

Social & Mobile Computing

Lecture – Week 1

Course Introduction & Content Overview

Ben Matthews (Course Coordinator)

Acknowledgement of Country



Bidjara country (Augathella, QLD)

We are...



**Course Coordinator
& Lecturer**

Ben Matthews
78-307

Lecturer
Ben Rose
78-326
(eventually)



deco3500@uq.edu.au

Tutors: Julia Drugova



Rosti Gusev



Elias Blanch



Lorraine Han



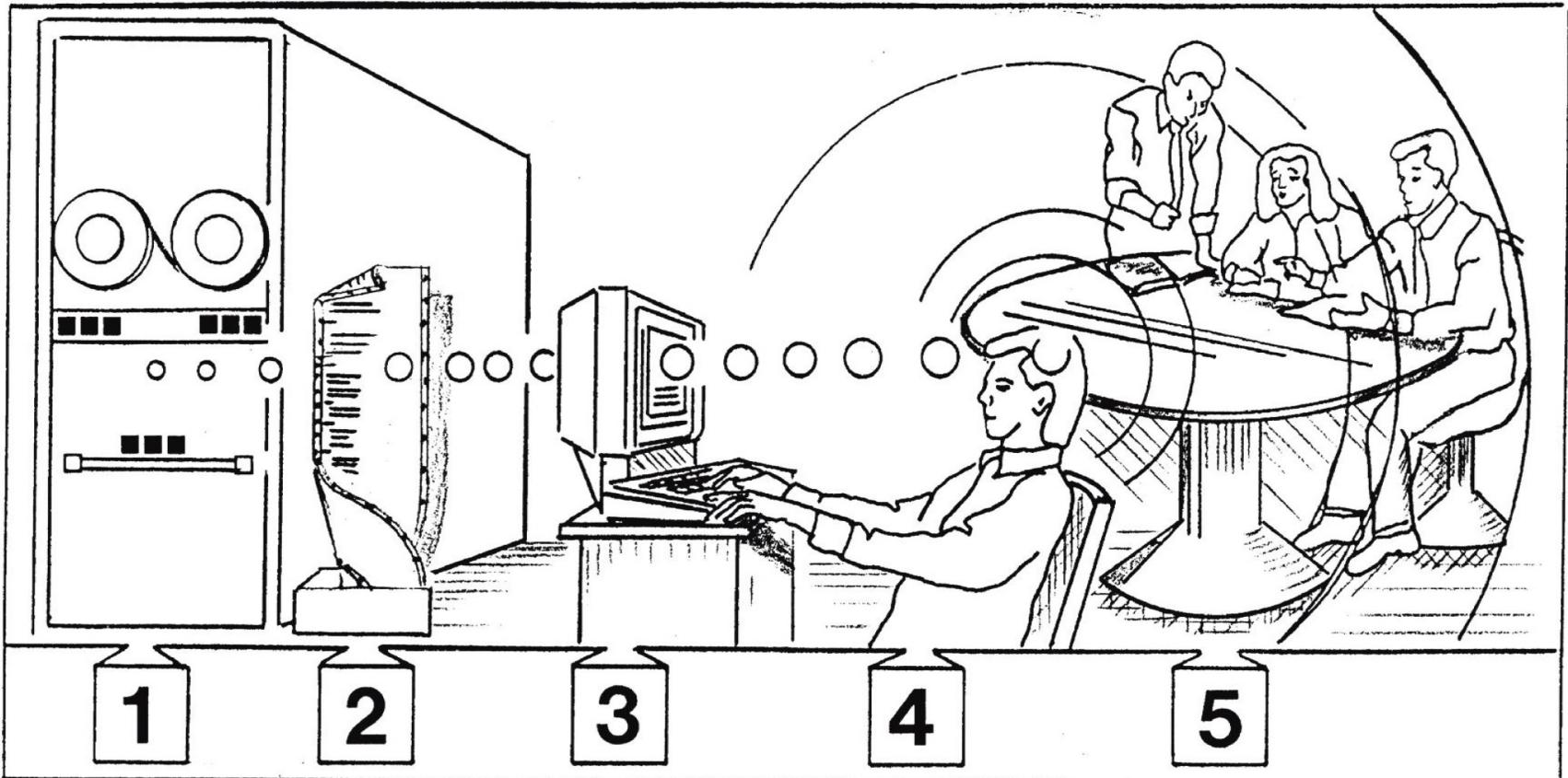


You..?



