

CSC 232: Human-Computer Interaction

The CS department proposes a reduction in credits from 4 to 2. This reduction allows greater scheduling flexibility to CS faculty and students. This course will still cover key topics in human-computer interaction.

As a result of the reduction in credits, the course will no longer have a large team project component. Prerequisites are broadened to make the class more open to second-year CS students, as well as students with a psychology background, reflecting the field's interdisciplinary nature.

CatalogDescription

Introduction to fundamental principles and methods of human-centered interaction design: Human capabilities and limitations, usability and accessibility guidelines, iterative design, task analysis, prototyping, evaluation. Includes hands-on laboratory work.

SyllabusDescription

This course aims to teach the fundamentals of interaction design, drawing on Computing Curricula 2013 (<http://ai.stanford.edu/users/sahami/CS2013/>):

- Contexts for HCI (anything with a user interface: webpage, business applications, mobile applications, games, etc.)
- Cognitive models that inform interaction design: attention, perception and recognition, movement, and memory. Gulfs of expectation and execution.
- Social models that inform interaction design: culture, communication, networks and organizations.
- Physical capabilities that inform interaction design: color perception, ergonomics
- Accessibility: interfaces for differently-abled populations (e.g blind, motion-impaired). Interfaces for differently-aged population groups (e.g. children, 80+)
- Elements of visual design (layout, color, fonts, labeling)
- Principles of graphical user interfaces (GUIs)
- Help and documentation
- Handling human/system failure
- User interface standards
- Processes for user-centered development: early focus on users, empirical testing, iterative design.
- Contextual inquiry
- Task analysis, including qualitative aspects of generating task analytic

models

- Low-fidelity (paper) prototyping
- Different measures for evaluation: utility, efficiency, learnability, satisfaction.
- Different techniques for evaluation: heuristics, modeling, and testing.
- Principles of good design and good designers; engineering tradeoffs
- Selected topics in current research

Textbooks:

The Design of Everyday Things by Donald Norman, Basic Books, 2002.

Interaction Design 3/e by Jenny Preece, Yvonne Rogers, and Helen Sharp, Wiley, 2011.

Class Format and Pedagogy

This class will meet for fourteen 110-minute sessions, preferably over a period of seven weeks. Students will be expected to read before class and journal on their reading. Class sessions will comprise a mixture of lecture, discussion, and hands-on laboratory exercises. Students will engage in about 5 “investigations” outside of class to practice techniques, synthesize ideas, and reflect on their learning. The class will conclude with a final exam.