

HCDE 298 Spring 2019

Introduction to Inclusive Design

Syllabus

INSTRUCTOR TEAM

Instructor: Tyler Fox, PhD

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Office: Sieg 417

Office Hours: Tuesdays 1:00-2:00, or by appointment. (Sometimes I will need to reschedule office hours, so it is best to confirm with me that you will be coming.)

TAs: TBD

Class Times:

Thursdays 11:30-2:20, Nan 181

Welcome!

COURSE OBJECTIVES

How do we design inclusively? What does inclusive mean, and what are the practices that undergird building an inclusive society? What are the ethical implications of “inclusivity,” and how can we evaluate them? In this course, we will survey a range of methods in design and engineering that examine, support, and interrogate these issues. This is a studio course, we will work hands on, at scale, with these methods. Students can expect a fast-paced environment where we will try to enact inclusive methods, reflect on their capacities to broaden design and engineering goals, and to critique and evaluate their effectiveness from a variety of perspectives. You will learn about current practices related to the topic from both academic and industry practitioners to develop your own ideas about inclusive practices and efforts.

By the end of the course, you will have:

- Gained a better understanding of the differences between inclusive, universal, and accessible design
- Hands-on experience in prototyping in groups and individuals
- Increased your ability to use research and generative design to develop and explain an underlying rationale for the end product

- Increased capacity to critique and provide feedback on design ideas, especially through lenses of accessibility, inclusivity, and equity.
- Develop and articulate your own understanding of what “Inclusive Design” means.

Format

The course will be a “flipped” studio course. Content for class (lectures, readings, and activities) will be available online. This online content will prime you for a 3-hour studio course where we will engage in hands-on design activities, small and large discussion, critique sessions, and more. Students should be prepared to participate actively every class session. Following class, there will be opportunities (assignments!) for reflection and personal meaning making between online and in-class content.

Course Structure

Wednesday, 11:59 PM - Pre-class content (readings, lectures, activities, quizzes) are all due
11:30-2:20, Thursdays Class

Saturday 11:59 PM - Reflection Activities due.

While each week we will engage in a different topic, the timing and structure of each week will remain consistent.

You will find the schedule of assignments, readings, and activities in Canvas. The course is organized via Modules corresponding to each week of the course. It is your responsibility to be prepared for class each day.

This is a living document

This will be a dynamic learning community. Expect our quarter to change based on emergent needs of the class.

You are responsible for all materials, updates and announcements covered during class sessions. The course calendar will most likely change over time due to unforeseen circumstances; please be sure you are using the most recent version.

Communication Policy

Courtesy and professionalism are expected in all interactions, in class, outside of class, and to all members of the class (see communication etiquette below). I encourage face-to-face communication during office hours. Electronic correspondence should be limited to questions or clarification about course assignments or content. By law professors cannot discuss grades via email. Students should never send professors emails, which contain wording you would not feel comfortable saying in person. Nasty, disrespectful emails are considered a violation of student conduct and will be reported to the proper authority.

Use the course Slack channel for general questions (link to Slack can be found on Canvas). Send us a direct message in Slack if you wish to ask a direct question, set up a meeting, etc.

DO NOT SEND ME EMAIL. SLACK IS BETTER. TRUST ME.

Required texts, software, etc.

Required readings can be found in Canvas, in the Module for each week.

Weekly Topics

(See Canvas for specific readings, assignments, and prompts)

- Week 1 - Course introduction, exclusive design activity
- Week 2 - Inclusive Design Workshop with Margaret Price, Principal Design Strategist, Microsoft
- Week 3 - Project Sidewalk: Crowdsourcing Sidewalk Accessibility with Dr. John Froehlich, CSE, UW
- Week 4 - Husky Adapt: Accessible Design and Play Technology with Dr. Dianne Hendricks, HCDE, UW
- Week 5 - Feminist HCI & Gender Equity with Wendy Roldan
- Week 6 - Inclusive Games with John Porter, Microsoft & HCDE
- Week 7 - Trans Identities and HCI with Os Keyes, HCDE
- Week 8 - Ethics of Inclusion with Cindy Bennett, HCDE
- Week 9 - Technological Racism with William Washington, UW-IT
- Week 10 - Invisibility and Inclusion

Evaluation, Assignments, and Grading

(Individual assignment descriptions and rubrics can be found on Canvas)

Evaluation is comprised of several elements, including your grades on individual assignments, individual participation, group assignments and group participation. Each assignment is worth a certain number of points and these are aggregated to determine your final score out of 100%. See the Assignment List for a detailed breakdown of how each one contributes to your grade.

PARTICIPATION

As with all courses, participation is an essential component of this course. Because of the pedagogical approach to the material -- one emphasizing experiential and active engagement with the concepts we read about, i.e., in-class activities and many smaller assignments -- your presence in class is extremely important. While you will not be graded on your attendance, you cannot participate if you don't attend.

You are not graded on attendance, but you are graded on participation. We will track attendance to help us evaluate your participation grade. Consistent and frequent absences are not professional or acceptable. If you frequently miss class, for the reasons explained above and because of your lack of professional engagement with the course, your participation grade will be negatively impacted.

