

## COLLABORATIVE AND SOCIAL COMPUTING (INFO H565), FALL 2016

**Location and Time:** Tuesdays, 6:00pm – 8:40pm, in IT 160

**Instructor:** Dr. Erin Brady

**Contact Information:** [brady@iupui.edu](mailto:brady@iupui.edu), (317) 278-7672, office IT 591

**Office Hours:** Thursdays, 10:00am – 2:00pm (in person, or over phone/Skype/Google Hangouts)

### COURSE OUTCOMES

By the end of this course, you'll be able to:

- Implement social theory to design a modification to an existing social technology
- Classify the impact a change might have on individual and groups using collaborative technologies
- Generate a digital prototype of that modification
- Execute a user study of the prototype
- Appraise the prototype in comparison to existing technologies
- Produce a professional report which reflects on the application of the theory in practice

### PREREQUISITES

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

### 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.

### CREDITS

Course design for H565 was heavily influenced by the 2016 Course Development Institute, a four-day workshop at IU Bloomington led by Lisa Kurz, Eric Metzler, and George Rehrey.

### GRADING

Your grade will consist of four major assignments throughout the semester:

- **Group Project (50%):** In teams of 3-4, you will design a modification to an existing social technology, prototype and test it, and create a report and presentation about your findings
- **Studio Activities (25%):** In each class, we will have studio activities that allow you to test the skills you've learned, or conduct groupwork together.
- **Group Discussion (15%):** Students will be split into three teams, and each will present a lecture and lead a discussion on a specialty topic at the end of the semester.
- **Participation and Preparation (10%):** Activities to measure classroom preparation

**GROUP PROJECT (50%)**

The group project will take place over the course of the semester. In groups of 3-4 students, you will generate a novel improvement to an existing social computing technology that facilitates collaboration or social experiences among large, diverse groups of users working towards a shared goal. You will prototype and perform user studies of your modification, and generate a report and presentation about your recommendations.

Each of the group project components will be described in more detail in class, and through assignment documents on Canvas. An overview of the project grading structure, evaluation types, and due dates are presented below.

Component	% of Project Grade	Submission or Evaluation	Due
Team Formation & Product Identification	5%	List of team members, three rank-ordered products	9/8 at 6:00pm
Analyze Existing Product	10%	1-2 page report	9/20 at 6:00pm
Prototype	10%	Link to active prototype; one-page description of use scenarios	10/11 at 6:00pm
User Study	10%	Protocol submitted; in-class user study pilot, with feedback from participants	11/1 at 6:00pm
Outline of Results	5%	1-page bulleted outline of major results from user study	11/22 at 1:00pm
Final Presentation	10%	Slides submitted, in-class evaluation by professor and peers	12/6 at 6:00pm
Final Report	50%	2-4 page report	12/13 at 8:00pm

**TEAMWORK MODIFIER**

Each group project component will be subject to a teamwork modifier on the group grade, based on self and peer evaluation of your contribution to the assignment. This gives students recourse if a team member does not participate fully in a group assignment, and allows recognition of team members who went above and beyond on a particular assignment. If you will not be able to contribute significantly to one component due to external conflicts, please negotiate this with your group in advance.

At the end of each group assignment, you will have an opportunity to submit feedback on how your team worked together, and how much each member contributed to the assignment. This feedback will result in a modification of your group grade between 0.5x and 1.25 the original group score.

For example, if a team receives an 80% on the prototype assignment, and one member of the three-member team did all of the work on the assignment, they would receive  $80\% * 1.25 = 100\%$ , while the other two team members would receive  $80\% * 0.5 = 40\%$ . If all three team members contributed equally, each would receive  $80\% * 1.0 = 80\%$ .

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### STUDIO ACTIVITIES (25%)

Each week in class, we will have studio activities that emphasize the major components of that week's topic. These may be individual activities or group activities, and may take place entirely in class or be completed in the week after. Some of those studio activities will include:

- Creating and presenting case studies of existing technologies
- Visualizing your own online data
- Creating quick-and-dirty prototypes
- Group sessions with your group project team and the instructor

Each studio activity will have a description on Canvas a week in advance, including submission instructions and evaluation methods, and may be evaluated by the instructor, TA, or your peers.

