



**INSC 588: Human-Computer Interaction**  
**Class Meetings: Tuesdays and Thursdays, 5:05-6:20 PM EST**  
**Zoom: <https://tennessee.zoom.us/j/8365393894>**

**Spring 2021**

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### **CATALOG DESCRIPTION**

This course is an introduction to the field of human-computer interaction with a focus on the design and evaluation of the interfaces to information systems. Students will be introduced to the topics of interaction design, describing user competencies, defining user requirements, user interface design and evaluating interaction success. In addition, they will gain hands-on experience with user interviewing and user interface design specifications and test construction.

### **COURSE DESCRIPTION**

HCI is rooted in human psychology. Good understanding of design principles and guidelines and their effective application to real-world products or systems requires knowledge of theories and scientific underpinnings. Therefore, the course covers select theories of fundamental aspects of human perception and cognition and link them with design principles.

### **LEARNING OUTCOMES**

Students' course learning outcomes and the SIS program learning outcomes are mapped below.

Students who complete this course will be able to demonstrate knowledge, effective application, and understanding of:

1. HCI and UX key concepts,
2. key theories and principles for understanding users and designing user-centered solutions,
3. UX Lifecycle or Methodology (THE Wheel) and processes,
4. contextual inquiry (C&I) method for gathering and analyzing users' needs and requirements,
5. UX design guidelines and principles,

6. universal interaction accessibility guidelines, internationalization, cultural dimensions, and cultural diversity in designing UX solutions,
7. UX evaluation methods and usability,
8. emerging technologies (e.g., Artificial Intelligence) and UX.

**Special Note:** Occasionally, I get students with considerable experience in HCI/UX. If you are one of those students, you are still welcome to participate in this course, but be mindful that this is not an advanced course in HCI/UX.

### REQUIRED TEXTBOOK

Rex Hartson and Pardha Pyla. (2018). *The UX Book: Agile UX Design for a Quality User Experience* 2nd. Edition. Morgan Kaufman. eBook ISBN: 9780128010624; Paperback ISBN: 9780128053423.



### OTHER REQUIRED READINGS (specific chapters)

Johnson, J. (2014). *Designing with the Mind in Mind: Simple Guide to Understanding User Interface Design Guidelines*. 2<sup>nd</sup> ed. Amsterdam: Elsevier. For detail, visit: Please visit <https://www.elsevier.com/books/designing-with-the-mind-in-mind/johnson/978-0-12-407914-4>

Norman, Don. (2013). *The Design of Everyday Things: Revised and Expanded*. New York: Basic Books.  
<https://www.amazon.com/Design-Everyday-Things-Revised-Expanded/dp/0465050654>

Krug, Steve. (2014). *Don't Make Me Think, Revisited: A Common Sense Approach to Web and Mobile Usability*. New Riders. <http://www.newriders.com>

### Additional Readings

Additional readings are linked to the course schedule and others will be assigned throughout the semester as needed. Later in the semester, you will be asked to consult this article on user interface prototyping tools:

Keshtcher, Yuval. *Top 22 prototyping tools for UI and UX designers 2020*.  
<https://blog.prototypr.io/top-20-prototyping-tools-for-ui-and-ux-designers-2017-46d59be0b3a9>

### COVID-19 STATEMENT

The UT classroom policies pertaining to absences due to COVID-19, making up missed work, and resources about COVID-19 are at <https://teaching.utk.edu/wp-content/uploads/sites/78/2020/11/COVID-19-Syllabus.pdf>. Let me know if you have any questions about the policies.

## **COURSE DESIGN**

*Class time* will be divided between lectures, discussions, and activities inside and outside of the classroom. The part of class time used for lectures will be devoted to *highlighting* course materials, discussions, demos, and hands-on activities if time permits. The composition of individual class meetings will differ somewhat throughout the semester. Reading the assigned materials is highly recommended before each class session so that you will be able to participate in class constructively.

