

Towards Understanding the HCI Education Landscape

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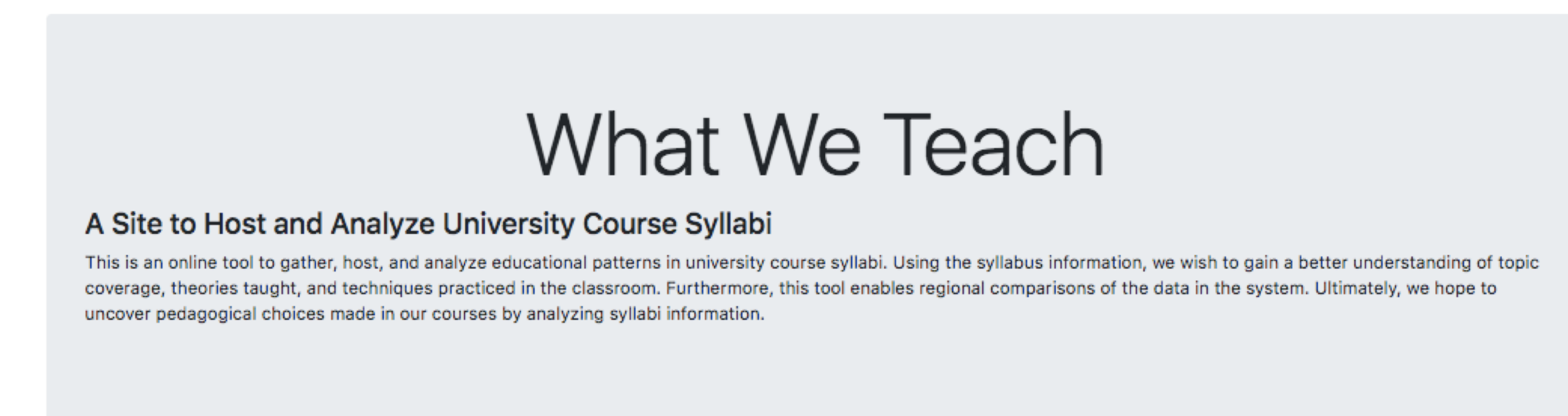
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Motivation

To better understand the current landscape of the pedagogies used in HCI education, we implemented an online tool to gather and analyze educational patterns in HCI courses. Our goal is to uncover the pedagogical choices made in our HCI courses by analyzing syllabi information. Specifically, we wish to gain a better understanding of topic coverage, theories taught, and techniques practiced in the classroom.

Our Tool: What We Teach

We developed a website for storing and analyzing course syllabi. We encourage development feedback so to make our tool more useful for the research community.



#	Name	Code	University	Details	Edit	Report
1	User Interface Design	SOEN 357	Concordia	details	edit	report
2	Introduction to HCI Design	CS147	Stanford	details	edit	report
3	HCI design studio	CS247	Stanford	details	edit	report
4	Introduction to Human-Computer Interaction for Technology Executives	05-863	CMU	details	edit	report

Figure 1. Our online tool at whatweteach.herokuapp.com.

Data Collection

We gathered syllabi from high ranking computer science programs in North America and personal contacts. Due to a lack of standardized structure, we manually extracted the content from each syllabus to populate our database. In total, we entered 33 syllabi (24 from Canada; 9 from USA).

Preliminary Analysis

Given the small syllabi sample, we offer a preliminary analysis only. Figures 2 and 3 show the distribution of our data sample by syllabus year and by geography.

