



# User Interfaces

**EECS 346I – Sections A & B**  
**Fall 2021**

Sprint 00: Introduction and Getting Started  
Class Meeting 01

Wed, Sep 8 & Fri, Sep 10, 2021

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# Land Acknowledgement

This meeting is taking place on-line and because of that, we are not all actually gathered in the same physical space.

York Land's Acknowledgement is predicated on a certain assumption of place, and this assumption might not hold depending on your current location.

I would ask that you each take the responsibility to think about the territory that you are on. If you are physically in Canada right now, I ask you to not assume that all land is ceded, and if you are on ceded territory, to acknowledge the current treaty holders.

As a faculty member, instructor of this course, and a member of York university community, I recognize that many Indigenous Nations have long standing relationships with the territories upon which York University campuses are located, and these relationships proceed the establishment of York University.

We acknowledge our presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Team Teaching!

# Instructor Introductions

Here instructors will provide a bit of background about themselves

- Mana Poustizadeh
- Prof Melanie Baljko

# TA Introductions

The Teaching Assistants are important members of the teaching team. We'll introduce them in the next classes.



## About you, the students

- most students level 3, some level 2 or level 4
- ~60% students in BSc, ~35% BA, ~5% other
- ~75% students COSC, ~20% DIGM, ~5% other

# **Course Description**

## **Official Course Description (Registrar's Office)**

Introduces user interfaces and the tools and mechanisms to create and prototype them. Students work in small groups and learn how to design user interfaces, how to realize them and how to evaluate the end result.



# Course Description

## Supplemental Calendar

1. Explain the capabilities of both humans and computers from a sociotechnical systems perspective
2. Describe and critically evaluate typical human–computer interaction (HCI) models, styles, and various historic HCI paradigms.
3. Apply an interactive design process and universal design principles to designing HCI systems.
4. Describe and apply HCI design principles, standards and guidelines.
5. Analyse, identify and critically evaluate user models, user support, socio-organizational issues, and stakeholder requirements of HCI systems.
6. Analyse, discuss and critically evaluate HCI issues in various application domains (e.g., groupware, ubiquitous computing, virtual reality, multimedia, and web-based applications).

# How Is This Course Designed?

how I want to talk about the course design vs how students want to hear about the course design....

# Course Design

## (what I think students want to hear)

- There is no final exam.
- 10 modules get marked, worth 10% each
- module graded activities:
  - quizzes
  - assignments
  - project components
  - exercise sets
  - critiques
- individual and groupwork

# Course Design

## (top-down description)

- The course learning objectives are accomplished through demonstration of student knowledge through:
  - quizzes
  - assignments
  - project components
  - exercise sets
  - critiques
- We expect you to spend ~9 hours of work per week on this course

## Course Design : Modules

- The course is organized into a sequence of modules.
- One module per week (approx.)
  - All module activities get started and completed within the module.
  - Every module has one or more graded activity.
  - Other module activities not graded, but you need to do them in order to complete the graded activities

# Course Grades

- The course grade is based on the graded activities within each module
- **There are 10 modules, each worth 10%**
- Modules run from Tuesday to Monday (with a few exceptions)
- The content of each modules gets released before the start of week
- Content:
  - the prep work required (video lectures, readings, etc)
  - the activities and their due dates
    - quizzes
    - assignments
    - exercise sets
    - peer assessments
- *You should assume that you have one or more graded activities to complete each week*

# Flipped Classroom

- flipped classroom:
  - each module has pre-recorded lectures and/or other materials (e.g., “Resource Packs”)
  - you will need to approx. 1-2 of prep before the start of each module
- scheduled class meeting times
  - use the time for active learning (problem solving, tasks, etc)
  - whole class attends
  - agenda will depend on the module

# In-Class Activities

- discussions
  - **what:** discusses material, answer questions
  - **when:** given synchronously during class meetings (recorded and provided after class, echo360)
  - **format:** unstructured
  - **weight:** none
- instructor-led class activities
  - **what:** short activities done by students (up to 30 min), directly guided by the instructor or TAs
  - **when:** take place during class meetings with short deadline (students can still complete after class)
  - **format:** individual or group based
  - **weight:** generally, 1-2% per activity, not all activities graded



## In-Class Activities

- student activities with instructor/TA support
  - **what:** assignments, exercise sets; peer assessments
  - **when:** done over a period of days or a week, completed within the sprint
  - **format:** individual or groups based
  - **weight:** generally, 4-10% per activity

# Outside-Class Activities

- quizzes
  - **what:** short set of questions (multiple choice, short or medium answer)
  - **when:** at the end of each module
    - the quiz is made available for 24 hours, students have 60 minutes to complete it once they open it
  - **format:** individual
  - **weight:** 1-4% each (depending on module)

# Groupwork

- Students will work in groups for some activities.
- we will make use of a **framework** for groupwork
- issues addressed by the framework:
  - how groups get formed
  - effective group work practices
  - academic integrity, especially plagiarism
  - fairness
- size and configuration of the groups will vary over the term
  - you will have the chance to work with different people

## Learning Pods

- For many class activities, we will break into smaller groups (learning pods)
- Each pod is approx. 15 students.
- You have been randomly assigned to a learning pod.

# Questions

- Q&A

# Wrap Up

- we're done for today
- questions?
- see you on Monday