



ITIS 4360/5360 Human-Centered AI | 3 credits

Faculty instructor: Dr. Cori Faklaris, assistant professor, Dept. of Software and Information Systems, College of Computing and Informatics

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Piazza is used for class Q&A [\[link\]](#)

Course Description:

This course explores the intersection of artificial intelligence and human-centered design, equipping students with the knowledge and skills to develop AI systems that are not only technically advanced but also ethical, responsible, and human-centric. Through a blend of theory and practical application, students will learn about AI technologies, ethical considerations, and methods for incorporating human perspectives. Further, students will learn how to create AI systems that align with user needs and societal values, applying principles of transparency, fairness, and accountability. Course modules cover topics such as interpretability, bias mitigation, and user experience design for AI. Graduate students present real-world case studies and current events.

How will this course be conducted?

This is an in-person course designed for active learning, with weekly work required.

Before Class (3-4 hours): All students are expected to skim the readings and submit possible quiz questions about them in Discussions. Graduate students must find, prepare, and submit draft presentations on real-world examples of course topics.

During Class (3 hours): Instructor and TA will summarize each module's content, answer questions, provide updates, and moderate in-class activities. Students will use the [role-play model](#) to present classic papers. They will submit reflections for credit.

After Class (2-3 hours): All students must take weekly, timed quizzes on Canvas about the course content and work on semester project deliverables, culminating in a report.

Meeting Times:

Mondays and Wednesdays, 2:30-3:45p, in McEniry 117.

In-person attendance is required, tracked through submitted end-of-class reflections. **Grades may be dropped by as much as one letter for students who miss more than 4 class meetings**, unless an extended absence is documented and approved.

Course Objectives:

By the end of the course, you will be able to:

- [CO1] Understand the current state of AI systems and technologies.
- [CO2] Understand ethical considerations and methods for incorporating human perspectives in AI systems and technologies.
- [CO3] Develop professional skills for creating and evaluating human-centered AI systems and technologies.

Required Materials:

Required book:

- Akshay Kore. 2022. *Designing Human-Centric AI Experiences: Applied UX Design for Artificial Intelligence*. APress, Berlin, Germany. Available online through Amazon and other sellers, in the Niner course pack, or from the Atkins Library at https://charlotte.primo.exlibrisgroup.com/permalink/01UNCC_INST/1rqb8fi/cdi_ski_lsoft_books24x7_bks000163507

Recommended book:

- Ben Shneiderman. 2022. *Human-Centered AI*. Oxford University Press. Retrieved November 7, 2024 from <https://www.amazon.com/Human-Centered-AI-Ben-Shneiderman/dp/0192845292>

All other resources to be via internet sources at no extra cost. These will include published conference papers from [ACM SIGCHI](#) and other organizations, journal articles, or specific chapters from books, made available through [Google Scholar](#), the [Atkins Library](#) (connect via VPN away from campus), or [Canvas](#).

Grading Criteria:

Category	Percentage %
Project Proposal <ul style="list-style-type: none"> • Topic Memo + Bibliography (10%) 	20%

Category	Percentage %
<ul style="list-style-type: none"> Slide Deck + Literature Review (10%) 	
Assessments <ul style="list-style-type: none"> Module Quizzes (15%) – we drop the lowest 2 Project Report (20%) 	35%
Submitted Quiz Questions	10%
In-Class Presentations <ul style="list-style-type: none"> Scientific Peer Reviewer or Hacker Role for Paper (15%) Other Paper Role 1 (10%) Other Paper Role 2 for undergrad students (10%) / Case Study or Current Topic presentation for grad students (10%) 	35%
Total (minus points for missing more than 4 class meetings)	100%

Grading Scale

Undergraduate:

A 100.0 % to 90.0%

B <90.0 % to 80.0%

C <80.0 % to 70.0%

D <70.0 % to 60.0%

F <60.0 %

Graduate:

A 100.0 % to 90.0%

B <90.0 % to 80.0%

C <80.0 % to 70.0%

U <70.0 %

Course Policies:

Syllabus Revision:

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by Canvas announcement or email notice.

