SD5508 Syllabus, 2017/2018

Graduate Seminar II: HCI

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## Schedule (Subject to Change)

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<td></td>
<td>Seeing each other (identity, beliefs, tolerance, and inclusivity)</td>
<td>interactive wearables. For example: headscarves, veils, amulets, hoodies, hijabs, masks, ...</td>
<td>translation, signification, membership, bridging cultures, honoring heritage, finding common ground, understanding unique individual qualities, ...</td>
<td>Presentations</td>
<td>Introductions Groups research insights concepts/prototypes</td>
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<td>Mid-course presentations</td>
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<td>Preserving life (sustainability).</td>
<td>pictorials. ...</td>
<td>health, privacy, safety, security, community, signals, shelter, nutrition, mechanisms of awareness, augmented reality, civil responsibilities, durability, ...</td>
<td>Stillness &amp; Motion, Meaning &amp; Form (Pictorial) IPCC AR5 Synthesis Report 2014</td>
<td>Final Presentations</td>
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Assigned Readings (Subject to Change)


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 work. 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.

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