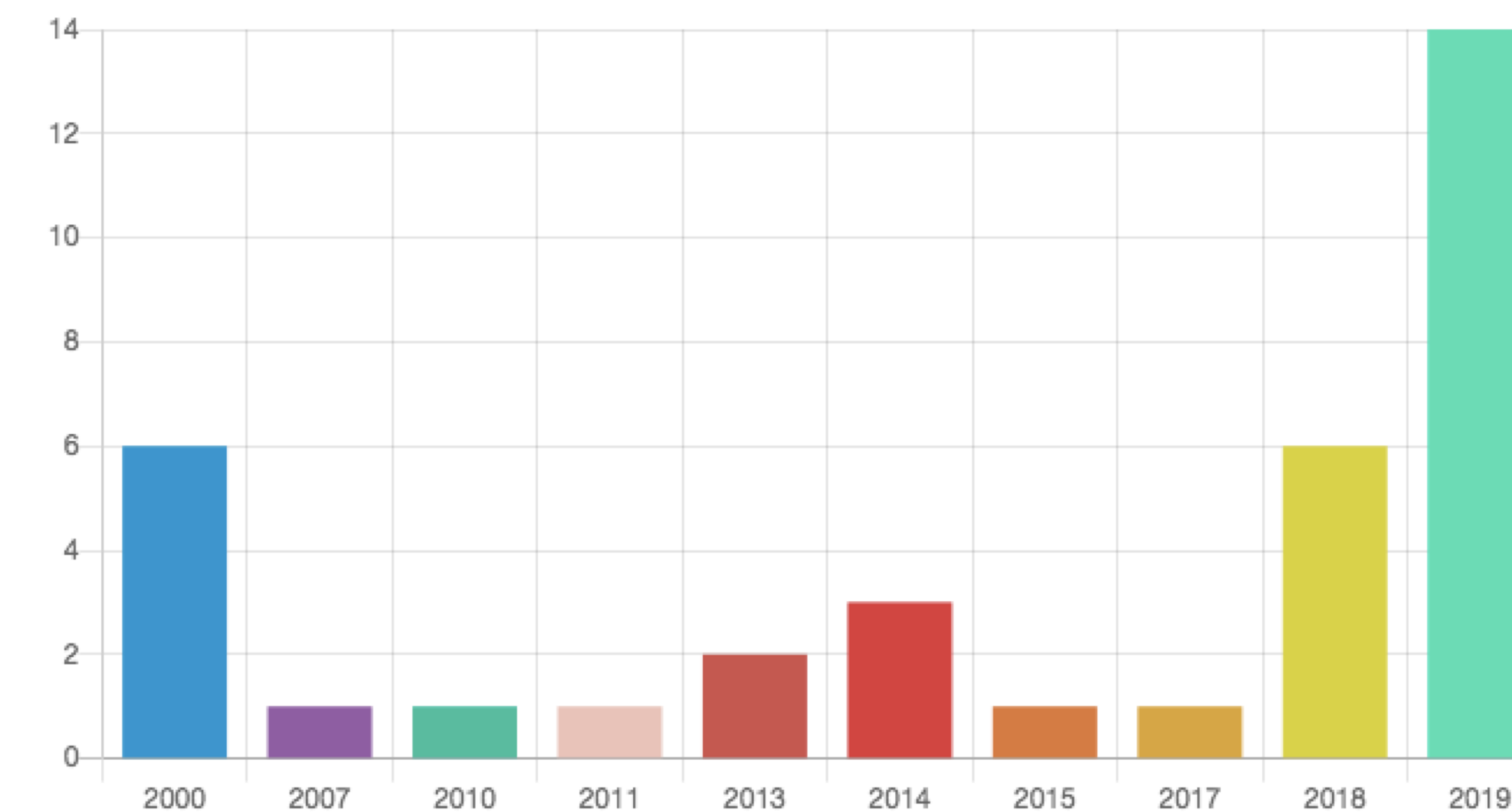


Figure 2. The years of the syllabi collected in our sample.

