UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Ergonomia Cognitiva per il Design dell'Interazione

2627-1-F9202P001

Learning area

Learning objectives

By the end of the course, students should:

Knowledge and understanding

- be aware of the implications of psychological research for improving the design and evaluation of computer systems
- be able to explain the importance of user-centred design
- consider how technologies should be designed to support communication and collaboration, and how their design can affect these processes

Applying knowledge and understanding

- consider how technologies can affect user experience and how they can encourage changes in behaviour
- be able to apply major theories in cognitive psychology to practical case studies
- communicate ideas and research findings by written means
- group work

Making judgment

Students will learn to integrate methodological and theoretical skills in the field of cognitive ergonomics and to apply them to propose new projects, aimed either at developing new ideas or at comparing different systems in terms of usability and User Experience. With the help of class discussions and group work students will also be able to develop cretive thinking, in order to design and possibly implement innovative and original digital solutions to promote changes in behaviour.

Communication skills
Through both group presentations and class discussion students will will acquire communication skills to effectively interact with different professionals, in order to teamwork with them to develop new digital tools and systems. Students will also be encouraged to present their work to possibles clients/financiers and donors (and to write a report of their project), in order to learn how to build a "pitch-talk". In this way students will be aware of the difference in communication styles according to different audience and purposes.

Learning skills
The course will promote the acquisition of the ability to apply major theories in cognitive psychology to practical case studies, by stimulating creative thinking and encouraging the application of classical methods in psychological reasearch to frame user needs and to deeply understand the practical meaning of the words "designing for people".

Contents

Purpose of the course is to provide basic knowledge about cognitive ergonomics and Human Computer Interaction and to provide insights about those peculiar aspects that link design to ergonomics. Special attention will be given to the “communicative” aspects of user-centered design, both in reference to usability and aesthetic pleasantness, and to the methods developed to evaluate the User Experience.

Detailed program

Cognitive ergonomics and cognitive psychology: foundations of cognitive processes, methods in psychology, methods in cognitive ergonomics, psychophysical methods, perception, memory and attention.

Usability, accessibility and acceptability. Designing usable products : affordance, mapping and feedback.

Interface Analysis: graphic symbols, cognitive tools. Design for the interaction: developing Personas and Scenarios; requirement analysis: interviews and questionnaires; probes and card sorting techniques; case studies. Participative Design.

How we think: thinking errors and how to prevent them.

User experience. The model of Hassenzhal: self products and act products.

Evaluating a product: heuristic evaluation; discount heuristic evaluation and cognitive walkthrough; cooperative evaluation; co-discovery; evaluation without being there; controlled experiments.

Evaluation in practice: usability metrics and measures; reporting usability evaluation results.

Gamification

Measuring UX

Prerequisites

Knowledge of written English is required for the analyses of scientific papers proposed during the lessons; basic knowledge of cognitive psychology and methods of research in psychology.

Teaching methods

The course will be held mainly in person.

The course includes different teaching modalities:

- Didactic Delivery (DD): lectures devoted to the presentation of the main theoretical and methodological models of Cognitive Ergonomics, Human-Computer Interaction, User Experience, and user-centered design.
- Didactic Interaction (DI): individual and group exercises, discussion of case studies, project-based activities, and the development of an original project concerning usability and/or user experience evaluation, or the design of a new product together with a feasibility analysis.
- Didactic Interaction (DI): workshops and seminars with experts from private companies and third-sector organizations.

Assessment methods

Students may choose one of the following assessment modalities:

1. an oral examination based on the reference textbooks and course materials;
2. the development of an original project, accompanied by a written report and an oral presentation.

Both assessment modalities are aimed at evaluating:

- knowledge of the main theoretical and methodological models of Cognitive Ergonomics and Human-Computer Interaction;
- the ability to apply cognitive psychology theories to practical case studies;
- the ability to design and evaluate interactive systems according to user-centered design principles;
- the ability to effectively communicate project ideas and research outcomes;
- the ability to work collaboratively and develop innovative solutions.

Assessment will be based on the following criteria:

- accuracy and completeness of contents;
- ability to apply theoretical knowledge to practical problems;
- critical thinking and analytical skills;
- quality of the proposed design solution;
- clarity of presentation and appropriate use of scientific and technical terminology.

The final grade will be expressed on a 30-point scale.

No mid-term examinations are planned.

Textbooks and Reading Materials

Norman D. (2013). The design of Everyday Things, Revised and Expanded Edition. New York: Basic Books.

Norman D. (2004). Emotional design. Why we love (or hate) everyday things. New York: Basic Books.

Reason J. (1990). Human Error. Cambridge: Cambridge University Press.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | INDUSTRY, INNOVATION AND INFRASTRUCTURE | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES