Reflections on Remote Learning and Teaching of Inclusive Design in HCI

Kristen M. Byers, Salma Elsayed-Ali, Ebrima Jarjue, Rie Kamikubo, Kyungjun Lee, Rachel Wood, and Hernisa Kacorri (University of Maryland, College Park)

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You mentioned power imbalances a bit in the professor-student relationships (the office hours) - did you talk about these imbalances in other contexts with students? (e.g. the participatory design projects) - Alannah

Can you talk more about how inclusivity concerns intersected with student interactions outside of class? - Colin Gray

I found that seven meetings with my professor was a lot more productive than just one. I had a lot more time to think about things and I was able to talk about more things. We had a salad discussion. I think the opportunity to have these casual meetings helped a lot. - Caroline

You've been “removed by host” just told them in the chat. - Ali

I've noticed that highlighting inclusive design/stakeholder analysis/accessibility does have some impact on final designs, especially later foundations seemed to influence students’ final design work at all, and it is possible to have this kind of interaction on Zoom meetings, etc. - Stephen Gilbert

...I lost removed from zoom but I was trying to be in 2 workshops at once and think the Zoom system didn’t like it. Could you give me another chance? - Alannah Oleson

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Diverse Viewpoints

Anna Slavina and Stephen B. Gilbert (Iowa State University)

Perspectives in HCI: A Course Integrating Diverse Viewpoints

Share Your Thoughts

I like the seemingly easy approach to showcase the diversity of viewpoints, inspiring!

LOVE the focus on feminist and intersectional readings as a basis for HCI learning. Did you notice these foundations seemed to influence students’ final design work at all, and if so, how? - Alannah Oleson

I check research methods and other topics this coming week. I've noticed that highlighting inclusive design/stakeholder analysis/accessibility does have some impact on final designs, especially later foundations seemed to influence students’ final design work at all, and it is possible to have this kind of interaction on Zoom meetings, etc. - Stephen Gilbert

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Using Group Norms as a Teamwork Technique in an HCI Class

Eliane Wiese, Koriann South, and Kaylee Martin (University of Utah)

Share Your Thoughts

Love that student voices are included in this work.

Love teen charts which capture both norms and also include an inclusive plan if norms are not upheld.

The user evaluation diagnosis tool is very valuable - it's not in the paper will it be published elsewhere?

Creative Pedagogical Activities for User Evaluation Methods Courses

Carine Lallemand (University of Luxembourg / Eindhoven University of Technology)

I’ve done some in-class studio activities on user testing and evaluation (having them try out various types on university websites, etc.), but students do tend to select methods that they are comfortable with. The tool for thinking through evaluation methods seems really useful.

For the self-exploration booklet, any scaffolding given on perspectives (with a particular kind of participant, to avoid “stereotyping” - Caroline)

For the user evaluation diagnosis tool, it seems cool but it’s not in the paper. Might be in a future publication! Are there links to the self-exploration booklet and the image for guiding selection of methods - Caroline

There seems to be too many pedagogical elements here, building big enough “toolbox” that you can select from.

There are big adherents to TBL, or CATME, a tool that can help with TBL and project processes/project management like Agile & Scrum.

There are big adherents to TBL, or CATME, a tool that can help with TBL and project management and might give them a false mental model of how teams SHOULD exist in tension with futures? I see norming as a reflexive process? - colin

How do you talk about the balance between validity for industry vs. validity for academia with the methods? - Stephen

How do you engage student in class studio activities on thinking through evaluation methods? - Eliane Wiese

For thinking through evaluation methods, seems really useful.

Thanks for a great presentation - Caroline

That would be a really interesting thing to combine/evolve the tool, maybe, adding personal/perspective taking/stakeholders to the exploration somehow... - Alannah Olsen

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HCI-Collab: Collaborative Network Supporting HCI Education in Iberoamerican Countries

Huizilopoztli Luna-García (Universidad Autónoma de Zacatecas), César A. Collazos (Universidad del Cauca), Jaime Muñoz-Arteaga (Universidad Autónoma de Aguascalientes), and Antoni Granollers (Universidad de Lleida)

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Share Your Thoughts

Would you say there's more of a lack of translated works or a lack of works written by Iberoamerican authors/for the Iberoamerican context?

