EduCHI 2019 Symposium: Global Perspectives on HCI Education

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ABSTRACT

At CHI 2018, a workshop on developing a community of practice to support global HCI education was held, building on six years of research and collaboration in the area of HCI education. Many themes emerged from the workshop activities and discussions. Two particularly stood out: creating channels for discussions related to HCI education and providing a platform for sharing HCI curricula and teaching experiences. To that end, we are organizing a CHI 2019 symposium dedicated exclusively to HCI education: *EduCHI 2019: Global Perspectives on HCI Education*. The symposium will focus on the canons of HCI education in 2019 and beyond. It will offer a venue for HCI educators across disciplinary and geographical borders to discuss, dissect, and debate HCI teaching and learning. Through keynote addresses, paper presentations, and a panel discussion, we aim to discuss current and future HCI education trends, curricula, pedagogies, teaching practices, and diverse and inclusive HCI education. Post-symposium initiatives will aim to document and publish the discussions from the symposium.

CCS CONCEPTS

• **Social and professional topics** → Professional topics, Computing profession, Model curricula

KEYWORDS: HCI education; HCI curriculum; Education; Global education; EduCHI.

1 BACKGROUND

Two thousand and nineteen marked 31 years since the launch of the Special Interest Group on Computer-Human Interaction (SIGCHI) Curriculum Development Group (CDG), who led the development of the foundational Association for Computing Machinery (ACM) SIGCHI Curricula for Human-Computer Interaction [1]. Published in 1992, the Curricula included a working definition of Human-Computer Interaction (HCI) as well as examples of individual courses. This publication was vital to the establishment and growth of HCI education programs. CDG Chair Tom Hewett noted in the Preface that the report was meant to be "the first iteration" of the product, with plans for iterative refinement over time.

Twenty-seven years further on since 1992 and the fields of HCI show no slowing in its headlong rush towards the future. The internet of things, virtual reality, wearable computing, and user interfaces for intelligence systems are just some of many exciting new areas that HCI is expanding into.

Discussions related to HCI education began a few years after the creation of the ACM SIGCHI. In a 1989 ACM SIGCHI Bulletin article entitled *A vision of education in user-centered system and interface design* [2], Ronald Baecker outlined "a proposal for a new curriculum in human-computer interaction and user-centered system and interface design". At the time, Dr. Baecker already alluded to the "incredible breadth of focus" of our discipline. A few years later, in 1992, his vision, and the ones of his HCI colleagues, materialized in the first version of the ACM SIGCHI Curricula for Human-Computer Interaction [1]. For many years, this document, known as the green book, served to inform the design of many HCI programs.

By the mid-2000s, the discipline of HCI experienced many changes with the proliferation of mobile phones and social media, and the development of ubiquitous computing devices. Many HCI educators recognized the need for updated HCI curricula. As a result, the ACM SIGCHI Executive Committee sponsored a project to investigate the present and future of HCI education from 2011 to 2014 [3]. A recurring theme that emerged in the findings from the project was the desire for a collection of online resources shared among HCI scholars and educators, sharing and collaborating to develop course outlines, curricula, and teaching materials, known as the HCI living curriculum [4].

At the CHI 2014 conference in Toronto, Canada, a workshop on developing the HCI living curriculum was held [5]. Several visions of what this new curriculum could be were presented. Two years later, at the AfriCHI 2016 conference in Nairobi, Kenya, a workshop was organized to discuss HCI teaching, bringing a focus on international perspectives to the development of the HCI living curriculum [6].

More recently, a qualitative study consisting of a series of individual semi-structured interviews with HCI educators was conducted at the CHI 2017 conference in Denver, Colorado [7, 8]. The aim of the study was to investigate the preliminary framework of the HCI living curriculum. Last year, at the CHI 2018 conference in Montréal, Canada, a follow-up workshop was held on developing a community of practice to support global HCI education [9]. The results from this workshop led to

the creation of a Community of Practice (CoP) of HCI scholars and educators that can be accessed at: https://chi2018.hcilivingcurriculum.org/. Discussions from the workshop, as well as findings from the research conducted at CHI 2017, were published in an ACM *interactions* article [10].

Of the many themes that emerged from the CHI 2018 workshop activities and discussions, two stood out as an immediate need: creating channels for discussion about HCI education and providing a platform for sharing HCI curricula and teaching experiences. To that end, for the CHI 2019 conference in Glasgow, Scotland, we are organizing a symposium dedicated exclusively to HCI education. Focusing on the canons of HCI education in 2019 and beyond, this one-day symposium – titled *EduCHI 2019: Global Perspectives on HCI Education* – will offer a formal venue for HCI educators across disciplinary and geographical borders to discuss, dissect, and debate HCI teaching and learning.