Classroom Conduct:

I will conduct this class in an atmosphere of mutual respect. I encourage your active

participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect that I expect in this class, you will not be permitted to participate further.

Late Work Policy:

Missed assignments can be submitted on Canvas by three days after the due date for full credit (minus grading deductions) or later emailed directly to the TA for 50% credit (work will not be graded). Reflections, extra credit, and the Project Report cannot be made up. Email the TA if you will be unable to attend class or are facing life difficulties.

Feedback:

We aim to return grades and comments within one week **for on-time submissions**. Late assignments are likely to face delays in providing grades and comments.

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. **Students are expected to submit their own work, either as individuals or contributors to a group assignment.** Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students or online at: <http://legal.charlotte.edu/policies/up-407>. Faculty may require students to demonstrate that graded assignments completed outside of class are their own work.

Policy on Use of AI and Other Creative Tools:

In this course, students are permitted to use tools such as Copilot ([sign in with UNC Charlotte email](#)), Gemini, Midjourney, DALL-E, and ChatGPT. Permitted use of such tools is consistent with use of non-AI assistants such as Grammarly, templating tools such as Canva, or images or text sourced from the internet or others' files. **No student may submit an assignment as their own that is entirely generated by means of an AI tool.** If students use an AI tool or other creative tool to generate, draft, create, or compose any portion of any assignment, they must (a) credit the tool, (b) identify what part of the work is from the AI tool and what is from themselves, and (c) briefly summarize why they decided to use the tool and include its output.

Use of SimCheck:

As a condition of taking this course, all required work/papers may be subject to submission for textual similarity review to [SimCheck](#) (or another plagiarism detection service) for the detection of plagiarism. All submitted papers will be included as source

documents in the SimCheck (or other plagiarism detection service) reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to a plagiarism detection service without the student's written consent and permission (as submitted through the Canvas assignment). If a student does not provide such written consent and permission, the instructor will: (i) require a short reflection paper on research methodology; and (ii) require a draft Discussion section submitted 1 week prior to submission of the final Project Report.

Course Credit Workload:

This 3-credit course requires 8-10 hours of work a week, including group work outside of the classroom and for research. Course work may include but is not limited to: completing required readings and reflections, conducting library research, observing or interviewing other technology users, drafting and submitting written assignments, crafting quiz questions, viewing videos, creating slides, and reviewing feedback.

Non-Discrimination:

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility. Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct.

Title IX:

UNC Charlotte is committed to maintaining an environment conducive to learning for all students and a professional workplace for all employees. The University takes active measures to create or restore a respectful, safe, and inclusive environment for community members that is free from discrimination, discriminatory harassment, and interpersonal violence. If you (or someone you know) has experienced any of these, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with civil protective orders, and more.

Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of discrimination, discriminatory harassment, or sexual and interpersonal misconduct they receive to the [Office of Civil Rights and Title IX](#). This means that if you tell me about a situation involving these matters, I am expected to report the information. Although I am expected to report, you will have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Office of Civil Rights and Title IX: (1) University Counseling Center (counselingcenter.charlotte.edu, 7-0311); or (2) Student Health Center (studenthealth.charlotte.edu, 7-7400). Additional information

about your options is also available at civilrights.charlotte.edu under the “Students” tab.

Religious Accommodation:

Students who, acting in accordance with this Policy, miss classes, examinations or other assignments because of a religious practice or belief, must be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester. The census date for each semester (typically the tenth day of instruction) can be found in [UNC Charlotte’s academic calendar](#).

Student Grievances:

Students enrolled in courses at the University of North Carolina at Charlotte who would like to file a complaint regarding their experience may do the following: 1. Refer to the UNC Charlotte Student Grievance Procedure. Students may also contact UNC Charlotte’s regional accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges. 2. Students residing outside of North Carolina while attending UNC Charlotte may file a complaint in their state of residence. As required by federal regulations, students are directed to the list of resources here, compiled and updated by the State Higher Education Executive Officers.

