

Subject code: IFI7171	Subject name: Philosophy of Human-Computer Interaction		
Study load: 4 (EAP/ECTS)	Load of contact hours: 24	Study semester: Spring	Assessment: Exam
Objectives:	To create opportunities for the students to develop their experience-based knowledge in dealing with concrete situations related to the effective as well as responsible use of technological artifacts.		
Course outline:	<p>Technological artifacts are not only instruments for doing or accomplishing something practically, but they also shape the way we experience and live situations in life like, for example, taking notes, composing an essay, planning an event, tackling down a problem at work, collaborating with peers, making meaning of life happenings, participating to political life, helping and empathizing with other people, knowing oneself.</p> <p>During the course we will be dealing specifically with four categories of situations, which technology has come to affect: 1) Cognitive situations; 2) moral situations; 3) social situations; 4) existential situations.</p> <p>Cognitive situations are those in which people are using technological artifacts, for instance, for understanding a certain issue, planning a course of action, choosing among several options. The leading question will be: how do technological artifacts shape people's experience in dealing with cognitive tasks?</p> <p>Moral situations are those in which people are confronting with all those questions related to one's moral commitment to help other people, care of and/or empathize with them, and to create value. How do technological artifacts shape our experience to be morally concerned about other people? How do they affect our readiness to perceive others' needs and solve moral dilemmas?</p> <p>Social situations are those in which technological artifacts affect people's experience of being part of society as citizens, i.e., how we participate to political life and how technological artifacts may ease or, on the contrary, sharpen social conflict.</p> <p>Existential situations are those in which people are called to making meaning and reflecting about their life, their identity, and the vital choices they make in life. How do technological artifacts re-define certain crucial experiences like knowing oneself and/or becoming more aware of certain "facts" of life?</p> <p>The last part of the course will be devoted to discussing the overall role that technological artifacts have acquired in people's life. In this more speculative part, we will try to reach a better understanding of the current "spirit" of the time.</p> <p>The method that will be used is phenomenology. Phenomenology is defined as the study of meaningful experience. Phenomenology as a method involves a reflective attitude that is not related to how things are in abstract terms, but how a person actually lives and perceives them. For phenomenological descriptions are not reports or accounts</p>		

	<p>given from an impersonal, unrelated, and emotionally detached point of view. Conversely, phenomenological descriptions are those given from the so-called “participant's point of view”. That implies the reference to a person's beliefs, feelings, attitudes, impressions, values, reflections, prejudices, etc.</p> <p>Given the nature of the course, the active participation of students will play a pivotal role. Each student will be asked to try to become a phenomenologist, namely, to be reflectively engaged with his or her personal experience with technological artifacts and discuss it with other students. In order to guide and facilitate the students in this process, the lecturer will give an introduction to interpretative phenomenological analysis. The lecturer will also provide a conceptual toolbox to help students engage with their own reflective self. The conceptual toolbox will contain a number of concepts coming from the tradition of philosophy and cognitive science such as cognitive and moral mediator, extended agency, creative reuse, affordance, chance-seeking, tinkering/bricolage, cipher, tacit knowledge, cultural and digital niche.</p> <p>Course website: http://chanceseeing.wordpress.com/category/philohci/</p>
Learning Outcomes:	<p>Learner has acquired skills on how to analyze his/her own experience with technological artifacts</p> <p>Learner has acquired skills on how to describe his/her own experience with technological artifacts</p> <p>Learner has acquired skills on how to discuss others' experience with technological artifacts and integrate it into his/her own.</p> <p>Learner has acquired skills to combine different concepts related to philosophy and cognitive science to analyze and present his/her own experience with technological artifacts.</p> <p>Learner has acquired skills of written expression.</p>
Assessment Methods:	<p>The student will be given the opportunity to choose between two methods of assessments.</p> <p><u>1) Written essay</u> The essay should be about 3500 words and cover any subject within the general limits of the course. Topic and title should be discussed with the supervisor beforehand.</p> <p><u>2) Written Tasks</u> There will be a bi-weekly written task for each lecture for a total of 5 tasks. Each task should be done in written form so that the lecturer can have access to it. Though, there are no restrictions with relation to the medium/media chosen.</p>
Teacher(s):	Emanuele Bardone, PhD
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<i>Estonian:</i>	
<i>Prerequisite subject(s):</i>	-
<i>Compulsory Literature:</i>	<p>Bardone, E., Seeking Chances: From Biased Rationality to Distributed Cognition. Springer, Berlin, 2011: Chapter 6.</p> <p>Bardone, E., Unintended Affordances as Violent Mediators. Maladaptive affects of Technologically Enriched Cognitive Niches, International Journal of Technoethics, 2(4), 37-52, 2011.</p> <p>Clark, A., Soft selves and ecological control. In Ross at al. (eds), Distributed Cognition and the Will, MIT Press, Cambridge, 2007.</p> <p>Dror, I.E. & Harridan S., Offloading cognition onto cognitive technology. In Dror, I.E. & S. Harridan, Cognition Distributed. How cognitive technology extends our minds, John Benjamins, New York, 2007.</p> <p>Van Manen, M. Researching Lived Experience. State University of New York Press, New York, 1990, Chapter 1 and 2.</p> <p>Light, A., Adding method to meaning: A technique for exploring peoples' experience with technology, Behavior and Information Technology, 25(2), 175-187, 2006.</p>
<i>Replacement Literature:</i>	<p>Smith, J.A., Flowers, P., Larkin, M., Interpretative Phenomenological Analysis. Sage, New York, 2012, Section A.</p> <p>Bardone, E., Seeking Chances: From Biased Rationality to Distributed Cognition. Springer, Berlin, 2011: Chapter 3 and 4.</p> <p>Perry, M., Distributed Cognition". In J.M. Carroll (Ed.) HCI Models, Theories, and Frameworks: Toward an Interdisciplinary Science, Morgan Kaufmann, 2003: 193-223.</p> <p>McCarthy, J. and Wright, P., Technology as Experience. MIT Press, Cambridge, MA, 2007.</p>
<i>Participation and Exam requirements:</i>	Requirements that should be fulfilled in order for student to be admitted to exam: students should not miss more than 25% of their class meetings
<i>Independent work:</i>	A 3500 words essay or completion of the written tasks
<i>Grading criteria scale or the minimal level necessary for passing the subject:</i>	<p>A</p> <p>Learner has acquired skills on how to analyze his/her own experience with technological artifacts</p> <p>Learner has fully acquired skills on how to describe his/her own experience with technological artifacts</p> <p>Learner has fully acquired skills on how to discussion others' experience with technological artifacts and integrate it into his/her own.</p> <p>Learner has fully acquired skills to combine different concepts related to philosophy and cognitive science to analyze and present</p>

