1. **Title of the module**

COMP3280 (CO328) - Human Computer Interaction

1. **Division or partner institution which will be responsible for management of the module**

 Division of Computing, Engineering, Mathematical Sciences (CEMS)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring or Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The courses of study to which the module contributes**

All computer science programmes, Information Technology, Business Information

Technology and the year in industry versions of these programmes.

Digital Design (all variants)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Have a knowledge of the underlying concepts and principles associated with HCI methods and techniques and be able to use these to identify issues of communication between computers and people [A3, C3]

8.2 Understand how to identify and analyse interaction strengths and weaknesses [A4]

8.3 Be able to apply appropriate HCI theories and practices to the design, implementation, and evaluation of interfaces [C2, C4]

8.4 Be able to design (or re-design), test and evaluate an interface [A4, B3, C1, C2]

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate comprehension of the trade-offs involved in design-choices. [B1]

9.2 Recognise and be guided by social, professional and ethical issues and guidelines. [B6]

9.3 Make effective use of IT facilities for solving problems. [D3]

9.4 Develop skills of working and communicating in a group [D1]

9.5 Be able to manage their own learning and development, through self-directed study and working on continuous assessment. [D5]

1. **A synopsis of the curriculum**

This module provides an introduction to human-computer interaction. Fundamental aspects of human physiology and psychology are introduced and key features of interaction and common interaction styles delineated. A variety of analysis and design methods are introduced (e.g. GOMS. heuristic evaluation, user-centred and contextual design techniques). Throughout the course, the quality of design and the need for a professional, integrated and user-centred approach to interface development is emphasised. Rapid and low-fidelity prototyping feature as one aspect of this.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Design of Everyday Things Don Norman, 2002. Basic Books ISBN: 0465067107

Designing for Interaction, Dan Saffer, 2009 New Riders ISBN-10: 0321643399

Interaction Design: Beyond Human-Computer Interaction, 2015, Yvonne Rogers, Helen Sharp, Jenny Preece. John Wiley ISBN-10: 1119020751

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 118

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Interface Analysis (Report (Individual)) 25%

Interface Design (Staged deliverable (group work)) 25%

2-hour unseen examination (50%)

13.2 Reassessment methods

Like for like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* |  |  | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | x | x | x | x |  |  | x | x | x | x | x |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Coursework –Interface Analysis* | x | x | x | x |  |  | x |  | x |  | x |  |
| *Coursework - Interface Design* | x | x | x | x |  |  | x | x | x | x | x |  |
| *Examination* | x | x |  |  |  |  | x |  |  |  | x |  |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The topics addressed by this module relate to a field which is of international importance, given the global role of computers in today's technological innovation. The topics covered by this module are international in nature, and attention is paid to troublesome issues of internationalisation of interfaces (not only in language, but in aspects such as cultural interpretation of colour).

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2/03/2021 | Minor | September 2021 | 13 |  |