A brief history of interaction with computers

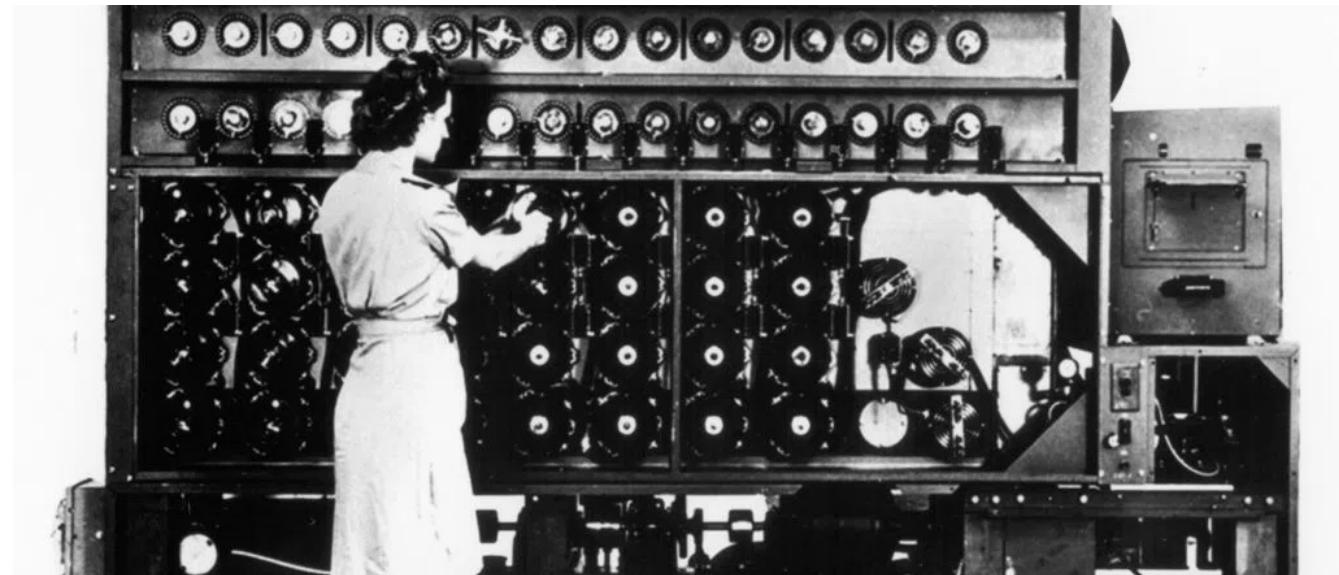
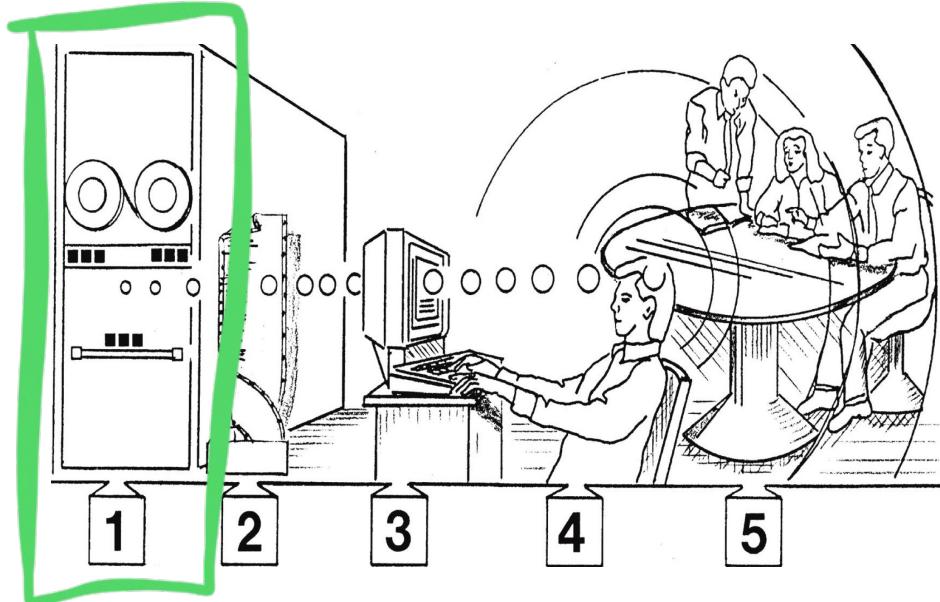
The Shifting Focus of Interface Development



Grudin, J. (2017) *From tool to partner: the evolution of Human-Computer Interaction*. Morgan Claypool.

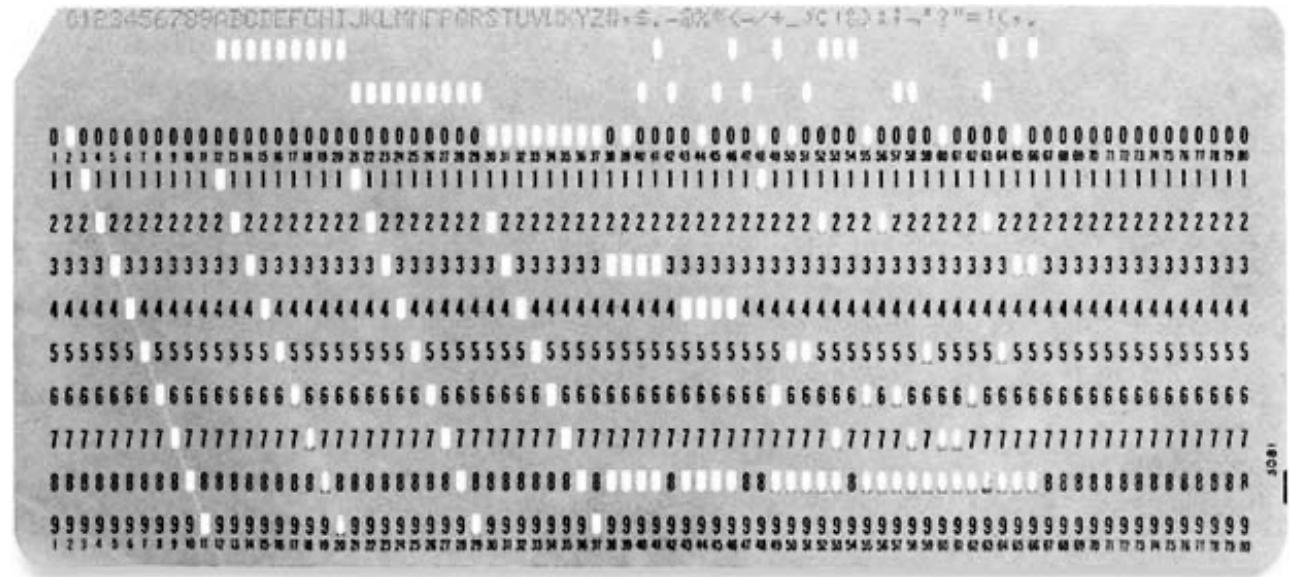
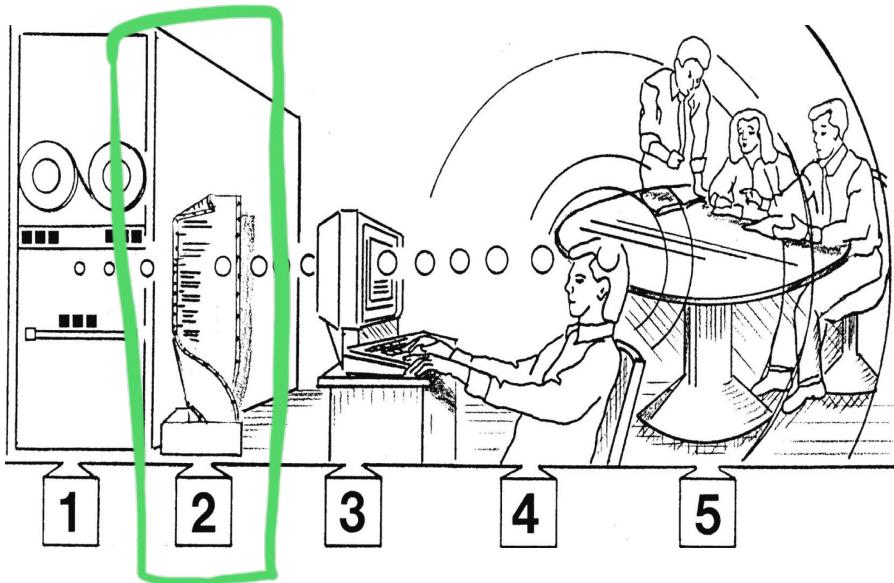
Figure 8.2: The principal locus of hands-on users' attention to the computer interface changed over time.

