

# Computational Communication Science 2

## Course Manual

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# Contents

<b>1</b>	<b>About this course</b>	<b>2</b>
1.1	Course description . . . . .	2
1.2	Goals . . . . .	2
1.3	Study materials . . . . .	3
<b>2</b>	<b>Assignments, grading, and rules</b>	<b>4</b>
2.1	Overview of assessments . . . . .	4
2.2	Regular multiple-choice questions (20%) . . . . .	4
2.3	Group assignment: report (20%) . . . . .	4
2.4	Group assignment: presentation (10%) . . . . .	4
2.5	Take-home exam (50%) . . . . .	4
2.6	Grading . . . . .	4
2.7	Deadlines and submitting assignments . . . . .	5
2.8	Plagiarism & fraud . . . . .	5
2.8.1	Attributing code . . . . .	5
2.9	Presence and participation . . . . .	6
2.9.1	Class Lateness Policy: . . . . .	6
2.10	Language . . . . .	6
2.11	Study advisors . . . . .	6
2.12	Staying informed . . . . .	6
2.13	Teaching team and contacting the lecturers . . . . .	6
<b>3</b>	<b>Group Assignment</b>	<b>7</b>
3.1	Write a research report (30% of final grade) . . . . .	7
3.2	Code for explorative data analysis (30% of final grade) . . . . .	8
3.3	Code to create a recommender system. (20% of final grade) . . . . .	8
3.4	Quality of the code and documentation (20% of final grade) . . . . .	8
3.5	Handing in . . . . .	8
<b>4</b>	<b>Course Schedule</b>	<b>10</b>

# Chapter 1

## About this course

This course manual contains general information, guidelines, rules and schedules for the course Computational Communication Science 2 (6 ECTs), part of the Communication in the Digital Society Minor offered by the College of Communication at the University of Amsterdam. Please make sure you read it carefully, as it contains information regarding assignments, deadlines and grading.

### 1.1 Course description

A sales website that recommends new products to you personally, a company that uses a chatbot to answer your questions, or an algorithm that automatically identifies and warns you about fake news content: In our digital society, we use computational methods to communicate with each other every day. In this course, we will zoom in on the computational methods that lay behind these new ways of communication. We will explore the basic principles of their design, acquire an understanding of their implications, and learn how these methods can be used for science. We will work with some of these methods ourselves in the weekly lab sessions to get hands-on experience with these techniques and experience their advantages and limitations first hand. During weekly lectures, we will critically discuss the role that these methods play in our daily lives and what responsibility we have when working with them. At the end of the course, you will have a basic understanding of the methods that underlie different ways of communication in the digital society, you can formulate an informed opinion about the implications of these new techniques, and you will have some first-hand experience in working with them.

In this 7-week course, each week consists of one lecture that zooms in on a specific computational method and the possible applications of this method and of one tutorial in which we work with this method. Through this mixture of introductions to computational methods in the lectures and a hands-on approach during the lab sessions, you will acquire knowledge on computational communication science that continues on the knowledge that you gained in CCS-1. In total, there are 28 contact hours in this course (7x 2-hour lecture and 7x 2-hour tutorial).

### 1.2 Goals

Upon completion of this course, students should:

- a Have a general understanding of state-of-the-art computational techniques useful to study communication phenomena in the digital society.
- b Have a basic understanding of how to apply rule-based, unsupervised and supervised techniques to answer research questions in the field of communication science.
- c Be able to identify key benefits and drawbacks associated with different rule-based and machine learning techniques.
- d Have basic knowledge of what communication scientific questions can be answered using computational methods.
- e Be able to apply a subset of these techniques independently in order to answer some basic research questions in the field of communication in the digital society.

- f Have experience with independently solving problems in Python scripts by gathering information from online platforms.
- g Be able to clearly communicate through written texts what steps were taken in a research project using computational methods.

### **1.3 Study materials**

During this course, Python is the programming language that we will be working with. Hence, students should bring a laptop to each class, with a working Python environment installed.

In addition, a list of assigned readings is made available in this syllabus. All readings are available for download online using the UvA Digital Library or Google Scholar. If a reading is not available online, the material will be made available on the course Canvas page.

## Chapter 2

# Assignments, grading, and rules

Assessment for this course is based on a combination of individual and group assignments.

