Visual Foundations of HCI/d

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In Cooperation with

Sean Starowitz, Assistant Director for the Arts,
City of Bloomington
Economic & Sustainable Development Department (ESD)

Michael Valliant, Director & Megan Betz
IU Service-Learning Program
Center for Innovative Teaching and Learning (CITL)
Caveat

This syllabus is subject to change and amendment from time to time. Since this is a new format for this course, please expect changes as we go along.

Summary

I400/I590 Visual Foundations of HCI/d
I400 LEC 13407 6:15 p.m. 8:45 p.m. M I E150 Blevis E
I590 LEC 13448 6:15 p.m. 8:45 p.m. M I E150 Blevis E

This class puts the “d” (for design) in HCI/d (for human-computer interaction design). We will focus on foundational skills in visual literacy required of designers whose career plans include work at the intersection and confluence of HCI and design. Here, designers include interaction designers, experience designers, digital product designers, and digital strategic designers. Career plans include both practice and scholarship.

This is a team-based, project-based, studio style class. The deliverables take two forms.

One is the form of pictorial essays and associated presentations suitable for publication in competitive venues and as part of individual portfolios. Pictorials are nowadays an archival, reviewed form in high level HCI venues. Pictorials represent a designerly arena of contribution to the field and help to anchor the field in long standing design traditions.

In addition to pictorials, each team will contribute a working prototype suitable for installation or deployment at the Service Learning Partner site selected by that team. The default form of this prototype will be publicly available postcards showing sites then and now, with some link to interactive technologies. Other forms are possible. This prototype may be modest in its use of technologies, so that completing it is viable within the scope of the class. The prototype is part of the content of each team’s pictorial.

Readings in the class will be selected from the growing body of pictorials published to date in these venues. In the class, elements of photography, typography, graphics, and production values are presented in a just-in-time learning environment prompted by the immediate needs of designers working on values-rich and materially-rich motivated project goals.
Service Learning Partners

In order to make a pictorial and presentation, you need to have good content that you and others care about. Michael Valliant and Megan Betz from the IU Service Learning Program and Sean Starowitz from the City of Bloomington have graciously agreed to work with us this semester to provide sites for our project teams. The City of Bloomington represented by Sean Starowitz is the client.

Sites

At 1.13.2020, the sites available to us are:

- Switchyard Park | resource:  
  - https://bloomington.in.gov/parks/parks/switchyard-park

- People’s Park | resource:  
  - https://collections.libraries.indiana.edu/iubarchives/exhibits/show/studentdemonstrationsatiu/1968blackmarketfirepart1

- Trades District | resources:  
  - https://bloomington.in.gov/trades/
  - https://bloomington.in.gov/neighborhoods/historic/showers

- Wylie House - Call and Response Project | resources:  
  - crbeam@indiana.edu

- Banneker Center | resources:  
  - https://bloomington.in.gov/parks/facilities/banneker-community-center
  - Note the historical neighborhood, for example the vacant Elks Lodge

- The Courthouse Square | resources:  
  - TBA

Additional Common Resources

- I Remember When – Bloomington  
  - https://www.facebook.com/groups/19245348079186/

- Rails, Trains, Depots, Tunnels and Interurbans of Southern Indiana  
  - https://www.facebook.com/groups/1666167727034130/

- MCPL Timeline  
  - https://mcpl.info/resources/monroe-county-timeline

- History Center  
  - https://monroehistory.org/

- Derek Ritchey is an expert on local history  
  - https://bloomingtonthenandnow.wordpress.com

Responsibilities to Our Service Learning Partners

In order to have access to interesting sites and the time of people in the community, you also need to deliver something of value that serves the community. The pictorial report and working prototype are part of this value proposition. The pictorial and working prototype will also help you with your professional portfolio and other materials. In return, our service learning partners are providing you with their time and access to their facilities. You will be able to demonstrate your ability to work with and for a client, and also that you are able to contribute to a good, civic cause.
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## Schedule

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<tr>
<th>Studio Session Number</th>
<th>Lecture</th>
<th>examples</th>
<th>Service Learning Partner(s) SLP(s)</th>
<th>Breakout activity (preparation for the following weekly project)</th>
<th>Presentation, Deliverables</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
<td>Form teams, choose a site</td>
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<td>2</td>
<td>Seeing, Design-Photo-Ethno-Graphy (DPEG)</td>
<td>Introduction to Sites</td>
<td>DPEG Planning</td>
<td>Site Research</td>
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<td>3</td>
<td>Post Cards &amp; Digital Interactivities</td>
<td>Concept Relays</td>
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<td>Design-Photo-Ethno-Graphy (DPEG) I</td>
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<td>4</td>
<td>How to Present I</td>
<td></td>
<td>Presentation Planning</td>
<td>Post Cards I (or Other Interactive Forms)</td>
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<td>Guest Judge</td>
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<td>Summary Presentations</td>
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<td>6</td>
<td>Annotating Photographs for Print and Interactive Media</td>
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<td>Annotations Relays</td>
<td>Gallery</td>
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<td>7</td>
<td>Behavioral Prototypes</td>
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<td>What if?</td>
<td>Annotated Gallery</td>
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<td>Appearance Prototypes</td>
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<td>Meaning &amp; Form cards</td>
<td>Post Cards &amp; Other Interactive Prototypes I (Behavioral)</td>
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<td>Skills Exchange</td>
<td>Post Cards &amp; Other Interactive Prototypes II (Appearance)</td>
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<td>Pictorial Formats &amp; inDesign</td>
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<td>Pictorials Roundup</td>
<td>Post Cards &amp; Other Interactive Prototypes III (Working)</td>
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<td>Inspirations Game</td>
<td>Pictorial I</td>
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<td>13</td>
<td>How to Prepare Final Presentations</td>
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<td>Round Robin Critique</td>
<td>Pictorial II</td>
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<td>Final Presentations</td>
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Typical Session Organization

