

Unit 23: Human Computer Interaction

Unit code:	T/601/7326
QCF Level 3:	BTEC National
Credit value:	10
Guided Learning hours:	60

● Aim and purpose

The aim of this unit is to ensure learners know the impact HCI has on society, economy and culture and provide the basic skills and understanding required to enable learners to design and implement human computer interfaces.

● Unit introduction

Human Computer Interaction (HCI) deals with the way people use technology. How do we give information to and receive information from computers and other digital devices? One of the biggest changes in the last 20 years has been the introduction of the graphical user interface and in many respects this has revolutionised the ways in which we interact with computers.

HCI is not confined to PCs. Consider a mobile phone or self-scan supermarket checkouts. These have carefully designed user interfaces to make them easier and faster to use. There are a number of broad definitions of HCI and these confirm that HCI is not confined to technical computing, and that the subject crosses many boundaries. It could be included in the study of philosophy, engineering, psychology, physiology, behaviour and many other areas.

The first part of this unit explores the impact of HCI on society, the economy and culture and looks at how HCI has developed and where it might be going next.

The fundamental principles involved in designing user interfaces are discussed with particular emphasis on perception, behaviour models and information processing. Specialist needs and the adaptation of interfaces to meet these varied needs will be examined.

The final part of the unit combines elements of HCI theory with learner's practical skills to enable learners to design and implement user interfaces for input and output, using a programming language of choice. Learners will evaluate interfaces and measure their effectiveness both quantitatively and qualitatively.

This unit could be combined with other units involving software development.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the impact of HCI on society, the economy and culture.
- 2 Understand the fundamental principles of interface design.
- 3 Be able to design and implement user interfaces.

Unit 23 Human Computer Interaction M1

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Unit 23 Human Computer Interaction M1:

Brain-Computer Interface Research Christoph Guger, Brendan Allison, Junichi Ushiba, 2017-04-29 This book describes the prize winning brain computer interface BCI projects honored in the community's most prestigious annual award BCIs enable people to communicate and control their limbs and or environment using thought processes alone Research in this field continues to develop and expand rapidly with many new ideas research groups and improved technologies having emerged in recent years The chapters in this volume feature the newest developments from many of the best labs worldwide They present both non invasive systems based on the EEG and intracortical methods based on spikes or ECoG and numerous innovative applications that will benefit new user groups *Human-in-the-loop System Design and Control Adaptation for Behavior-Assistant Robots* Yuquan Leng, Ningbo Yu, Bi Zhang, Benyan Huo, Xu Jin, 2024-06-03 With the progress and development of human robot systems the coordination among humans robots and environments has become increasingly sophisticated In this Research Topic we focus on an important field in robotics and automation disciplines which is commonly defined as behavior assistant robots The scope includes but is not limited to 1 rehabilitation assistive devices such as rigid soft exoskeletons prosthetic systems orthoses and intelligent wheelchairs 2 intelligent medical systems such as endoscopic robots surgical robots and the navigation systems 3 industrial application devices such as collaborative manipulators load bearing exoskeletons supernumerary robotic limbs 4 intelligent domestic devices such as mobile robots elderly care robots walking aids robots and so on The emergence of robot assisted daily behaviors based on aforementioned devices is gradually becoming part of our social lives which can improve weak motor abilities enhance physical functionalities and enable various other benefits *Official Gazette of the United States Patent and Trademark Office*, 1998 *The Role of Computer Security in Protecting U.S. Infrastructures* United States. Congress. House. Committee on Science. Subcommittee on Technology, 1998 **Distributed Training of Armor Officers** John D. Winkler, 1993 Using the Armor Officer Advanced Course AOAC as a case study this report identifies alternative approaches for individual training and analyzes their cost implications The study shows that 5 percent of the material in the AOAC is unrelated to job performance and could be considered for elimination from resident training The study also finds that distributed training can provide some savings however its potential is limited because the amount of the distributable material is smaller than initial expectations on the order of 25 percent not the 40 to 60 percent called for in initial planning Cost savings from distributed training depend on the mix of training media and technologies to conduct it the higher tech the mix the greater the start up costs and the smaller the recurring savings and on whether sufficient capacity exists to conduct it at soldiers home stations Ultimately the study argues for a modest role for distributed training involving in place technologies such as paper videotape and personal computers and only as much material as can be absorbed by soldiers and field units without interfering with daily operations and readiness Device-based Training of Armor Crewmen Gary A. Moody, 1993 Using the Abrams Tank Crewman One Step

Unit Training as a case study this study identifies alternative approaches for individual training and analyzes their cost implications It suggests that although the current course s content and length is consistent with job requirements in the initial duty assignment more efficient training techniques can be used in resident instruction The analysis shows that many armor specific tasks currently taught using tanks can be taught using training aids devices simulators and simulations TADSS In addition the amount of computer based training CBT can be increased in basic training Expanded use of TADSS to replace training on vehicles can provide substantial savings in operating and support costs but the level of costs and savings depends on how the devices and course changes are implemented If new trainers and simulators must be developed and procured savings will be cut The study also found that savings differ across devices Although substituting TADSS for tanks appears cost effective the evidence for CBT is mixed

Nuclear Science Abstracts ,1967 Digital Technology in Neurology: From Clinical Assessment to Neurorehabilitation Francesco Brigo,Sabina Brennan,Marcello Moccia,Simona Bonavita,2021-03-04 **Technical Abstract Bulletin** ,1982 **Cumulated Index Medicus** ,1998

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