- No he practicado hace unos años, pero estoy muy interesado en este red de investigadores/profes! (I haven't practiced in a while, but I'm very interested in this network and the possibilities.) ¡Bien chévere! - Caroline

How can other researchers/scholars help facilitate the translation of their research into other languages for broader dissemination/information exchange?

- Could we start a project across schools to create volunteer translations / a list of books that it would be good to have multiple translations for?

As I create a lot of online as well as written material, I'm wondering of there are ways these can be made more easily included within teaching across different languages. For example, slide sets, tools etc., that can be represented in different languages. Perhaps ways of disaggregating media assets so that they can be mixed and matched?

Research and Education in Accessibility, Design, and Innovation (READi) Training Program: Preparing Graduate Students for Careers in Accessibility Research and Design

Jin Kang, Chantal M. J. Trudel, Audrey Girouard, and Adrian D. C. Chan (Carleton University)

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Share Your Thoughts

How does READi fit within the degree? E.g., part of a master's in HCI, or something broader perhaps?

- How does READi fit within the degree? E.g., part of a master's in HCI, or something broader perhaps? -- StephenG

AudreyG mentioned that it's tied to funding...I like that idea a lot! Where does funding come from? Industry? NSERC? -- StephenG

NSERC is our national engineering and science funding agency. READi is funded through a CREATE program (https://www.nserc-crsng.gc.ca/professors-professeurs/grants-subs/create-foncer_eng.asp) that funds training programs to provide job-ready skills for graduate students.

What are some techniques you all used to teach advocacy when students will be going into potentially entry level positions and internships where they may not feel they have the power to do so in these early positions?

- Toni, if you are working with ACM SIGCHI Chapters, you may want to consider some fundings you can apply to from ACM. (Eunice)
Where, Who, Why? Tools to Encourage Design In Context

We have focused on context including physical form and space. What are the aspects you find hard to teach students about UX/UI?

- Dark constraints in HCI
- Prototypes force the students to do role of researchers, they are often not trained as researchers
- Students have to work with many iterations. They need guidance on when to move on to a new iteration.
- Tools that work online. Also need some more guidance on how to convert to paper prototypes rather than an online version of a product.
- Problem with thinking about multiple perspectives from different users/population. Usually limited to a specific group of users.
- Students just focus on the tool they use. Often they are making assumptions about the tool's limitations.
- Most tools taught in lectures are not currently addressed in the tools that are available.
- Students can learn how to design within teams. Supporting multiple all interact would be really helpful.
- It might be useful to prompt students to focus on tools and decide with video tutorials to do that. - Colin

As a coach, mentoring students how to design within teams.

Do tools have a part to play in scaffolding students to learn important aspects of UX design, or other aspects of UI/interaction practice?

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As a coach, mentoring students how to design within teams.
What aspects of your teaching from the past year will you continue using once/if you return to in-person teaching?

What tools, frameworks, or other resources have you found most effective when teaching design thinking and related concepts in an online setting?

Throughout the semester I found that using a combination of tools such as Zoom, Slack, and Miro that built spontaneous meet and micro-interactions that are engaging with students. We built out really useful protocols via Breakout Room 3 – Chat and tools across courses (distant).

Using Miro to document key concepts and micro-interactions that are spontaneous meet and micro-interactions that are engaging with students. We built out really useful protocols via Breakout Room 3 – Chat and tools across courses (distant).

We also built out really useful protocols via Breakout Room 3 – Chat and tools across courses (distant). The chat function in Teams! Amazing to allow flexible discussions that stay on topic, provide an opportunity to make students do some of the low-level stuff themselves, and keep theynchronous feedback on the outcomes. Where possible, we also use automatic transcription and video responses.

Increasing access and engagement/attention spans in remote settings. We rely on peer feedback not only on present at their midterm, but also on the outcome, so that it becomes an intentional feedback mechanism.

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Prompt 1: Given the novelty of UX academic programs, what role should industrial advisory boards play in program development and assessment?

Prompt 2: What kind of support should industrial advisory boards provide to UX programs?

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