### ***Outside of the classroom***

Students will acquire hands-on experience in UX by working on a team project to develop a product for a “real client or user group.” That is, gathering usage data from onsite using a specific research method. The team project is time consuming and your success in completing it will depend on effective collaboration and time management. Expect to spend a chunk of time (from 2 to 6 hours a week depending on the Part in question) working on this project from the beginning to the end of the semester.

## **COMMUNICATION**

I will communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

## **COMPUTING REQUIREMENTS**

The [Office of Information Technology \(OIT\)](#) provides training classes in using various technologies for students at no charge (advance registration is required). The following are the major requirements.

- Adequate level of computing skills, including but not limited to, use of Microsoft Office suite or equivalent, web searching including search engines, online databases, and online catalogs;
- Subscription to the SIS student listserv
- Knowledge of using Zoom and Canvas.
- UTK email account.
- Access to a PowerPoint Reader, PowerPoint, Prezi, or equivalent to download lecture notes.
- Computer, microphone, and headphone for attending classes in Zoom. Preferred is a hard-wired computer, especially if your wireless network has a weak signal. Use of a headphone may be needed to receive a high audio quality.
- Attending classes using a mobile device may compromise the quality of the audio and video. The instructor is not responsible for this problem.
- *Testing before class:* Please test your computer audio by running the Zoom Audio before attending each class meeting. This will sync the computer audio in Zoom and ensure a quality audio on both sides during class.

**Disclaimer:** Attending classes using a mobile device while driving is not recommended. The instructor is not liable for any issue or problems that may arise in this case.

## **CLASS ATTENDANCE POLICY (see also COVID-19 UT policies)**

Class attendance is required by UT and SIS. Missing classes or failing to participate in class will lower your grade; frequent constructive participation will raise the grade. If you will be absent from class:

- Let me know in advance or as soon as you can;
- Submit any work due from the missed class period,
- Listen to missed class session recordings, and
- Obtain notes, handouts, etc. from Canvas and/or classmates, as applicable.

*Acceptable reasons for absence from class include:*

- Illness, serious family emergencies, special curricular or job requirements (e.g., conferences), severe weather conditions, religious holidays, participation in official university activities such as music performances, athletic competition or debate; or imposed legal obligations (i.e., jury duty, subpoena).

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade; a **reduced credit of 2 points** will be deducted from the total grade for each absence.

## **COURSE POLICY**

The course is delivered live via Zoom in a synchronous mode. Canvas is used for posting supporting course materials, engaging discussions, and communications.

**I prefer that participate in class discussions by speaking and use text chat infrequently to maintain a more active, lively, and engaging class environment. .**

Be mindful to:

- test your Zoom audio before each class;
- **mute your audio during class** and turn it on when you speak;
- stay close to the microphone when you speak so that we are all able to hear you clearly;
- use headphones if your audio is unclear;
- keep your pets in a separate room during class; and
- ensure that there is no background noise and distractions in the room where you're attending class;

## **E-MAIL NOTIFICATION**

I will use email as the main means of communication with you. You are responsible for checking your email regularly. When you email me, please include **INSC588 in the subject line** of the email so that I identify your email quickly.

## **COLLABORATIVE TEAM WORK**

For working as a team, you are encouraged to use Google Docs, Google Hangouts, or equivalent applications outside of the classroom.

Canvas has a **Collaborations** feature that allows you to collaborate with others in class using Google Docs, Google Apps, and Office 365. To use this feature (based on Canvas Collaborations note), "you (and all your collaborators) **will need a Google account** in order to participate in any

Google Docs collaborations. Before you can collaborate on documents, you need to **authorize Canvas to access your Google Drive account.**”

Collaborative work requires coordination, compromise, and effective communication among group members. **If you experience issues working in a group** (e.g., a group member is not contributing to the work as expected, not attending group meetings, or others), you should let me know as soon as possible to help in solving the issues. The whole group will take responsibility for the outcome, if I am not made aware of the issues in a timely manner.

