

Course Syllabus
HCDE 419 - Winter 2010
Mondays and Wednesdays, 1:30-3:20 in MEB 250

Instructor: Jonathan Morgan (jmo25@uw.edu)

419 Course Overview

HCDE 419 is a project-based introduction to Human-Computer Interaction (HCI) that includes an introduction to HCI principles and theories. The course will teach how to understand and apply HCI theories in real-life user research and design contexts. Students will take part in a quarter-long interdisciplinary team project focused on the process of designing (or re-designing) a software feature or platform. The course focuses on questions of process in design, particularly 1) deciding what to design, 2) justifying particular design decisions and 3) iterating on a design idea based on feedback and reflection

The focus of the course projects is to develop conceptual designs based on a user-centered design process that involves user research, scenario-building, low-fi prototyping and the presentation of a clear and detailed design rationale.

Students will receive grounding in the following topics:

- HCI Theories of Online Collaboration, Computer-mediated communication and computer-supported cooperative work
- Using Qualitative Research Methods
- Building task-oriented user scenarios
- Articulating Design tradeoffs and an overall design Rationale

Theme: Online Collaboration

The theme for the class is building technologies to support online collaboration. Projects will focus on the design of web-based technologies for helping people collaboratively create and curate information and artifacts, complete collaborative tasks and support group and individual decision-making.

These tools and tasks grouped under the header of online collaboration can include (but are not limited to!)

- collaborative writing tools like Google Docs and wikis
- crowdsourcing and 'clickwork' platforms that allow many people to complete massive projects through aggregated micro-tasks
- tools that aggregate and organize information into 'folksonomies' such as Delicious and PinBoard
- peer-support and Q&A sites like Quora or Stack Overflow
- Project management tools like Basecamp and Google Groups (or even Catalyst workspaces)
- Tools that allow for better decision-making and deliberation through mechanisms such as threaded discussion, data visualization and voting like UserVoice, PopVox and Ushahadi

In some cases, social networking tools like Facebook may be considered appropriate for projects, but *only if* the features your team wants to design or re-design are directly related to collaboration, rather

than just general communication, connection, hanging out etc. For instance, Facebook Answers, Facebook Groups, or a website that use data from Facebook's API to help people find or collaborate with others online could be appropriate. However, a feature which created a better interface for sharing and rating funny cat videos on Facebook would *not*.

You have broad latitude in how you scope your project, **but keep in mind:**

- throughout the quarter, you will be asked to discuss and write about how the project you are working on is related to online collaboration in some form or other.
- you only have 10 weeks! The best projects for courses like this are often ones that will describe a relatively small feature change or a simple platform, but that describe it deeply and analyze the design decision that went into it in detail.
- You will need to perform user research before you start to design your project, which means that you will need access to the product you are redesigning (so, an Enterprise software application that lives behind a Microsoft firewall will probably not work). You will also need access to a set of real (or, if you're making something new) potential users of the product. At very least, you will need to be able to read through logs of user behavior (such as Wikipedia talk page posts, or chat transcripts).
- If you are designing a whole new platform or product, you will need to research a) some related product and it's users and b) talk to potential users of your product, to get a sense of their wants, needs, and potential contexts of use.

Aims

The general aims of this course are to:

1. Develop an appreciation for concepts of Human-Computer Interaction
2. Develop skills in use and application of HCI research and design methods
3. Improve individual and collaborative skills in justifying design decisions through research, theory and iterative design and evaluation methods
4. Improve individual and collaborative skills in design problem solving
5. Improve public presentation skills
6. Improve skills in constructive, critical peer review

Objectives

On the successful completion of this course, you should be able to:

1. Gather useful information about users and activities through asking, looking, learning, and trying
2. Organize information about users and use contexts into task-based scenarios of use.
3. Present the results of user research concisely and clearly
4. Identify and justify trade-offs in the design of online collaboration technology
5. Give and accept critiques of design ideas in a constructive manner
6. Appreciate the process of user-centered research and design as a cyclical, iterative process
7. Give high-quality presentations of results of user research and a user-centered design process for preparation for a professional work environment

Texts & Materials

All reading materials for this class will be provided as PDF files on the [course website](#) or as hyperlinks to freely-available online resources. You don't need to buy anything.