Withdrawals:

Students are expected to complete all courses for which they are registered at the close of the add/drop period. **If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible.** The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Incompletes:

The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor, and no later than 12 months. If the I is not removed during the specified time, a grade of F, U, or N, as appropriate is automatically assigned. The grade of I cannot be removed by enrolling again in the same course, and students should not re-enroll in a course in which they have been assigned the grade of I.

Student Support:

Disability Accommodations:

UNC Charlotte is committed to accessibility in education. If you have a disability and need academic accommodations, send me your Accommodation Letter through the DS Portal as early as possible. I encourage you to meet with me to discuss the accommodations outlined in your letter. For more information about accommodations, contact the Office of Disability Services at 704-687-0040 or disability@charlotte.edu.

Seeking Help:

It is common for college students to experience challenges that may interfere with academic success such as **academic stress, sleep problems, juggling responsibilities, life events, substance misuse concerns, relationship concerns, or feelings of anxiety, hopelessness, or depression**. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus at no additional cost.

- If you are struggling academically with this class, please visit me during office hours or contact me by email at cfaklari@charlotte.edu.
- Meet with your academic advisor if you are struggling academically in multiple classes, unsure whether you are making the most of your time at UNC Charlotte, or unsure what academic resources are available at UNC Charlotte.
- Visit the Counseling and Psychological Services (CAPS) website at caps.charlotte.edu for information about the broad range of confidential on-campus mental health services, online health assessments, hours, and additional information.
- Call CAPS at (704) 687-0311 if interested in scheduling an appointment with a counselor. After-hours crisis support is also available through this phone number.
- Contact the Center for Wellness Promotion at (704) 687-7407, by email at wellness@uncc.edu or visit the website at wellness.charlotte.edu for more information on how to develop healthy attitudes and behaviors as it relates to relationships, mental health, alcohol, tobacco, or other drugs and sexual health.

Credits:

Some aspects of the course materials are inspired by the syllabi generously shared (either online or directly with the instructor) by Hal Daumé III at the University of Maryland, Elena Glassman at Harvard University, Chris MacLellan at Georgia Tech, and Afsaneh Razi at Drexel University, along with conversations and swapped resources with members of the “HCIresearchers” Slack workspace.



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Weekly Schedule (subject to change)

<u>Week</u>	<u>Module</u>	<u>Readings</u>	<u>Activities</u>	<u>Projects</u>
1	Course Overview, AI Terminology, and AI Capabilities	<p>Eric Horvitz. 1999. Principles of Mixed-initiative User Interfaces. In <i>Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI '99)</i>, 159–166. https://doi.org/10.1145/302979.303030</p> <p>Saleema Amershi, Dan Weld, Mihaela Vorvoreanu, Adam Fourney, Besmira Nushi, Penny Collisson, Jina Suh, Shamsi Iqbal, Paul N. Bennett, Kori Inkpen, Jaime Teevan, Ruth Kikin-Gil, and Eric Horvitz. 2019. Guidelines for Human-AI Interaction. In <i>Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems.</i> https://doi.org/10.1145/3290605.3300233</p> <p>Others as listed in Canvas module</p>	<p>Fill out Intro Discussion Post on Canvas</p> <p>Mini-lecture</p> <p>Take the online survey of knowledge of AI, ML, algorithms, and robotics</p> <p>Module Quiz</p>	
2	Foundations of AI and Intelligent Agents	<p>Jeffrey Heer. 2019. Agency plus automation: Designing artificial intelligence into interactive systems. <i>Proceedings of the National Academy of Sciences of the United States of America</i> 116, 6: 1844–1850. https://doi.org/10.1073/pnas.1807184115</p> <p>Margaret Mitchell, Simone Wu, Andrew Zaldivar, Parker Barnes, Lucy Vasserman, Ben Hutchinson, Elena Spitzer, Inioluwa Deborah Raji, and Timnit Gebru. 2019. Model cards for model reporting. In <i>Proceedings of the Conference on Fairness, Accountability, and Transparency.</i> https://doi.org/10.1145/3287560.3287596</p> <p>Others as listed in Canvas module</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>In-Class Activity</p> <p>Module Quiz</p>	<p>**MLK Day**</p> <p>Semester Project introduced</p>
3	Incorporating AI in Human Tasks and Processes	<p>Gonzalo Ramos, Christopher Meek, Patrice Simard, Jina Suh, and Soroush Ghorashi. 2020. Interactive machine teaching: a human-centered approach to building machine-learned models. <i>Human-computer</i></p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper</p>	<p>1-slide Ideas for Project Topics due (time given in class)</p>

