

Syllabus Fall 2025

GRA6930 DESIGN SEMINAR

INTRODUCTION TO HUMAN-COMPUTER INTERACTION (HCI) FOR DESIGNERS

Meets

- Tuesday | periods 5-7 | 11:45 AM – 2:45 PM
- MXD Design Studio | Infinity Hall 110

Instructor Information

- Hyungjun Cho, Ph.D. (he/him/his)
- Assistant Professor in AI & Design
- email : hyungjuncho@ufl.edu | phone : TBA | Preferred method for communication : email

Office Hours & Individual Meetings

- Tuesday 3PM – 5PM (or by appointment)
- location : TBA

Course Objectives

- To understand what HCI is and how designers are involved in this interdisciplinary field.
- To become familiar with a wide range of HCI research topics and design-related projects.
- To plan and conduct a design research project that contributes meaningfully to an area of technological advancement.

Expected Outcomes

- Critically engage with design-based HCI research papers, and understand the technologies, values, target populations, and design approaches they present.
- Build a written narrative that integrates individual expertise and interests as a design researcher and/or practitioner.
- Gain hands-on experience connecting emerging technologies with personal or societal values through an individual HCI design project.
- Practice articulating the value of one's work and positioning oneself within interdisciplinary communities (e.g., HCI) through project presentations and discussions.

Deliverables & Grading

- Research Statement (Writing #1) _____ 15%
 - Clearly articulates your unique positioning as a design researcher or practitioner
 - Effectively communicates your interests, skills, past experiences, and future directions
 - Well-written and easy to follow
- Proposal Presentation for the Final Project (Presentation #1) _____ 15%
 - Clearly explains what you plan to do and why it matters
 - Presents a feasible and compelling plan with clarity and focus
 - Engaging and persuasive delivery

- Final Presentation for the Final Project (Presentation #2) _____ 35%
 - Clearly explains what you did and why it matters
 - Demonstrates a high-quality and meaningful design outcome
 - Engaging and persuasive delivery
- Annotated Portfolio for the Final Project (Writing #2) _____ 20%
 - Clearly articulates the contribution of your design work
 - Explains the originality and significance of the work
 - Well-organized and reflective
- Attendance & Participation _____ 15%
 - Regular attendance and active participation in class discussion
 - Unexcused absences are not permitted. Students must provide documentation to the instructor within one week of the missed class session. For details on excused absences, see the official [UF Attendance Policies](#).
 - Completion of reading assignments and thoughtful engagement with peers
 - Each student is required to lead at least one in-class discussion during the semester. Students should be well-prepared, select a discussion topic related to the week's readings or themes, and facilitate the conversation. Detailed guidance will be provided in class.
- The percentages above indicate how much each component contributes to your total grade. The course follows the [UF Grading Policies](#) regarding grade points and letter grade interpretation.

A Note on Grading

- I don't grade your design work as if there is a single objective standard for what makes it "good." Nor do I believe I am the sole authority on evaluating your creativity.
- Instead, I focus on the thinking embedded in your work, the intentions behind your decisions, and your efforts to communicate those ideas clearly and persuasively. It is not just what you design, it is also how you explain, present, and reflect on it.
- Design, in many ways, is a form of communication. Every piece of writing or presentation is a chance to strengthen how you communicate meaning and value, not just form or function.

Textbooks & Materials

- There is no required textbook or mandatory material for this course.
- All reading assignments will be provided through Canvas and will consist of papers or articles that are also accessible via Google Scholar.
- Depending on the topic of their individual projects, students may need additional materials or access to specific equipment, which may involve extra costs.
 - For example, students may use the Fab Lab, but this service is not free.
 - In most cases, project-related expenses can be managed or negotiated during the planning stage. Students are expected to discuss their project plans thoroughly with the instructor.