Interaction at the physical hardware



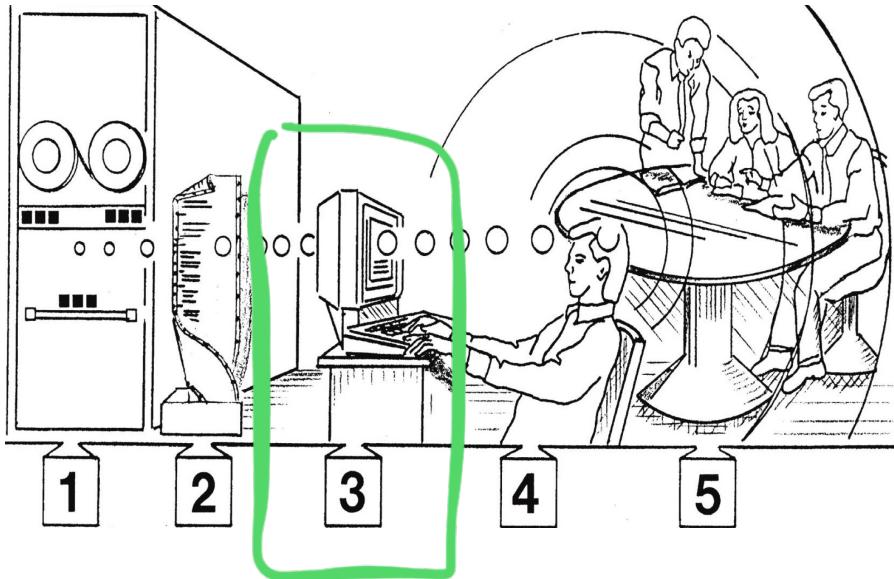
The only users were hardware engineers (by necessity)
Reprogramming required physical reconfiguration: cables, setting
switches, loading tapes etc.

Interaction at the Software Level



Users could now learn computer 'languages'
Computers could run programs without physical reconfiguration
Software engineering became distinct from hardware engineering
Programs were only 'machine readable'; no semantic code

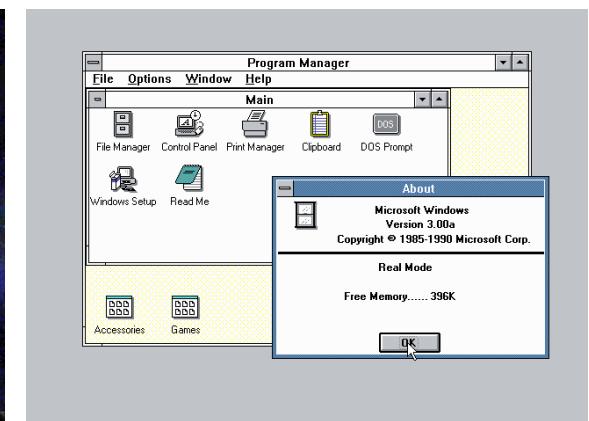
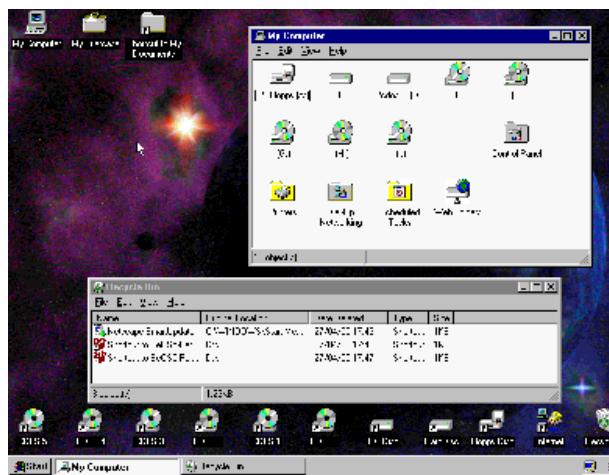
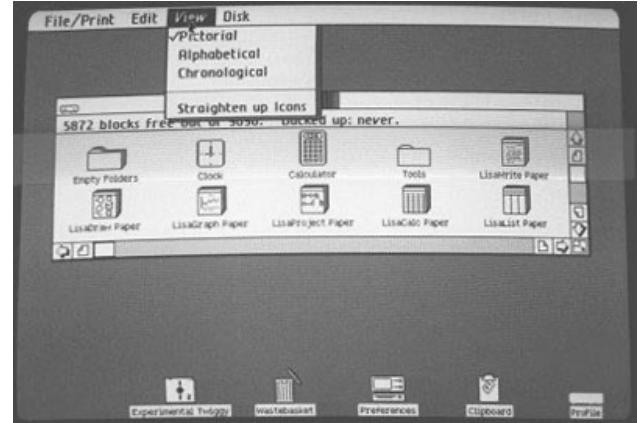
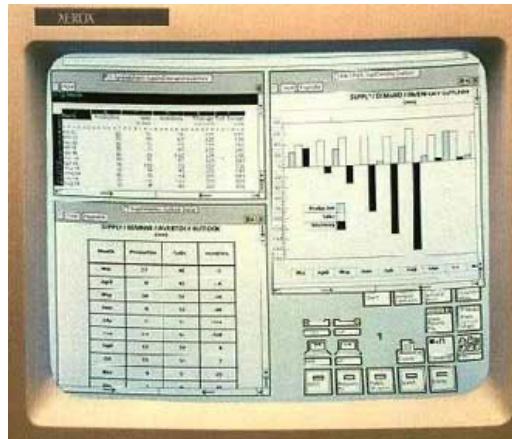
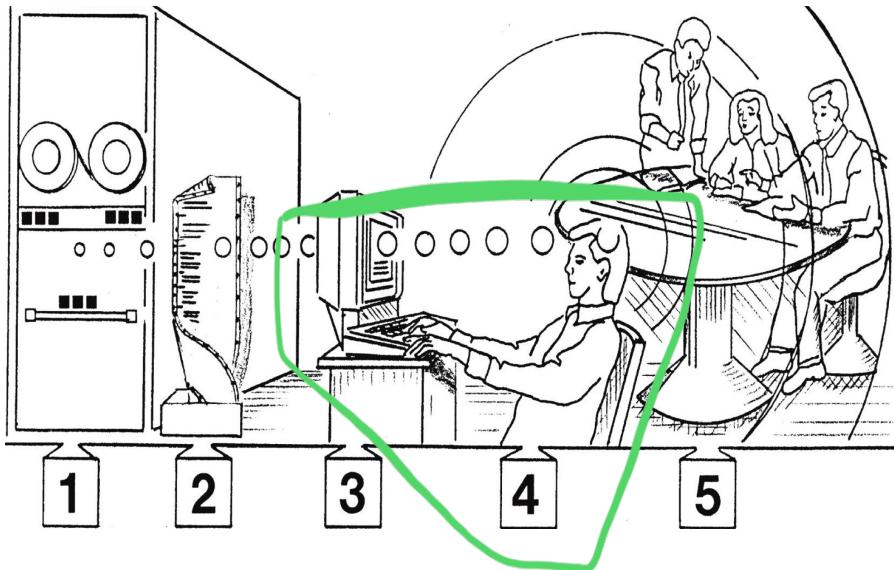
Interaction at the Terminal (display + keyboard)



