CPSC 444: ADVANCED METHODS IN HUMAN-COMPUTER INTERACTION

Lecture 1 – Introduction

Joanna McGrenere

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includes slides from Jessica Dawson
COURSE STAFF: INSTRUCTOR

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contact information also on course website
https://www.ugrad.cs.ubc.ca/~cs444/
COURSE STAFF (CONT’ D)

TAs:
- Matthew Chun (L2B: 10am – 12pm)
- Francesco Vitale (L2A: 2pm – 4pm)
  - lead on workshops
  - almost everything to do with project
  - staffing workshops & monitoring discussion group
  - scheduling (design reviews, etc.)
  - ...lots of other stuff
LEARNING GOALS FOR TODAY

- familiarity with 444, so you know what to expect (structure, website, particulars, etc.)
- understanding of similarity/differences with 344
- brief introduction to the course project
- *time permitting*, a historical look at some HCI foundations and visions
FIRST DAY SURVEY/QUIZ

• not graded 😊
• but will be collected

• discussion about workshop registration to follow
• should have you registered by end of Wed
MAIN COURSE COMPONENTS

• lectures
• pre-class readings and prep assignments (on Connect)
• weekly workshop
• final exam (no midterm)

PROJECT
– ~4-person teams, self-formed with facilitation
– design competition at end of term
– peer evaluation
Grade Breakdown - Tentative

- Online Prep Assignments (10%)
- Team project (45%) *
- Teammate peer evaluation (5%) *
- Final exam (35%)
- Discretionary (5%) - attendance and participation in workshop/lecture

- Likely to implement some modifications for project grade scaling (similar to CS310), stay tuned...
HOW IS THIS COURSE SIMILAR TO 344?

• structurally very similar

• project based: hands-on user centered design (structurally very similar)

• team-oriented

• interactive and discussion based problem-based learning

• heavy demands on your ingenuity, your time and your people skills.
HOW DOES THIS COURSE DIFFER FROM 344?

- builds on 344, methods are more advanced
- somewhat less total material covered
- project
  - topic more creative???
  - higher expectations for depth/quality of work + use of advanced methods
  - milestones are less scaffolded
- much greater emphasis on reading papers from the research literature
WHO IS THIS CLASS FOR?

• those who are...
  – interested in HCl as a career option
  – would like to pursue a bachelor's thesis or graduate study in HCl or UI design
  – simply interested in gaining deeper knowledge and/or hands on experience in HCl!
COURSE OVERVIEW
TOPICS COVERED

• Module 1: Course Intro
• Module 2: Field Studies & Experiments
• Module 3: Laboratory Experiments
• Module 4: Models of the user
• Throughout: Video
COURSE WEBSITE HAS ALL THE DETAILS:

• [http://www.cs.ubc.ca/~cs444](http://www.cs.ubc.ca/~cs444)

• Homework: before next class make sure you fully read:
  – overview
  – schedule (skim only)
  – project
  – resources
X360 WILL BE HEAVILY USED

• Room schedule:  

• shared with CPSC 554m
  – 444 students may not use during 554m lecture (for now, but this may change)

• Outside of scheduled activities and prioritized time: equal access
COURSE COMMUNICATION

• discussion groups
  – for all course content related questions
  – course staff will check daily (and once on weekend)
  – We will be using Piazza (sign-up link on course page)

• private piazza posts to all course staff
  – only for things that won’t be of interest to other students
PRE-CLASS READINGS

• Most available online.
  – some need pay wall access through UBC
  – To download from home: Library proxy
    http://services.library.ubc.ca/off-campus-access/connect-from-home/
  – or the VPN
    https://it.ubc.ca/services/email-voice-internet/myvpn/setup-documents

• Some are photocopied and will be handed out.
• Pick up one of the readings for next week at end of class today.
PRE-CLASS PREP ASSIGNMENTS

• Weekly prep assignment(s) on Connect
  – Due before lectures @ 2:00pm
  – Sometimes split into 2 because Connect is frustrating

