COURSE STAFF: INSTRUCTOR

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contact information also on course website https://www.cs.ubc.ca/~cs444/

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 (unlikely this year), a historical look at some HCI foundations and visions

COURSE STAFF (CONT’ D)

TAs:
- Izabelle Janzen (L2B: 10am – 12pm)
- Hanieh Shakeri (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
FIRST DAY SURVEY/QUIZ

• not graded 😊
• but will be collected

• discussion about workshop registration to follow
• should have you registered by end of Mon (Jan 7)

MAIN COURSE COMPONENTS

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

PROJECT
— ~4-person teams, self-formed with facilitation
— design competition at end of term
— peer evaluation

... more on each of these

GRADE BREAKDOWN - TENTATIVE

• Online Prep Assignments (10%)
• Team project (50%)
• Teammate peer evaluation (5%)
• Final exam (30%)
• Discretionary (5%) - attendance and participation in workshop/lecture
• Project grade scaling based on individual contribution (similar to CS310)

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, partially flipped classroom
• 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, less lecture time
- 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

WHAT PREVIOUS 444 STUDENTS SAID…

- Workload – about the same as other CS courses (but heavier than other non-CS courses); “about right” for what is learned
- Generally very well liked:
  - project, interactive lectures
- Mixed:
  - one two-hour lecture block
  - readings (e.g., “The pre-reading, while tedious, did actually help when learning the concepts - and it was helpful that the lectures reiterated what we answered for the discussion questions for the prep assignment.”)

WHO IS THIS CLASS FOR?

those who are...
- interested in HCI as a career option (UX researcher, UX designer, web designer, ...)
- would like to pursue a bachelor’s thesis or graduate study in HCI or UI design
- simply interested in gaining deeper knowledge and/or hands on experience in HCI

OUTLINE

- Module 1: Course Intro
- Module 2: Field Studies & Experiments
- Module 3: Laboratory Experiments
- Module 4: Models of the user
- Throughout: Video
### Course e-tools

Hybrid/transition approach this year – many thanks for your patience in advance 😊

   - Overview / syllabus
   - Weekly schedule, includes lecture slides & readings
   - Project overview and milestone descriptions
   - Resources (such as ethics protocol)
2. Canvas
   - Prep assignments
   - Project milestones
3. Piazza for announcements and discussions

### X360

- Room schedule: [https://www.cs.ubc.ca/bookings/classlab/ICCS X360](https://www.cs.ubc.ca/bookings/classlab/ICCS X360)
- Despite what that shows, 444 is the only scheduled class using x360 this term... yah!
  - Have priority access over others using the room (e.g. some grad students who use the workbench)
  - Occasionally non-class things will be scheduled in room; I will try to alert you in advance

### Course communication

- discussions
  - for all course content related questions
  - course staff will check daily (and once on weekend)
    - Piazza (sign-up link on course page – do this today!)

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

- confidential communication only: email instructor

### Pre-class readings

- 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/](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](https://it.ubc.ca/services/email-voice-internet/myvpn/setup-documents)
**PRE-CLASS PREP ASSIGNMENTS**

- Weekly prep assignment(s) on Canvas
  - Due before lectures @ 9:00am
  - Sometimes split into multiple parts
- 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
- Will aim to have posted by end of day Thursday before, by noon on Fri at latest

**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
- Will aim to have pdf of lecture slides posted by night before, but may have minor updates posted just before class

**WORKSHOPS**

- less structured than in 344
  - but still important, attendance will be taken right at outset
- depending on the week, will consist of:
  - 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
  - occasionally some new content will be taught

**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 (even if not specifically covered in a prep assignment) will also be testable
3. Be a considerate team member
   - do your share of the work, do it well and on time
4. Abide by the university academic honesty guidelines
Do you think you are good at Multitasking?

Get out a pen and paper and 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!

Computer Screens in Field of View

AVG. Score NO PHONE - AVG. Score PHONE USERS = 4.7 ± 1.4%
IN OTHER WORDS …

Students who report using their mobile 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 (longhand) – process information and reframe into own words and therefore perform better on conceptual questions

BREAK TIME – 5 MIN

BRIEF INTRODUCTION TO PROJECT

- 5 milestones (MS) that culminate in a design competition
- will exercise all 3 advanced methods taught in course (field work, experiments, video)
  - imperfect fit
- MS I is the proposal
- teams will be formed around selected project ideas from MS I
PROJECT - MSI

- MSI - Proposal is available on website
  - *Individual Assignment*
  - read it and **get started now**!
  - due Mon Jan 14th
  - more thinking than writing; you’ll need time to let ideas percolate
  - post questions to Piazza, bring questions to Tuesday’s lecture and to workshop next Fri
- Idea MAY form the foundations of *your* project
  - what are you motivated to work on all term???

PREVIOUS 444 PROJECT IDEAS

- Community tutoring services
- Community donating facilitation
- Safety monitoring app for people walking home alone on campus late at night
- Wellness app encouraging healthy breaks during focused work time
- StickIt – ubiquitous virtual post-it notes in the physical world
- Crowdsourcing avalanche condition data
- Social network tool to increase physical fitness activity among friends

PROJECT VIDEOS

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?

THEME THIS YEAR: HCI FOR GOOD!
AREAS WITH STRONG DESIGN POTENTIAL…

- **Equalizing society** – tech solutions to build an equal opportunity society
- **Health** – smart devices to monitor and improve health in a meaningful way
- **Collaboration** – interfaces to richly support working/being together, even when apart
- **Local community** – technologies to help build our local community (rather than online social networks)
- … and many others
FINAL NOTES

• think about ways that interactive technology could
  — better support an existing human activity,
  — enable a new human activity
• needs to be something you can actually prototype
• BUT the technology is not the main focus, the human activity is the focus

RECAP: LEARNING GOALS FOR TODAY

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HOMEWORK + ON DECK:

• Read through course website
• Read MSI – start brainstorming!
• Jan 8th lecture
  • pre-class readings – there are 2 *posted*
  • prep assignment *available by end of today*