Course Evaluations

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Evaluations can be accessed in the following ways:
 - Via the email sent from GatorEvals
 - In Canvas under the GatorEvals menu
 - At the centralized portal: <https://my-ufl.bluer.com>
- Guidance on how to provide constructive feedback is available at:
 - <https://gatorevals.aa.ufl.edu/students/>
- Public summaries of course evaluation results are available at:
 - <https://gatorevals.aa.ufl.edu/public-results/>

In-Class Recording Policy

- Students are permitted to record video or audio of class lectures under specific conditions. The only allowable purposes are:
 - For personal educational use
 - In connection with a university complaint
 - As evidence in a criminal or civil proceeding
- All other uses are prohibited. Students may not publish recorded lectures without the written consent of the instructor. "To publish" means to share, distribute, or provide access to the recording—whether in whole or part—through any medium, including but not limited to social media, websites, books, or third-party note/tutoring services. Unauthorized publication may subject the student to legal action and disciplinary sanctions under UF Regulation 4.040.
- For full policy details, see: <https://sccr.dso.ufl.edu/policies/class-recordings/>

Academic Honesty

- UF students are bound by The Honor Pledge:
 - *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'*
- Violations of the Honor Code may result in sanctions. For more information, see the [UF Student Conduct Code](#). Please consult with the instructor or TAs if you have any questions.

Accommodations

- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). Click here to get started with the DRC. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. You may also let me know informally if there is something that I can do to support you in this course.

Academic and Student Support Resources

- E-learning Technical Support
 - UF Help Desk | 352-392-4357 | helpdesk@ufl.edu
- Career Connections Center
 - <https://career.ufl.edu> | Reitz Union Suite 1300 | 352-392-1601
- Library Support
 - Assistance with using the libraries or finding resources
 - <https://uflib.ufl.edu/find/ask/> | ask@ufl.libanswers.com | 866-281-6309
- Teaching Center (Academic Support)
 - <https://teachingcenter.ufl.edu>
 - 1317 Turlington Hall | 352-392-2010 | teaching-center@ufl.edu
- Writing Studio
 - Help with brainstorming, formatting, and writing
 - <https://writing.ufl.edu/writing-studio/>
 - Daytime: 2215 Turlington Hall | 352-846-1138
 - Evening: Library West Room 339
- Academic Complaints
 - Office of the Ombuds: <https://ombuds.ufl.edu>
 - Complaint submission portal:
https://www.dso.ufl.edu/documents/UF_Complaint_Procedure.pdf
- UF Student Success Initiative
 - Academic, personal, and financial success resources: <https://studentsuccess.ufl.edu/>

Campus Health & Wellness

- UF Whole Gator
 - Resources to support physical, mental, and emotional well-being:
<https://one.ufl.edu/whole-gator/discover>

Syllabus Changes

- Please note that the instructors may need to modify the course syllabus and may do so at any time. Notice of such changes will be announced quickly through email & Canvas.

Semester Outline

Week#	Date	Content / Assignment
Week1	8/26	<p>Lecture</p> <ul style="list-style-type: none"> • Introduction to HCI : History and Topics • Introduction to the Course : Structure and Assignment <p>In-Class Activity</p> <ul style="list-style-type: none"> • Student Self-Introduction <p>Assignment - Reading #1 (Due: 9/2)</p> <ul style="list-style-type: none"> • Design-oriented Research versus Research-oriented Design • What should we expect from research through design? • In tension with progression: Grasping the frictional tendencies of speculative, critical, and other alternative designs • [optional] Research Through Design as a Method for interaction Design Research in HCI
Week2	9/2	<p>Lecture</p> <ul style="list-style-type: none"> • Design and Research <p>In-Class Activity</p> <ul style="list-style-type: none"> • Discussion on Reading Assignment #1 <p>Assignment - Reading #2 (Due: 9/9)</p> <ul style="list-style-type: none"> • The Power of Close Others: How Social Interactions Impact Older Adults' Mobile Shopping Experience • Sabbath Day Home Automation: It's Like Mixing Technology and Religion • TaskCam: Designing and Testing an Open Tool for Cultural Probes Studies • A Contextual Inquiry of People with Vision Impairments in Cooking <p>Assignment - Writing #1 (Due: 10/21)</p> <ul style="list-style-type: none"> • research statement - your design, research, and technology <p>Due Date for Reading #1</p>
Week3	9/9	<p>Lecture</p> <ul style="list-style-type: none"> • User-Centered Design Research Methodologies <p>In-Class Activity</p> <ul style="list-style-type: none"> • Discussion on Reading Assignment #2 <p>Assignment - Reading #3 (Due: 9/16)</p> <ul style="list-style-type: none"> • Co-Designing Food Trackers with Dietitians: Identifying Design Opportunities for Food Tracker Customization • Bespoke booklets: A method for situated co-speculation • Designing Exchangeopoly: A Boardgame to Explore Value Exchange within Communities <p>Assignment - Presentation #1 (Due: 9/30)</p> <ul style="list-style-type: none"> • Design Research Proposal • Example cases will be shared in class <p>Due Date for Reading #2</p>