Your **individual grade** on a group activity may vary from the grade assigned to others in the group because it will consider the time and effort you invest in a group activity.

## **EXPECTATIONS**

- a. HCI is about designing and testing interfaces by involving users throughout the UX cycle. Therefore, you will be spending time collecting data from clients/users in real-world settings. Due to COVID-19 circumstances, you could collect the data via Zoom.
- b. Complete discussion activities in Canvas Discussion forum.
- c. If you are unable to invest time in data collection and analysis, and in working in a group on the different parts of Project 1 (1.1-1.6), this course is not for you. Email me to discuss your options
- d. On-time submission of all activities is expected. If you have specific issues that prevent you from submitting your due activities on time, email me as soon as you can to discuss your options.
- e. Consult the assigned readings and visit the links to sources indicated in the course schedule on a weekly basis.
- f. This course will introduce **basic research methods in HCI/UX** that are also used in the social sciences. Consider consulting additional sources on research methods to augment your knowledge.

## **SUBMISSION OF PROJECTS/ASSIGNMENTS**

Class activities must be submitted in Canvas by 11:59 p.m. EST on the due date as indicated in the Course Schedule. Before submitting an activity, name and save the file or document as follows:

### **Bilal-Dosch-Esterwood-588-Proj-1.1**

- Use Word or equivalent and save a document using **.doc or .docx**.
- **Do not submit** activities in .RTF or .PDF or .HTML or .txt or .dot file formats.
- Paginate each assignment.

- Include a cover page with your name or names of team members, as applicable, project number, course number, instructor's name, semester, and submission date.

## **TROUBLINGSHOOTING**

If you experience Zoom or Canvas connectivity problems, please contact OIT at 865. 974. 9900 or complete a help form online at, <http://remedy.utk.edu/contact>. Note that OIT office is **not** open 24/7; therefore, plan to connect to ZOOM at least 30 minutes before class time.

## **CLASS ENGAGEMENT AND INTERACTION RULES**

You are highly encouraged to participate in class by sharing constructive ideas and related experiences, engaging in constructive class discussion, and collaborating with peers to solve certain UX problems or simulate situations.

## **INCLEMENT WEATHER**

*"The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. SIS will cancel classes when UT is closed. Please check the **SIS student listserv** ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)), UT website, and/or UT Facebook page for messages about closing.*

## **DISABILITIES THAT CONSTRAIN LEARNING**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at **865.974.6087** in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

## **COPING WITH STRESS AND PERSONAL HARDSHIP**

The university's Student Counseling Center offers a range of services to students that meet the requirements at no charge. Visit the Center's website to learn about the services offered (<https://counselingcenter.utk.edu/clinical-services/counseling-services/>). You may also contact the Center by phone at **865.974.2196** or send email to ([counselingcenter@utk.edu](mailto:counselingcenter@utk.edu)).

## **CIVILITY**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

## DIVERSITY STATEMENT

“The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.” <http://www.cci.utk.edu/diversity-statement>

## ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf>, p. 15 as: “*Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*”

Students should abide by the **Honor Statement** described below:

*“An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”*

## PLAGIARISM

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses. At some point, I will run your work in iThenticate software and/or check specific online sources to identify plagiarism.

***Specific examples of plagiarism are:***

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source. For example, if you copy and paste a definition from a source without citing the source, it will be considered plagiarism;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);



3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

If you are unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism>

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F" and/or suspension from SIS and UTK.**

### **ASSIGNMENTS AND GRADING**

Your work will be assigned a grade using the point system. *Only exceptional work will receive an "A" grade.* See the point system under Grading Scale.

Your final grade will be based on total points earned over the course of the semester, in addition to points earned for attendance, constructive class participation including speaking more than texting, and communicating effectively with the instructor.

