FACULDADE DE ARQUITETURA
UNIVERSIDADE DE LISBOA

# FICHA DE UNIDADE CURRICULAR

**Unidade Curricular**

201821000 - PROJETO DE INTERAÇÃO I

**Tipo**

Obrigatória

| Ano lectivo | Curso | Ciclo de estudos | Créditos |
|---|---|---|---|
| 2025/26 | Mestrado Design de Interação | 2º | 10.00 ECTS |

| Idiomas | Periodicidade | Pré requisitos | Ano Curricular / Semestre |
|---|---|---|---|
| Português ,Inglês | semestral | | 1º / 1º |

**Área Disciplinar**

Design

**Horas de contacto (semanais)**

| Teóricas | Práticas | Teórico práticas | Laboratoriais | Seminários | Tutoriais | Outras | Total |
|---|---|---|---|---|---|---|---|
| 0.00 | 0.00 | 9.00 | 0.00 | 0.00 | 0.00 | 0.00 | 9.00 |

**Total Horas da UC (Semestrais)**

| Total Horas de Contacto | Horas totais de Trabalho |
|---|---|
| 126.00 | 250.00 |

**Docente responsável (nome / carga lectiva semanal)**

Marco António Neves da Silva

**Outros Docentes (nome / carga lectiva semanal)**

| | |
|---|---|
| Marco António Neves da Silva | 3.00 horas |
| Francisco dos Santos Rebelo | 1.00 horas |
| Paulo Ignácio Noriega Pinto Machado | 1.00 horas |
| Ana Sofia Moniz Mendonça Pinto de Melo | 3.00 horas |
| Sónia Rafael | 1.00 horas |

**Objetivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes)**

Fomentar a contextualização da área do Design de Interação e do seu âmbito de ação, estimulando o pensamento criativo.

Capacitar o desenvolvimento e realização de projeto em design de interação, de um modo informado e crítico.

Permitir a aquisição de conhecimentos sobre os conceitos e as referências desta área, dominando os elementos e os princípios, sua importância e finalidade.

A unidade curricular centra a atenção na metodologia do projeto de artefactos e sistemas interativos, desvinculados de imposição tecnológica, para que esse conhecimento auxilie os alunos na escolha de área(s) onde pretendam aperfeiçoar competências mais específicas e que serão prosseguidas em Projeto de Interação II e III.

**Conteúdos Programáticos / Programa**

Contextualização do Design de Interação e de áreas adjacentes, observando a relação com a tecnologia, com a presença humana e a definição de comportamentos.

A compreensão do Design de Interação passará pelos seus princípios, dimensões e elementos.

Será abordado o processo em Design de Interação e suas principais fases, através de métodos de recolha e pesquisa; definição de situações e requisitos para desenvolvimento de projeto; métodos de conceção e avaliação.

Nas diversas fases invocam-se os meios necessários, com referência aos tipos de interação, bem como as ferramentas de registo gráfico, de simulação interativa e de comunicação audiovisual.

**Demonstração da coerência dos conteúdos programáticos com os objectivos de aprendizagem da unidade curricular**

Os conteúdos programáticos permitem conhecer, desenvolver e adaptar processos para produção de interação.

O pensamento e a criação crítica, acompanhada da diversidade de etapas pretende aproximar os conhecimentos e competências a adquirir, de noções alargadas de interação, bem como das suas vantagens junto dos potenciais utilizadores.

O conhecimento dos princípios e a gestão dos elementos a incorporar nos trabalhos a desenvolver, em simultâneo com a experimentação de diferentes media, permitirá entender a prática ampla do design de interação.

**Metodologias de ensino (avaliação incluída)**

Metodologias

- Aulas de exposição de conteúdos, apresentando referências através de projeção, incentivando a participação de todos os alunos.

- Aulas práticas de desenvolvimento de trabalho individual. Em cada uma destas sessões será feito acompanhamento individual, através da exposição dos alunos e discussão em torno das ideias e resultados evidentes no momento.

- Aulas de apresentação e discussão dos resultados. Estas sessões estabelecem um balanço onde devem ser mencionados aspectos a alterar ou melhorar à totalidade das evidências expostas.

Avaliação

A avaliação será contínua, tendo como elementos de avaliação um exercício de grupo, um projeto individual constituido por 3 fases e uma apresentação final. O exercício de grupo tem uma ponderação de 5%, o projeto individual tem como ponderações: Fase 1 - 10%, Fase 2 - 20%, Fase 3 - 15% e a apresentação final contará 50% da avaliação contínua. No início do semestre é entregue um cronograma com todas as fases de trabalho, bem como a sua calendarização rigorosa.

Os critérios de avaliação encontram-se nos enunciados de cada elemento de avaliação. Contudo, todos os momentos de acompanhamento dos projetos constituem situações de reflexão e aprendizagem. Estes momentos são determinados pela criatividade, inovação e demonstração de conhecimentos, aos quais se juntam a argumentação e apresentação.

São também fatores de ponderação a assiduidade e a participação. Para acesso à avaliação contínua, é obrigatória uma assiduidade mínima de 60% das aulas lecionadas para estudantes em regime normal e 30% para estudantes com estatuto especial. Estes limites asseguram a participação efetiva no processo de ensino-aprendizagem e a validação das competências práticas.

É obrigatória a presença de todos os alunos em exame, salvaguardando-se o disposto no Regulamento de Avaliação do Aproveitamento dos Estudantes.

**Demonstração da coerência das metodologias de ensino com os objectivos de aprendizagem da unidade curricular**

É importante definir e aplicar processos de trabalho individual e em grupos, que considere situações identificadas ou especulativas, numa articulação com opções de produção interativa. Assim, o estímulo ao pensamento e criação crítica, a análise de processos já usados, o contacto com os meios e ferramentas de suporte, beneficiam o desenvolvimento de projetos e permitem acumular experiência.

