COURSE INFORMATION

Text:

Baecker, Grudin, Buxton & Greenberg
Human-Computer Interaction:
Toward the Year 2000, Second Edition
Morgan Kauffman: 1995

The textbook is a collection of reference articles. It is not intended to be read linearly. The chapter introductions (a book within the text) provide an excellent summary of the field of HCI. Below, I've divided the book's articles into groups depending on how general, interesting, and important they are. Each article is referenced by an *author and starting page number*.

Definitely should read:

	(starting page numbers)
Introductions to all Parts and Chapters:	
Introduction to human-computer interaction	1 23 35 49
Process of developing interactive systems	71 73 187 273 313
Interacting with computers	399 411 469 525
Psychology and human factors	571 573 667
Research frontiers in HCI	739 741 783 833 867 897

norman 5	johnson 53	kling 254	kim 304
myers 323	marcus 425	denning 684	sproull 755
fischer 822	glushko 849	berners-lee 907	weiser 933

Try to read, or at least skim:

mcgrath 152	bannon 205	suchman 233	myers 357
shneiderman 401	baecker 444	marcus 457	bier 517
olsen 603	landauer 659	lewis 686	henderson 793
maes 811	ellis 913		

Read only if you are particularily interested:

salomon 25	gould 93	lewis 122	mountford 128
vertelney 142	erickson 147	mack 170	kennedy 182
orlikowski 197	bodker 215	good 225	holtzblatt 241
boehm 281	grudin 293	pausch 344	wiecha 373
roseman 390	murch 442	ahlberg 450	mackensie 483
buxton 494	goldberg 500	pedersen 509	o'malley 539
peacocke 546	white 554	gaver 564	card 587
john 626	gray 634	barnard 640	norman 681
carroll 698	sellen 718	lazzaro 724	sauter 728
grudin 762	baecker 775	cypher 804	egan 843
davis 854	levine 871	perkins 881	francik 886

Evaluation

Available grades:

non-completion: Incomplete, Withdraw, etc.

completion: A A- B+ B B- C

A:	reserved for superior performance
A- or B+:	expected grade for conscientious performance
B:	adequate work
B-:	barely adequate
C:	equivalent to failing

Grading Options:

1. Grading Contract: specify a set of behaviors and an associated grade.
2. Performance Quality: work on assigned exercises (one per week)
3. Negotiation: student and instructor decide upon a personalized grade.

Discussion:

If you already understand the field, if you plan to excel, or if you need clear performance goals for motivation, then **Option 1** is a good idea. If you prefer a clearly defined agenda, if you do well with concrete task assignments, or if you need a schedule of activities for motivation, then **Option 2** is a good idea. If you are not concerned about grades, if you intend to do what you choose anyway, or if you are self-motivated, then **Option 3** is a good idea.

I will notify any student who is not on a trajectory for personal success.

Educational Philosophy

Ideally, a teacher facilitates the construction of an environment conducive to personal learning. This may include presenting facts, telling stories, creating opportunities for experience, pointing to relevant information and resources, sharing tools for thought, building mutually agreed upon territories, and creating quandaries and paradoxes. It does not include doing the student's thinking. One-liners:

* Computer Science is generative: program first, theorize later.
* Knowledge is actively constructed and is particular to the context and situation.
* Facilitating learning means not distinguishing between process and goal.
* Content is best conveyed by structuring the environment.
  Rather than putting information inside students, put students inside information.
* Learning exhibits itself through confusion and uncertainty.
* How you teach is as important as what you teach.
* One of the most difficult skills for a teacher to learn is keeping quiet.
* Never ask a question that you know the answer to.
* Real teaching is one-to-one.
  The larger the learning group, the more education looks like entertainment.