

COURSE OUTLINE

- **GENERAL**

SCHOOL	SCHOOL OF APPLIED ARTS & CULTURE		
ACADEMIC UNIT	DEPARTMENT OF GRAPHIC DESIGN & VISUAL COMMUNICATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	N1-8010	SEMESTER	7th
COURSE TITLE	INTERACTION DESIGN		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		4	6
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d)</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background and skills development		
PREREQUISITE COURSES			
LANGUAGE OF INSTRUCTION and EXAMINATIONS	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS?	YES (in English)		
COURSE WEBSITE (URL)	https://eclass.uniwa.gr/modules/document/?course=GD155		

- **LEARNING OUTCOMES**

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>By the end of this module the student should be able :</p> <ul style="list-style-type: none"> • To communicate and document effectively their designs. • To design and justify the design of new interfaces and devices. • To work with other stakeholders to achieve good designs. • To communicate and work with others efficiently. • To Demonstrate an understanding of UI design practices, sensibilities, and theories • To Research audiences and platforms to inform UX design that supports effective communication, accessibility, and interaction • To Iteratively develop and test UI prototypes informed by knowledge and understanding of interaction design

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Production of new research ideas
Adapting to new situations	Project planning and management
Decision-making environment responsibility	Respect for difference and multiculturalism
Working independently	Respect for the natural
Team work	Showing social, professional and ethical and sensitivity to gender issues
Working in an international environment thinking	Criticism and self-criticism
Working in an interdisciplinary environment	Production of free, creative and inductive thinking
	Others...

- Creative, analytical and inductive thinking.
- Required for the creation of new scientific ideas.
- Working independently.
- Working in groups.
- Decision making.

• SYLLABUS

This course will introduce systematic approaches to the design and analysis of ser interfaces.

Theoretical Part The Course covers the fundamental principles of human computer interaction and User Centred Design and introduces fundamental methods and principles for designing, implementing, and evaluating user interfaces. Topics include: Attention and memory constrains, focusing attention, cognitive perspectives, mental models, human conceptual model, visual perception, graphical representation at the interface. User task analysis, content management, time table, budget, flowchart, scenarios and storyboards. Further more the course analyse topics such as: Graphic Design Principles for screens, visual Variables, contrast proportions visual Structure, grid-based design. Semiotics, image and representation, color, text readability and legibility. In addition, prototyping techniques (Lo-fidelity, Hi-fidelity, prototyping) with software prototyping tools. Usability inspection methods, evaluation, heuristic evaluation, cognitive walkthroughs. Social and Cultural aspects.

Laboratorial Part

The educational purpose of the laboratory includes: Prototyping, Interactive Applications Development with an emphasis in interface and user centre design in the form of tablet applications, mobile applications, web pages for informational and educational purposes, with the use of photoshop, illustrator, fireworks, director, premier, flash, invision , axure and other software. Classes will involve step-by-step tutorials and individual group work.

• TEACHING and LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Presentations and lectures using audiovisual media. Training on special software for Interface and Interaction Design.</p>									
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="646 383 975 450">Δραστηριότητα</th> <th data-bbox="975 383 1310 450">Φόρτος Εργασίας Εξαμήνου</th> </tr> </thead> <tbody> <tr> <td data-bbox="646 450 975 488">Lectures</td> <td data-bbox="975 450 1310 488">80</td> </tr> <tr> <td data-bbox="646 488 975 526">Lab projects</td> <td data-bbox="975 488 1310 526">70</td> </tr> <tr> <td data-bbox="646 526 975 564">Course total</td> <td data-bbox="975 526 1310 564">150</td> </tr> </tbody> </table>		Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου	Lectures	80	Lab projects	70	Course total	150
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Lectures	80									
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<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure, Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation.</i></p> <p><i>Other specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Theoretical part Written Three hours final exam (100%) that includes: - Critical questions on issues related to course theoretical content.</p> <p>Laboratory part</p> <ul style="list-style-type: none"> • Perform a series of tasks in the Interaction Design lab, in groups of two or three students. • Writing a technical report per assignment and student, with a presentation of the assignment and its presentation in the examination of the laboratory part. <p><i>The evaluation criteria and the time schedule are posted from the start of the course at the UNIWA e-class website. All relevant information is explained in detail at the beginning, as well as, throughout the semester, during the weekly lectures. Upon request, all the information is provided using email or social networks.</i></p> <p><i>All the modules-exercises have the grade percentage for the calculation of the final evaluation.</i></p>									

• **ATTACHED BIBLIOGRAPHY**

<p>Greek sources</p> <ol style="list-style-type: none"> 1. Gatsou, C. (2018) “Διαδραστικός Σχεδιασμός” Lecture notes 2. Rogers, Y., Sharp, H., & Preece, J. (2013). Σχεδίαση Διαδραστικότητας: Επεκτείνοντας την Αλληλεπίδραση Ανθρώπου-Υπολογιστή (3η έκδοση). Αθήνα: Γκιούρδας. 3. Norman, D.A. (2010). Σχεδιασμός των Αντικειμένων της Καθημερινότητας. Αθήνα: Κλειδάριθμος.

International Sources

1. Preece, J. , Rogers, Y. , & Sharp, S. (2015). Interaction design: Beyond human-computer interaction. New York: John Wiley
2. Norman, D. (2005) Emotional Design: Why We Love (or Hate) Everyday Things. Basic Books, New York.
3. Nielsen, J., and Norman, D. (2014) The Definition of User Experience, www.nngroup.com/articles/definition-user-experience
4. articles/definition-user-experience
5. Safer, D. (2013). Microinteractions. Sebastopol, CA: O'Reilly.
6. Safer, D. (2010). Designing for Interaction: Creating smart applications and clever devices (2nd edition). Berkeley, CA: New Riders.
7. Cooper, A., Reimann, R., & Cronin, D. (2007). About Face 3: The Essentials of Interaction Design. Indianapolis, IN: Wiley.
8. Lowgren, J., & Stolterman, E. (2004). Thoughtful Interaction Design: A Design Perspective on Information Technology. Massachusetts: Massachusetts Institute of Technology.
9. Bagnara, S., & Gillian Crampton Smith, G.C. (2006). Theories and Practice in Interaction Design. London: CRC Press.
10. Weinschenk, S. (2011). 100 Things Every Designer Needs to Know About People. Berkeley, CA: New Riders. 7.
11. Amato, A., Di Lecce, V., & Piuri, V. (2013). Semantic Analysis and Understanding of Human Behavior in Video Streaming. London: Springer. 8. Saariluoma,
12. Cooper, A. (1999) The Inmates are Running the Asylum. SAMS, Indianapolis.

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<http://interactions.acm.org/>