Week4	9/16	<p>Lecture</p> <ul style="list-style-type: none"> Designing with People : Co-Design / Participatory Design / Co-Speculation <p>In-Class Activity</p> <ul style="list-style-type: none"> Discussion on Reading Assignment #3 <p>Assignment - Reading #4 (Due: 9/23)</p> <ul style="list-style-type: none"> Designing for slowness, anticipation and re-visitation: a long term field study of the photobox Designing Virtual Funerals as a Design Fiction: A Film-Based Exploration of Near-Future Memorial Rituals Discarded Labor: Countervisualities for Representing AI Integration in Essential Work [optional] From Research Prototype to Research Product [optional] Design fiction: A short essay on design, science, fact, and fiction [optional] The prayer companion: openness and specificity, materiality and spirituality <p>Due Date for Reading #3</p>
Week5	9/23	<p>Lecture</p> <ul style="list-style-type: none"> Research Artifact : Prototypes, Products, Films, Visual Materials <p>In-Class Activity</p> <ul style="list-style-type: none"> Discussion on Reading Assignment #4 Peer Feedback on Individual Project Discussion on Individual Project with Instructor <p>Assignment - Reading #5 (Due: 9/30)</p> <ul style="list-style-type: none"> Understanding Older Adults' Participation in Design Workshops The Promise of Empathy: Design, Disability, and Knowing the "Other" "I use video calling in all areas of my life": Understanding the Video Calling Experiences of Chronically Ill People <p>Due Date for Reading #4</p>
Week6	9/30	<p>Lecture or Invited Talk (TBA)</p> <ul style="list-style-type: none"> Accessibility and Aging <p>In-Class Activity</p> <ul style="list-style-type: none"> Discussion on Reading Assignment #5 Presentation for Individual Projects <p>Assignment - Reading #6 (Due: 10/7)</p> <ul style="list-style-type: none"> Reinforcing and Reclaiming The Home: Co-speculating Future Technologies to Support Remote and Hybrid Work Stakeholder-Centered AI Design: Co-Designing Worker Tools with Gig Workers through Data Probes Contrasting Perspectives of Workers: Exploring Labor Relations in Workplace Automation and Potential Interventions <p>Due Date for Reading #5</p> <p>Due Date for Presentation #1</p>