Assessment

Grade Distribution

- Class Participation 10%
- Online Discussion Board Posts (Reading Reflections and Design Feedback) 30%
- Final Role Reflection 10%
- Group Design Project Assignments 50%

Tools

WorkSpace

All course materials will be made available through Catalyst's WorkSpace. The link for the WorkSpace for this class is: <https://catalyst.uw.edu/workspace/jmo25/26528/>

GradeBook

All course grades will be made available through Catalyst's GradeBook. The link for the GradeBook for this class is: <https://catalyst.uw.edu/gradebook/jmo25/58396>

Discussion Board

All reading reflection assignments will be posted to the Catalyst GoPost class discussion board: <https://catalyst.uw.edu/gopost/board/jmo25/25288/>

Assignment Dropbox

All turned in assignments will be uploaded to the online dropbox on Catalyst's CollectIt: <https://catalyst.uw.edu/collectit/dropbox/summary/jmo25/18921>

Grading

Work in this course will be graded to criteria. In other words, you won't be graded on a curve. Each deliverable is designed to test your achievement against one or more of the learning objectives. Different assignments emphasize different learning objectives. Four-hundred (400) points have been assigned to the course and each component of the course has been assigned a percent of the overall grade. So, for example, participation is worth 10% of the final grade (40 points) and the group project is with 50% of the final grade (200 points). The following scale is used to map points to numerical grades from 4.0 to 0.7: <http://www.onlinelearning.washington.edu/ol/handbook/grades.asp>

So, for example, to get a 3.0 in the class you will need to 340 points and to get a 3.9 you will need 392 points. Anything below 300 points (2.0) will be considered a failing grade. The following chart* characterizes the numeric grades in words:

- **3.9 - 4.0** Superior performance in all aspects of the course with work exemplifying the highest quality. Unquestionably prepared for subsequent courses in field.
- **3.5 - 3.8** Superior performance in most aspects of the course; high quality work in the remainder. Unquestionably prepared for subsequent courses in field.
- **3.2 - 3.4** High quality performance in all or most aspects of the course. Very good chance of success in subsequent courses in field.
- **2.9 - 3.1** High quality performance in some of the course; satisfactory performance in the remainder. Good chance of success in subsequent courses in field.
- **2.5 - 2.8** Satisfactory performance in the course. Evidence of sufficient learning to succeed in subsequent courses in field.

- **2.2 - 2.4** Satisfactory performance in most of the course, with the remainder being somewhat substandard. Evidence of sufficient learning to succeed in subsequent courses in field with effort.
- **1.9 - 2.1** Evidence of some learning but generally marginal performance. Marginal chance of success in subsequent courses in field.

*Taken from Faculty Resource on Grading,

<http://depts.washington.edu/grading/practices/guidelines.html>

Graded Components

Individual Assignments

Unless otherwise stated, assignments are due by 5:00 P.M. on their designated due date.

Class Participation

By actively participating in class, you can develop your knowledge of HCI and your professional skills for applying HCI principles and methods in a professional design environment. Here are some examples of good participate:

1. Treat all with respect – be constructive in all discussions
2. Come to class prepared – read carefully prior to class meetings
3. Be an active listener – be attentive, be engaged, use in-class technology with discretion
4. Ask challenging questions, and expect to answer them as well
5. Comment, build on, or clarify others' contributions
6. Provide specific constructive feedback during in-class presentations
7. Help your classmates use technologies
8. Post useful or interesting information to the class discussion list

Reading Reflections

HCDE 419 will have an online discussion board to help facilitate discussions of topics and issues outside of the classroom. For every class period where a reading has been assigned, you must post a reading reflection. If there are multiple readings assigned for that day, reflect on one of those readings. Reading reflections are due on the day of class by 1:30pm. Reflections that are posted to the class discussion board after 1:30pm on the day of class may be marked down.

