A6 "Each-One-Teach-One" STUDENT

where you change roles and observe the "listeners" from a different perspective – that of the learner

Due NOON Thursday, March 14, in the Assignments Section on Blackboard

Remember the surprises you experienced when teaching a person how to use a specific technology?

For this assignment you are going to switch roles. Now you are the user and you are being offered the how-to instruction and threshold concepts needed to be able to master and easily navigate the new interface. This assignment is an easy activity and yet it reveals the complexity of interface design for the programmer. That is why choosing to learn something with which you have no prior experience is key. So many frames are invisible to an activity, which a human instructor can often easily help a learner navigate.

Take 8 minutes to **learn** something new from a colleague, friend, or relative for which you have no mental model at all. Observe what happens at the moment of interface as the learner. Maximum 1500-2000 word self-reflection (use diagrams and sketches), paying close attention to our understanding of 'learning' and its implications for HCI, especially given that the 'listeners' are always listening in a world of "non-organic intelligence" (Dyens).

As part of your write-up, please include what you observe of yourself as learner, especially when frustrated, and how effectively your teacher was able to notice and fill in the shoulder concepts. What happens at the moment of interface for you as the learner?

The length of this assignment is maximum 1500-2000 words, double-spaced, type-written, so that you can compare a bit with Assignment 1. For those individuals who enjoy writing, I will mark the entire assignment. Remember to include your self-reflection. Your experience highlights areas where the programmer's choice of grouping classes and objects and 'listeners' to change the GUI matches your needs or perhaps does not anticipate your needs, as the user.

Consider our future where technology "learns" how to teach the human. Given the significant promise of quantum computing allowing for the even greater randomness and irrationality of the human interacting with technology, include some "blue-sky" thinking about your future in your discipline. Consider also "Kasparov's Centaurs" and the dream of Sebastian Thrun.

Really try to grapple with the conceptual framework that underpins the moment of interface. Assignments which link course concepts with the lived experience and demonstrate critical thinking will garner higher marks.