Human-readable code

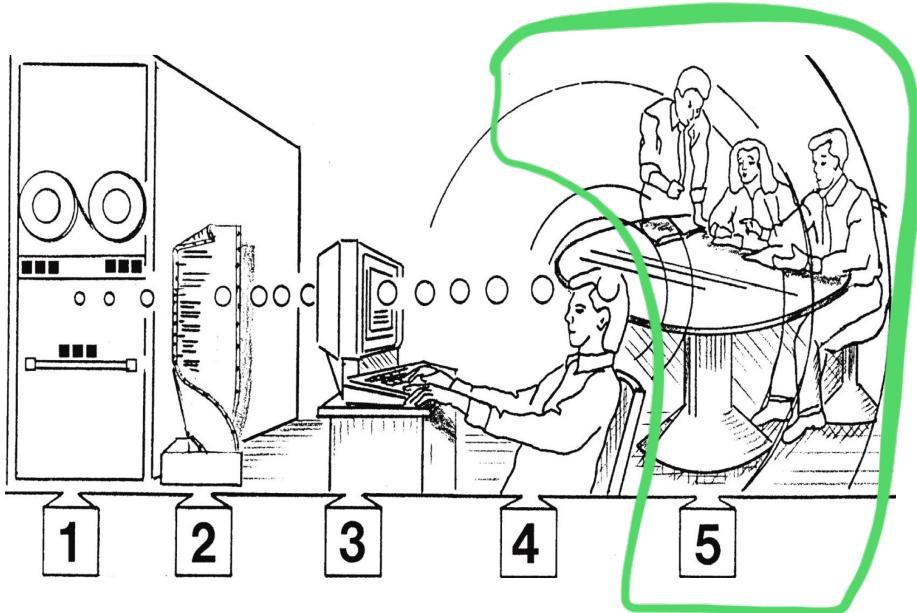
'Semantic' commands: LIST, PRINT, DELETE etc.

Interaction at the GUI (graphical user interface)



arstechnica.com/features/2005/05/gui/

Interaction in the social environment (ubiquitous computing)



Anywhere, everywhere, “groupware”, internet-of-things (IOT), social groups, teams, embedded environments...