Through keynote addresses, paper presentations, and a panel discussion by expert HCI educators representing different global perspectives, we aim to discuss current and future HCI education trends, curricula, pedagogies, teaching practices, and diverse and inclusive HCI education. Post-symposium initiatives will aim to document and publish the discussions from the symposium.

While this symposium is targeting HCI educators, its scope is much broader. Indeed, we will make an effort to recruit participants with research interests in the area of human-centered education.

The goals of the symposium are to:

- Support the on-going development of the HCI education CoP;
- Provide a platform for discussing current and emerging trends in HCI education;
- Showcase innovative pedagogies and teaching practices by HCI educators; and
- Promote a global, diverse, and inclusive vision for HCI education.

2 ORGANIZERS

All of the symposium organizers are active HCI educators and researchers and play key roles in promoting the development of the HCI living curriculum. They were the lead organizers of the CHI 2018 workshop on *Developing a Community of Practice to Support Global HCI Education (W25)* [9]. Additionally, the organizers are also authors on previous HCI education research articles referenced in the Background section [3, 4, 10].

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Craig M. MacDonald is an Associate Professor in the School of Information at Pratt Institute where he developed and coordinates the Master of Science in Information Experience Design and User Experience advanced certificate programs. He holds a Ph.D. in Information Studies and Human-Computer Interaction from Drexel University and his research interests cover three broad themes: (1) understanding UX practices in different domains; (2) improving HCI/UX evaluation methodologies; and (3) strengthening HCI/UX education.

Elizabeth F. Churchill is a Director of User Experience at Google focused on designer and developer tools for the connected ecosystems of the Social Web and Internet of Things. Elizabeth has been a research leader at well-known corporate R&D organizations including Fuji Xerox's research lab in Silicon Valley (FXPAL), the Palo Alto Research Center (PARC), eBay Research Labs in San Jose, and Yahoo! in Santa Clara, California. A Distinguished Scientist and Speaker of the Association for Computing Machinery (ACM) and a member of the CHI Academy, Elizabeth most recently served as ACM Secretary/Treasurer and is the current ACM Vice President.

3 WEBSITE

The symposium website is available at https://educhi2019.hcilivingcurriculum.org/. The website contains background information about HCI education and our motivations for holding the symposium, details about the symposium organizers, and the call for participation. It will also contain the symposium agenda and downloadable copies of all accepted position papers. After the symposium, we will update the website with a summary of symposium activities and we will provide periodic updates related to developments in HCI education.

4 PRE-SYMPOSIUM PLANS

We will distribute a call for participation to all attendees from the CHI 2018 workshop on HCI education [9] to participate. Moreover, we will distribute the call on relevant academic mailing lists and through social media, specifically through the HCI Education Facebook group (204 members, as of 17 December), the @HCI_Education Twitter account (105 followers as of 17 December) the SIGCHI HCI Education Community (53 members, as of 17 December), and the CHI-Educators ACM mailing list. We will also actively solicit submissions from individuals who have expressed an interest in HCI education issues, either through their involvement in previous HCI education activities or through published research about education-related topics. Our goal is to solicit submissions from a broad and diverse range of HCI and human-centered educators, recruited from all regions of the world (e.g., Africa, Asia, Europe, North America, etc.), from different disciplinary perspectives (e.g., design, computer science, CSCW, information science, psychology, etc.), institutional perspectives (public/private, graduate/undergraduate), and with a variety of cultural viewpoints. We aim to receive 15 to 25 paper submissions, of which we plan to accept approximately 12 papers (6 long papers and 6 short papers) to be presented at the symposium. We will promote the completed program through the same venues as above, and through that we hope to recruit an additional 25 to 40 attendees.

Potential presenters will be asked to submit a full paper (4-8-page) or a short paper (2-4-page), in CHI Extended Abstracts format, describing their perspectives and contributions to HCI education. All aspects and topics related to HCI education will be welcomed, including, but not limited to: innovative teaching HCI pedagogies, examples of HCI pedagogies and teaching practices (e.g., assignments/assessments, labs, studios, active learning activities, resources, readings, case study, lecture materials, etc.), presentations of a curriculum and its deployment, international HCI teaching practices, and examples of diverse and inclusive HCI pedagogies. Papers and participants will be selected based on their experience, perspective, and potential contribution to achieving the symposium goals.

Following a successful acceptance, selected participants will be asked to prepare the final camera-ready version of their paper as well as a presentation to be delivered at the symposium. All accepted papers will be posted on the symposium website.

5 SYMPOSIUM STRUCTURE

Our symposium will be a one-day event, to be held on Saturday May 4, 2019, in which participants will be an integral part in presenting their vision and perspectives on global HCI education. The symposium will consist of an opening keynote, three one-hour sessions for full and short paper presentations, a panel on global perspective in HCI education, and a closing keynote. At the beginning of the day, participants will be presented with the background and goals of the symposium and will have an opportunity to introduce themselves.