### 2.1 Overview of assessments

The overall course grade is based on the following assignments:

- Regular multiple-choice questions (20%)
- Group assignment: Written report (20%)
- Group assignment: Presentation (10%)
- Take-home exam (50%)

### 2.2 Regular multiple-choice questions (20%)

At the start of the lab sessions, students will be asked to answer four questions about that week's literature and/or the preceding literature as well as about the content discussed in that week's lecture. All lab sessions will start with MC-questions, except for week 1 (04-04) and for week 5 (02-05, teaching-free week). This means that there are six weeks with MC-questions. In total, students can answer 24 questions (6 weeks \* 4 questions). To receive full marks for this assignment, 18 questions need to be answered correctly. Hence, even if one of the lab sessions during which the MC-questions need to be answered is missed, it is still possible to receive full marks on the assignment.

### 2.3 Group assignment: report (20%)

In groups, you will work on a group assignment. See the description here in Section 3

### 2.4 Group assignment: presentation (10%)

In week 6, you will present your group assignment in class.

### 2.5 Take-home exam (50%)

The day after the last lab session of the course (i.e., 24-05), students will receive a take-home exam. This exam will test students' understanding of concepts as discussed in the course. In addition, students are presented with a computational coding challenge on one of the techniques discussed in the course. The take-home exam is an open-book exam. Furthermore, it is an individual assignment that students make at home using their own computer.

### 2.6 Grading

Students have to get a pass (5.5 or higher) for (1) the group report, and (2) for the take-home exam. If the grade of the group assignments is lower than 5.5, an improved version of the written work can be handed in within one week after the grade is communicated to the student(s). If the grade of the take-home exam is lower than 5.5, students have to

take a resit exam. If the improved version of the group assignment or the take-home exam is still graded lower than 5.5, the course cannot be completed. Improved versions of the group assignment and the resit of take-home exam cannot be graded higher than 6.0.

## 2.7 Deadlines and submitting assignments

Please send all assignments and papers as a PDF file to ensure that it can be read and is displayed the same way on any device. Hardcopies are not required. Multiple files should be compressed and handed in as one .zip file or .tar.gz file. Send your assignment via <https://filesender.surf.nl/> instead of direct email. Ensure that for all the files and/or folders you submit, your name(s) are included in the file-/ foldername.

Assignments that are not completed on time, will be not be graded and receive the grade 1.

- For the group report and the take-home exam, this means that all required files need to be submitted before the deadline.
- The group presentation needs to be held during the assigned class, meaning that slides or any other material used for the presentation needs to be present in class as well as at least one group member to give the presentation.

Note that the deadline of an assignment is only met when the all files are submitted *before* the deadline.

## 2.8 Plagiarism & fraud

The provisions of the regulations governing fraud and plagiarism for UvA students apply in full to students of this course.

Students are expected to be aware what plagiarism and fraud is. Consult the Regulations Governing Fraud and Plagiarism for UvA Students before you write a paper or essay. These regulations explain exactly what the university understands plagiarism and fraud to mean, and the rules you must adhere to. In line with these regulations, know that

all documents handed in for this course must reflect your own individual knowledge and skills. You cannot make use of or reproduce work from others and present it as your own work. This applies to scientific work, content produced by AIs, and also includes work by fellow students. It means that:

- incorrect citations (not correctly following APA 7 rules for citations),
- working together on an individual assignment,
- using text or other content generated by AI,
- correcting each other's assignments,
- sharing your assignment with others as an example, or
- copying (parts of) an assignment from others (including example papers) or your own work (self-plagiarism – including assignments handed in previous editions of this or other courses)

are not allowed unless explicitly mentioned in the instructions. When in doubt, ask your lecturer.

The program Turnitin will be used for the detection of plagiarism in written assignments. In submitting a text, the student consents to the text being entered in the database of the detection program concerned. Any suspicion of fraud and plagiarism (including self plagiarism) will be reported to the Examinations Board. To avoid doing prohibited things 'by accident' or 'due to ignorance', we urgently advise you to consult the following site about **fraud and plagiarism**: <https://student.uva.nl/en/content/az/plagiarism-and-fraud/plagiarism-and-fraud.html>

### 2.8.1 Attributing code

Plagiarism rules apply to code as well. It is understandable that your code is inspired by the code on the slides of the lectures, and by solutions found on sources such as **stackoverflow**. That is how coding works; you build on the insights and solutions of others. While it is perfectly fine to rely on solutions provided by others, it is *highly important* that you are transparent with respect to *where you*