Format:

(3-5 sentences) **The Gist** provide a short summary of 1 article from this week

(2-4 sentences) **Your Reaction** - Provide your Reaction to the article, such as

- whether you agree/disagree with what the authors said or did, and *why you think so*.
- why you think the article is important
- personal experiences that the article made you think of, and why it made you think of them
- how the article compares or contrasts with other articles you've read

(1-2 sentences) **Question** A question you have after reading this article. It could be something you're not clear on, or wondering why the authors did what they did, or even why this article matters at all

Discussion board topics will primarily come from the assigned readings, although you can feel free to start discussions on any related class project or topic of interest. These contributions won't be graded separately, but can supplement your class participation grade.

Design Feedback

Each individual will be required to review every other group's design deliverables and provide constructive feedback (via WebQ). All feedback will be given full points as long as it is constructive, turned in on time, and shows that you have reviewed the other groups' artifacts and have given them some consideration.

In class feedback (provided after each presentation) is also encouraged, and will be included in your class participation grade.

Detailed assignment descriptions and instructions for this and any other individual assignments will be posted on the course website with sufficient time for assignment completion (generally, no less than 1 week before assignments are due).

Class Surveys

In order to facilitate the creation of effective, multi-disciplinary project groups and to track the progress of project groups throughout the quarter, the instructor will ask you to complete several short surveys over the course of the quarter. These surveys will be created using Catalysis WebQ survey tool and a link to each survey will be posted at least 24 hours before the class where the survey results are due. Points will be deducted from your grade if you do not complete these surveys by the beginning of the class period in which they are due. Survey completion is included in your class participation grade.

Role Reflection

At the end of the quarter, you will be asked to write a 1-2 page reflection on your role in the group design project: what you think your greatest contribution to the project was, what the most important or interesting part of the project was for you, and what you would do differently next time you find yourself on a design team.

Group Project Graded Components

Unless otherwise stated, group assignments are due by 1:30pm (before class) on their designated due date.

Design in the real world nearly always takes place with teams of people with diverse backgrounds working together toward a common goal. Developing group work skills, cooperation, and teamwork is an essential skill for students to learn who want to work in this space. Thus, a large component of this course will be to work as a team on a set topic. Design teams will be designated by the instructor during the second week of class to ensure diversity and fairness.

Design Deliverables

The group project will consist of a number of different components, the full descriptions of which will be posted on the course website. Each component must be conducted and submitted as a group. Specific Components and Due Dates will be posted on the time schedule on the Course Website. The course will have multiple group deliverables throughout the quarter: up to 1 per week. **Assignment sheets for each group deliverable will be handed out in class and posted to the course website no less than 1 week before the assignment due date.**

Deliverables will be graded based on whether they follow the instructions on the assignment sheet, and

on the quality of the presentation and the material. Deliverables later in the quarter will also be evaluated based on whether the group demonstrates that their design has changed (or not) in response to user research or particular feedback from their peers or the instructor. Each deliverable must be turned in on time, or the group risks being marked down.

Group Presentations

Each deliverable will come with an associated 6-minutes presentation. Some presentations will be in 20/20 format (20 auto-advancing slides, 20 seconds per slide), and some will be 6/60 format (6 slides, *roughly* 1 minute per slide). Groups may decide among themselves whether they want to select an individual to give the entire presentation or trade off slides. However, groups that exceed the time limit of the presentation will be cut off. ☹️ **Presentations will not be graded for content:** as long as the slides are turned in on time and the students deliver a presentation that is within the parameters of the assignment (# of slides, time limit), all groups will receive full credit for presenting.