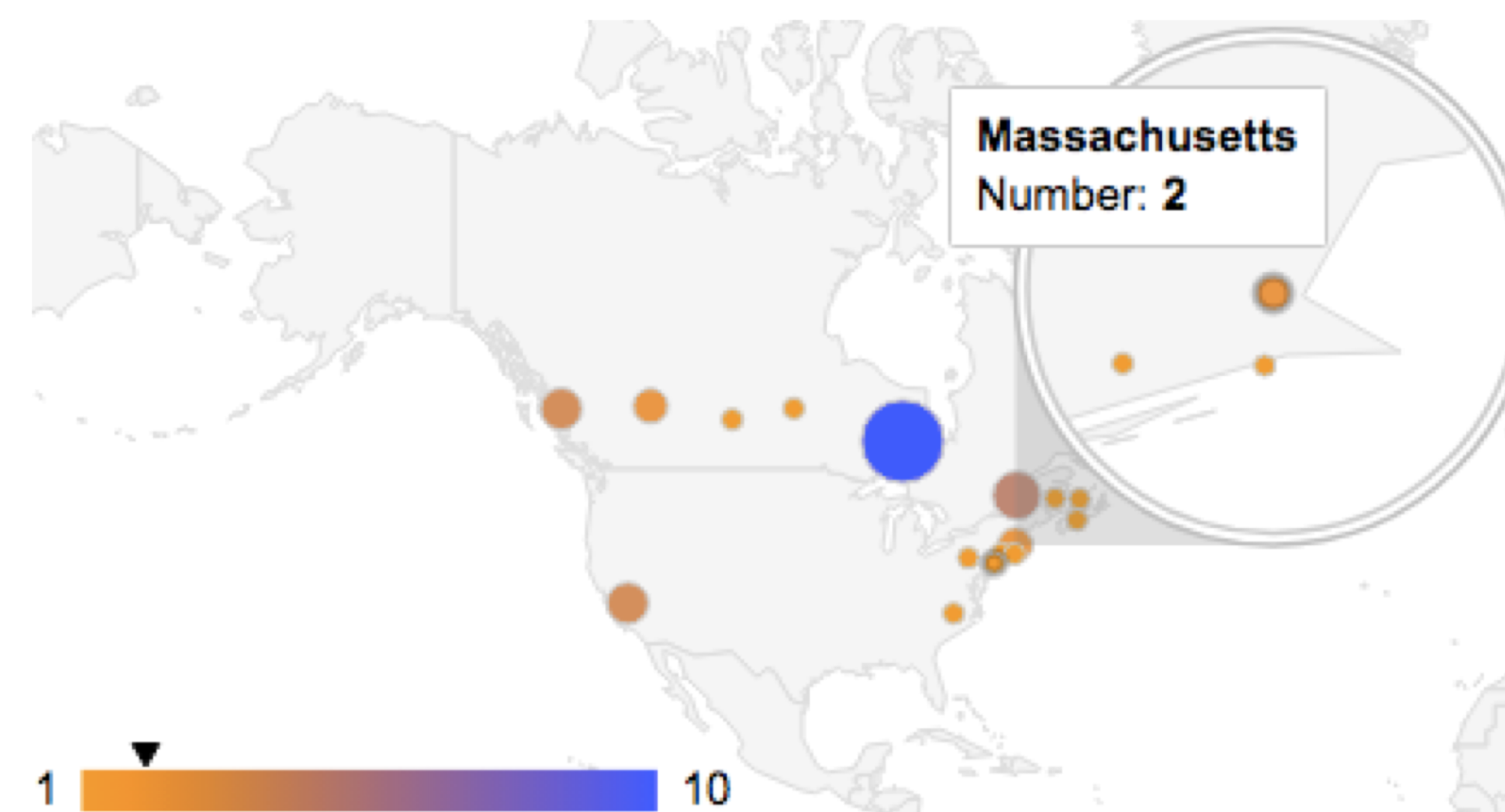


Figure 3. A map showing where the syllabi are collected.

Topics Coverage

Figure 4 shows most commonly occurring topics in our database. Themes such as design, group work, and evaluation were highly valued. Figure 5 shows a comparison of the 10 most frequently occurring terms across the two countries. Interestingly, Canadian syllabi show more emphasis on design and evaluation, while American syllabi place more emphasis on presentation, modeling, and web technologies.