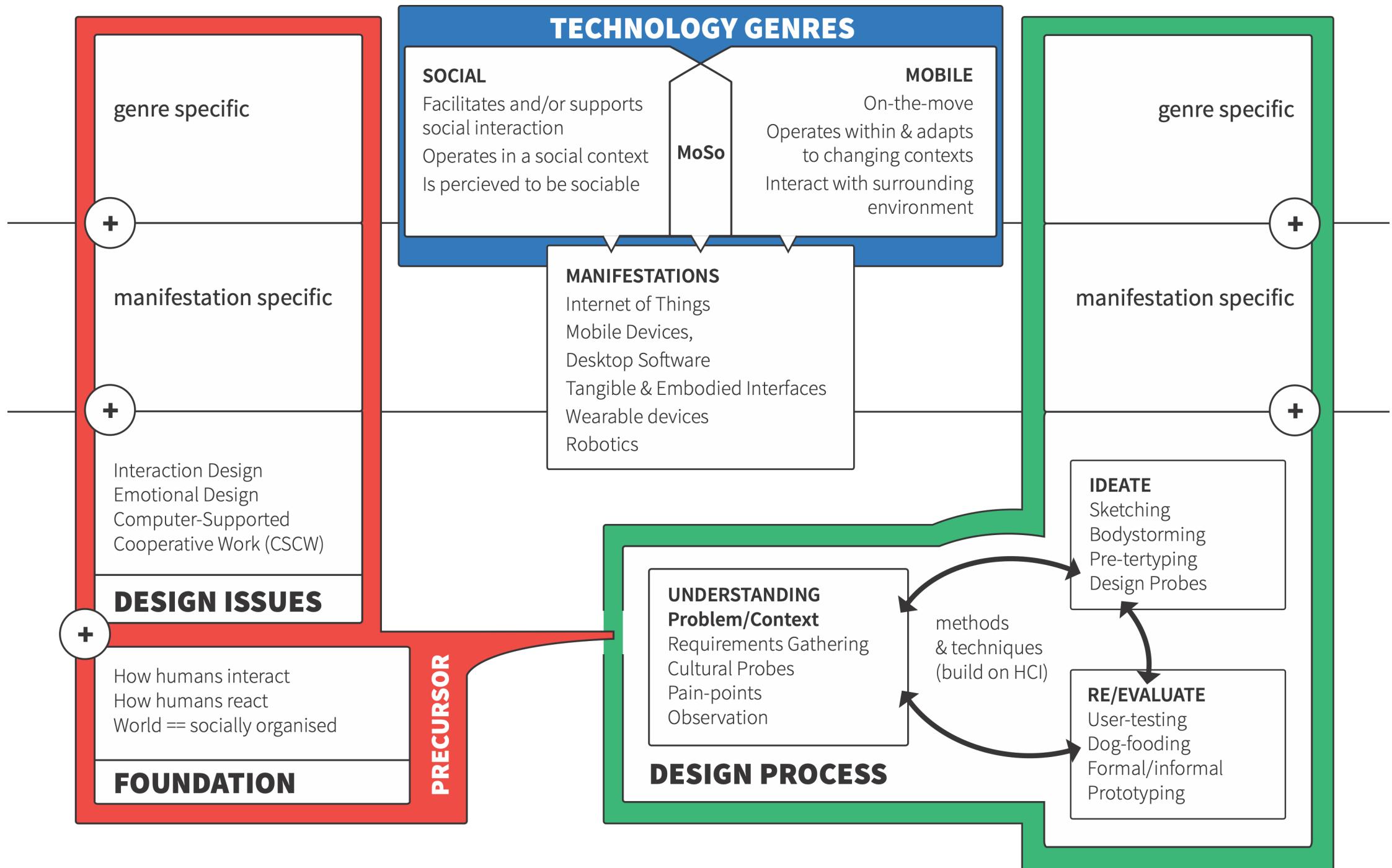
The “disappearing” interface

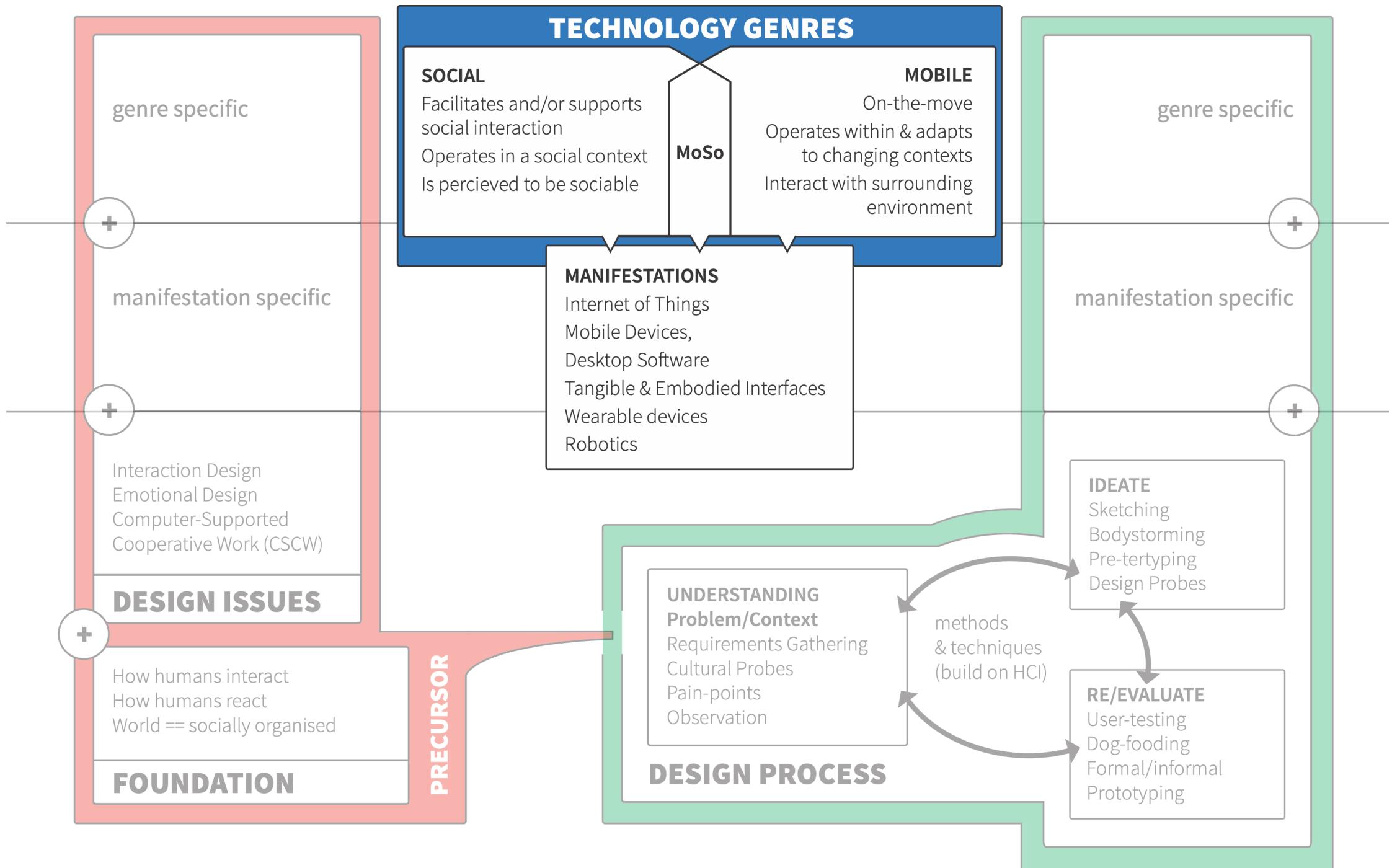
So what?

