

**City University of Hong Kong
Course Syllabus**

**offered by Department of Information Systems
with effect from Semester A 2017 / 2018**

Part I Course Overview

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| Course Title: | <u>Human-Computer Interaction and Multimedia</u> |
| Course Code: | <u>IS6421</u> |
| Course Duration: | <u>One Semester (13 weeks)</u> |
| Credit Units: | <u>3</u> |
| Level: | <u>P6</u> |
| Medium of Instruction: | <u>English</u> |
| Medium of Assessment: | <u>English</u> |
| Prerequisites: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Precursors: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Equivalent Courses: <i>(Course Code and Title)</i> | <u>IS6424 Human-Computer Interaction and Multimedia</u> |
| Exclusive Courses: <i>(Course Code and Title)</i> | <u>Nil</u> |

Part II Course Details

1. Abstract

This course aims to

- enable students to foster a strong sense of curiosity and appreciate the interactions between computer technology and people, business and society generally and understand HCI foundations, such as the human, the computer, and the interaction;
- enable students to understand issues of HCI design, such as usability, the design process, models of the user, requirement analysis methods, implementation, implementation-support, and evaluation techniques; and give students an enduring capability to participate in analysis and design work in HCI;
- expose students to interdisciplinary perspectives of Human-Computer Interaction and obtain experience in applying academic knowledge to solve practical design issues;
- enable students to understand multimedia fundamentals and new emerging trends and incorporate them in the design of creative products or applications.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|---|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Explain the concepts of cognitive science and the physiology of human perception and the importance of these disciplines to HCI design for information systems. | 25% | ✓ | | |
| 2. | Apply the principles of sustainable HCI design and evaluation that meets user requirements. | 25% | | ✓ | ✓ |
| 3. | Utilise HCI approaches to design and plan multimedia projects. | 20% | | ✓ | ✓ |
| 4. | Analyse different options to recommend the best suitable approach of HCI formulation and solution. | 30% | ✓ | ✓ | |
| | | 100% | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | Hours/week (if applicable) |
|---------------------|--|----------|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | |
| TLA1: Lecture | Concepts of HCI and associated design and developments techniques are explained. Focus will be on the HCI design and development that enhances the efficiency, safety, functionality, usability and the aesthetic appeal of the user experience with information systems at the interface between the user and the technology - that is the development of technologies and tools, which aid the human mind (cognitive artifacts). Topics to be covered include: cognitive psychology, the computer constraints to interaction, interaction models, usability principles and engineering, requirement analysis methods, evaluation and implementation aspects of technology, HCI application of Human-Multimedia (Computer) interaction. | ✓ | ✓ | ✓ | ✓ | |
| TLA2: Laboratory | <p>During laboratory sessions, the following activities are used to reinforce and practice of various modelling and design techniques learnt in lectures:</p> <ul style="list-style-type: none"> • Exercises: Hands-on activities using different tools to implement HCI principles into HCI design. A CASE tool as part of systems modelling exercises such as requirement gathering using interviews, questionnaires, Use Case models, functional models, structural models and behavioural models, will be employed in the exercise. Hands-on activities using a design tool for demonstrating window-based interface design. • Case Study: Discussion on implications of various concepts learnt in lectures, and how they can be applied to a typical HCI environment. Discussion, critique and selection among different approaches of requirement analysis, HTA and scenario analysis, and heuristics evaluation, as well as suggestion for improvement on above issues. • Presentations: Students will make presentations of their team project, and other teams and the instructor will participate in discussion and offer suggestions for improvements. | ✓ | ✓ | ✓ | ✓ | |
| TLA3: Project | Students would have to complete a group project requiring them to perform a particular HCI product requirement analysis and design by employing HCI analysis and usability principles. Each team is also required to evaluate a peer-team's work by using heuristics evaluation method and provide improvement comments. The group project work will be submitted at two different phases for the instructor/tutors and cross-group review and comments. | ✓ | ✓ | ✓ | ✓ | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | Weighting | Remarks |
|---|----------|---|---|---|-----------|---------|
| | 1 | 2 | 3 | 4 | | |
| Continuous Assessment: 60% | | | | | | |
| <p><u>AT1: Continuous Assessment</u> Participation in class and lab sessions in activities such as:</p> <ul style="list-style-type: none"> • Commitment in lab discussion to comment on other students' work or to elaborate their own interpretation; • Engagement in lecture interaction on understanding and interpretation of the knowledge on HCI concepts and principles; • Participation in lab hands-on activities to apply the HCI principles learnt from lectures to their exercises. | ✓ | ✓ | ✓ | ✓ | 20% | |
| <p><u>AT2: Project</u> Each team of 4 or 5 students will analyse, collect and structure requirements of a proposed HCI design. Each team needs to analyse the user requirements, design requirements using appropriate techniques, particularly using PACT and design usability principles. The project work should be completed in two phases:</p> <p>Phase I – Design a proposed HCI product: propose a HCI oriented product and collect and analyse user requirements; conduct PACT and design usability principle analysis; and design the proposed product to demonstrate the proposed functions; and then write it up and submit the work.</p> <p>Phase II – Evaluate a peer-team design: collect the peer team's phase I submission; evaluate their design by using heuristics evaluation method, which focusing on usability design and PACT analysis; claim the evaluation results; and provide recommendations. The last is to write up the results and to submit.</p> <p>Members of each team present their project work in about 15 minutes twice throughout the semester and other teams will participate in discussion, commenting, questioning and offer suggestions for improvements.</p> | ✓ | ✓ | ✓ | ✓ | 40% | |
| Examination: 40% (duration: one 2-hour exam) | | | | | | |
| <p><u>AT3: Exam</u> This open-book examination will assess both the conceptual understanding and the modelling skills using one or more small e-business scenarios.</p> | ✓ | ✓ | ✓ | ✓ | 40% | |
| | | | | | 100% | |