Class Policies

Academic Accommodations

To request academic accommodations due to a disability, please contact Disabled Student Services: 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from DSS indicating that you have a disability which requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need in the class. Academic accommodations due to disability will not be made unless the student has a letter from DSS specifying the type and nature of accommodations needed. For additional information, see Statements to Ensure Equal Opportunity and Reasonable Accommodation, downloaded Sept 30, 2009, <http://www.washington.edu/admin/dso/>

Academic Honesty & Integrity

The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their circulation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when ideas or materials of others are used, they must be cited. The format is not that important—as long as the source material can be located and the citation verified, it's OK. What is important is that the material be cited. In any situation, if you have a question, please feel free to ask. Such attention to ideas and acknowledgment of their sources is central not only to academic life, but life in general.

Please acquaint yourself with the University of Washington's resources on academic honesty: <http://depts.washington.edu/grading/issue1/honesty.htm>

Students are expected to work independently unless other instructions are given. Consult with the instructor if you think your work plan might constitute plagiarism. You should also acquaint yourself with the HCDE Plagiarism Policy:

<https://intranet.uwtc.washington.edu/academicresources/plagiarismpolicy.php>

Copyright

All of the expressions of ideas in this class that are fixed in any tangible medium such as digital and

physical documents are protected by copyright law as embodied in title 17 of the United States Code. These expressions include the work product of both: (1) your student colleagues (e.g., any assignments published here in the course environment or statements committed to text in a discussion forum); and, (2) your instructors (e.g., the syllabus, assignments, reading lists, and lectures). Within the constraints of "fair use", you may copy these copyrighted expressions for your personal intellectual use in support of your education here in the HCDE department. Such fair use by you does not include further distribution by any means of copying, performance or presentation beyond the circle of your close acquaintances, student colleagues in this class and your family. If you have any questions regarding whether a use to which you wish to put one of these expressions violates the creator's copyright interests, please feel free to ask the instructor for guidance.

Privacy

To support an academic environment of rigorous discussion and open expression of personal thoughts and feelings, we, as members of the academic community, must be committed to the inviolate right of privacy of our student and instructor colleagues. As a result, we must forego sharing personally identifiable information about any member of our community including information about the ideas they express, their families, life styles and their political and social affiliations.

If you have any questions regarding whether a disclosure you wish to make regarding anyone in this course or in the HCDE community violates that person's privacy interests, please feel free to ask the instructor for guidance. Knowing violations of these principles of academic conduct, privacy or copyright may result in University disciplinary action under the Student Code of Conduct.

Student Code of Conduct

Good student conduct is important for maintaining a healthy course environment. Please familiarize yourself with the University of Washington's Student Code of Conduct at:

<http://www.washington.edu/students/handbook/conduct.html>

Quality of Written Assignments

As an upper-level student at the University of Washington, working in a field that requires excellent communication skills, this course has high expectations on the written quality and presentation of completed assignments and reports. Reports should be well organized, be thoroughly proofread, and free from grammatical errors. The use of appropriate, clear titles and headings is also important. Each assignment will have quality of written assignments as a graded component.

In addition to the above recommendations, all assignments should include a cover sheet that contains the following information:

- Course name
- Quarter, program, department, and university
- Assignment name
- Your name and e-mail address (in the case of group assignments, fill this out for all group members)
- The date the assignment is due
- A web site address (if relevant)

Attendance

Students are expected to attend class regularly. Although attendance is not specifically graded, missing a significant number of classes will likely have a negative impact your class participation grade, as you will have fewer opportunities to participate in discussion and in-class activities. It also makes it harder for your group to do quality work. If you must miss a class, such as due to the swine flu, an illness, or other extenuating circumstance, please send an email to the instructor as soon as possible to make arrangements for a makeup of in-class activities.

Student Rights

Please read the HCDE statement on student rights:

<https://intranet.uwtc.washington.edu/academicresources/studentrights.php>

Late Assignments

If you will miss the deadline, you should inform the instructor as soon as you can, indicating when you will submit the work. The instructor will try to accommodate your needs. You should use this clause only for extraordinary personal reasons (e.g., personal illness, death in the family, etc.).