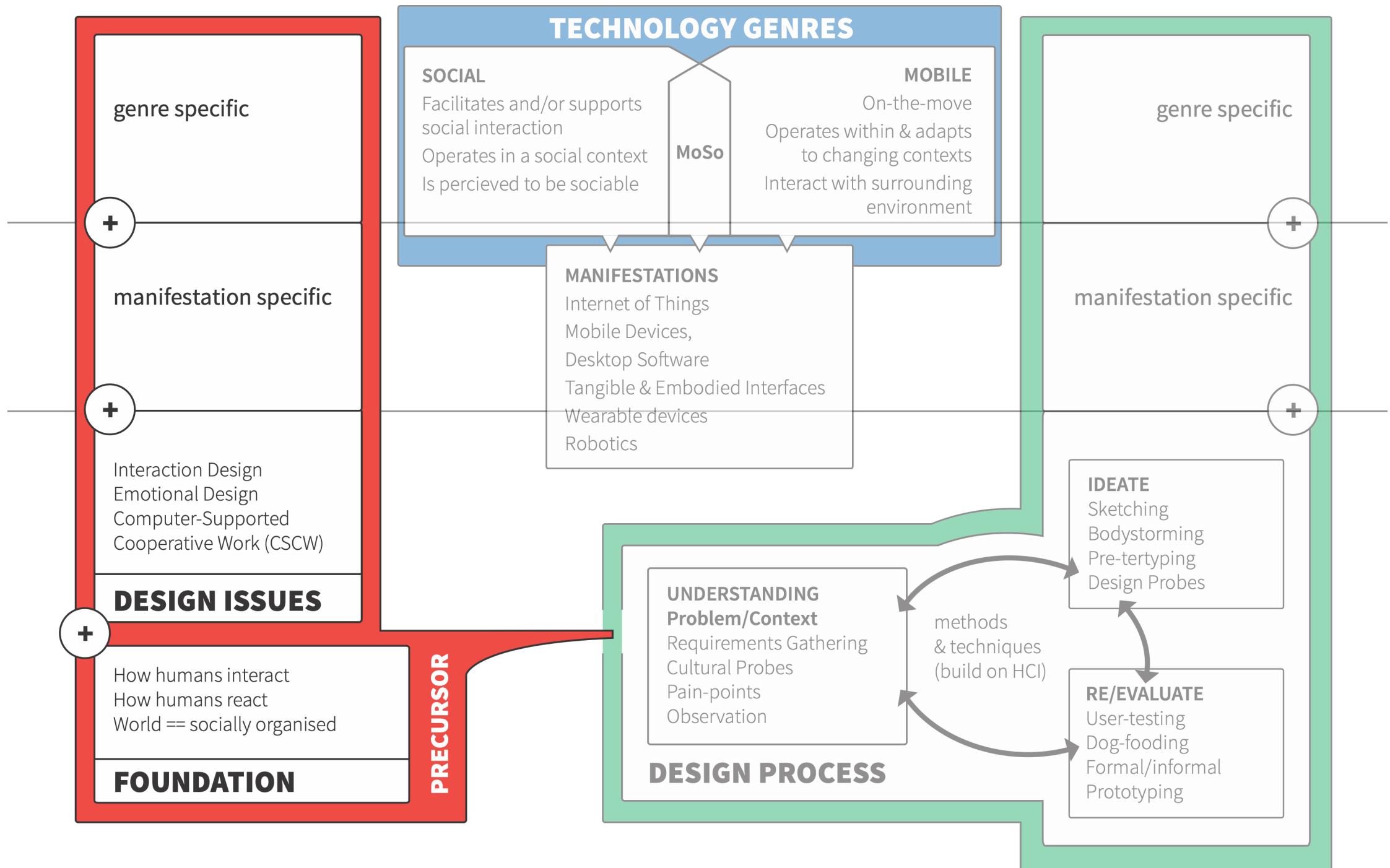
Technological change radically alters what, and how, we design for people, and problematises the idea of 'interface'

We can no longer make easy assumptions about the environments or social settings in which our systems will be used (at work, in an office, in transit, at home, with family, alone, etc.)

Context: social, physical, institutional, national, environmental, legal, audio, ambient, haptic—these (sometimes unpredictable) aspects of use make design challenging









The Augurscope: a mixed reality interface for outdoors (2002)

"We named our device an 'augurscope' because it augments both reality and virtuality and also because one of its potential uses is to peer into the future ('auguring'). "

Holger Schnädelbach, Boriana Koleva, Martin Flintham, Mike Fraser, Shahram Izadi, Paul Chandler, Malcolm Foster, Steve Benford, Chris Greenhalgh, and Tom Rodden. 2002. The augurscope: a mixed reality interface for outdoors. In Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI '02). ACM, New York, NY, USA, 9-16.