• Includes mix of questions to:
  – test your understanding of the readings
  – apply your knowledge to new problems
  – some closed (immediate feedback), some open (TA marked)

• Occasionally will be more of an ‘online tutorial’
  – e.g., how to do ANOVA analysis in R

• To be done individually
  – but encouraged to discuss with other students
LECTURES

• more seminar like in style
  – mix of lecturing and hands-on activities or discussion
  – participation mark based on random attendance checks / random collection of worksheets

• lecture content will regularly start from the prep assignments
  – prep is meant to be your first pass at learning the material
  – In-class, we will focus on tying concepts together and discussing tougher questions
Workshops

• less structured than in 344
  – but still important! attendance will be taken

• depending on the week, will consist of:
  – hands-on activity (only once or twice per term)
  – formal design reviews with course staff
    (Friday after major project deliverables due)
  – dedicated time to meet with your team and the TA
to advance your project

• workshops start this week!
EXPECTATIONS

1. Attend all lectures and participate in activities
   • Exam will cover all material discussed in lecture, not just posted slides.

2. Do assigned reading and prep assignment before class
   • Material as it relates to learning goals will also be testable

3. Be a considerate team member and do your share of the work, well and on time.

4. Abide by the university academic honesty guidelines.
Do you think you are good at multitasking?

Try this!

- write this series FAST: 10, 9, 8, 7,…1
- write this series FAST: a, b, c, d,...j
- write this series FAST: 10, a, 9, b, 8, c,...j
My policy

Don’t Use Laptops in Class

Don’t Distract others!
The Effect of Peer Distraction on Comprehension of Lecture Content

Proportion Correct

View to Multitasking

No View to Multitasking
AVG. SCORE$_{\text{NO PHONE}}$ − AVG. SCORE$_{\text{PHONE USERS}}$ = 4.7 ± 1.4 %

3 Astronomy Classes (N=328)
Spring 2012

Final Grade (percent)

Frequency of Cell Phone Use (per class)

Never | 1-2 times | 3-5 times | Over 5 times

dduncan@colorado.edu  Dr. Doug Duncan
IN OTHER WORDS ... 

Students who report using their cell phones in class score nearly half a letter grade lower, on average, than students who report never using their phones.
• Laptops – students tend to transcribe lectures verbatim
• Hand writing – process information and reframe into own words and therefore perform better on conceptual questions
BREAK TIME – 5 MIN
BRIEF INTRODUCTION TO THE PROJECT

• Draft of MSI - Proposal is available on website
  – *Individual Assignment*
  – may undergo very minor revisions by Thurs night and be reposted
  – read it and bring questions to Workshop 1 and Lecture 2.
  – important to get started now!

• Theme this year: *ubiquitous computing*
PROJECT VIDEOS FROM PREVIOUS 444

• For each video, answer the following questions:
  - What is the motivation for the interactive system introduced?
  - What was the design methodology used?
  - How does the interactive system work? (What are its primary features?)
  - How was it evaluated?
  - Does the video capture the essence of the overall project?
  - What is the production quality?
  - Are you engaged?
IF THERE IS TIME...

Starfire, the Movie (1992)
http://www.asktog.com/starfire/

Apple's Knowledge Navigator concept video (1987)
IF THERE IS TIME...

Alan Kay’s Dyanabook (1968)

http://www.youtube.com/watch?v=r36NNGzNvjo
TAKE NOTES ON…

• Things we have that are like what they predicted
• Things we don't have yet
• Things we're getting close to
• Things we have and use lots that aren't in the video
• Issues raised/illustrated in the movie around CSCW & HCI concepts
RECAP: LEARNING GOALS FOR TODAY

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HOMEWORK + ON DECK:

• Read through course website.
• Read MSI – start brainstorming!
• Workshops ARE being held this Friday to go over MSI
• Jan 10 lecture
  – pre-class readings (posted now)
    – photocopied reading available outside my office if you missed it after class
  – prep assignment (posted by Thursday)

• make sure you have an active ugrad account
  http://www.cs.ubc.ca/ugrad/facilities/accounts/activate.shtml