COLLABORATIVE AND SOCIAL COMPUTING (INFO H565), FALL 2015

Location and Time: Tuesdays from 6:00pm to 8:40pm in IT 355

Instructor: Dr. Erin Brady

Contact Information: brady@iupui.edu, (317) 278-7672, IT 591

Office Hours: By request; either in person (in my office) or over the phone, Skype, or Google Hangouts

Availability: I’m available by email during the work week between 9am and 5pm, and will try to respond to you within 24 hours. Responses while travelling, may take longer.

COURSE DESCRIPTION

This is a seminar course in which students will engage with seminal research in collaborative and social computing through a series of genealogical threads linking ‘big ideas’ in the social sciences to the ways in which they have been appropriated in collaborative and social computing research. Through their synthesis of the course readings, students will connect these big ideas to the design and use of seminal ‘historic’ and contemporary social and computing technologies.

Over the course of the semester, students will also carry out research in collaborative and social computing. They will conduct a genealogical literature review about a social science theory of relevance to collaborative and social computing; analyze the ways in which that theory has and has not been applied to the design and analysis of collaborative and social computing systems; construct a design space based on their findings; and produce a series of conceptual design proposals to address either a gap in the design space and/or to flesh out a sweet spot in that space.

PREREQUISITES

This course does not require any previous technical or design experience.

COURSE OUTCOMES

By the end of this course, we’ll understand:

- The historical context of social and collaborative computing
- The social theories and technological affordances that influence how people adopt, interact with, and abandon technologies
- Techniques for designing social technologies, and for making sense of social data traces

TEXTBOOK

There will be no book for this course. Instead, we will be utilizing articles or specific chapters from books, which will be available in an electronic format through IUPUI’s institutional access program or posted directly to Canvas.
GRADING

READING RESPONSES (20%)

By 11:59pm on the Sunday before a class for which a reading was assigned, students will be required to post reading responses to Canvas. Students are responsible for reading ALL of the readings, but only need to write responses for N-1 of them – for example, the September 1st class has four readings assigned, so students should post three reading responses by 11:59pm on Sunday, August 30th.

Each of your reading responses should address the following:

- A summary of the main points of the text in your own words, exhibiting engagement with the material (not a restatement of the abstract!)
- What was the problem the researchers were trying to solve? Why was this problem important? (Articulating the problem from their perspective can help you to understand where they are coming from, as well as possible biases or blind spots.)
- How did the researchers go about trying to solve the problem? (Articulating this is useful for understanding what parts of the problem they think are most important to solve, which usually implies that there were other parts of the problem they haven’t yet addressed.)
- What did the researchers learn? What were their results?
- What are the implications of these results? (May be for other researchers, for designers, etc...)
- How does this reading connect to readings from prior weeks?
- A brief discussion of some of the ways this text connects to your own research, life experiences or other things you have read.
- A list of questions you’d like to discuss in class (a valuable resources to the discussion lead)

Responses will be evaluated on the quality of insights, but are informal and will not be evaluated for grammar or formal writing style. Students will receive feedback during the first week if their summaries are insufficiently developed and given an opportunity to iterate on their work. After this, it is assumed that students are able to follow the template. Please ask at any time during the semester if you have questions.

CLASSROOM PARTICIPATION (10%)

Class participation will be evaluated on the basis of student self-assessment according to the following rubric, during the reflection writing exercise. The instructor may change scores if they differ significantly from her observations.

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<th>Points</th>
<th>Description</th>
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<tr>
<td>0</td>
<td>Not physically present OR behaved in ways that were a distraction to the learning environment</td>
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<td>1</td>
<td>Not mentally present OR was engaged in other activities not related to the discussion</td>
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<td>2</td>
<td>Was consistently engaged, listening to the discussion</td>
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<td>3</td>
<td>Contributed productively to the discussion once or twice</td>
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<tr>
<td>4</td>
<td>Contributed productively to the discussion three or more times</td>
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**IN-CLASS REFLECTIONS (10%)**

At the end of each class, we’ll each spend five to ten minutes writing a short reflection on the class. In this reflection, students will self-assess their classroom participation (discussed above), note any questions or lingering thoughts from the class, and address a prompt. Reflections will be evaluated on the quality of insights, but are informal and will not be evaluated for grammar or formal writing style.

**DISCUSSION LEAD (10%)**

Each student will be assigned to one of the readings after the first day of class. That student will lead an in-class discussion on the reading assignment. The presentation will begin with a summary of the reading. For the week you lead a discussion, you do not need to complete ANY reading responses.

The discussion lead will also create a discussion outline, uploaded to Canvas before noon on the day of their discussion, which they will use to drive classroom discussion on the reading. The discussion lead should use peer questions (found in the reading summaries) as input but should spend time thinking in advance about which questions will build on prior class discussions, how to stimulate thinking across the texts, and most importantly how to apply the lessons learned in the paper to your work as HCI researchers and practitioners. The discussion protocol is a formal writing assignment which will be evaluated for presentation and grammar, and may be shared publicly at the conclusion of the course.

We will treat the discussion protocol as a working starting point that can evolve if and when the discussion moves in interesting new directions. The protocol should also be used to reign in and refocus discussion that moves too far afield of the content of this course.