DOI=<http://dx.doi.org/10.1145/503376.503379>

http://www.cs.nott.ac.uk/~pszhms/pdfs/Schnadelbach_Augurscope.pdf



Pokemon GO 2016



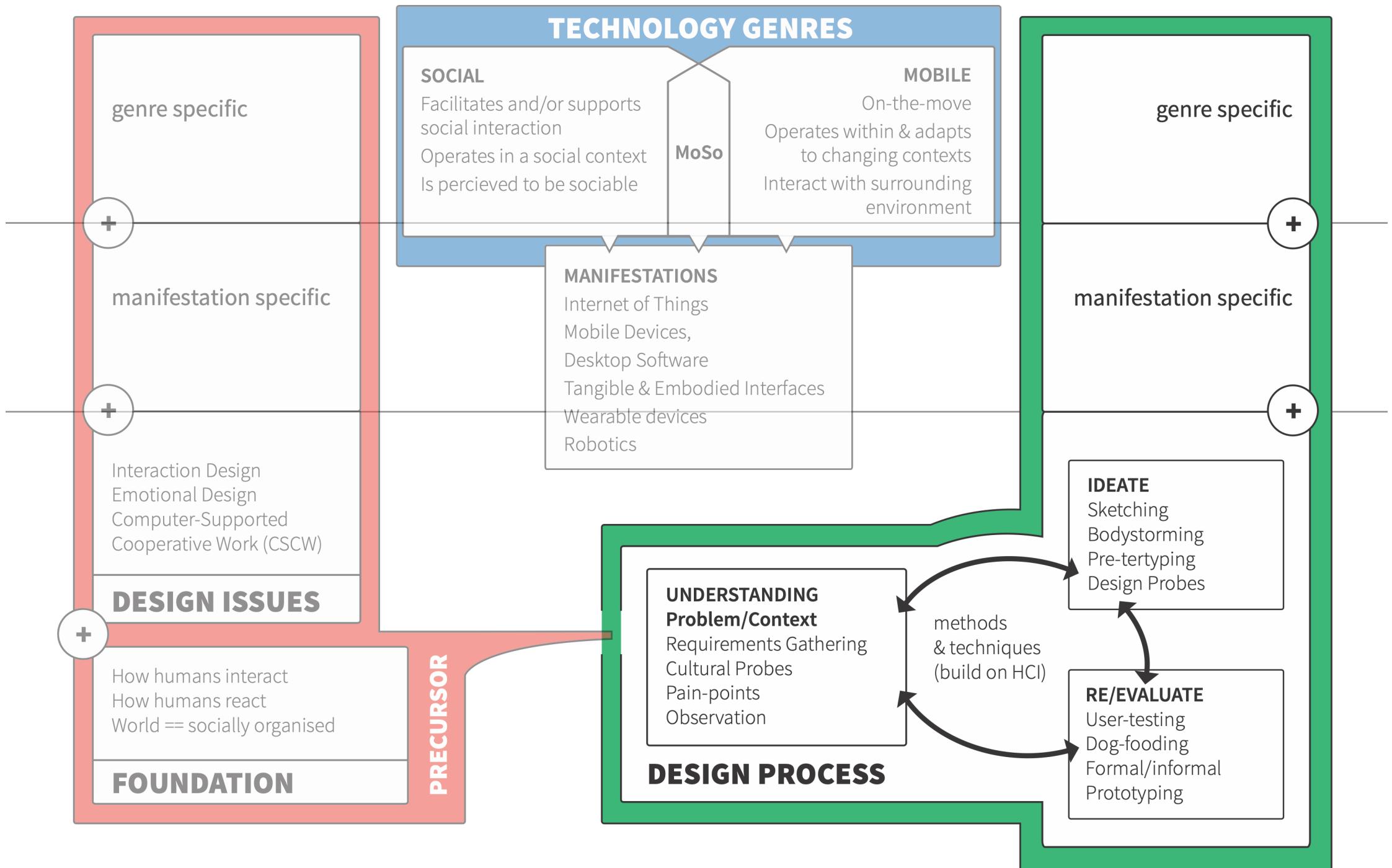
Video/Image Filters

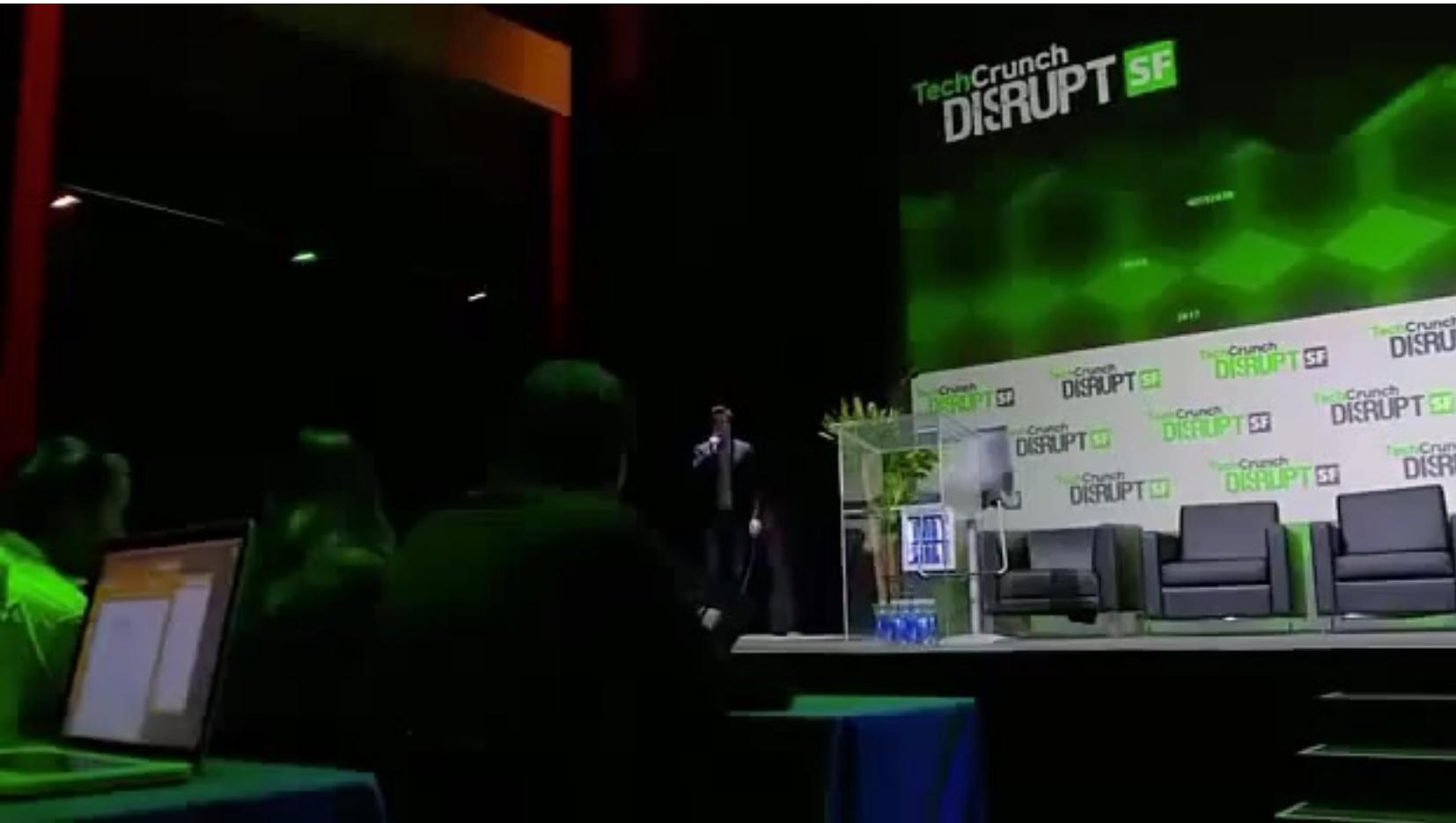


Microsoft Hololens



Google Glass 2013 - 2015





"Proof of Concept" Silicon Valley. Episode 7, Season 1

M. Judge & C. Tarver. HBO 2014

https://www.youtube.com/watch?v=J-GVd_HLips

Learning Objectives

Put simply

Identify and appreciate the people-centred issues underlying the design of successful technologies in social and mobile settings.

Apply lessons learned from theory and practical experience to the design and prototyping of social and mobile applications.

Analyse the social implications of design decisions on people's experiences with each other through and around technology.

Organise and carry out a human-centred design process for social and mobile contexts of use.

Produce justified, critical solutions to design problems appropriate for the problem context.

Be an effective team member, while managing your own work.

Effectively communicate your designs, design decisions to various people in various people.

