Feedback comment: Raise the vision for the Preamble.

- I strongly feel the opening should emphasize human values and high level goals. Maybe:

Computational systems enable users to solve problems, foster social connectedness, and support sports, entertainment, and fun. HCI systems play a key role in advancing efforts, such as the 17 UN Sustainable Development Goals, to improve life for people, build more effective businesses and governments, and preserve the environment and biodiversity. The widespread use of HCI systems in mobile devices, web-based and laptop applications, and life-critical systems means that they are tied to human values, social justice, individual dignity, and human creativity. User experience designers and developers who build widely used systems by applying proven HCI methods, theories, principles, and guidelines will successfully amply, augment, empower, and enhance human performance.

How incorporated: Revised the preamble.

Why not incorporated:

Date considered: 8/7/22

Feedback comment: Design directed at disability can help to identify approaches that work better for everyone.

How incorporated:

Why not incorporated:

Date considered: 8/29/2022

Feedback comment: An important technique is participatory design - ensuring that when designing for special populations, people from those populations are represented in the design team.
How incorporated:

Why not incorporated:

Date considered: 8/29/2022

Feedback comment: (re https://www.w3.org/TR/WCAG21/) Odd to have this one link anchor in the entire document.

How incorporated:

Why not incorporated:

Date considered: 8/29/2022

Feedback comment: (Re Critical approaches to HCI: critical race theory in HCI, feminist HCI, critical disability theory.) This does not inform anything in the learning outcomes list. It would be better to make direct use of it so that it does not appear to be decorative.

How incorporated: (Proposed) Add the following learning outcomes:

   Find examples of disability, racism, and sexism—intentionally or unintentionally—informed technology design.

Why not incorporated:

Date considered: 8/29/2022

Feedback comment: (Re: Accessibility and Inclusive Design) - Reviewer 1: Add visual UI design and voice UI design.
**How incorporated:** Added to the learning outcome: “Apply inclusive frameworks to design, such as universal design and usability and ability-based design, and demonstrate accessible design of visual, voice-based, and touch-based UIs.”

**Why not incorporated:**

**Date considered:** Aug 29, 2022

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**Feedback comment:** (Re: Accessibility and Inclusive Design) - Reviewer 2: Design directed at disability can help to identify approaches that work better for everyone.

**How incorporated:** added “accessible design benefits everyone” in background section.

**Why not incorporated:**

**Date considered:** Aug 29, 2022

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**Feedback comment:** (Re: Accessibility and Inclusive Design) - Reviewer 2: An important technique is participatory design - ensuring that when designing for special populations, people from those populations are represented in the design team.

**How incorporated:** Added “creating inclusive processes such as participatory design” under Inclusive Design Frameworks

**Why not incorporated:**

**Date considered:** Aug 29, 2022

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**Feedback comment:** (Re: Accessibility and Inclusive Design) - Reviewer 2: Odd to have this one link anchor in the entire document.
**How incorporated:** Link removed

**Why not incorporated:**

**Date considered:** Aug 29, 2022

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**Feedback comment:** (Re: Accessibility and Inclusive Design) - Reviewer 2: This does not inform anything in the learning outcomes list below. It would be better to make direct use of it so that it does not appear to be decorative.

**How incorporated:** Added new learning outcome related to Critical Approaches to HCI: “Find examples of how biases towards disability, race, and gender have historically, either intentionally or unintentionally, informed technology design.”

**Why not incorporated:**

**Date considered:** Aug 29, 2022

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**Feedback comment:** (Re: Accessibility and Inclusive Design) - Reviewer 3: what does “a high level of skill” mean?

**How incorporated:** changed learning outcome to: “Demonstrate understanding of what is appropriate and inappropriate when interacting with individuals from diverse populations”

**Why not incorporated:**

**Date considered:** Aug 29, 2022

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**Feedback comment:** (Re: Understanding the User) - Reviewer 2: “This seems to conflate the stories”

**How incorporated:**
**Why not incorporated:** We have the term journey map to talk about scenarios in our text.

**Date considered:** Sept 7, 2022

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**Feedback comment:** (Re: Understanding the User) - Reviewer 2: “design trade offs”

**How incorporated:** Incorporated design trade offs in CS-CORE learning outcomes of System Design

**Why not incorporated:**

**Date considered:** Sept 7, 2022

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**Feedback comment:** (Re: Understanding the User) - Reviewer 2: “be impacted by”

**How incorporated:** Changed “benefit from it” to “be impacted by it”

**Why not incorporated:**

**Date considered:** Sept 7, 2022

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**Feedback comment:** (Re: Understanding the User) - Reviewer 2: “Adapt”

**How incorporated:** Changed “adapt an existing design” to “redesign an existing solution”

**Why not incorporated:**

**Date considered:** Sept 7, 2022

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**Feedback comment:** (Re: Understanding the User) - Reviewer 2: “It does not seem the background students would need in order to do this has been planned into the KU.”

**How incorporated:** We have added basic User-Centered Design and Evaluation methods in the CS-CORE of Understanding the User.

**Why not incorporated:**

**Date considered:** Sept 7, 2022

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**Feedback comment:** (Re: Understanding the User) - Reviewer 3: “I don’t think this is an acronym (should not be in all caps)”

**How incorporated:** Corrected, changed to lower-cases

**Why not incorporated:**

**Date considered:** Sept 7, 2022

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**Feedback comment:** (Re: Evaluating the Design), Review 2: “The distinction between formative and summative evaluation should be stressed. Formative evaluation guides iterative redesign, summative evaluation helps calibrate the outcome of design.”

**How incorporated:**

**Why not incorporated:**

**Date considered:** Sept 7, 2022

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How incorporated:

- Updated “Methods for evaluation with users” to include “formative (e.g. needs-finding and exploratory analysis) versus summative assessment (e.g. functionality and usability testing)” under CS core
- Added a learning outcome to CS core: “Discuss the differences between formative and summative assessment and their role in evaluating design.”
- Added a learning outcome to KA core: “Select appropriate formative or summative evaluation methods at different points throughout the development of a design.”

Why not incorporated:

Date considered: Sept 7, 2022


How incorporated:

Why not incorporated: This knowledge area is about evaluating a particular artifact, not about evaluating design principles, so the original naming is less ambiguous.

Date considered: Sept 7, 2022

Feedback comment: (Re: Evaluating the Design), Review 3: “Add heuristics”

How incorporated: Added “heuristic evaluation” to KA Core Topics under “Methods for evaluation with users”

Why not incorporated:

Date considered: Sept 7, 2022
Feedback comment: (Re: Evaluating the Design), Review 3: Techniques and tools for analysis “most of this would be grad school or part of a more specialized degree program.”

How incorporated: Split “Techniques and tools for analysis” across KA core and Non-core, with just the basic understanding of the differences between qual/quant analysis and challenges in the KA core (now under “Methods for evaluation with users” as “qualitative (qualitative coding and thematic analysis), quantitative (statistical tests), and mixed methods (e.g., observation, think-aloud, interview, survey, experiment)”) with all other topics moved to Non-core as “Techniques and tools for quantitative analysis”; “Data management” added as its own topic under Non-core

Why not incorporated:

Date considered: Sept 7, 2022

Feedback comment: (Re: Evaluating the Design), Review 3: “Pre-register a study design, with effect size calculations and planned statistical tests.”

How incorporated: Updated to read “Pre-register a study design, with planned statistical tests.” as a learning outcome under Non-core; removed reference to “effect size calculations”; added “how to calculate effect size” to “Techniques and tools for analysis” under Non-core Topics

Why not incorporated:

Date considered: Sept 7, 2022