This course is focused on “human-centered design (research) methods.” For several decades, human-centered design methods have served designers well in their development of meticulous, artful, and technologically sophisticated designed artifacts. To bring these methods “to life” for you in this course, you have been asked to create posters and papers that meet the submission requirements for a benchmark conference in human-centered design, as if you were a high-level designer at a research university or in industry. However: (1) as this is not a studio course, you probably cannot dedicate sufficient energies to mature alternative and iterative designs that would benefit significantly from these methods; and (2), as this is a foundational course, you probably will not use these methods, new to you, to their full productivity. Consequently, you may find these human-centered design methods less consequential to your design process, given that this assignment does not afford intensive engagement in the robust process of iterative design and evaluation. But trust that these human-centered design methods have proven useful to designers for many years, and promise to prove useful to you in careers focused on designing increasingly complex artifacts for an increasingly complex world.

The grading rubric provided on our course webpage offers clear criteria for the content of the paper, more than the poster. The challenge of drafting the paper is not as much to meet every criterion of the grading rubric, but more to decide which content makes for a convincing paper. If you leave one criterion out, you should have good reason, and the paper should be better for it (and we will consider this in our grading). The challenge of creating the poster is to make the difficult translation of the paper’s contents to fit the limited space of the poster. The poster cannot and should not include everything that is included in the paper. Team partners are encouraged to work together on both the paper and poster. However, for the purposes of grading, the team member taking credit for the paper will list her/himself as first author (i.e. first in the list of authors); the team member taking credit for the poster is listed as second author.

Following from point “1” above, the paper and the poster should be precise and detailed in the presentation of the human-centered design studies performed in this course. Not all the studies you performed in this course need to be included in the final paper; only include those studies (at least three of them) that were most impactful on your developing prototype design. The reporting of these studies should take up the better part of the paper (50%?) and a good part of the poster (35%).
In your paper, provide, for each human-centered design method study:

(1) a brief description of the procedure:
   a) the number of participants that participated.
   b) number of males & females, age range of all participants, university affiliation (Cornell)
   c) what was done (e.g. an animated GIF of the prototype was presented on a computer
      screen set facing each participant, ....)

(2) Key outcomes:
   • for interviews, questionnaires, cognitive walkthroughs: offer key quotations provided by
     your participants (e.g. One participant offered, “the ....”) and summarize any problems,
     errors made, and/or virtues you observed.
   • for usability studies, offer key figures (e.g. “On a scale of 1-5 (5 beings most favorable),
     the mean for ‘ease of use’ was 4.2, suggesting that the prototype was reasonably
     usable.”)
   • for delphi studies (e.g. “With respect to the form of the prototype, the three SME
     (Subject Matter Experts) converged on protptype-1, which could fit easy in the pocket of
     a typical user.”)
   • for the heuristic evaluation, create a bar chart showing the 10 Nielsen heuristics along
     the x axis and the mean scores for each along the y axis, and insert this bar chart as a
     figure in the body of the paper.
   • for design guidelines, offer a list of 3-5 (or more) very clear statements forming the
     strategy of how the prototype should be developed.

I offer great examples of papers and posters on our course webpage. The “ReWear” example is
probably the best model for your paper; it uses the (maximum allowable) 6 pages for content,
and has more than two pages of references (no maximum page count for references). One
thing that the ReWear paper (maybe) misses: one or two key images/figures could be placed in
the body of the text in place of text to show the significance of these figures.

4 Small things not to forget on your poster and paper:
   • On the poster, include logos for Cornell and DEA on the poster. You can find these
     online. Also, caption (most) all images, figures, tables shown on the poster.
   • In the paper, include a “Contributions” section. “Contributions” should briefly offer a
     few points that can impact the larger CHI community. (It would be helpful to include the
     words “Research through Design (RtD)” and “design exemplar.”)
• **In the paper**, include a “Future work” section. “Future work” should offer, in a few sentences, what you plan to do next to further develop the prototype (that is, if you continued working on this prototype).

• Create a catchy name for your prototype, and make sure this reads clearly on the poster from a distance (20’). Make sure, overall, your poster reads compelling from a distance.

• The list of authors (author name and email) for both the poster and the paper is as follows:
  o the **paper** author is listed as first author
  o the **poster** author is listed as second author
  o the **course TA** is listed as third author
  o I am listed as fourth author (Keith Evan Green, Ph.D.; k`eg95@cornell.edu)

• The TA and I will work through the final papers and posters to determine if they are competitive for submission to CHI. If so, we will edit and submit to CHI on your behalf, and you will learn the outcome of the reviews directly from CHI via email in early 2017.

**5 Finally:**

• Remember to burn one CD per team with files for your poster, you paper, and any/all supporting documents (image files, gif files, survey files, …). Mark the CD with your two names. The paper must be an MSWord file.

• For our final class session, please pin-up the posters in the best way to make an exhibition of these. In class, you and your team member will create a single Powerpoint (or like) slide to support your “2-minute madness” presentation typical of CHI and other ACM conferences. Practice presenting your team effort in 2 minutes.