It is at the instructor's discretion to accept late work or assign late penalties. In general, late work is deducted 10% of its total grade per calendar day. This does not count if you use one of your two deadline extensions (see below) until after the 2 day mark. Work that is handed in late is penalized for two reasons. First, to be fair, all students should be given the same time limits. Second, if you spend too much time on one assignment, it is quite likely that you will have insufficient time to spend on subsequent assignments.

Deadline Extensions

Because everyone runs into conflicts with other courses and commitments, especially with group projects, I will grant a 2 day extension on any 2 project deliverables or assignments without suffering a late grade deduction (not including the final class presentation). ***However, in cases where the project deliverable also includes an in-class presentation, your group will be expected to prepare and deliver that presentation on the day the assignment is due.***

To request the extension, please send me an email at jmo25@uw.edu by midnight the day before the listed due date. Once your 2 extensions have been used, no more will be granted, so make sure you use them wisely. Also note that there will be no bonus for unused extensions.

Contacting the Instructor

You are encouraged to give me feedback about the course, to ask a question about an assignment, to share an interesting article or resource, to report that you will be absent from a class/lab, to request additional time for an assignment (because of significant health, personal, or educational matter), or similar communication. Please note the following guidelines:

- Email (jmo25@uw.edu) and office hours are the preferred and most reliable methods of contact
- For office hours, you can find me in Sieg Hall #212 during the following hours every week (subject to change)
 - Mondays, 11:15am-1:15pm (right before class)
 - Wednesdays, 3:30pm – 5:30pm (right after class)

- Whenever appropriate, please copy the class listserv with your question or comment
- E-mail concerning assignments might not be replied to if it is sent within 36hr of an assignment due date
- If your e-mail concerns your grade, please follow the re-grading policy (see below)
- E-mail that is sent on Friday afternoon or over the weekend it is not likely to be replied to until Monday of the following week
- If you don't receive a reply within 2 days or so, please resend your e-mail or ask about it during class—even instructors appreciate reminder emails!

Re-grading Policy

To have work re-graded, you must submit a Re-grade Request within five days of when your work was returned. The request must be a single page, printed on paper or sent by e-mail. It should contain the following information:

- Re-grade Request
- The information contained on the standard cover sheet
- An explanation for why you believe you deserve a higher grade.

The instructor will consider your request. If the instructor is convinced by your argument, your work will be re-graded. If not, the instructor will send you e-mail explaining why. No re-grades will be considered for late work.

Right to revise

The instructor reserves the right to revise this syllabus.

Couse Timeline

Week I

Wednesday, January 4th HCI Theories of Online Collaboration I

Readings

- Understanding, fostering, and supporting cultures of participation. *interactions*, XVIII (june).
- Carroll, John M. (2011): Human Computer Interaction (HCI). In: Soegaard, Mads and Dam, Rikke Friis (eds.). "Encyclopedia of Human-Computer Interaction". Available online at http://www.interaction-design.org/encyclopedia/human_computer_interaction_hci.html
- Erickson, Thomas (2011): Social Computing. In: Soegaard, Mads and Dam, Rikke Friis (eds.). "Encyclopedia of Human-Computer Interaction". Available online at http://www.interaction-design.org/encyclopedia/social_computing.html

Assignments Due

- reading reflection
- fill out online survey (WebQ)
- introduce yourself on blog introduction thread

Week 2

Monday, January 9th HCI Theories of Online Collaboration II*Readings*

- Brennan, S. E. (1998). The Grounding Problem in Conversations With and Through Computers. (S. R. Fussell & R. J. Kreuz, Eds.) *Social and cognitive approaches to interpersonal communication*, 201-225. Lawrence Erlbaum.
- Kock, Ned (2011): Action Research: Its Nature and Relationship to Human-Computer Interaction. In: Soegaard, Mads and Dam, Rikke Friis (eds.). "Encyclopedia of Human-Computer Interaction". Available online at http://www.interaction-design.org/encyclopedia/action_research.html