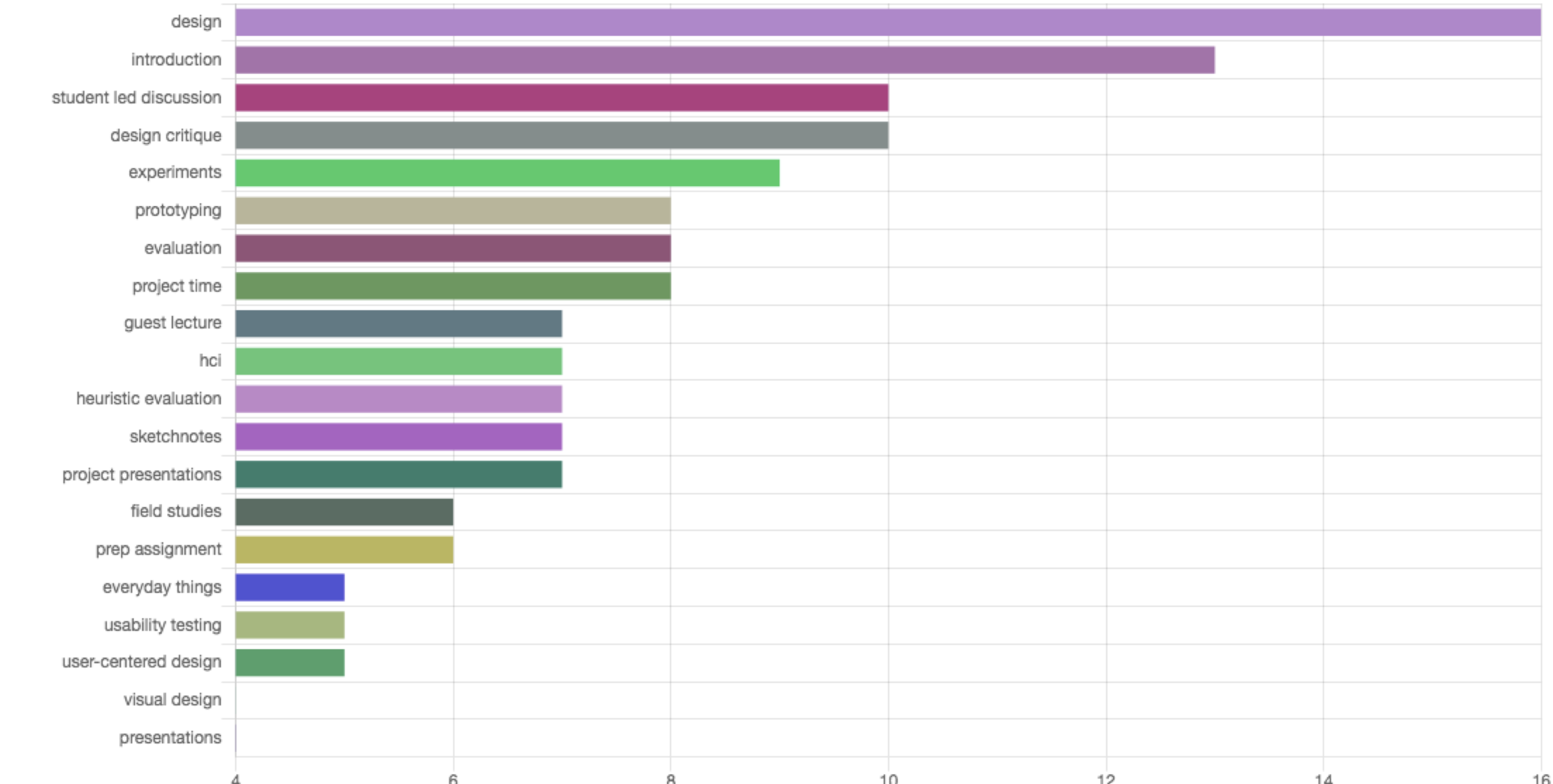


Figure 4. The top 20 most frequently occurring topics.

