1. **Title of the module**

COMP5820 (CO582) - Human Computer Interaction and User Experience

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

School of Computing

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

Level 5

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)**

Autumn or Spring

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

None

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

Year in Computing

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

8.1 Understand the underlying concepts and principles associated with Human Computer Interaction methods and techniques and be able to use these to identify issues of communication between computers and people;

8.2 Understand how to identify and analyse interaction strengths and weaknesses;

8.3 Select and deploy appropriate usability tests to evaluate user experience

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.

9.2 Make effective use of IT facilities for solving problems.

9.3 Develop skills of working and communicating in a group

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

1. **A synopsis of the curriculum**

This module provides an introduction to human-computer interaction, user experience and a range of UX practices (UX - user experience - the study and practice of how people, individually and in groups, experience technologies and other artefacts, and interact with and through them.)

Fundamental aspects of human physiology and psychology are introduced and key features of interaction and common interaction styles delineated. A variety of design methods and UX practices are introduced (e.g. task-based usability testing, think-aloud protocols, first-use experiences, eye-tracking and post-session questionnaires). Throughout the course, the need for a professional, integrated and user-centred approach to interface development and evaluation 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)**

Krug, S. Don't Make Me Think!: A Common Sense Approach to Web Usability, New Riders, 2005

Preece, J., Sharp, H., Rogers, Y. Interaction Design, Wiley, 4th Edition 2015

Saffer, D. Designing for Interaction: Creating Innovative Applications and Devices, New Riders, 2009

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 118

Total study hours: 150

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

Out in the World (Staged deliverable, presentation & report - group work) 12.5%

Interface Analysis (Report – Individual) 12.5%

Interface Design (Staged Deliverable – Group Work) 25%

2 hour unseen written 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* | *9.1* | *9.2* | *9.3* | *9.4* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| *Contact hours* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  |
| *Private Study* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Assessment method** |  |  |  |  |  |  |  |
| Out in the World | **✓** | **✓** | **✓** | **✓** |  |  | **✓** |
| Interface Analysis |  |  | **✓** | **✓** | **✓** | **✓** | **✓** |
| Interface Design |  |  | **✓** | **✓** | **✓** | **✓** | **✓** |
| *Exam* | **✓** | **✓** | **✓** | **✓** | **✓** |  |  |

1. **Inclusive module design**

The School 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).

**FACULTIES SUPPORT OFFICE 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018