**RESEARCH PROJECT (50%)**

In this course, you will conduct collaborative research (in teams of three or more) in collaborative and social computing. The 50% of your final grade based on this process will include an initial genealogical literature review about a theory (broadly speaking) of relevance to collaborative and social computing (5%); a nuanced literature review analyzing the ways in which that theory has and has not been applied to the design and analysis of collaborative and social computing systems (5%); a project proposal exploring a design space based on your findings (10%); a series of conceptual design proposals or analyses to address that space (5%), and a final paper (20%). Teamwork will compose the final 5%.

Research papers will be curated by the instructor and high-quality work may be submitted for peer review to the ACM Conference on Computer-Supported Cooperative Work. As such, the papers should be in the ACM CSCW format (in the “Formatting” section: cscw.acm.org/2016/submit/papers.php).

More detail about the research project will be provided in the second and third days of class, as we discuss literature reviews and form teams. Each deliverable will have a full description (with details about evaluation and expectations), distributed during class as it is announced. All research project deliverables will be formal writing assignments, and will be evaluated for presentation and grammar.
**POLICIES**

**ATTENDANCE**

As this course takes place once a week, repeated absences will significantly impact your ability to participate in discussions and learn from the instructor and other students. Attendance will be measured through the in-class reflections. You may miss two of the reflections without penalty (e.g., if we have 14 sessions of the course, a student who completes 12 quality reflections will receive 100%).

**ACADEMIC MISCONDUCT**

Academic misconduct is unacceptable within this course. IUPUI defines academic misconduct as cheating, fabrication, facilitating misconduct, interference with another student, plagiarism, and violating course rules. For more about these, please visit: registrar.iupui.edu/misconduct.html

**LATE ASSIGNMENTS**

Assignments will not be accepted late, (no exceptions). Partial credit will be given for assignments that are turned in on time, but incomplete; so turn in whatever you have by the deadline.

**ACCESSIBILITY AND CLASSROOM INCLUSION**

Please approach me in person or by email in the first week of class so we can work together to address any accessibility or inclusion concerns you have. After the first week, it will become difficult to adapt assignments or modify classroom policies. All information we discuss will be handled with discretion.

- **Accessibility and Learning Styles:** If you have any accessibility needs, please contact Adaptive Educational Services (AES) to register them as soon as possible (aes.iupui.edu). AES works with students with documented disabilities to provide accommodations for their educational needs. The course has been designed for multiple different styles of learning. However, if you have any specific learning styles that you want me to know about which would not be addressed by AES, please reach out to me within the first week of class so I can try to accommodate.

- **Religious Observances:** If you require accommodation for religious observances, notify me by the end of the second week of the semester using the Request for Course Accommodation Due to Religious Observance Form (http://registrar.iupui.edu/religiousholidayform.html).

- **Personal Information:** If your personal information in the University’s system does not reflect you accurately (for example, an alternative name or nickname you go by, preferred pronouns), please email me at any time so I can use the correct information in our communications.

**TITLE IX HARASSMENT POLICY**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses, subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate university resources at stopsexualviolence.iu.edu, or contact the Indiana University Police Department at 317-274-7911 or the Indianapolis Metropolitan Police Department at 317-327-3811 or by dialing 911.
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| Aug 25 | Introduction to Collaborative and Social Computing | 1. Sections 4.0 to 4.8 of *Social Computing*, which is chapter 4 of “The Encyclopedia of Human-Computer Interaction”. It is available online here (no need to watch the videos): [https://www.interaction-design.org/encyclopedia/social_computing.html](https://www.interaction-design.org/encyclopedia/social_computing.html)  
<p>| Sept 1 | Computer Mediated Communication (CMC), Online vs. Offline Behaviors |                                                                                                                                                                                                          |                                                                                                         |</p>
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<td>Oct 20</td>
<td>NO CLASS – Fall Break</td>
<td>No Readings</td>
<td>No Assignments</td>
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<td>Oct 27</td>
<td>NO CLASS – Instructor at ASSETS Conference (assets15.sigaccess.org)</td>
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<td>No Assignments</td>
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**SECTION V: CURRENT RESEARCH TOPICS**

**Assignments**  
Conceptual Designs Due
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42. Ackerman, Mark S., et al. *Sharing knowledge and expertise: The CSCW view of knowledge management*. Computer Supported Cooperative Work (CSCW) 22.4-6 (2013): 531-573.  
| Dec 8 | Final Presentations: During class period |                                                                                      |             |
| Dec 15| Final Reports: Due at 8pm (end of finals period for the class) |                                                                                      |             |

**CREDITS**

This syllabus is heavily derived from Dr. Amy Voida’s syllabi for H565 in Spring and Fall of 2014, which are available online here:

- Fall 2014: [amy.voida.com/i590-fall-2014/](http://amy.voida.com/i590-fall-2014/)

As her syllabus was released under a share-alike license, this derivation falls under the same license:

[Creative Commons Attribution-Non Commercial-Share Alike 3.0 Unported License](http://creativecommons.org/licenses/by-nc-sa/3.0/)

Additional topics and readings were drawn from the following courses at other universities:

- Eric Gilbert’s “Social Computing”, Georgia Tech [comp.social.gatech.edu/cs8803/](http://comp.social.gatech.edu/cs8803/)
- Bob Kraut’s “CSCW: Distributed Groups and Online Communities”, CMU [cscw10.hciresearch.org](http://cscw10.hciresearch.org)
- Jeff Bigham’s “Social Web”, CMU [socialweb.io](http://socialweb.io)