indiana.edu
• Travis Brown, Associate Instructor
• Yue Pan, Associate Instructor, panyue@indiana.edu
• Ashley Tan, Associate Instructor

All office hours are by appointment.

Assignments
All students will complete one of three Capstone tracks, as explained in the HCI/d Handbook:

Interaction Design
The theme of interaction design will appeal most to those students who want to design products using the materials of digital technologies. If you want to professionally design interfaces, interactive applications, social networking sites, digital products, and so on and so forth, interaction design is the theme for you. In our program, interaction design is always a values-rich theme—we require that everything we design adds genuine and sustainable value to peoples’ lives and respects humankind’s relationship to the natural environment.

Strategic Design Planning
The theme of strategic design planning will appeal most to students who want to start their own design consultancies, or who want to achieve executive level positions and influence in design firms or other firms that make use of digital technologies, or who want to pioneer systemic design innovations for social good. If you want to design strategy from the perspectives of social values, technological insights, and enterprise considerations, strategic design planning is the theme for you.

Research, Scholarship, & Creative Activity
The theme of research, scholarship, & creative activity will appeal most to students who are considering a career in scholarship, as a professor or researcher.

Texts
Though students will work on their own projects, all students are expected to follow roughly the same process, as described in:


also available as:


The Springer series is accessible under IU Libraries license.

You must also be familiar with


All Deliverables

- Day One Exam 05%
- Initial Project Proposal, due start of W1, 10% - One page declaring topic and track, 2-5 slides
- Final Project Proposal, due start of W3, 05%
- Interim Design Research, due start of W7, 15%
- Interim Design Concepts, due start of W11, 15%
- Interim Prototype(s) or Strategies or Essay, due start of W15, 15%
- Final Show and Deliverables, due start of W16, 35%

Final Deliverables
Final deliverables vary somewhat based on the track, but all should meet the following criteria:
- Use the templates provided
- Clearly express both the design concept systems and the rationale surrounding the design process
- Show careful, high quality execution, production values, and craftsmanship
- As very rough guides, the Print Form deliverables should run between 50-125 pages, considering fairly sparse text, as well as diagrams and illustrations. The Publishable Paper should be in ACM SIGCHI conference format and should run around 8000 words.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Interaction Design</th>
<th>Strategic Design Planning</th>
<th>Research, Scholarship, &amp; Creative activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Minute Presentation (pdf)</td>
<td>◌</td>
<td>◌</td>
<td>◌</td>
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<tr>
<td>Poster (indd)</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Prototypes</td>
<td>◌</td>
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<tr>
<td>Web Portfolio (html, ...)</td>
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<tr>
<td>Print Form Interaction Design Explanation (pdf)</td>
<td>●</td>
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<tr>
<td>Print Form Strategic Design Plan (pdf)</td>
<td>◌</td>
<td>●</td>
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<tr>
<td>Publishable Paper (pdf)</td>
<td>◌</td>
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<td>●</td>
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<tr>
<td>Annotated Bibliography (pdf)</td>
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<tr>
<td>Curriculum Vitae (pdf)</td>
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● required, high importance | ◌ required | ◌ optional | ◌ not required
Accommodations & Feedback
We welcome your feedback. We will do our best to accommodate specific requests if they are reasonable and have merit.

Academic Misconduct
The class is morally and procedurally bound by IU’s policies on academic misconduct, the details of which you can read about at the following website: http://www.indiana.edu/~code/code/index.shtml

Religious Observance
In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course professor by the end of the second week of the semester. A separate form must be submitted for each day. The form must be signed by the instructor, with a copy retained by instructor, and the original returned to the student. Information about the policy on religious observance can be found here:
http://www.indiana.edu/~vpfaa/holidays.shtml

Classroom Behavior and Timeliness
We expect everyone to conduct her or himself in a professional manner during class. That includes showing up to class on time. It also means treating others with respect, even if you disagree with them.

English
If English is not your native language or you are otherwise shy about speaking in class, please do not worry. You will not be penalized in any way for making contributions to the class in less than perfect English or for taking time to compose your answers. You are welcome to say what you want to say in your language of choice first and then ask for help from others to translate to English. We will frequently emphasize to the class the need for all of us to be supportive of each other when it comes to contributing to the discussions. There is no need to feel rushed when responding to questions in class—an important part of the class is the construction of a feeling of community with the faculty and your peers. Importantly, you should seek help with writing from your peers, and you must acknowledge anyone who helps you with your writing.

Laptops
You should bring a laptop and all necessary equipment with you to class in order to work during studio time.