Department of Teaching & Learning
CIT 773 Interaction Design

Instructor: 
Term:  
Phone: 
Time:  
E-Mail:  
Room:  
Office Hours: 
Office: 

I. COURSE DESCRIPTION
In depth examination of how human-computer interaction design influences learning.

II. PREREQUITE
Students must have the ability to access and use UNLV’s Web Campus learning management system.

III. KNOWLEDGE ADDRESSED
The knowledge of interaction design addressed in this class includes:

- Historical views on interaction design and their grounding to cognitive science and cognitive psychology
- Research on optimal interaction design and how this relates to digital learning environments
- Research-based examination of how digital learning environments influence the person.
- Research-based examination of how the person influences digital learning environments.

IV. PERFORMANCE EXPECTED
By the end of this course, it is expected that participants will:

- Respond to course readings via short reaction papers and active participation in group discussions.
- Reflect on your participation and experience with human-computer interaction as a learner using digital learning environments.
- Create a research study that integrates their area of interest with interaction design.
- Revise research study based for submission to Institutional Review Board
- Fill out paper work and gather necessary to instrumentation for submission to Institutional Review Board.

V. OBJECTIVES
Students will be able to:

- Evaluate scholarly literature
- Critique scholarly literature
- Design an research study
- Gather necessary documentation for a research study
- Fill out paper work for Institutional Review Board.

VI. COURSE FORMAT
Instructional or learning activities used in this course will be:

- Classroom discussions
- A range of individual and group learning activities
- Papers in the form of short or long reflections and research

VI. REQUIRED READINGS

For complete list of readings, see below under weekly schedule.

V. ASSIGNMENTS AND GRADING

Grading Policy

Weekly Reflection Paper
A = 100 – 94%; A- = 93 – 90%; B+ = 89 - 87%; B = 86 – 84%; B-= 83 – 80%; C+ = 79 - 77%; C = 76 – 74%; C-= 73 – 70%; D+ =69 - 67%; D = 66 – 64%; D-= 63 – 60%; F = 59% and Below.

Assignments:

Weekly Reflection Paper: This is no more than a one-page (single or double space) analysis of the week's reading. DO NOT SUMMARIZE the article. Instead, breakdown the constructs presented in the articles, link them together, and explain how they relate to educational contexts. You must support your ideas with references from the readings.

Classroom Discussion: You will be asked to choose a topic from the schedule below and come prepared to lead the classroom discussion. You are not required to write a reflection paper for that week but it is suggested that you not only do that but also put together an outline of the articles with questions that you can draw from to frame the discussion.

Mid-Term Paper: Building upon the literature from the first half of the semester, please design a research study that includes the following: Introduction – What is the problem and why we should care about that problem; Literature Review – What does the literature say about the problem, the variables associated with that problem and the hypothesized outcome(s); Methods – Sample size, overview of how the study is conducted, and how the study data will be analyzed. This study should be a 3000 word APA formatted paper that is substantially supported with both material from the class and additional citations. A handout with the directions and rubric will be provided two weeks prior to the assignment.

Final Paper: Build upon the mid-term paper, you will revise the study based on the feedback provided AND incorporating material from the second half of the semester. Specifically, you are required to incorporate class themes from the last seven weeks and empirical research articles to support your conclusions. Papers should be approximately 3500 words, not including references. Please note, papers must be at least 3500 words. Not having the expected detail of a thoughtful and thorough response.

IRB Documentation: Your final assignment is to gather examples of instrumentation you outlined in your final paper and fill out the provided documentation. Please understand that when you go to submit projects for review to IRB, this now online. The documentation provided to you in this class is just an example to get you thinking about how to explain your project to a review board.

VI. COLLEGE OF EDUCATION

POLICIES College Accreditation
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

VII. UNIVERSITY POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.
Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/. 
Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

VIII. PROPOSED COURSE TOPICS AND READINGS

Part I - Examining the Computer-Human Relationship
Can we interact with machines?

What is good design?

**Constraints & Affordances**


**Narrative and Interaction**


**Individuals and Interaction**


Play and Ludic Interaction

Shute, V. J., & Ke, F. (2012). Games, learning, and assessment. In Assessment in Game-Based Learning (pp. 43-58). Springer New York.


Simulation


Captology
Fogg, B. J. (2003). Persuasive technology: Using computers to change what we think and do. San Francisco: Morgan Kaufmann. (Chapters 1, 2, 3, and 6)

Part II - Examining the Human-Computer Relationship

Mental Models


Embodied Cognition


Perception and the Uncanny Valley


Cognitive Load


Spatial Presence


Spatial Ability