If you are clearly dedicating more of your attention to your laptop than to the activities of the class, your participation grade may be affected. Please understand your technology use in the classroom impacts not only your educational experience, but the other students in the class. Read this scholarly paper by [Sana, Weston, and Cepeda \(2013\)](#) to learn more about how your technology use impacts you and others.

In-class activities will take the form of individual and group activities. The individual activities are meant to push forward both your understanding of the topic as well as your insight into your own personal values related to and definition(s) of design and engineering (inclusive and other). The group activities are meant to help your group make progress on your group project. If you are not present in class to participate in the group activities, you will not receive full credit for the assignment to which the in-class activity contributed.

ABSENCES

If you are sick and need to stay home, or need to see a doctor, then please do so. Inform both the instructor and TAs before class **via Slack** and you will be excused for that day.

LATE ASSIGNMENTS

In most circumstances late assignments will be graded down by 5% for each day that it is late.

GRADING

Each assignment is worth a number of points that contributes to your overall score. Assignments are grouped by assignment type (individual core skills and project group work). Your score out of 100% maps to your GPA according to the following conversion

Please note, Canvas is particularly bad about showing you your current grade. Also, please see the relative value of your final portfolio vs. all of the other group assignments (spoiler alert:

it is worth a large portion of your grade...). This is just to help you realize that worrying about your grades may be misspent energy. If you have concerns, come talk to me or your TA.

UNDERGRADUATE GRADE SCALE

4.0	98%	2.2	<77.3%
3.9	<96.8%	2.1	<76.1%
3.8	<95.7%	2.0	<75%
3.7	<94.5%	1.9	<73.8%
3.6	<93.4%	1.8	<72.7%
3.5	<92.2%	1.7	<71.5%
3.4	<91.1%	1.6	<70.4%
3.3	<89.9%	1.5	<69.2%
3.2	<88.8%	1.4	<68.1%
3.1	<87.6%	1.3	<66.9%
3.0	<86.5%	1.2	<65.8%
2.9	<85.3%	1.1	<64.6%
2.8	<84.2%	1.0	<63.5%
2.7	<83%	0.9	<62.3%
2.6	<81.9%	0.8	<61.2%
2.5	<80.7%	0.7	<60%
2.4	<79.6%	0.0	<60%

How to succeed in this class

DO THE WORK

There are a number of assignments as part of your class, many of which are low-stakes (not graded) assignments meant to help you learn the technical aspect of this course. Failure to turn assignments in on time will be reflected in your grade.

At times we will discuss readings (readings are assignments). Read and come prepared to discuss the ideas and practices in the readings. I have tried to source readings by designers and researchers that detail industry practice, including the history thereof. They are meant to help you develop essential skills for the next stage of your careers. (Your career has already started!)

Come prepared to dig in and develop something awesome (i.e., work!). Also, work time will inevitably extend beyond class.

COME TO CLASS!

Attendance in class is one of the best ways for you to succeed in class. As mentioned above, critique is the backbone of this course (arguably, all design). If you are not here, you cannot participate. Come to class.

THIRST FOR KNOWLEDGE

There is so much to learn! From understanding how to use software tools, design and research methods, inclusive practices, and so much more. Learning to learn is a lifelong skill, so in addition to class, keeping an open eye for resources that will help you grow as a designer is an excellent way to augment your experience in this class. I encourage you to learn about design history, computational history, and much more!

Student Mental Health and Safety

Being a student can be a stressful experience. If you need support or are feeling overly stressed, you are welcome to reach out to the instructional team at any time. We will do our best to listen and support you, but you should also realize that we are not trained professionals in counseling.

The UW Counseling Center (<http://www.washington.edu/counseling/about/how-to-get-help/>) provides a number of options for receiving support, including self-help, workshops, and short-term and long-term counseling. If you are experiencing a crisis situation after hours and cannot wait until we are open, please call the Crisis Clinic at (206) 461-3222 or toll-free at 1-866-427-4747. If you are experiencing a life-threatening emergency, dial 911. If you feel unsafe, please contact UW Safe Campus at (206) 523-7233 (SAFE).

See the resources section of Canvas for stress relieving activities.

Other Useful Information

STUDENT CONDUCT AND ACADEMIC INTEGRITY

All University of Washington students are expected to conduct themselves as responsible members of the academic community. Among the standards of conduct for UW students includes the responsibility to practice "high standards of academic and professional honesty and integrity." WAC 478-120-020(2) (a).

Academic misconduct includes but is not limited to cheating, facilitation, plagiarism, and fabrication in connection with any exam, research, course assignment, or other academic

exercise that contributes, in whole or in part, to the satisfaction of requirements for courses or graduation.

For further information read the UW Student Conduct Code: <https://www.washington.edu/cssc/for-students/student-code-of-conduct/>

RESPECT FOR DIVERSITY

It is our goal to create a classroom environment in which everyone feels comfortable sharing thoughts, opinions, and writing so that we can learn from one another.

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. Students in this class are expected to:

respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.

engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

INCLEMENT WEATHER

Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. You may also sign up with an

alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see <https://www.washington.edu/safety/alert/>

TECHNOLOGY IN THE CLASSROOM

Bring your laptop to class everyday. Since technology is profoundly linked to education, there will be many times when I ask that you employ different tools in the gathering and expression of knowledge. Since, however, education is also more than technology, at times I will ask you to close your laptops and focus your attention in class.