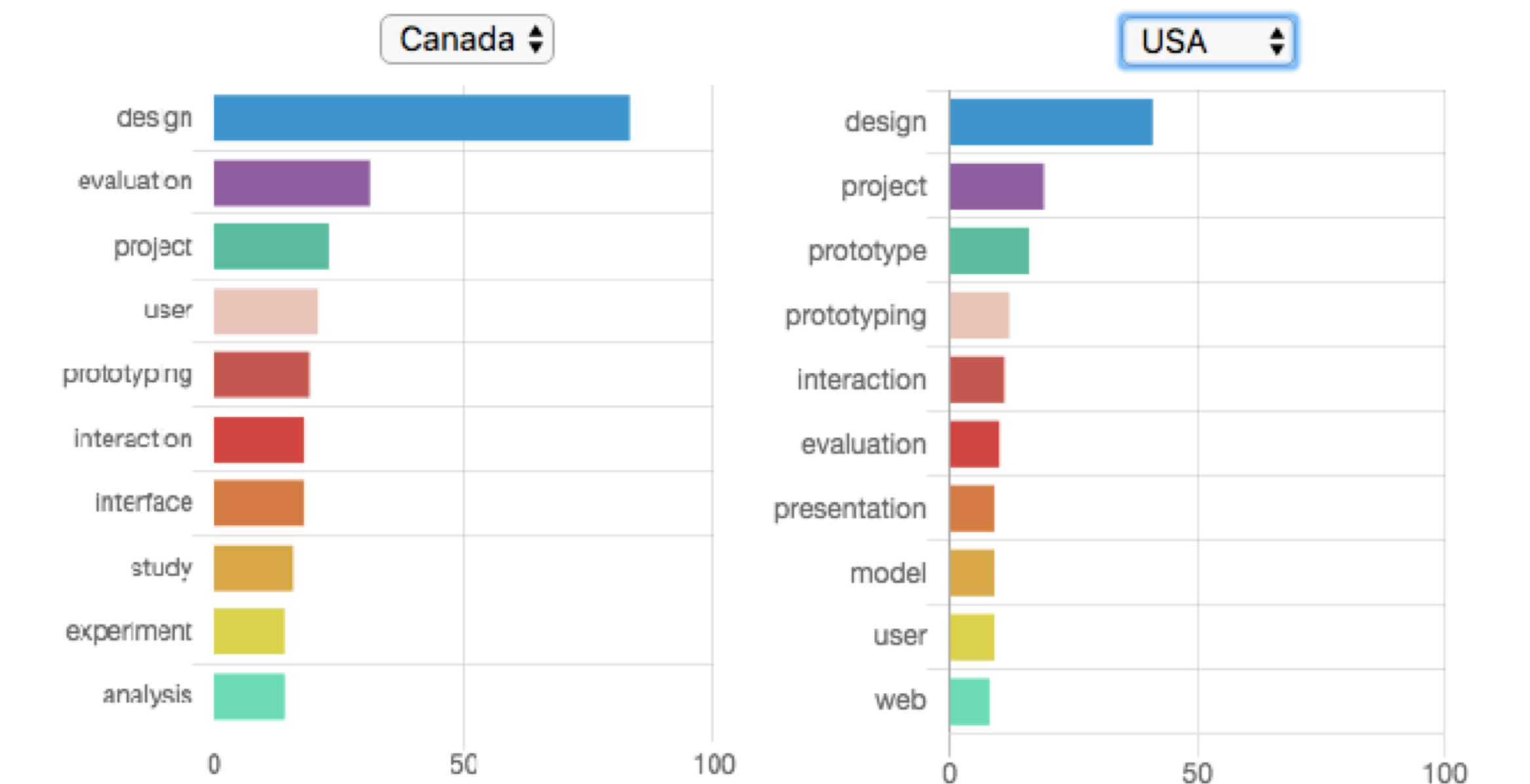


Figure 5. A comparison chart showing the top 10 most frequently occurring terms between two regions.

Assessment Choices

Based on stated evaluation criteria, we found that most courses had either a project (20/33) or final exam (18/33), and only 5 courses had both.

Summary and Future Work

We hope our tool provides a starting point of reference for those wishing to develop their own HCI curriculum or those exploring collaboration opportunities among other HCI education researchers.