Note: Students must pass BOTH coursework and examination in order to secure an overall pass in this course.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|----------------------------|--|-----------------------|------------------|------------------|--------------|-----------------------------------|
| AT1: Continuous Assessment | Ability to explain the concepts of cognitive science and the physiology of human perception and the importance of these disciplines to HCI design for information systems. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | Capability to apply the principles of sustainable HCI design and evaluation that meets user requirements. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | Capability to utilise HCI approaches to design and plan multimedia projects. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | Ability to analyse different options to recommend the best suitable approach of HCI formulation and solution. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| AT2: Project | Ability to explain the concepts of cognitive science and the physiology of human perception and the importance of these disciplines to HCI design for information systems. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | Capability to apply the principles of sustainable HCI design and evaluation that meets user requirements. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | Capability to utilise HCI approaches to design and plan multimedia projects. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | Ability to analyse different options to recommend the best suitable approach of HCI formulation and solution. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| AT3: Exam | Ability to explain the concepts of cognitive science and the physiology of human perception and the importance of these disciplines to HCI design for information systems. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | Capability to apply the principles of sustainable HCI design and evaluation that meets user requirements. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | Capability to utilise HCI approaches to design and plan multimedia projects. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| | Ability to analyse different options to recommend the best suitable approach of HCI formulation and solution. | High | Significant | Moderate | Basic | Not even reaching marginal levels |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

HCI (Human Computer Interaction), Design usability principles, Usability engineering, PACT (People, Activities, Contexts and Technologies): Multimedia

Detailed Syllabus

HCI Introduction
The Human factors
The Computer Constrains
Interaction and PACT model
Usability principles and engineering
Design process
Requirements analysis
Scenarios and task analysis
Implementation techniques & support
Evaluation techniques
Multimedia Fundamentals
Documentation
Web Design

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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| 1. | David Benyon, <u>Designing Interactive Systems, A comprehensive guide to HCI and interaction design</u> , 2 nd edition, Addison Wesley, Pearson, 2010. |
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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| 1. | D. Benyon, P. Turner and S. Turner, <u>Designing interactive systems: People, activities, contexts, technologies</u> , Harlow, Addison-Wesley, 2005. |
| 2. | Dix, A., et al, <u>Human-Computer Interaction</u> , 3 rd edition, Prentice Hall, 2003. |
| 3. | Vaughan T, <u>Multimedia: Making It Work</u> , 5 th edition, McGraw-Hill, 2001. |

2. Online Resources

baddesigns.com

- Updated SYL template in July 2017.