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### GROUP DISCUSSION (15%)

At the end of the semester, students will be assigned into one of three large groups and lead a 30-minute discussion or activity on a special topic in social and collaborative computing. These topics are:

- November 8<sup>th</sup>: Location and context
- November 15<sup>th</sup>: Visualizing social information
- November 22<sup>nd</sup>: Ethics in social computing

These discussions should provoke students to think further about these topics and how they might apply in their groupwork projects or in their professional careers beyond the classroom. Groups will be graded on how they engage students with these issues, and how they manage the classroom activities.

The week before each presentation, your group will be asked to submit a detailed outline of the topics you will engage with during the class. The instructor will provide feedback on this outline, ensuring that important concepts are included. Discussions will be evaluated by the instructor, TA, and your peers in the learning environment.

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### PARTICIPATION AND PREPARATION ACTIVITIES (10%)

Each week, I will administer some form of *classroom accountability technique* which measures your preparation for the day or your engagement in the classroom. These techniques will vary weekly, and might include a "minute paper" on the assigned reading, a clicker quiz, or peer-assessed conversations about the topic of the day. Most of these techniques will take place in the classroom, but on specific weeks I may ask you to submit something or participate in a discussion on Canvas in advance of class.

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### EXTRA CREDIT

Throughout the semester, extra credit opportunities will become available for attending talks in the department or other activities. Written alternatives will be provided for students who cannot come to campus during the day, and all extra-credit assignments must be turned in within a week of the activity.

## SCHEDULE

Date	Topic	Reading due by 6:00pm	Studio Activity
23-Aug	What is social computing?	N/A	<b>Activity:</b> Create a framework of social computing systems
30-Aug	Recruitment, newcomers and online communities	<i>Becoming Wikipedia; NYT article; Atlantic article</i>	<b>Activity:</b> Case study of joining a social network
6-Sep	What makes good social experiences?	<i>Why CSCW applications fail; Egocentrism over e-mail</i>	<b>Group project:</b> Speed dating
13-Sep	Workplace collaboration	<i>Awareness and coordination; Out of sight</i>	<b>Group project:</b> Work session
20-Sep	Building and prototyping social systems	<i>The intellectual challenge of CSCW; Trouble with social computing systems research</i>	<b>Activity:</b> In-class prototyping
27-Sep	The social individual: anonymity and presentation of self	<i>Secret Life of Online Moms; NYT articles; 2 articles by Crystal Abidin</i>	<b>Activity:</b> Self-presentation examples
4-Oct	The wisdom of crowds	<i>Research in Crowdsourcing Age overview; Turkopticon; Voluntweeters</i>	<b>Activity:</b> Crowdsourcing experiments
11-Oct	Social data analysis and user studies	<i>Predicting Tie Strength; 2 NNG articles</i>	<b>Group project:</b> Sync with instructor
18-Oct	<b>NO CLASS: FALL BREAK</b>		
25-Oct	<b>NO CLASS: Instructor at ASSETS 2016 Conference</b>		
1-Nov	In-class testing of prototypes	<i>Sharing economy</i>	<b>Group project:</b> Sync on results of user testing
8-Nov	<i>Student-led discussion:</i> Location & context	<i>Livehoods; 1 additional paper</i>	<b>Activity:</b> TBD
15-Nov	<i>Student-led discussion:</i> Visualizing social information	<i>Visualizing email; 1 additional paper</i>	<b>Activity:</b> Visualizing your own data
22-Nov	<i>Student-led discussion:</i> Ethics	<i>Beyond Belmont; 1 additional paper</i>	<b>Group project:</b> Sync with instructor
29-Nov	Reflection & synthesis	<i>Lasting Impact Award video</i>	<b>Activity:</b> Synthesis activity
6-Dec	Final presentations	N/A	N/A
13-Dec	<b>NO CLASS: Final reports due</b>		

## 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 in-class participation and studio activities. You may miss one day's worth activities without penalty. Additional absences must be cleared with the instructor at least 24 hours in advance.

### 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](http://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](http://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](http://stopsexualviolence.iu.edu).