What We Teach

A Site to Host and Analyze University Course Syllabi

This is an online tool to gather, host, and analyze educational patterns in university course syllabi. Using the syllabus information, we wish to gain a better understanding of topic coverage, theories taught, and techniques practiced in the classroom. Furthermore, this tool enables regional comparisons of the data in the system. Ultimately, we hope to uncover pedagogical choices made in our courses by analyzing syllabi information.

Courses

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Show More

Contribute a Courses

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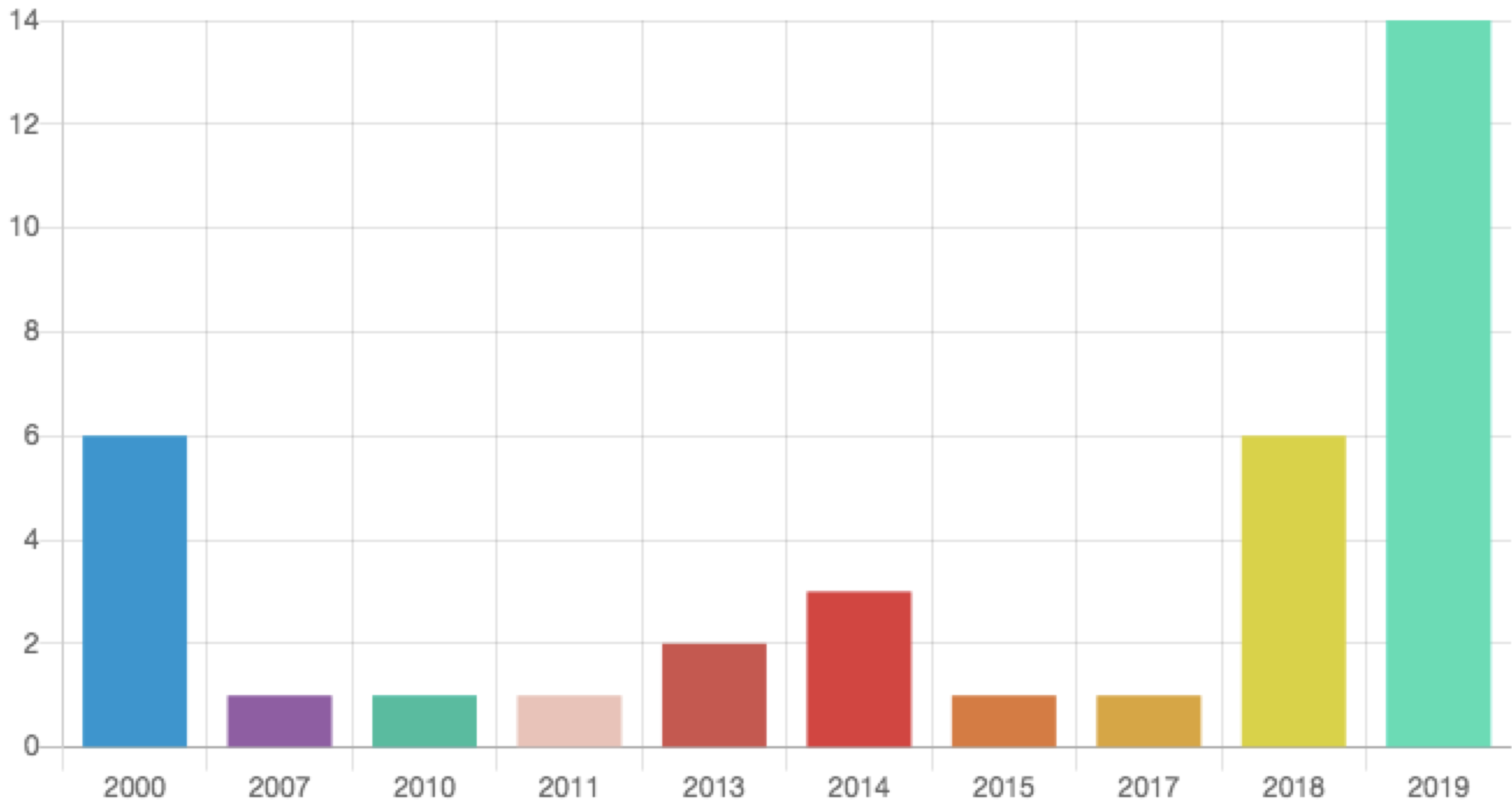