Assignments Due

- Reading reflection

Wednesday, January 11th Design research in HCI*Readings*

- Chi, E. H. (2009). A Position Paper on "Living Laboratories": Rethinking Ecological Designs and Experimentation in Human-Computer Interaction. *Proceedings of the 13th International Conference on Human-Computer Interaction. Part I: New Trends* (pp. 597-605). Berlin, Heidelberg: Springer-Verlag. <http://www-users.cs.umn.edu/~echi/papers/2009-HCII/2009-03-06-HCII-full-paper-LivingLab.pdf>
- Kraut, R. E., & Resnick, P. (2012). Encouraging contribution to online communities. *Designing From Theory: Using the Social Sciences as the Basis for Building Online Communities*. Retrieved from <http://kraut.hciresearch.org/sites/kraut.hciresearch.org/files/articles/Kraut10-Contribution-current.pdf>

Assignments Due

- reading reflection

Week 3**Monday, January 16th** NO CLASS! MLK Day*Readings*

- n/a

Assignments Due

- Think about projects

Wednesday, January 18th Ethics and Values*Readings*

- McKee, H., & Porter, J. (2010). The Complexities of Internet Research. *The Ethics of Internet Research: A Rhetorical, Case-Based Process*.
- Salvador, T., Bell, G., & Anderson, K. (1999). Design Ethnography. *Design Management Journal*, 10(4), 35-41. Springer.

Assignments Due

- Reading reflection

Week 4

Monday, January 23rd Understanding User Needs

Readings

- Michel Krieger, Emily Margarete Stark, and Scott R. Klemmer. 2009. Coordinating tasks on the commons: designing for personal goals, expertise and serendipity. In *Proceedings of the 27th international conference on Human factors in computing systems (CHI '09)*
- Alan Borning, Batya Friedman, Janet Davis, and Peyina Lin, [Informing Public Deliberation: Value Sensitive Design of Indicators for a Large-Scale Urban Simulation](#). *Proceedings of the 9th European Conference on Computer-Supported Cooperative Work*, Paris, September 2005.

Assignments Due

- Reading reflection
- Project groups finalized

Wednesday, January 25th Designing with Scenarios

Guest Speaker: Tamara Adlin, Adlin Inc.

Readings

- Carroll, J. M., & Rosson, M. B. (2003). Design rationale as theory. *HCI models, theories, and frameworks: toward a multidisciplinary science*, 431-461.
- Cooper, A., Reimann, R., and Cronin, D. (2007) The foundations of design: Scenarios and requirements. Ch. 6 in *About Face 3*. Indianapolis, IN: Wiley Publishing, pp. 109-123.

Assignments Due

- Reading reflections

Week 5

Monday, January 30th Incentivizing participation

Readings

- Farzan, R., Dabbish, L., Kraut, R. E., & Postmes, T. (2011). Increasing commitment to online communities by designing for social presence. *Proceedings of the ACM 2011 conference on Computer supported cooperative work* (pp. 321–330). ACM.
- McEwan, G., & Greenberg, S. (2005). Supporting social worlds with the community bar. *Proceedings of the 2005 international ACM SIGGROUP conference on Supporting group work - GROUP '05*, 21. New York, New York, USA: ACM Press.

Assignments Due

- Reading reflection
- Project proposals due - upload proposals and 20/20 slide presentation to Dropbox before class

Wednesday, February 1st Regulating behavior

Guest Speaker: Matt Shobe, BigDoor Inc.