<u>Week</u>	<u>Module</u>	<u>Readings</u>	<u>Activities</u>	<u>Projects</u>
		<p><i>interaction</i> 35, 5–6: 413–451. https://doi.org/10.1080/07370024.2020.1734931</p> <p>Laura Weidinger, Jonathan Uesato, Maribeth Rauh, Conor Griffin, Po-Sen Huang, John Mellor, Amelia Glaese, Myra Cheng, Borja Balle, Atoosa Kasirzadeh, Courtney Biles, Sasha Brown, Zac Kenton, Will Hawkins, Tom Stepleton, Abeba Birhane, Lisa Anne Hendricks, Laura Rimell, William Isaac, Julia Haas, Sean Legassick, Geoffrey Irving, and Iason Gabriel. 2022. Taxonomy of Risks posed by Language Models. In <i>2022 ACM Conference on Fairness, Accountability, and Transparency</i>. https://doi.org/10.1145/3531146.3533088</p> <p>Others as listed in Canvas module</p>	<p>Presentations</p> <p>Current Event/Case Study Discussion</p> <p>In-Class Activity</p> <p>Module Quiz</p>	
4	HCAI Research and Design	<p>Ashraf Abdul, Jo Vermeulen, Danding Wang, Brian Y. Lim, and Mohan Kankanhalli. 2018. Trends and trajectories for explainable, accountable and intelligible systems: An HCI research agenda. In <i>Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems</i>. https://doi.org/10.1145/3173574.3174156</p> <p>J. D. Zamfirescu-Pereira, Richmond Y. Wong, Bjoern Hartmann, and Qian Yang. 2023. Why Johnny Can't Prompt: How Non-AI Experts Try (and Fail) to Design LLM Prompts. In <i>Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems (CHI '23)</i>, 1–21. https://doi.org/10.1145/3544548.3581388</p> <p>Others as listed in Canvas module</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>Current Event/Case Study Discussion</p> <p>Project work time</p> <p>Module Quiz</p>	<p>Topic Selection + Bibliography Due</p>
5	Trust and Explainability/ Interpretability	<p>Shi Feng and Jordan Boyd-Graber. 2019. What can AI do for me?: evaluating machine learning interpretations in cooperative play. In <i>Proceedings of the 24th International Conference on Intelligent User Interfaces</i>.</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper</p>	<p>Review feedback and talk with instructor if needed</p>

<u>Week</u>	<u>Module</u>	<u>Readings</u>	<u>Activities</u>	<u>Projects</u>
		<p>https://doi.org/10.1145/3301275.3302265</p> <p>Zana Buçinca, Phoebe Lin, Krzysztof Z. Gajos, and Elena L. Glassman. 2020. Proxy tasks and subjective measures can be misleading in evaluating explainable AI systems. In <i>Proceedings of the 25th International Conference on Intelligent User Interfaces</i>. https://doi.org/10.1145/3377325.3377498</p> <p>Others as listed in Canvas module</p>	<p>Presentations</p> <p>Current Event/Case Study Discussion</p> <p>In-Class Activity</p> <p>Module Quiz</p>	
6	Data Pipelines, Crowdwork, Bias, and Auditing	<p>Jonggi Hong, Kyungjun Lee, June Xu, and Hernisa Kacorri. 2020. Crowdsourcing the perception of machine teaching. In <i>Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems</i>. https://doi.org/10.1145/3313831.3376428</p> <p>Hong Shen, Alicia DeVos, Motahhare Eslami, and Kenneth Holstein. 2021. Everyday Algorithm Auditing: Understanding the Power of Everyday Users in Surfacing Harmful Algorithmic Behaviors. <i>Proc. ACM Hum.-Comput. Interact.</i> 5, CSCW2: 1–29. https://doi.org/10.1145/3479577</p> <p>Others as listed in Canvas module</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>Current Event/Case Study Discussion</p> <p>Project work time</p> <p>Module Quiz</p>	Project Proposal Due
7	Fairness, Accountability, Transparency, and Ethics	<p>Andrew D. Selbst, Danah Boyd, Sorelle A. Friedler, Suresh Venkatasubramanian, and Janet Vertesi. 2019. Fairness and Abstraction in Sociotechnical Systems. In <i>Proceedings of the Conference on Fairness, Accountability, and Transparency</i>. https://doi.org/10.1145/3287560.3287598</p> <p>Ben Green and Yiling Chen. 2019. The Principles and Limits of Algorithm-in-the-Loop Decision Making. <i>Proc. ACM Hum. - Comput. Interact.</i> 3, CSCW: 50:1-50:24. https://doi.org/10.1145/3359152</p> <p>Wesley Hanwen Deng, Manish</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>Current Event/Case Study Discussion</p> <p>Module Quiz</p> <p>Time in class to test your knowledge and submit proof that you earned the</p>	Review feedback and talk with instructor if needed

<u>Week</u>	<u>Module</u>	<u>Readings</u>	<u>Activities</u>	<u>Projects</u>
		<p>Nagireddy, Michelle Seng Ah Lee, Jatinder Singh, Zhiwei Steven Wu, Kenneth Holstein, and Haiyi Zhu. 2022. Exploring how machine learning practitioners (try to) use fairness toolkits. In <i>2022 ACM Conference on Fairness, Accountability, and Transparency</i>. https://doi.org/10.1145/3531146.3533113</p> <p>Others as listed in Canvas module</p>	Google ML Fairness badge	
8	** Spring Recess **			
9	Prototyping HCAI Experiences	<p>Nur Yildirim, Alex Kass, Teresa Tung, Connor Upton, Donnacha Costello, Robert Giusti, Sinem Lacin, Sara Lovic, James M. O'Neill, Rudi O'reilly Meehan, Eoin Ó Loideáin, Azzurra Pini, Medb Corcoran, Jeremiah Hayes, Diarmuid J. Cahalane, Gaurav Shivhare, Luigi Castoro, Giovanni Caruso, Changhoon Oh, James McCann, Jodi Forlizzi, and John Zimmerman. 2022. How experienced designers engage AI as a design material. In <i>CHI Conference on Human Factors in Computing Systems</i>. https://doi.org/10.1145/3491102.3517491</p> <p>Elisa Giaccardi, Dave Murray-Rust, Johan Redström, and Baptiste Caramiaux. 2024. Prototyping with uncertainties: Data, algorithms, and Research through design. <i>ACM transactions on computer-human interaction: a publication of the Association for Computing Machinery</i> 31, 6: 1–21. https://doi.org/10.1145/3702322</p> <p>Others as listed in Canvas module</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>Current Event/Case Study Discussion</p> <p>In-Class Activity</p> <p>Module Quiz</p>	
10	Designing Feedback	<p>Simone Stumpf, Vidya Rajaram, Lida Li, Weng-Keen Wong, Margaret Burnett, Thomas Dietterich, Erin Sullivan, and Jonathan Herlocker. 2009. Interacting meaningfully with machine learning systems: Three experiments. <i>International journal of human-computer studies</i> 67, 8: 639–662.</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>Current</p>	

<u>Week</u>	<u>Module</u>	<u>Readings</u>	<u>Activities</u>	<u>Projects</u>
		<p>https://doi.org/10.1016/j.ijhcs.2009.03.004</p> <p>Others as listed in Canvas module</p>	<p>Event/Case Study Discussion</p> <p>In-Class Activity</p> <p>Module Quiz</p>	
11	Handling Errors	<p>Gagan Bansal, Besmira Nushi, Ece Kamar, Walter S. Lasecki, Daniel S. Weld, and Eric Horvitz. 2019. Beyond accuracy: The role of mental models in human-AI team performance. <i>Proceedings of the AAAI Conference on Human Computation and Crowdsourcing 7</i>: 2–11. https://doi.org/10.1609/hcomp.v7i1.5285</p> <p>Others as listed in Canvas module</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>Current Event/Case Study Discussion</p> <p>Project work time</p> <p>Module Quiz</p>	
12	Working Effectively with AI Tech Teams	<p>Qian Yang, Alex Scuito, John Zimmerman, Jodi Forlizzi, and Aaron Steinfeld. 2018. Investigating how experienced UX designers effectively work with machine learning. In <i>Proceedings of the 2018 Designing Interactive Systems Conference</i>. https://doi.org/10.1145/3196709.3196730</p> <p>Meena Devii Muralikumar and David W. McDonald. 2024. Analyzing collaborative challenges and needs of UX practitioners when designing with AI/ML. <i>Proceedings of the ACM on human-computer interaction 8, CSCW2</i>: 1–25. https://doi.org/10.1145/3686986</p> <p>Others as listed in Canvas module</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>Current Event/Case Study Discussion</p> <p>Project work time</p> <p>Module Quiz</p>	Work-in Progress Due (Memo and Early Draft of Report)
13	Supporting Human Creativity and Collaboration with AI Systems	<p>Matthew Guzdial, Nicholas Liao, Jonathan Chen, Shao-Yu Chen, Shukan Shah, Vishwa Shah, Joshua Reno, Gillian Smith, and Mark O. Riedl. 2019. Friend, collaborator, student, manager: How design of an AI-driven game level editor affects creators. In <i>Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems</i>. https://doi.org/10.1145/3290605.33</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>Current Event/Case Study Discussion</p>	

<u>Week</u>	<u>Module</u>	<u>Readings</u>	<u>Activities</u>	<u>Projects</u>
		<p>00854</p> <p>Jiayi Zhou, Renzhong Li, Junxiu Tang, Tan Tang, Haotian Li, Weiwei Cui, and Yingcai Wu. 2024. Understanding nonlinear collaboration between human and AI agents: A co-design framework for creative design. In <i>Proceedings of the CHI Conference on Human Factors in Computing Systems</i>, 1–16. https://doi.org/10.1145/3613904.3642812</p> <p>Others as listed in Canvas module</p>	<p>Project work time</p> <p>Module Quiz</p>	
14	Unresolved Problems in Human-Machine Systems	<p>Rebecca Crootof, Margot E. Kaminski, and William Nicholson Price II. 2022. Humans in the loop. <i>SSRN Electronic Journal</i>. https://doi.org/10.2139/ssrn.4066781</p> <p>Jiawei Zhou, Yixuan Zhang, Qianni Luo, Andrea G. Parker, and Munmun De Choudhury. 2023. Synthetic lies: Understanding AI-generated misinformation and evaluating algorithmic and human solutions. In <i>Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems</i>, 1–20. https://doi.org/10.1145/3544548.3581318</p> <p>Others as listed in Canvas module.</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>Current Event/Case Study Discussion</p> <p>Project work time</p> <p>Module Quiz</p>	
15	Driving HCAI Forward	<p>Wei Xu, Marvin J. Dainoff, Liezhong Ge, and Zaifeng Gao. 2022. Transitioning to human interaction with AI systems: New challenges and opportunities for HCI professionals to enable human-centered AI. <i>International journal of human-computer interaction</i>: 1–25. https://doi.org/10.1080/10447318.2022.2041900</p> <p>Others as listed in Canvas module.</p>	<p>Submit Quiz Questions</p> <p>Mini-lecture</p> <p>Paper Presentations</p> <p>Current Event/Case Study Discussion</p> <p>Project work time</p> <p>Module Quiz</p>	Draft of In-Class Presentation due
16	Course Wrap-Up	(none)	<p>Project Presentations</p>	Project

<u>Week</u>	<u>Module</u>	<u>Readings</u>	<u>Activities</u>	<u>Projects</u>
				Report Due in place of Final Exam

Credits:

Some aspects of the course materials are inspired by the syllabi generously shared (either online or directly with the instructor) by Hal Daumé III at the University of Maryland, Elena Glassman at Harvard University, Chris MacLellan at Georgia Tech, and Afsaneh Razi at Drexel University, along with conversations and swapped resources with members of the “HCIresearchers” Slack workspace.



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