*got your code from*. More specifically, it should be clear what is your own code, and which parts are derived from other sources. That is, if you copy-paste code and use it in your group assignment or take-home exam, please include a reference to it's source (by simply including a comment like: `# The following function is copied from https://stackoverflow.com/XXXXX/XXXXX for (almost) literal copy-pasting, or # The code in this cell is inspired by https://...; I modified Y and Z.`

## 2.9 Presence and participation

Students must attend all meetings as attendance is mandatory. Failing to attend more than one tutorial meeting, regardless of the reason, will result in exclusion from the course. In addition to attending the meetings, students must read all the assigned literature and continue working on programming tasks after the lab sessions. Simply attending the lab sessions is insufficient to successfully finish the course; it must be accompanied by continuous self-study.

### 2.9.1 Class Lateness Policy:

Students are expected to arrive at class *on time*. Being late twice will be considered as one nonattendance.

## 2.10 Language

All meetings will be held in English. The assignments must be written and presented in English.

## 2.11 Study advisors

The Study Advisers from Communication Science (<https://student.uva.nl/communication-science/contact/study-advisers/study-advisers-cs.htm>) are the go-to persons for all planning related questions concerning the Minor's program and should be the ones contacted when indicated by the lecturers or by the course policies. They

may refer you to the Study Advisers from your own course (if you do not follow the Communication Science Bachelor's programme) when needed.

## 2.12 Staying informed

It is your responsibility to check the means of communications used for this course (i.e., your email account, the course Canvas page, and the course Github page) on a regular basis, which in most cases means daily.

## 2.13 Teaching team and contacting the lecturers

In this edition, the course will be taught by Anne Kroon, Marthe Möller, and Ilse van Leeuwen. Anne and Marthe will teach the lectures and Isa will teach the tutorials.

Please contact Anne *and* Marthe for any questions related to the logistics of the lectures, assignments, or the course in general. Please contact Isa for any questions regarding the logistics of the tutorials.

Note that the team will not answer e-mails about specific coding issues (e.g., questions about error messages or general Python issues). Please use the tutorial meetings to ask question related to your specific code.

# Chapter 3

## Group Assignment

This section describes the group assignment.

### Teams

Form groups of around 4 students (5 is the maximum). Your tutorial teacher will help you with this.

### Datasets

Together with your group, you can select from one of the following datasets:

1. *Podcast dataset*: <https://www.kaggle.com/datasets/roman6335/13000-itunes-podcasts-april-2018>
2. *News dataset*: [https://www.kaggle.com/datasets/szymonjanowski/internet-articles-data-with-users-engagement?select=articles\\_data.csv](https://www.kaggle.com/datasets/szymonjanowski/internet-articles-data-with-users-engagement?select=articles_data.csv)
3. *Books dataset*: More specifically [google\\_books\\_1299.csv: https://www.kaggle.com/bilalyussef/google-books-dataset?select=google\\_books\\_1299.csv](https://www.kaggle.com/bilalyussef/google-books-dataset?select=google_books_1299.csv).

When working with one of these datasets, it's crucial to note that not all columns need to be taken into consideration. You should choose the relevant variables yourself and provide justification in your assignment for including or excluding specific information.

The assignment will be centered around the chosen dataset. Your objective is to analyze the dataset in a data-scientific manner, and ultimately

develop a recommender system. The group assignment comprises three tasks: a written research report, code for exploring the dataset, and code for creating a simple knowledge-based or content-based recommender system.

### 3.1 Write a research report (30% of final grade)

The research report consists of...

#### Method section

- Provide a detailed account of the steps you took, including the selection of variables, their types and how they were transformed. Describe your analytical strategy in detail.
- Describe the analytical strategy: i.e., the type of analytical strategy to be used to explore the dataset, such as visualizing the data, providing summary statistics with regards to variables, and/or using an inductive technique for text analysis, such as topic modelling to describe topics present in the data. Explain the techniques you plan to use to describe the dataset, and the reasons behind your choice of these techniques.
- Specify the type of recommender system you are developing and the rationale for choosing this type.

#### Result section

- A description of the dataset (how many observations, what type of variables)



- Results of the explorative analysis (e.g., description of the topics you've found).
- Written demonstration of the recommender system: showcase the recommender system by providing an explanation of its workings, and demonstrating examples of the recommendations that can be generated for different types of input.
- Build a recommender system, based on the insights from week 4. It's up to you to decide whether you build a knowledge-based or content-based recommender system.
- Think about relevant features that you want to use in your algorithm design. Based on which features do you want to recommend content?