Readings

- Kiesler, S., Kraut, R., Resnick, P., & Kittur, A. (2010). Regulating Behavior in Online Communities. *Evidence-Based Social Design*. Retrieved from: <http://kraut.hciresearch.org/sites/kraut.hciresearch.org/files/articles/kiesler10-Regulation-current.pdf>
- Antin, J., & Churchill, E. (2011). Badges in Social Media: A Social Psychological Perspective. *Human Factors*, 1–4. ACM. Retrieved from <http://research.yahoo.com/node/3469>

Assignments Due

- Reading reflection

Week 6**Monday, February 6th** Crowdsourcing*Guest Speaker: Michael Toomim, UW CSE**Readings*

- Zhang, H., Law, E., Miller, R., Gajos, K., & Parkes, D. (2012). Human Computation Tasks with Global Constraints: A Case Study. *eecs.harvard.edu*, (Chi). Retrieved from <http://www.eecs.harvard.edu/~hq/papers/mobi.pdf>
- Michael S Bernstein, Joel Brandt, Robert C Miller, David R Karger
Crowds in Two Seconds : Enabling Realtime Crowd-Powered Interfaces, in *Human Factors (2011)*

Assignments Due

- Reading reflection

Wednesday, February 8th Scientific and Creative Collaboration*Readings*

- Luther, K., Counts, S., Stecher, K. B., Hoff, A., & Johns, P. (2009). Pathfinder: an online collaboration environment for citizen scientists (pp. 239-248). ACM.
- Aragon, C. R., Poon, S. S., Monroy-Hernandez, A., & Aragon, D. (2009). A tale of two online communities: fostering collaboration and creativity in scientists and children (pp. 9-18). ACM.

Assignments Due

- Reading reflection
- design rationale due - upload rationale and 20/20 slides to Dropbox before class

Week 7**Monday, February 13th** Online Participation*Readings*

- Siamak Faridani, Ephrat Bitton, Kimiko Ryokai, and Ken Goldberg. (2010). Opinion space: a scalable tool for browsing online comments. In *Proceedings of the 28th international conference on Human factors in computing systems (CHI '10)*.

Assignments Due

- Reading reflection

Wednesday, February 15th Social Impact and Unintended Consequences*Readings*

- "Suck It Up, Princess": Outreach and Diversity in FOSS Communities
<http://littlegreenriver.com/stuffs/Outreach-Diversity-FOSS.html>

Assignments Due

- Research report due – upload report to Dropbox by 5pm

Week 8**Monday, February 20th** **NO CLASS! Presidents' Day***Readings*

- No class- Work on your prototypes!

Assignments Due

- Work on your prototypes!

Wednesday, February 22nd Software Collaboration*Readings*

- *Laura Dabbish, Colleen Stuart, Jason Tsay, Jim Herbsleb. (2012) Social Coding in GitHub: Transparency and Collaboration in an Open Software Repository. Proceedings of the 2012 Conference on Computer-Supported Cooperative Work. CSCW 2012.*

Assignments Due

- reading reflection
- 1st prototype due - upload prototype and 6 slides to Dropbox before class

Week 9**Monday, February 27th** Reflecting on Human Centered Design Process*Guest Speaker: Travis Kriplean, UW CSE**Readings*

- Friess, E. (2010). The Sword of Data: Does Human-Centered Design Fulfill Its Rhetorical Responsibility? *Design Issues*, 26(3), 40-50.

Assignments Due

- Reading reflection

Wednesday, February 29th **NO CLASS! HCDE Corporate Affiliates Day***Readings*

- No class – work on your projects!

Assignments Due

- No class – work on your projects!

Week 10

Monday, March 5th Reflecting on Human Centered Design Process

Readings

- Norman, Don. (2005) “Human-Centered Design Considered Harmful” + Clarification

Assignments Due

- Reading reflection

Wednesday, March 7th Last class; Project wrap-up

Readings

- wrap up, questions, snacks, group work time

Assignments Due

- Personal reflection due

Week 11 (Finals Week)

Monday, March 12th FINAL PRESENTATIONS

Guest Industry Review Panel!

Assignments Due

- Presentation slides due by noon – no late slides accepted!

Wednesday, March 14th NO CLASS

Final Group Research Report Due by 5pm (no ‘free’ extensions available for this assignment)