

# Embedding the CHI Student Design Competition into Project-Based Learning

## Brumby, Cox, Johnson, & Rogers

This case study relates to the topic “HCI: User-centered design & testing” in the CS2013 curriculum working document

### What I tried successfully

- Introducing the CHI SDC brief into teaching. This involved having using class time for project-based work in which students worked in small teams (up to five students) to address an open-ended high-level design brief.

### Changes that I made

- Changing assessment so that group work project can be assessed. Currently 25% of the module assessed by presentation. The remainder is traditional exam.

### Readings I found interesting

- Buxton’s sketching book.
- Rogers et al. Interaction Design book.
- Papers on prototyping. In particular, work from the Stanford group.

### Tips and strategies I found useful

- Setting appropriate weekly targets for each group. The problem with opened-ended briefs is that students can get transfixed by small details or get snarled up unnecessarily. Encouragement and tight deadlines are critical.
- Have an amazing Teaching Assistant! Students feel more comfortable approaching with informal queries.

### What I found challenging

- Managing feedback. With a large teaching team, students get exposed to a variety of feedback, occasionally inconsistent. Students find this challenging and time must be invested explaining.
- Marking. Related to the above, assessing design work can be challenging. What separates a bland, run of the mill idea from an outstanding one can sometimes be somewhat subjective. However, students expect objectivity in the assessment of their work. Tricky.

What did not work for me

- Very large groups

What would have helped me

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