COURSE OVERVIEW

CPSC 544 FUNDAMENTALS IN DESIGNING INTERACTIVE COMPUTATIONAL TECHNOLOGY FOR PEOPLE (HUMAN COMPUTER INTERACTION)

WEEK 1

© Joanna McGrenere
Includes slides from Leila Aflatoony, Karon MacLean and Jessica Dawson
TODAY

• Brief overview of the course, and who it’s for - 20min
• Icebreaker - 10min
• Design Thinking Activity (teams of two) - 40min
• Q&A about the class – 10 min

If you haven’t already:

• please sign the attendance sheet
• talk to us after class if you have registration or any other issues
LEARNING GOALS

• Meet the 544 course instructors
• Be familiar with the course website and how to get access to the course materials
• Understand the 544 course expectations in general
• Understand the basic stages of the design thinking approach
• Gain a hands-on “rapid-fire” first experience with design thinking
INSTRUCTOR:

Joanna McGrenere *(ICICS x665)*
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Jesselyn (Sally) Alvina *(ICICS x669)*
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Available: right after class

Office hours: by appointment
DESIGNING FOR PEOPLE (DFP) PROGRAM

New program as of Sept 2017!
dfp.ubc.ca

544 is the first of two “DFP core courses – DFP fundamentals
• Introductory course on design and HCI
• Do not need to be a DFP student

554k is the second – DFP Project (starts in January, kick off in Nov)
• Must be a DFP student
COURSE COMPONENTS

Classes
• ~ 30 min lecture, 30 min activity, 20 min discussion

Participation
• Attendance, classroom activities, discussions, peer review

Researcher journal
• Pre-class preparation on readings

Project milestones ~6
• some individual, most group-based
• most build on one another
# Grading Scheme

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Researcher Journal (pre-class preparation on readings)</td>
<td>15%</td>
<td>Individual</td>
</tr>
<tr>
<td>Participation (in-class activities, discussions, peer review) and Attendance</td>
<td>15%</td>
<td>Individual</td>
</tr>
<tr>
<td>Project (approximately 6 milestones/design critiques)</td>
<td>70%*</td>
<td>~50% group, ~20% individual *</td>
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**Total:** 100%

- **Individual:** ~50%
- **Group:** ~50%

* We are reworking some of the milestones based on feedback from last year to reduce workload, which may affect grade distribution.
COURSE COMMUNICATION

1. Website
Particularly for schedule / prep information

1. Discussion group (Canvas)
For anything relevant to your classmates, including questions. You can create your own discussion post.

3. Reflection (Canvas)
Researcher Journal (implemented as as discussion)

4. Instructor confidential (email):
Personal (illness, etc.)
WHAT KIND OF A CLASS IS THIS?

• research-focused
• project based and interactive: hands-on
• group-oriented: team-based learning practices
• many strange and unfamiliar new skills
• much less coding than other CS courses
• heavy demands on your ingenuity and your people skills
Familiarize yourself with the course website
  • https://blogs.ubc.ca/cpsc544/
  • It provides a fuller introduction to the course
  • Get onto Canvas (canvas.ubc.ca)
  • Take note of deliverables on schedule page of course website
  • Researcher Journals
    • If you have not done journal entries for readings #1 and #2, you have until midnight tomorrow (Friday)

For Tuesday:
  • Reading 3
  • Ethics tutorial (TCPS2) – allow several hours
ICEBREAKER [5-10 MIN]

State your…

• Name, department
• Other background [e.g., if your background is different than your current department]
• One thing you hope to get out of this class

… all in 10 seconds or less. 😊
DESIGN THINKING

- Empathize
- Define
- Ideate
- Prototype
- Test

d.school, stanford
AN ITERATIVE PROCESS
SAMPLE PROJECTS FROM LAST YEAR...
HOME SAFETY
FILE BROWSE
“ASSIST”
REMOTE SYNCHRONOUS WRITING
NOW ...

Design Thinking Activity

Original link to the video:
https://dschool.stanford.edu/resources/virtual-crash-course-video

(removed!)

Copy:
https://vimeo.com/140556760
HOMEWORK BEFORE NEXT CLASS – PART II

We watched the video up to …

To do List:

• Watch the rest of the video (ideally with your partner!)
• Complete the prototype and test stages at home
• Post a photo of your prototype to the Canvas discussion before Tuesday’s class
Q&A