

SD5508 Syllabus, 2017/2018
Graduate Seminar II: HCI



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Schedule (Subject to Change)

	Project			Theory	Deliverables
Class	Themes (Meanings)	Forms	Interactive Functions	Readings/Media	
M1	Seeing each other (identity, beliefs, tolerance, and inclusivity)	interactive wearables. For example: headscarves, veils, amulets, hoodies, hijabs, masks, ...	translation, signification, membership, bridging cultures, honoring heritage, finding common ground, understanding unique individual qualities, ...	Presentations The PRInCiPleS Design Framework	Introductions Groups research insights concepts/prototypes
T2					
W3					
R4					
F5				Mid-course presentations	
M6	Preserving life (sustainability).	pictorials.	health, privacy, safety, security, community, signals, shelter, nutrition, mechanisms of awareness, augmented reality, civil responsibilities, durability, ...	Stillness & Motion, Meaning & Form (Pictorial) IPCC AR5 Synthesis Report 2014	research insights concepts/prototypes
T7					
W8					
R9					
F10				Final Presentations	

Assigned Readings (Subject to Change)

Eli Blevis. 2012. The PRInCiPleS Design Framework. In John M. Carroll (Ed.). *Human-Computer Interaction Series, 1, Volume 20, Creativity and Rationale*, Springer, Pages 143-169.

—. 2014. Stillness and Motion, Meaning and Form. In *Proceedings of the 2014 conference on Designing interactive systems (DIS '14)*. ACM, New York, NY, USA, 493-502.

—, Chris Preist, Daniel Schien, and Priscilla Ho. 2017. Further Connecting Sustainable Interaction Design with Sustainable Digital Infrastructure Design. In *Proceedings of the 2017 Workshop on Computing Within Limits (LIMITS '17)*. ACM, New York, NY, USA, 71-83..

IPCC. 2014. *Climate Change 2014 AR5 Synthesis Report: Summary for Policy Makers*.
www.ipcc.ch/pdf/assessment-report/ar5/syr/SYR_AR5_SPMcorr1.pdf accessed 01.27.2015

IPCC, 2014: Summary for Policymakers. In: *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L. White (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 1-32.

Summary

In this class, we will investigate interaction design along three primary dimensions, namely (i) *themes* that may endow forms with meaning—*understanding and motivating what is worthwhile*, (ii) *forms* that serve as an expression of meanings—*designing things that are worthwhile*, and (iii), *interactive functions* of meaningful forms—*things that things do that are worthwhile*.

Meaning Themes

The themes we will consider are *seeing each other* (identity, beliefs, tolerance, and inclusivity) and *preserving life* (sustainability).

Forms

We will design deliverable forms according to these themes. For the first theme, the forms are interactive wearables, expressed as 5 minute video design narrative. For the second theme, the forms are pictorials—one of the assigned readings is an example, and I will share many others in class.

Interactive Functions

Many examples of corresponding forms and functions are given in the Schedule tables that follow.

Class Format

The basic form of each class is:

Hour 0:00-0:30: Introduction and explanation of the next project step

Hour 0:30-1:30: Readings Discussion

Hour 1:30-1:40: Break

Hour 1:40-3:00: Group breakouts and meetings

Readings

Do this in your groups of three: For each of the readings, you must submit a sheet of paper with your name, two quotes from the reading that you think are interesting, and for each quote a statement about why you believe the quote is interesting, or a question about the quote that you expect the class discussion to clarify.

Projects

For the projects, the forms are always one of research, or insights, or concept/prototypes. The form of research is always diagrams or images. The form of insights are always diagrams or annotated images. The form of concept/prototypes is always a sequence of images or a video. The project presentations always take the form of a five minute video that must stand alone without accompanying spoken commentary (mp4 or avi).

This is not a class about sketching. In general in this class, primitive concept sketching or screen display wireframes are not acceptable forms of finished work¹. The primary outputs are diagrams, or photographs which may be annotated, or video. The use of text should be minimal. You will create or use physical forms as needed in the service of image making or video. You do not need to make interactive features work, but rather you need to illustrate how they will work in images and/or video narratives. You do need to be able to explain what technologies are needed to implement your designs, if they are available or will be, and how they will work. Production values—that is the quality of your diagrams, images, and videos matter significantly in this class.

The projects are done in groups of 3. Every project presentation must clearly attribute who contributed which parts. It is possible for different people in the same group to receive different grades.

Note

This syllabus is subject to change.

¹I assume that you already learned how to do this in other classes.