Week7	10/7	<p>Lecture</p> <ul style="list-style-type: none"> • Future of Work <p>In-Class Activity</p> <ul style="list-style-type: none"> • Discussion on Reading Assignment #6 • Peer Feedback on Individual Project • Discussion on Individual Project with Instructor <p>Assignment - Reading #7 (Due: 10/14)</p> <ul style="list-style-type: none"> • Significant Otter: Understanding the Role of Biosignals in Communication • AI-mediated communication: Definition, research agenda, and ethical considerations • Living with Light Touch: An Autoethnography of a Simple Communication Device in Long-Term Use • [optional] Back to the 1990s, BeeperRedux!: Revisiting Retro Technology to Reflect Communication Quality and Experience in the Digital Age • [optional] I feel being there, they feel being together: Exploring how telepresence robots facilitate long-distance family communication <p>Assignment - Writing #2 (Due: 12/4)</p> <ul style="list-style-type: none"> • Paper or Pictorial on your Final Project <p>Due Date for Reading #6</p>
Week8	10/14	<p>Invited Talk – Jiyeon Amy Seo (Ph.D. Student, University of Michigan)</p> <ul style="list-style-type: none"> • Communication and Technology <p>In-Class Activity</p> <ul style="list-style-type: none"> • Discussion on Reading Assignment #7 • Peer Feedback on Individual Project • Discussion on Individual Project with Instructor <p>Assignment - Reading #8 (Due: 10/21)</p> <ul style="list-style-type: none"> • NurseCare: Design and 'In-The-Wild' Evaluation of a Mobile System to Promote the Ergonomic Transfer of Patients • The TAC Toolkit: Supporting Design for User Acceptance of Health Technologies from a Macro-Temporal Perspective • Designing Health Technologies for Immigrant Communities: Exploring Healthcare Providers' Communication Strategies with Patients • [optional] Chacha: leveraging large language models to prompt children to share their emotions about personal events <p>Due Date for Reading #7</p> <p>Feedback for Presentation #1</p>

Week9	10/21	<p>Invited Talk – Woosuk Seo (Postdoctoral Researcher, Yale University)</p> <ul style="list-style-type: none"> • Health <p>In-Class Activity</p> <ul style="list-style-type: none"> • Discussion on Reading Assignment #8 • Peer Feedback on Individual Project • Discussion on Individual Project with Instructor <p>Assignment - Reading #9 (Due: 10/28)</p> <ul style="list-style-type: none"> • (un) making ai magic: a design taxonomy • Explainable AI (XAI): Core ideas, techniques, and solutions • Living Alongside Areca: Exploring Human Experiences with Things Expressing Thoughts and Emotions • [optional] ShamAI:n: Designing Superior Conversational AI Inspired by Shamanism • [optional] Ambiguity as a resource for design <p>Due Date for Reading #8</p> <p>Due Date for Writing #1</p>
Week10	10/28	<p>Lecture</p> <ul style="list-style-type: none"> • Logical and Magical Interaction on AI <p>In-Class Activity</p> <ul style="list-style-type: none"> • Discussion on Reading Assignment #9 • Peer Feedback on Individual Project • Discussion on Individual Project with Instructor <p>Assignment - Reading #10 (Due: 11/4)</p> <ul style="list-style-type: none"> • Feminist HCI: taking stock and outlining an agenda for design • “Islamically, I am not on my period”: A Study of Menstrual Tracking in Muslim Women in the US • Designing for Secondary Users of Intimate Technologies • [optional] Disproportionate Removals and Differing Content Moderation Experiences for Conservative, Transgender, and Black Social Media Users: Marginalization and Moderation Gray Areas <p>Due Date for Reading #9</p>

Week11	11/4	Lecture or Invited Talk (TBA) <ul style="list-style-type: none"> • Feminist HCI or Social Justice or Critical HCI In-Class Activity <ul style="list-style-type: none"> • Discussion on Reading Assignment #10 • Peer Feedback on Individual Project • Discussion on Individual Project with Instructor Assignment - Reading #11 (Due: 11/18) <ul style="list-style-type: none"> • Posthumanism and design • Technology and more-than-human design • Design for collaborative survival: An inquiry into human-fungi relationships • [optional] Show Me Your More-Than-Human Due Date for Reading #10 Feedback for Writing #1
Week12	11/11	No Class (Holiday)
Week13	11/18	Lecture <ul style="list-style-type: none"> • Posthumanism and More-than-Human Design In-Class Activity <ul style="list-style-type: none"> • Discussion on Reading Assignment #11 • Peer Feedback on Individual Project • Discussion on Individual Project with Instructor Due Date for Reading #11
Week14	11/25	No Class (Holiday)
Week15	12/2	In-Class Activity <ul style="list-style-type: none"> • Final Presentation for Individual Projects Due Date for Presentation #2
Week16	12/9	Due Date for Writing #2