

IAT 832 Exploring Interaction

3 credits

Fall 2006

Instructor: Ron Wakkary

Draft course description – subject to change (last updated Sept. 5, 2006)

Fridays, 1.00 – 4.20 pm

Room 14-400

Aims

The aim of this course is to explore design research issues in and related to interaction and design that will complement or provide research paths in design and technology for students. The course will discuss definition of terms and concepts in interaction design, the evolution and use of the concepts of design and interaction.

Interaction design is in many respects the convergence of design practice and thinking, the effect and use of interactive technologies, and the understanding of the experience of interaction mediated through technology. The course is intended as an in-depth exploration of this convergence structured along three lines of inquiry that intersect and weave through the course:

1. What ideas and concepts have emerged to define interaction design?
2. What are the methodological foci in interaction design?
3. What related ideas have informed interaction design?

These inquiries will occur over several classes and consist of a combination of readings, seminar discussions and student presentations. A final paper will be assigned with an emphasis on investigating a topic through a literature review, identification of issues and research questions (through primary research in practice and or analysis of the literature).

Who should take this course

This course will be of interest to students working and researching at the intersection of design and interactive technologies.

Pre-requisites and course enrolment

Graduate standing. Enrolment will be limited to 12 students.

(Graduate students from other academic units are welcome to apply for admission to this course subject to approval of the instructor)

Outcomes

Students will develop an understanding of the field of interaction design, and the issues of design and interactive technology. Students will have an in-depth understanding of a related topic and potential research pursuits in this area.

Topics

Readings and discussions will be structured around evolutionary shifts in the discourse concerning interaction design. The course borrows and extends McCarthy and Wright's notion of "turns" in the traditions of interaction design, design, and human-computer interaction: *The turn to practice from rationalism in design; the turn to embodiment; the turn to context and ethnography; the turn to politics and participation; and the turn to aesthetics.*

Grading

Participation: 25%

IAT 832 Exploring Interaction

3 credits

Fall 2006

Instructor: Ron Wakkary

In-class presentation (40 minutes): 35%

Final Paper (8000 words): 40%

TOTAL 100%

Course Reference: (Tentative List)

Readings for the course will include a selection of materials from the following:
(plus selected articles and papers as appropriate)

Dourish, P. (2001). *Where The Action Is: The Foundation of Embodied Interaction*. Cambridge, MA: MIT Press.

Dunne A and Raby F (2001) *Design noir: the secret life of electronic objects*. August; Birkhèauser, London Basel.

Ehn P (1989) *Work-oriented design of computer artifacts*. Arbetslivscentrum, Stockholm.

Hutchins E (1995) *Cognition in the wild*. MIT Press, Cambridge, Mass.

Nardi BA (1996) *Context and consciousness: activity theory and human-computer interaction*. MIT Press, Cambridge, Mass.

Preece, J., Rogers, Y., & Sharp H. (2002). *Interaction Design: Beyond Human-Computer Interaction*. New York: John Wiley & Sons, Inc.

Schon, D.A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

Schon, D.A. (1987). *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions* (1st ed.). San Francisco: Jossey-Bass.

Schuler D and Namioka A (1993) *Participatory design: principles and practices*. L. Erlbaum Associates, Hillsdale, N.J.

Simon HA (1969) *The sciences of the artificial*. M.I.T. Press, Cambridge.

Suchman, L.A. *Plans and situated actions: The problem of human-machine communication*. Cambridge University Press, Cambridge Cambridgeshire; New York, 1987

Winograd, T. (Ed.). (1996). *Bringing Design to Software*. New York: ACM Press; Reading, Massachusetts: Addison-Wesley.

IAT 832 Exploring Interaction

3 credits

Fall 2006

Instructor: Ron Wakkary

Course Schedule

Week	Topic	Readings 1
	Intro	Interviews selected from Preece, J., Rogers, Y., Sharp, H., Interaction Design: Beyond Human-Computer Interaction. New York: John Wiley & Sons, 2002.
1	Turn to practice	Ehn, P., <i>From Systems Design to Design of Computer Artifacts</i> in Work Oriented Design of Computer Artifacts. Stockholm: Arbetlivscentrum, 1988, pp. 153-172
2	Turn to practice	Schon, D., <i>From Technical Rationality to Reflection-in-Action</i> in The Reflective Practitioner: How Professionals Think in Action. New York: Basic Books, 1983, pp. 21-69
3	Turn from rationalism	Coyne, R., <i>Systematic Design: Methods, Theories and Models in Design</i> in Designing Information Technology in the Postmodern Age. Cambridge: MIT Press, 1995, pp. 203-248
4	Turn to embodiment	Dourish, P., " <i>Being-in-the-World</i> ": <i>Embodied Interaction</i> in Where the Action Is: Embodied Interaction. Cambridge: MIT Press, 2001, pp. 99-126
5	Turn to context	Nardi, B., <i>Studying Context: A Comparison of Activity Theory, Situated Action Models, and Distributed Cognition</i> in Context and Consciousness (ed. B. Nardi). Cambridge: MIT Press, 1996, pp. 69-102
6	Turn to ethnography	Suchman, L.A. Plans and situated actions: The problem of human-machine communication. Cambridge University Press, Cambridge Cambridgeshire; New York, 1987
7	Turn to participatory politics	Ehn, P., <i>From Social-Technical Satisfaction to Collective Resources</i> in Work Oriented Design of Computer Artifacts. Stockholm: Arbetlivscentrum, 1988, pp. 153-172
8	Turn to Aesthetics	Wright, P., McCarthy J., <i>The value of the novel in designing for experience</i> , in Future Interaction Design (eds. A Pirhonen, Isomaka H., Roast C., Saariluoma P.) London: Springer Verlag, 2005, pp. 9-30. Dunne, A., Raby, F., <i>Design Noir: The secret life of electronic objects</i> (sections 3 & 4). London: Birkhauser 2001
9	Turn to presentations	Student Presentations
10	presentations	Student Presentations
11	Presentations	Student Presentations
12	Presentations	Student Presentations
13	Presentations	Student Presentations

Roles:

Discussants: The role of the discussant is to lead each week's analysis of the reading. This includes: presenting a summary of the reading; providing context for the reading; and author information.

Glossarists: The role of glossarist is to track terms, concepts, and people that the class feels should be in the class glossary. The glossarists will research these items every week, and present to the class the explained items. In addition, the glossarists will create and maintain a class wiki for the glossary.