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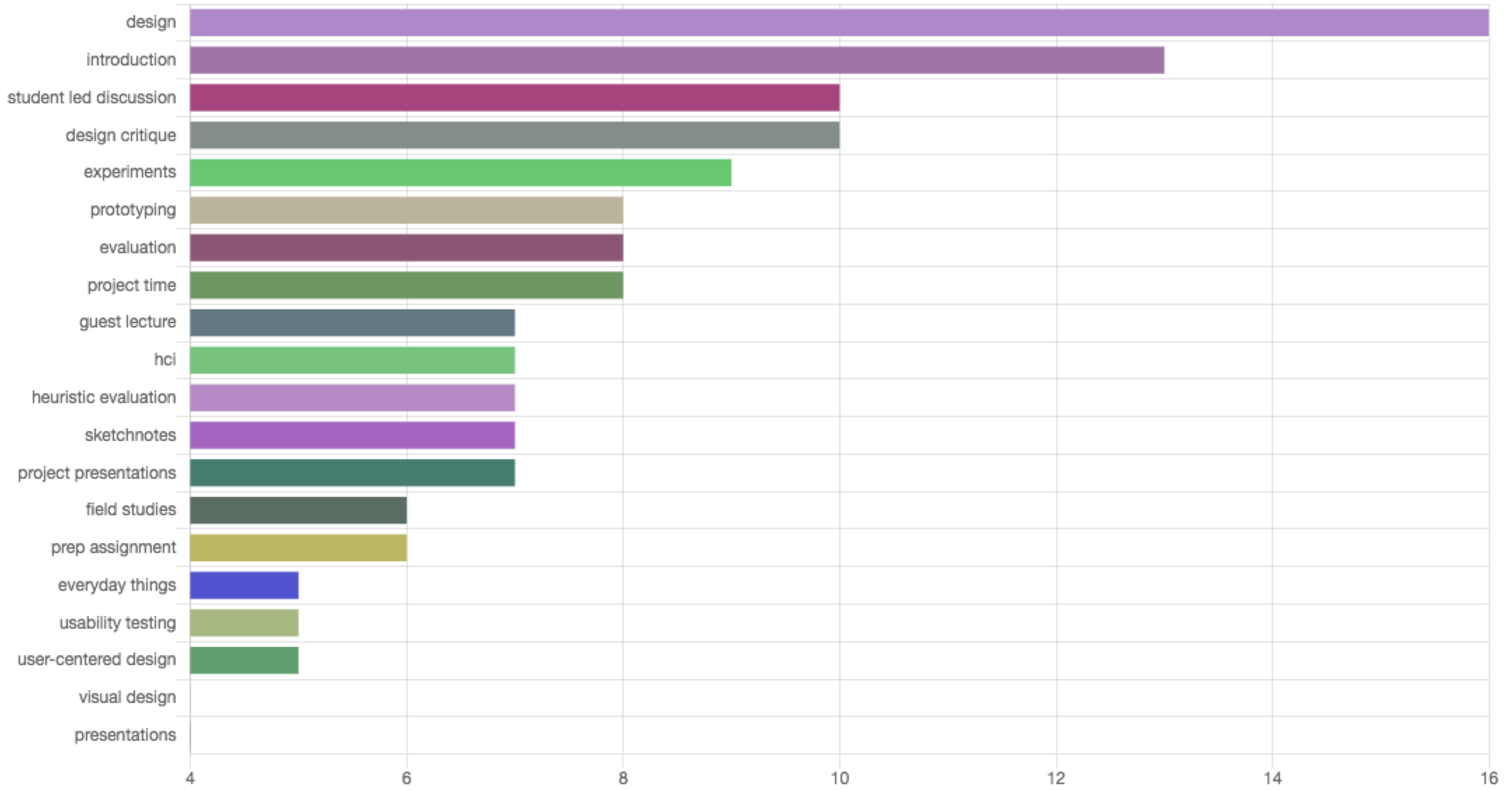


