

I609/I709 SPRING 2024 V01132025

Advanced Seminar in HCI/ Design



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I609 Section 13049 | I709 Section 13050
Tuesdays 6:40 PM–9:20 PM, MBH West Room I232
3 FEB 2025 through 9 MAY 2025 (13W)

Caveat

This syllabus is subject to change and amendment from time to time. Kindly expect changes as we go along.

Summary

This seminar is styled as an ORSH (One Room School House) format class. Each participant will have the floor for a set time during the meeting to present selections of material related to her or his or their interests. The ORSH format is described here:

Eli Blevis. 2012. The One Room School House & Design Challenge Based Learning for Design-Oriented HCI Education: Initial Results, Reflective Hypotheses, & Collaborative Issues. In Special Session: Human-Centered Issues & Interactivity Design (C.HCI&ID 2012). As part of *The International Conference on Collaboration Technologies and Systems (CTS 2012)* May 21-25, 2012: Pages 359-366. IEEE Xplore Digital Library.

The ORSH format is appropriate for small classes. This is a small class.

The class is an Advanced Seminar in HCI/d offered to PhD students and now open to MS students, too. The main difference is that PhD students may arrive in the class already knowing their specialization. Honors and master's students may or may not. Thus, I will provide more guidance on choosing areas of interest and corresponding materials as needed. Both honors and master's level students may register. Both scholarly and more practice-oriented reading selections and presentations are possible.

You, the participant, will:

- Select readings and other materials related to your scholarly studies and interests and requirements
- Present your selected readings to the class
- Respond thoughtfully with rigorous, open, and tolerant discussion to presentations
- Archive your presentations into forms suitable for your scholarly and/or professional presence, respective of your personal orientation.

I, the instructor, will:

- Demonstrate how to and where to select readings and other materials to serve specific scholarly or design research interests and requirements
- Demonstrate how to turn any reading into a compelling presentation of any specified length
- Facilitate the discussions
- Demonstrate how to integrate your presentations into forms that scaffold your scholarship and careers

We will together:

- Refine our skills of knowing how to select what to read
- Practice crafting and performing scholarly and/or practice-oriented presentations
- Practice thoughtful discussions of scholarly and/or practice-oriented presentations
- Create resources that scaffold our scholarly research and and/or practice-oriented writing
- Create forms that scaffold and promote our careers

We will set additional goals and take additional actions as needs become apparent.

Typical Session Organization

<i>Part</i>	<i>Activity</i>
<i>Part One (1 hour)</i>	Individual presentations and group discussion of selected papers (3 * 20 minutes)
<i>Part Two (1 hour)</i>	Individual presentations and group discussion of selected papers (3 * 20 minutes)
<i>(10 minutes)</i>	Break
<i>Part Two (35 minutes)</i>	Instructor

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

Thursdays, 3:00-5:00 PM or by appointment.

Schedule of Presentations

Assuming 12 participants, each will present (P) every other week during the course and serve as moderator (M) every other week during the course according to the following schedule. We will adjust the table depending on the actual number of participants.

<i>Part</i>	<i>Time (Start + Minutes)</i>	<i>W0*</i>	<i>W1</i>	<i>W2</i>	<i>W3</i>	<i>W4</i>	<i>W5</i>	<i>...</i>
<i>P1</i>	S + 0	Instructor	P1/M12	P7/M6	...			
	S + 20		P2/M11	P8/M5				
	S + 40		P3/M10	P9/M4				
<i>P2</i>	S + 60		P4/M9	P10/M3				
	S + 80		P5/M8	P11/M2				
	S + 100		P6/M7	P12/M1				
<i>Instructor</i>	S + 120	Instructor						

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 preparing your presentations and other materials.

Form of Deliverables

Individualized.

Grading

Weekly presentations: 70%

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

The selection of texts is individualized, based on specific foci of each participant's research and scholarly interests. I will help each participant compile her or his or they own list.

Below are some generic references which may be of general interest to all participants. I may add to this list over the course of the semester.

I will share many texts under the Files tab on Canvas—please check there.

This are two generic reference textbooks which I include in case HCI and Design are not your primary background:

Bella Martin and Bruce Hannington. 2012. *Universal Methods of Design*. Beverly, MA: Rockport.

Martin Tomitsch, Cara Wrigley, Madeleine Borthwick, Naseem Ahmadpour, Jessica Frawley, A. Baki Kocaballi, Claudia Núñez-Pacheco, and Karla Straker. 2018. *Design. think. make. break. repeat*. A handbook of methods. BIS publishers.

Additional Important Information

Accommodations & Feedback

I 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.