**Bibliografia Principal**


Benyon, D. (2010). Designing Interactive Systems: A Comprehensive Guide to HCI and Interaction Design. Pearson, Edinburgh.

Bolter, J & Gromala, D (2003). 'Text Rain: The Digital Experience', in Windows and Mirrors: Interaction Design, Digital Art, and the Myth of Transparency. Cambridge MA: MIT Press.

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Tidwell, J. (2011). Designing Interfaces: Patterns for Effective Interaction Design (2nd Ed.). O'Reilly

Wiberg, M. (2018). The materiality of interaction: Notes on the materials of interaction design. MIT press.

**Bibliografia Complementar**

Arvola, M. & Artman, H. (2007) Enactments in Interaction Design: How Designers Make Sketches Behave. Artifact, 1(2): 106-119.

Battarbee, K., & Koskinen, I. (2005). Co-experience: User Experience as Interaction. CoDesign, 5-18

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Information Technology. MIT Press.

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# CURRICULAR UNIT FORM

**Curricular Unit Name**

201821000 - Interaction Projetc I

**Type**

Compulsory

| Academic year | Degree | Cycle of studies | Unit credits |
|---|---|---|---|
| 2025/26 | Master Interaction Design | 2 | 10.00 ECTS |

| Lecture language | Periodicity | Prerequisites | Year of study/ Semester |
|---|---|---|---|
| Portuguese ,English | semester | | 1 / 1 |

**Scientific area**

Design

**Contact hours (weekly)**

| Tehoretical | Practical | Theoretical-practicals | Laboratory | Seminars | Tutorial | Other | Total |
|---|---|---|---|---|---|---|---|
| 0.00 | 0.00 | 9.00 | 0.00 | 0.00 | 0.00 | 0.00 | 9.00 |

**Total CU hours (semester)**

| Total Contact Hours | Total workload |
|---|---|
| 126.00 | 250.00 |

**Responsible teacher (name /weekly teaching load)**

Marco António Neves da Silva

**Other teaching staff (name /weekly teaching load)**

| | |
|---|---|
| Marco António Neves da Silva | 3.00 horas |
| Francisco dos Santos Rebelo | 1.00 horas |
| Paulo Ignácio Noriega Pinto Machado | 1.00 horas |
| Ana Sofia Moniz Mendonça Pinto de Melo | 3.00 horas |
| Sónia Rafael | 1.00 horas |

**Learning objectives (knowledge, skills and competences to be developed by students)**

Foster the contextualization of the Interaction Design area and its scope of action, stimulating creative thinking.

Enable development and accomplishment of interaction design projects, in an informed and critical way.

Allow acquisition of knowledge about the concepts and references in this area, mastering elements and principles, their importance and purpose.

The curricular unit focuses on design methodology for interactive artefacts and systems, unrelated to technological imposition, so that this knowledge helps students in choosing the area(s) where they intend to improve more specific skills and which will be pursued in Interaction Project II and III.

**Syllabus**

Contextualization of Interaction Design and adjacent areas, observing the relationship with technology, with human presence and the definition of behaviors.

Understanding of Interaction Design will be done through its principles, dimensions and elements.

The process in Interaction Design and its main phases will be addressed, through collection and research methods; definition of situations and requirements for project development; design and evaluation methods.

In the different phases, necessary means are invoked, with reference to types of interaction, as well as tools for graphic recording, interactive simulation and audiovisual communication.

**Demonstration of the syllabus coherence with the curricular unit´s learning objectives**

The syllabus allows knowing, developing and adapting processes to produce interaction.

Critical thinking and creation, accompanied by the diversity of stages, aims to bring knowledge and skills to be acquired closer together with broader notions of interaction, as well as its advantages with potential users.

The knowledge of principles and management of elements to be incorporated in the work to be developed, simultaneously with experimentation of different media, will allow us to understand the wide practice of interaction design.

**Teaching methodologies (including evaluation)**

Methodologies

- Content exposure classes, presenting references through projection, encouraging the participation of all students.

- Practical classes for developing individual work. In each of these sessions, individual monitoring will be carried out, through the presentation of students and discussion around the ideas and results evident at the moment.

- Presentation classes and discussion of results. These sessions establish a balance in which aspects to be changed or improved must be mentioned in the totality of the evidence presented.

Assessment

Assessment will be continuous, with the assessment elements being a group exercise, an individual project consisting of three phases, and a final presentation. The group exercise is

weighted 5%, the individual project is weighted as follows: Phase 1 - 10%, Phase 2 - 20%, Phase 3 - 15%, and the final presentation will account for 50% of the continuous assessment. A schedule with all the work phases and a strict timetable is provided at the beginning of the semester.

The assessment criteria are listed in the briefings for each assessment element. However, all project tutoring sessions constitute opportunities for reflection and learning. These moments are determined by creativity, innovation, and demonstration of knowledge, in addition to argumentation and presentation.

Attendance and participation are also weighted factors. To access continuous assessment, a minimum attendance of 60% of classes is mandatory for regular students and 30% for students with special status. These limits ensure effective participation in the teaching-learning process and the validation of practical skills.

The presence of all students in the exam is mandatory, subject to the provisions of the Student Achievement Assessment Regulations.

**Demonstration of the coherence between the Teaching methodologies and the learning outcomes**

It is important to define and apply individual and group work processes, which consider identified or speculative situations, in conjunction with interactive production options. Thus, stimulus to critical thinking and creation, analysis of processes that have already been used, and contact with means and support tools, will benefit the development of projects and allow for the accumulation of experience.

**Main Bibliography**


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