In grading your project or activity, I will provide constructive comments and/or suggestions for improvement using Word markups. The comments have to do with your work and NOT with you personally. You are welcome to provide feedback about my grading style.

### **GRADES TURNAROUND TIME**

I will return graded projects and activities within one to two weeks, pending unforeseen circumstances.

You have **one week** from the time you receive a grade to ask for review. You should do so in writing via email. I will reply to your request within one week.

### **DUE DTAES AND PAST DUE SUBMISSIONS**

Assignments are to be submitted in Canvas by 11:59 p.m. EST on the due date shown in the Course Schedule. A reduced credit of **2 points** will be incurred for any past due activity, unless I am notified in advance and given an acceptable reason.

### **INCOMPLETES**

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of an "I" (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to ensure sufficient time to complete the required work.



If you "disappear" from attending classes and do not contact me about your absence, you will receive an "F" in the course.

## EVALUATION CRITERIA

Generally, the evaluation of projects and other course activities will be based on these factors:

*Operational:* Meeting the requirements/guidelines and submission on time.

*Qualitative:* Quality of writing, organization, demonstration of critical thinking, and evidence of reading and understanding, and reflective thinking, among others.

*Quantitative:* Amount of analysis and synthesis, level of completeness, accuracy, and argumentation, as applicable.

## GRADE SCALE

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.99	(3.7 quality points per semester credit hour) distinguished grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An "I" is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the "I", including the time limit for removal. If the grade "I" is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an "I" on the record.

## GRADING

Class activities will be assigned as follows (*subject to change*).

Activity	Total Points
<b>Assignment 1:</b> Evaluating a selected product, system, or service (individual)	<b>10</b>
<b>PROJECT</b>	
➤ Part 1.1: Topic idea & selection <ul style="list-style-type: none"><li>○ Product concept statement (5 points)</li><li>○ Descriptive summary (5 points)</li></ul>	<b>10</b>
➤ Part 1.2: Contextual inquiry <ul style="list-style-type: none"><li>○ Collection and analysis of user data (10 points)</li><li>○ Extracting user requirements and creating a WAAD (5 points)</li></ul>	<b>15</b>
➤ Part 1.3: Modeling usage data and design	<b>15</b>
➤ Part 1.4: Prototyping design	<b>15</b>
➤ Part 1.5: UX design evaluation/usability	<b>15</b>
➤ Part 1.6: Putting the project parts together (Parts 1.1-1.5)	<b>5</b>
➤ Project presentation	<b>5</b>
<b>Test and/or directed activities in Canvas Discussion Forum*</b>	<b>10</b>

**\*Discussion forum activities will be posted in canvas and announced in class throughout the semester.**

## COURSE EVALUATION

You will receive email from TNVoice toward the end of the term to evaluate the course. Please participate in this valuable process. I may also ask you to evaluate the wellness of the course informally at different points in the semester. I would appreciate your honest comments and suggestions so that I can make adjustment, as appropriate.

## CITING SOURCES

I prefer APA style, but you may use your preferred standard style manual for citing sources.

## TEAM PROJECT

The team project is semester-long and divided into 5 parts. The parts are based on the UX Lifecycle employed for product development.

## TEAMWORK

One of the challenges of teamwork is being able to work together and establish trust and rapport. You need to get to know one another to develop trust in each other's abilities, skills, and knowledge.

Each team should develop a process or procedure for effective communication, time management, and solving problems.

I advise you contact me if you experience persistent problems or issues or if you are unable to solve the problems.

### Factors for Successful Team Collaboration

- Open, quick, and honest communication,
- Authenticity,
- Compromise,
- Tolerance,
- Trust,
- Good rapport,
- Effective time management,
- Equal distribution of efforts and contribution,
- Reliability, and
- Being a good team player.

The team qualities were extracted from <https://www.risebeyond.org/6-skills-needed-for-effective-collaboration/>

### Alternative to Team Project

You may complete all parts of Project 1 individually. However, you will be asked to take responsibility for all of the activities involved in completing the project and to certify that you are aware of and accept the extra demands the project will place on you.