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<tr>
<th>Part</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Part One (1 hour, 30 minutes)</td>
<td>Group presentations (of prior week’s project)</td>
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<tr>
<td>Part Two (30 minutes)</td>
<td>Lectures and related activities</td>
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<tr>
<td>Part Three (30 minutes)</td>
<td>Group break outs (start of weekly project for the following week)</td>
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</table>

The form of these classes as a pedagogical style is described in:

Eli Blevis. 2010. Design challenge based learning (DCBL) and sustainable pedagogical practice. *Interactions* 17, 3 (May 2010), 64-69. DOI: https://doi.org/10.1145/1744161.1744176

Additional Opportunities to meet during Office Hours

Prof. Blevis: Tuesdays 2:00-4:00 PM, IW 200. Associate Instructors, by appointment.
Work Expectation

You are expected to dedicate 10 hours a week to this class. 2.5 hours are spent in class. Count on spending the remaining 7.5 hours meeting with your team or doing the work to contribute to your team. A good rule of thumb is to hold 2 * 1.25 hour team meetings per week, and work for 1 hour each week day on your individual contributions to your team’s project.

Form of Typical Weekly Deliverables

Each week’s deliverable must be submitted as a pdf file generated from inDesign—as few as one and as many as ten pages depending on the week. All of the class deliverables will be combined into a (PDF) binder, which will be made available to all. The intent is that teams may build on the work of others with proper attribution. The header must appear on each page in the form:

<First Name><Last Name>, ..., <First Name><Last Name>. <Year> (<MM.DD>). <Component Name>:<Title>. <Semester>. Visual Foundations of HCI/d. <page> of <pages>

For example:


Grading

Weekly projects: 40%
Interim and Final Form Reports: 30%
Attendance & contribution: 20%
Compliance with third party materials policy: 10%

The contribution grade is based on the thoughtfulness of your comments and your support for the quality of the class as a whole. It is possible to receive a low grade for contribution if you try to dominate the discussions or otherwise demand undue attention.
Important Note about Third Party Materials

In this class, your use of third party materials must conform to ACM policy:

Third party material Fair use
https://www.acm.org/publications/authors/guidance-for-authors-on-fair-use

Sample permission request letter
https://www.acm.org/binaries/content/assets/publications/permissionsformtemplate.odt

The reason for this policy is to underscore the goal of producing professional quality, publishable work, as you will be expected to produce in real-world practice. In your professional career, you will be expected to adhere to copyright laws. It is also a matter of ethics and respect for the work of others. Moreover, since this class emphasizes visual thinking, most of your evidence of such thinking must be your own original work.

Reference Formats

You must use ACM referencing formats: https://www.acm.org/publications/authors/reference-formatting
Reference Texts

Texts about Pictorials and Visual Foundations of HCI/d by the Instructor

**Pictorial: Photography & Visual Ethnography**

**Pictorial: Photography & Visual Autoethnography**

**Paper: Photography & Sustainability**

**Photographs: Sustainability**

**Pictorial: Photography & Cognition**

**Pictorial: Photographs & Curation**

**Paper: Photography & HCI**

**Article: About Pictorials**

**Pictorial: Sustainability**
**Article: About Photographs in HCI**


**Reference Texts about HCI and Design**


**Representative Pictorials**

This classification and selection is reproduced from https://dis.acm.org/2020/pictorials.html accessed 01.13.2020:

*Some Pictorials focus attention on the visual elements and outcomes when such visuals “speak for themselves” as holders of design knowledge referenced in the text:*


*Some Pictorials use photography as a primary means through which to make claims about how a key concept within HCI is understood:*


*Some Pictorials use the visuals to communicate material knowledge to the community, and have embedded fabrication files to aid readers in the replication of the novel methods articulated:*


Some Pictorials use the format to scaffold participatory activities with the reader that help them make sense of the arguments:

Some Pictorials experiment with alternative rhetorical forms, such as photographs, diagrams, maps, or archival images and texts to both situate the work and make key points within the argument:

Additional Important Information

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: 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: www.indiana.edu/~vpfaa/holidays.shtml

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. I 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.

Important Notice
As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit http://stopsexualviolence.iu.edu/ to learn more. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a Mental Health Counselor on campus (contact information available at http://stopsexualviolence.iu.edu/employee/confidential.html).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.