### 3.2 Code for explorative data analysis (30% of final grade)

Explore, pre-process, and clean the dataset, and provide some descriptive analyses.

- Explore the dataset, and inspect what type of relevant variables are present, what data can be used. Select which variables might be of interest and can be used later on.
- Feature engineering is an important step here (keeping in mind the type of descriptive analysis you want to conduct in step 2).
- Describe the dataset using an inductive analysis.
- Provide a clear description of data you will be working with. For example, describe the most interesting variables in terms of data 'type', number of unique observations, mean, distribution, etc.
- Plotting the data, to visualise some of the relations in the dataset, is appreciated.
- Describe the dataset using some of the techniques as discussed in week 1 and week 3. For example, apply topic modelling techniques to describe topics present in the dataset.

### 3.3 Code to create a recommender system (20% of final grade)

Build a simple knowledge-based or content-based recommender system.

### 3.4 Quality of the code and documentation (20% of final grade)

Make sure your code is well documented and understandable for people that see your code for the first time.

### 3.5 Handing in

One member of your group can hand in the group assignment until Friday, 12 May, 17:00 via <https://filesender.surf.nl>. Send this to your tutorial teacher: Include [i.vanleeuwen@uva.nl](mailto:i.vanleeuwen@uva.nl) as recipient. **Please compress all files into a single .zip or .tar.gz file and use GroupAssignment as subject line.**

Please include the following files:

#### File formats

- A set of scripts used to preprocess and analyse the data, and to build the recommender system
- *You can hand in the answer to task 2 either as one Jupyter Notebook-file, integrating code, output, and explanations or as one .py file containing the Python code and one PDF file with output and explanations.*
- The research report in .pdf format

*Note: You may, but do **not** have to create a shared (public) github repository where you store all code and documentation. In that case, please include the link to the github repository together with the written assignment to your tutorial teacher.*

**Compress all files into one single .zip or .tar.gz file with your group name!** If you want to compress your files on Linux, you can do so as follows. Imagine you have a folder called '/home-/anne/groupassignment' in which you have everything you want to hand in, you can do

```
1 cd /home/anne
2 tar -czf /home/anne/Desktop/groupassignment-team1.tar.gz
   groupassignment
```

to create a file `groupassignment-team1tar.gz` on your Desktop.

Then go to <https://filesender.surf.nl> and upload the file. You get a mail that confirms that you have handed it.

***Good luck!!!***

# Chapter 4

## Course Schedule

This course is set-up in the following manner. In a regular week, on the Mondays, we have lectures. Here, key concepts are explained from a conceptual and theoretical perspective, and examples of code implementations in python are provided. On the Tuesdays, we have lab sessions. During the lab sessions, we generally start with knowledge questions about that week's literature as well as the preceding lecture. Afterwards, students will work on assignments that are provided. When students have finished the assignments, they can work on the group assignment. The tutorial lecture (Isa) will walk around, and will help students with issues they encounter). If multiple students are encountering the same issues, these problems will be discussed plenary. Active participation in the tutorial meetings is needed to ensure that students understand the materials, and can work on the (group) assignments.

### Week 1: Course introduction & Working with textual data

#### Monday, 3–4: Lecture

- ✓ READ IN ADVANCE: HIRSCHENBERG AND MAN-  
NING (2015).
- ✓ READ IN ADVANCE: CHAPTER 10: TEXT  
AS DATA VAN ATTEVELDT, TRILLING, AND  
CALDERON (2022).
- ✓ READ IN ADVANCE: BOUMANS AND TRILLING  
(2016).

During the first meeting, we will introduce the course: we explain the course goals and policies. We also take a first look into using computational methods for communication science by discussing what we can learn from analyzing texts. We will discuss Bag-of-Words (BOW) representations of textual data, and discuss multiple ways of transforming text into matrices.

#### Tuesday, 4–4. Lab session

During our first tutorial lecture, we will take what we discussed in the lecture and use this to analyze text. We will start slow, and there will be time to go over some of the basic concepts as discussed in CCS-1. We will practice with some simple top-down and bottom-up algorithm for text analysis. In order to prepare ourselves for more advanced bottom-up techniques in week 3, we will start practicing with transforming textual data to matrices, using `sklearn`'s vectorizers.