The first part (concluding at lunch time), will consist of an opening keynote talk and two one-hour presentation sessions. The goal of the 45-minute opening keynote will be to set the stage for the day and provide a perspective on the canons of Global HCI education in 2019 and beyond. We will aim to recruit an engaging speaker with significant (previous and current) engagements in the area of HCI education. The opening keynote will be followed by two one-hour presentation sessions. Accepted papers (full and short) will be thematically organized into sessions. Each session will consist of two full papers and two short papers presentations. Full paper presentations will be 20 minutes and short paper presentations will be 10 minutes (including time for questions).

The second part of the symposium will begin with a panel on Global Perspectives in HCI Education. We will arrange a panel of four HCI educators to present their vision of global HCI curricula. We aim to compose our panel with HCI educators from different regions of the world. Each panelist will be given 10 minutes to present their position and vision. This will be followed by a 20-minute discussion with all participants. Following the panel, a third one-hour presentation session will take place, in the same format as the morning sessions. Finally, the symposium will conclude with a 45-minute closing keynote. We will invite an expert to deliver an inspirational keynote to expand the boundaries of HCI education.

Below is the proposed symposium schedule:

09:00 – 09:15	Welcome, agenda, background, and goals
09:15 – 10:00	Opening Keynote and discussions
10:00 – 11:00	Session I (2 long papers and 2 short papers)
11:00 – 11:30	Coffee break
11:30 – 12:30	Session II (2 long papers and 2 short papers)
12:30 – 14:00	Lunch
14:00 – 15:00	Panel - Global Perspectives on HCI Education
15:00 – 15:30	Coffee break
15:30 – 16:15	Session III (2 long papers and 2 short papers)
16:15 – 17:00	Closing Keynote and remarks
EVENING	Informal dinner for networking

6 POST-SYMPOSIUM PLANS

All papers and presentations will be archived on the symposium website. Moreover, we will post a summary of the discussions that took place during the keynote addresses, the paper presentations, and the panel. This summary will include pictures of the symposium and notes taken throughout the event. We will also summarize the main ideas discussed at the symposium in an article we plan to publish in the HCI Education Forum of the ACM *interactions* magazine. Finally, we will also keep the HCI education community aware of developments through our Facebook HCI Education group and our twitter account (@HCI_Education).

7 CALL FOR PARTICIPATION

At CHI 2018, a workshop was held on developing a community of practice to support global HCI education. Many themes emerged from the workshop activities and discussions. Two particularly stood out: creating channels for discussion about HCI education and providing a platform for sharing HCI curricula and teaching experiences. To that end, we are organizing a CHI 2019 symposium dedicated exclusively to HCI education: *EduCHI 2019: Global Perspectives on HCI Education*. The symposium will focus on the canons of HCI education in 2019 and beyond. We seek to bring together HCI and human-centered educators to (1) support the on-going development of the HCI education community of practice; (2) provide a platform for discussing current and emerging trends in HCI education; (3) showcase innovative pedagogies and teaching practices; and (4) promote a global, diverse, and inclusive vision for HCI education.

Interested participants should apply by sending the following to

EduCHI2019@hcilivingcurriculum.org

by **4 February 2019**: a 4-8-page paper (for full paper presentation) or a 2-4-page paper (for short paper presentation), in CHI Extended Abstracts format, describing their perspectives and contributions to global HCI education. All aspects and topics related to HCI education will be welcomed, including, but not limited to: innovative teaching HCI pedagogies, examples of HCI pedagogy and teaching practices (e.g., assignments/assessments, labs, studios, active learning activities, resources, readings, case study, lecture materials, etc.), presentations of a curriculum and its deployment, international HCI teaching practices, and examples of diverse and inclusive HCI pedagogies. Applicants will be selected based on their experience, perspective, and potential contribution to achieving the symposium goals. Following a successful acceptance, selected participants will be asked to prepare the final camera-ready version of their paper as well as a presentation to be delivered at the symposium. All accepted papers and presentations will be posted on the symposium website at https://educhi2019.hcilivingcurriculum.org/. At least one author of each accepted paper must register for the symposium and at least one day of the conference.

Individuals interested in being considered for the opening keynote, the closing keynote, or a panel on Global Perspectives in HCI Education should manifest their interest by sending the following to

EduCHI2019@hcilivingcurriculum.org

by **28 January 2019**: a 300-word abstract of their proposed keynote topic or vision and position on global HCI education. Selected keynote speakers will be asked to prepare a 2-4-page summary of their keynote address in CHI Extended Abstracts format. Selected panelists will be asked to prepare a 500-word abstract outlining their vision and position on Global Perspectives in HCI Education to be published (together with all the other panelists abstracts) as a symposium paper.

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