his/her own experience with technological artifacts.
Learner has fully acquired skills of written expression.

B

Learner has satisfactorily acquired skills on how to analyze his/her own experience with technological artifacts
Learner has satisfactorily acquired skills on how to describe his/her own experience with technological artifacts
Learner has satisfactorily acquired skills on how to discussion others' experience with technological artifacts and integrate it into his/her own.
Learner has satisfactorily acquired skills to combine different concepts related to philosophy and cognitive science to analyze and present his/her own experience with technological artifacts.
Learner has satisfactorily acquired skills of written expression.

C

Learner has sufficiently acquired skills on how to analyze his/her own experience with technological artifacts
Learner has sufficiently acquired skills on how to describe his/her own experience with technological artifacts
Learner has sufficiently acquired skills on how to discussion others' experience with technological artifacts and integrate it into his/her own.
Learner has sufficiently acquired skills to combine different concepts related to philosophy and cognitive science to analyze and present his/her own experience with technological artifacts.
Learner has sufficiently acquired skills of written expression.

D

Learner has superficially acquired skills on how to analyze his/her own experience with technological artifacts
Learner has superficially acquired skills on how to describe his/her own experience with technological artifacts
Learner has superficially acquired skills on how to discussion others' experience with technological artifacts and integrate it into his/her own.
Learner has superficially acquired skills to combine different concepts related to philosophy and cognitive science to analyze and present his/her own experience with technological artifacts.
Learner has superficially acquired skills of written expression.

E

	<p>Learner has partly acquired skills on how to analyze his/her own experience with technological artifacts</p> <p>Learner has partly acquired skills on how to describe his/her own experience with technological artifacts</p> <p>Learner has partly acquired skills on how to discussion others' experience with technological artifacts and integrate it into his/her own.</p> <p>Learner has partly acquired skills to combine different concepts related to philosophy and cognitive science to analyze and present his/her own experience with technological artifacts.</p> <p>Learner has partly acquired skills of written expression.</p> <p>F</p> <p>Learner has failed to acquire skills on how to analyze his/her own experience with technological artifacts</p> <p>Learner has failed to acquire skills on how to describe his/her own experience with technological artifacts</p> <p>Learner has failed to acquire skills on how to discussion others' experience with technological artifacts and integrate it into his/her own.</p> <p>Learner has failed to acquire skills to combine different concepts related to philosophy and cognitive science to analyze and present his/her own experience with technological artifacts.</p> <p>Learner has failed to acquire skills of written expression.</p>
<p><i>Information about the course:</i></p>	<p>Class 1: February 15: 2pm-6pm. Introduction to the course and to the phenomenological method;</p> <p>Class 2. March 1: 2pm-6pm. Technological artifacts and cognition.</p> <p>Class 3. March 15: 2pm-6pm. Technological artifacts and morality&society.</p> <p>Class 4. March 29: 2pm-6pm. Technological artifacts and life</p> <p>Class 5 April 12: 2pm-6pm. Wrapping up: The overall role of technology in people's life.</p>