### Week 2: Start of the group assignment

#### Monday, 10–4: No lecture–Second Eastern Day

#### Tuesday, 11–4: Lab session

During this lab session, you will complete the first set of MC-questions. In addition, you will form small groups of 3-4 students and start working on the group assignment. Specifically, we will make a start with exploring the dataset as provided,

inspect relevant variables, and start working on cleaning the dataset and division of tasks.

## Week 3: Bottom up approaches to text analysis

### Monday, 17–4: Lecture

✓ READ IN ADVANCE CHAPTER 11: AUTOMATIC ANALYSIS OF TEXT VAN ATTEVELDT ET AL. (2022).

✓ READ IN ADVANCE: BRINBERG AND RAM (2021).

In this meeting, we will discuss some prominent techniques to analyse text using bottom up techniques. Specifically, we will discuss latent dirichlet allocation, a popular approach to detect topics in textual data. In addition, we will focus on different ways to measure similarity between texts, using cosine and soft cosine similarity.

### Tuesday 18–4: Lab session

During this tutorial meeting, we will practice with the concepts and code as introduced in Monday's lecture. We will try to measure the similarity between sets of documents using different approaches. In addition, we will practice with a simple LDA model.

In case you understand all concepts, and finished the in-class assignments, you can continue working on the group assignment.

## Week 4: Recommender systems

### Monday, 24–4: Lecture

✓ READ IN ADVANCE: MÖLLER, TRILLING, HELBERGER, AND VAN ES (2018).

✓ READ IN ADVANCE: LOECHERBACH AND TRILLING (2020).

In today's lecture, we will discuss different types of recommender systems. In order to understand how recommender systems work, an understanding of the concepts as discussed in previous weeks is crucial. Specifically, in order to build a recommender system, one needs to understand how to

preprocess data, transform textual data to data matrices, and calculate similarity between texts.

### Tuesday, 25–4: Lab session

During this week's lab session, we will practice with designing a recommender system yourself. You will experiment with different settings, and inspect the effects thereof on the recommendation content.

## Week 5: Taking a break

### Monday, 1–5: No Lecture – UvA teaching free week

### Tuesday, 2–5: No Lab session – UvA teaching free week

✓ TAKE A BREAK

*Note that this week is an "education-free week", meaning that there will not be a lecture or a tutorial this week. Take a well-deserved break and we continue the course in week 6!*

## Week 6: Setting up supervised machine learning

### Monday, 8–5: Lecture

✓ WATCH: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=81vTqTz2pBM](https://www.youtube.com/watch?v=81vTqTz2pBM).

✓ READ IN ADVANCE VAN ZOONEN AND VAN DER MEER (2016).

This lecture is an introduction to supervised machine learning. We will discuss the basic principles of supervised machine learning using practical examples as well as example code. We will also discuss the role and applications of supervised machine learning in research and society.

### Tuesday, 9–5: Lab session

During this week's lab session, you will present your group assignment.

### **Deadline group project: Friday 12–5**

The deadline for handing in the group assignment is end of this week, **Friday 12–5 at 17:00**.

### **Deadline take home exam: Friday 26–5**

The take-home exam will be made available on Wednesday, 24 May at 09:00. The deadline for submitting the take-home exam is **Friday 26 May at 17:00**.

## **Week 7: Validation (in supervised machine learning)**

### **Monday, 15–5: Lecture**

- ✓ READ IN ADVANCE JORDAN AND MITCHELL (2015).
- ✓ READ IN ADVANCE MEPPELINK ET AL. (2021).

In this lecture, we will take a deeper dive into supervised machine learning. We will discuss some commonly used machine learning models as well as how to validate classifiers.

### **Tuesday, 16–5: Lab session**

This week's lab session is a hands-on approach to supervised machine learning: you will set-up your own machine and train it to do some classifying. In addition, you will go through some approaches to validate your classifier.

## **Week 8: Coding in an academic context**

### **Monday, 22–5: Lecture**

- ✓ READ IN ADVANCE BADEN, PIPAL, SCHOONVELDE, AND VAN DER VELDEN (N.D.).

In the last lecture, we reflect on what we learned but mostly on we can use this responsibly as scholars and researchers.

### **Tuesday, 23–5: Lecture**

In the last lab session of the course, we will discuss scholars' use of code for research and the opportunities and responsibilities that this brings. It will also include a hands-on session on how to create responsible code.

# literature

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