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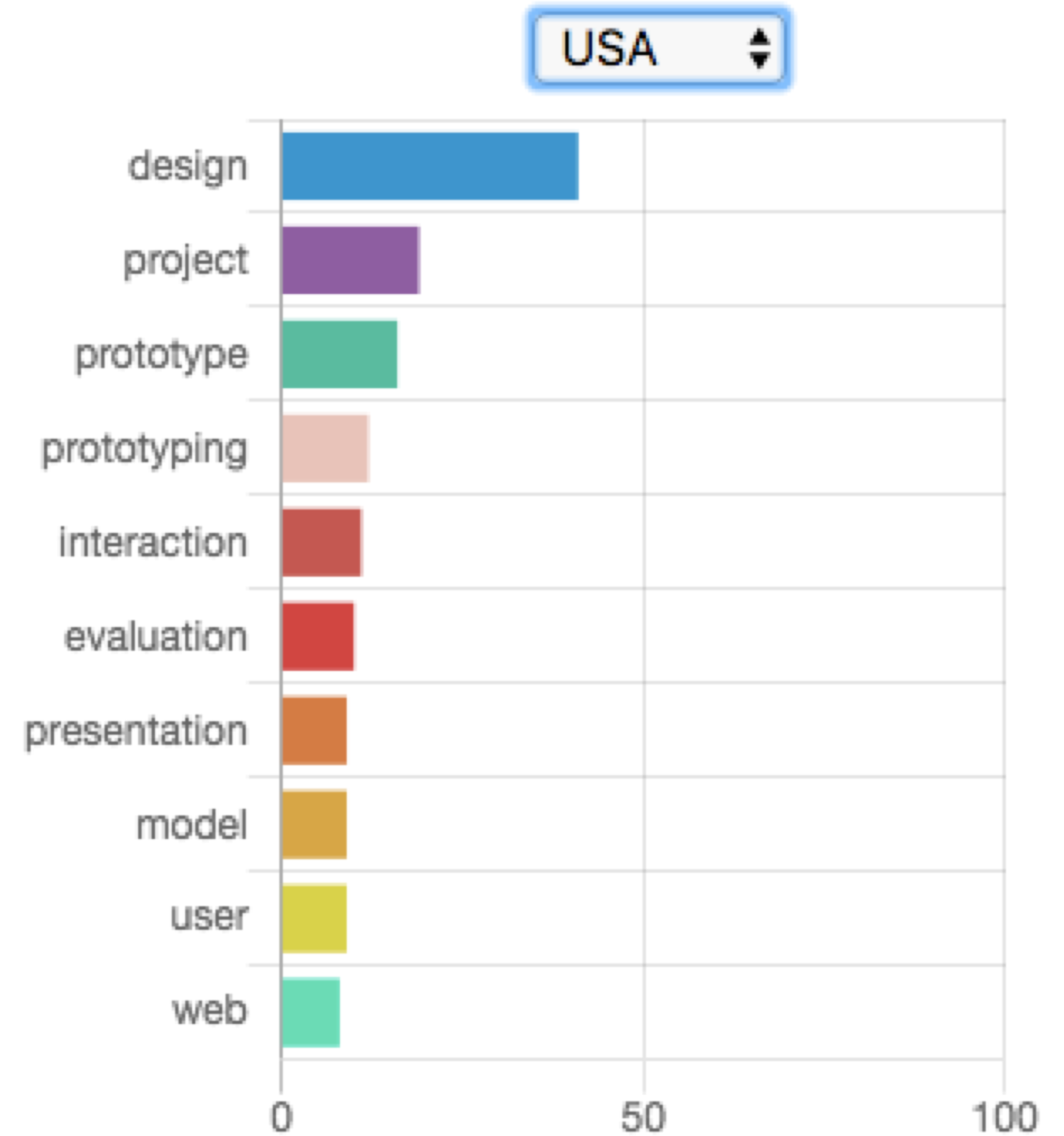


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How to Contact Us?

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