Keep in mind that once you decide to work on the project individually and inform the instructor about this decision (**by February 2, 2021**), you will not be permitted to join a group.

**INSC 588**  
**Course Schedule (subject to change\*)**  
**Spring 2021**  
**Dr. Dania Bilal**

Week	Date	Topic	Readings	DUE (besides discussion of readings, etc.)
1	Jan 21	Introductions	Peruse Textbook's Introduction and Table of Contents	--
2	Jan 26	Introductions (cont'd.)	Peruse Textbook's Introduction and Table of Contents	--
<b>MODULE 1. FUNDAMENTALS. THE WHEEL PHASE 1. UNDERSTANDING USER WORK AND NEEDS</b>				
2	Jan 28	What is HCI? What is UX? Key concepts Intro. of The Wheel (UX Methodology or Lifecycle)	UX (chaps. 1-2)	
3	Feb 2	Project planning; The Wheel: Eliciting user needs and requirements	UX (chap. 7)	Email instructor the name of selected interface to evaluate & critique for Assignment #1
3	Feb 4	The Wheel: Eliciting user needs and requirements through Contextual Inquiry (C&I)	UX (chap. 7)	Group project idea /topic identification in Canvas Discussion Forum

4	Feb 9	Analysis of usage data from Contextual Inquiry (C&I) (WAAD)	UX (chap. 7) UX (chap. 8) <a href="http://jamboard.google.com">http://jamboard.google.com</a>	<b>P 1.1: Product Concept Statement</b>
4	Feb 11	Analysis of usage data from C&I (WAAD)	UX (chap. 8) <a href="http://jamboard.google.com">http://jamboard.google.com</a>	
5	Feb 16	Analysis of usage data from C&I (WAAD)	UX (chap. 8) <a href="http://jamboard.google.com">http://jamboard.google.com</a>	
5	Feb 18	Usage data modeling Extracting design requirements	UX (chaps. 9-10)	
7	Feb 23	Requirements and modeling	UX (chaps. 9-10)	<b>P. 1.2: C&amp;I</b>
7	Feb 25	Requirements and modeling	UX (chaps. 9-10)	
8	March 2	Artificial Intelligence & UX <b>Guest speaker (TBA)</b>	TBA	
<b>KEY THEORIES AND PRINCIPLES TO GUIDE DESIGN</b>				
8	March 5	Pirolli's Information Foraging Theory & Information Scint  Human-centered design Norman's System Image Model Mental models and conceptual models  Norman's Action Cycle/Stages-of Action Model	<a href="https://www.nngroup.com/articles/information-foraging/">https://www.nngroup.com/articles/information-foraging/</a>  DN (chap. 1) UX (chap. 15)  DN (chaps. 2-3) UX (chap. 3)	
9	March 9	Type of Affordances Affordances and cultural conventions Norman's Three Levels of Human Information Processing Model: cognition and emotion	UX (chap. 30) DN (chap. 2)	<b>Assignment 1: System/product evaluation</b>
9	March 11	Topic from previous week (cont'd.); Human attention, memory, recognition, and recall	Readings from previous week JJ (chaps. 8-10);	
10	March 16	Child development theories Children vs. adults	DB (2007)	<b>Part 1.3: Modeling usage data</b>
<b>MODULE 2. CONCEPTUAL DESIGN. THE WHEEL PHASE 2. DESIGN SOLUTIONS</b>				
10	March 18	Design solutions: design thinking, ideation, sketching	UX (chap. 14) DN (chap. 6)	

11	March 23	Design solutions: design thinking, ideation, sketching Design guidelines	UX (chap. 14; 32) DN (chap. 6)	
11	March 25	Personas, storyboards, journey maps Emotional design	UX (chap. 9 (section 9.4); chap 17 <a href="https://www.interaction-design.org/literature/article/personas-why-and-how-you-should-use-them">https://www.interaction-design.org/literature/article/personas-why-and-how-you-should-use-them</a>	
<b>MODULE 3. DESIGN PROTOTYPES. THE WHEEL PHASE 3. PROTOTYPE CANDIDATES</b>				
12	March 30	Design prototypes Tools for prototyping <b>Guest speaker (TBA)</b>	UX (chap. 20) Top 22 prototyping tools ( <a href="https://blog.prototypr.io/top-20-prototyping-tools-for-ui-and-ux-designers-2017-46d59be0b3a9">https://blog.prototypr.io/top-20-prototyping-tools-for-ui-and-ux-designers-2017-46d59be0b3a9</a> )	
12	April 1	Design prototypes Tools for prototyping Agile vs. traditional methods	UX (chap. 20); Top 22 prototyping tools (see Syllabus for link) UX (chap. 29)	<b>Test</b>
<b>MODULE 4. EVALUATION. THE WHEEL PHASE 4. EVALUATE UX</b>				
13	April 6	System evaluation through usability: Methods	UX (chap. 21)	
13	April 8	System evaluation through usability: Methods	UX (chaps. 23-24)	
14	April 13	System evaluation through usability: Methods; Usability tools (software & hardware) <b>Guest speaker (TBA)</b>	UX (chaps. 23-24)	<b>P.1.4: Prototyping design</b>
14	April 15	System evaluation through usability: Methods ; Usability tools (software & hardware) Measures & metrics	UX (chap. 22) UX (chap. 25)	
15	April 20	<b>KEY THEORIES/PRINCIPLES</b> Principles of universal interaction design Accessibility guidelines (W3C) Internationalization, culture, diversity in UX Hofstede Cultural Dimensions	<b>KEY THEORIES/PRINCIPLES</b> <a href="https://www.interaction-design.org/literature/article/the-seven-principles-of-universal-design">https://www.interaction-design.org/literature/article/the-seven-principles-of-universal-design</a> Krug (chap.12) <a href="https://www.w3.org/WAI/fundamentals/accessibility-principles/">https://www.w3.org/WAI/fundamentals/accessibility-principles/</a> <a href="https://uxdesign.cc/how-culture-impacts-ux-design-6443a80319f3">https://uxdesign.cc/how-culture-impacts-ux-design-6443a80319f3</a> <a href="https://hi.hofstede-insights.com/national-culture">https://hi.hofstede-insights.com/national-culture</a>	
15	April 22	Open		<b>P.1.5: UX design evaluation</b>
16	April 27	Work on group project	TBA	

--	May 6	Project presentations		P.1.6: Project consolidation (all parts) Presentation slides
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**NOTE: The group project might be achieved individually. However, be mindful that it will require much more time and effort to complete successfully. If you decide to do the project individually, let me know by February 2<sup>nd</sup>.**

**\*University policy:** *The instructor reserves the right to revise, alter or amend this syllabus, course schedule, due dates, and assignments as necessary. Students will be notified in class and/or on Canvas course site of any change. If you have any concerns about this practice, do not hesitate to talk with me.*

### **Readings in course schedule**

**UX** - Reading from the main textbook (Hartson & Pyla, 2018) are marked as

Other readings are marked as follows:

**DB** – Dania Bilal. (2007). Grounding children’s information behavior and system design in child development theories. In Diane Nahl and Dania Bilal (Eds.), *Information and Emotion: The Emergent Affective Paradigm in Information Behavior Research and Theory*. New York: Information Today, Inc. (pp. 39-50).

**JJ** - Johnson, J. (2013). *Designing with the Mind in Mind: Simple Guide to Understanding User Interface Design Guidelines*. 2<sup>nd</sup> Edition. Elsevier.

**DN** - Norman, D. (2013). *The Design of Everyday Things. Revised and Expanded Edition*. Basic Books.

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*I hope you will enjoy this course. 😊*