(#ReadTheECP for full details)

Course Structure

Contact (1 x 3 hrs Mon; 1 x 2hrs Wed)

Lecture content, theory, case studies, discussion activities

Critiques, design activities, team progress reports

In-person only

Course Resources

Prerequisites – DECO2500/7250 and CSSE1001/7030

Texts & readings

No set text but readings will be posted/linked on **Blackboard**

Additional readings will be distributed through Zotero group library

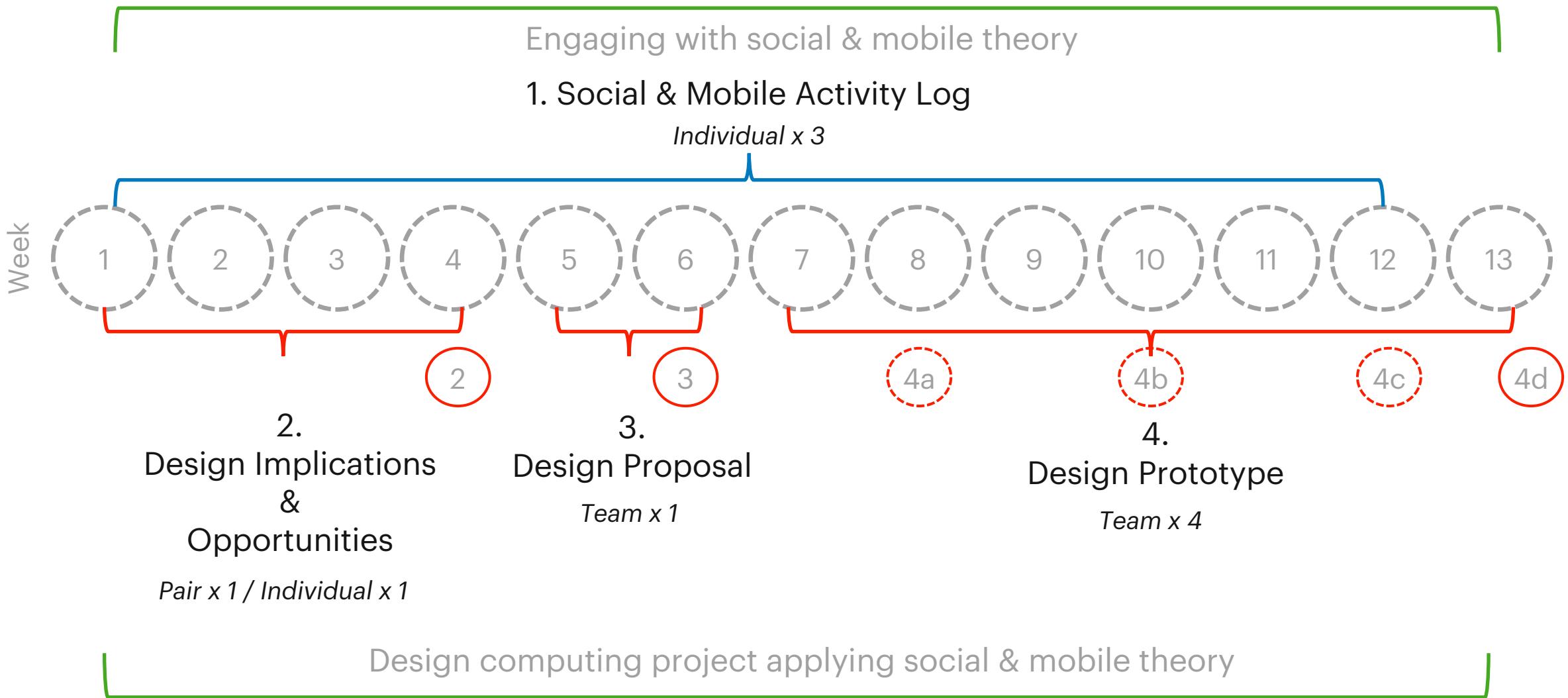
Assessment task sheets, criteria & grades on **Blackboard**

Communication

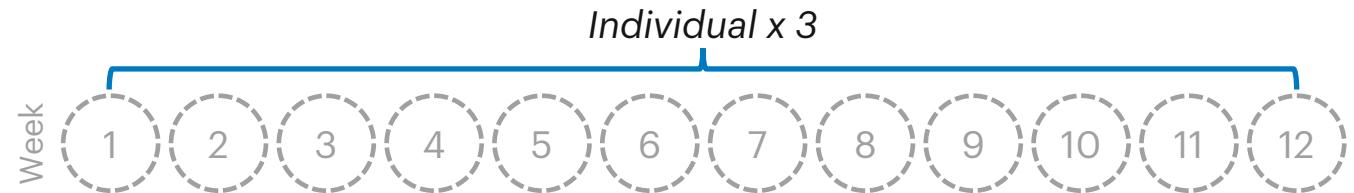
Ed Discussion (on **Blackboard**) for course discussion/questions

Email for anything personal (deco3500@uq.edu.au)

Assessment Overview



1. Social & Mobile Activity Log



Individual activity in the course (ongoing, weekly)

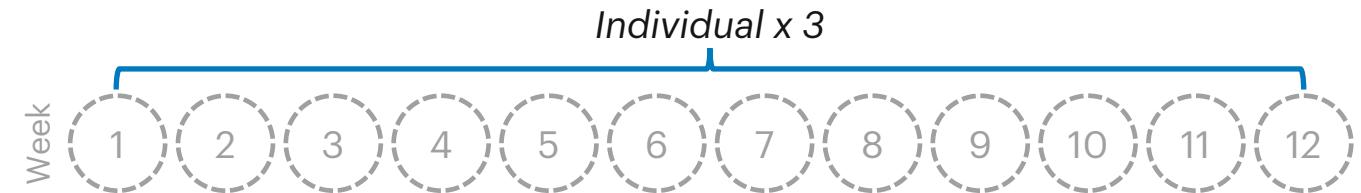
Engagement with content & contacts as recorded through:

- Participation in contact activities (observation)

- Participation in online spaces (Miro & Ed Discussion activity)

- Engagement with contact & preparatory activities (submitted digitally or physically)

1. Social & Mobile Activity Log



Expectations of you:

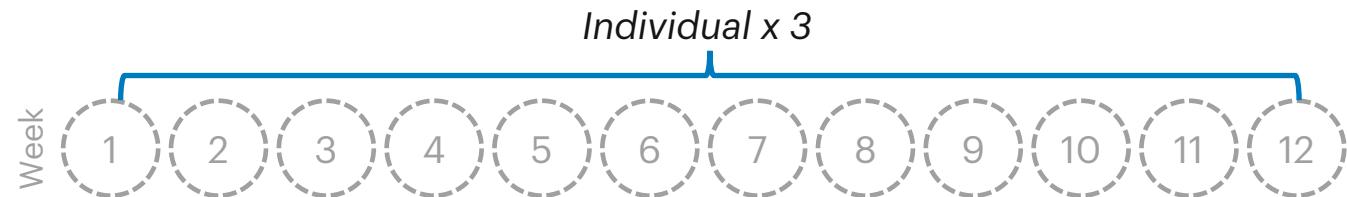
Show up on time

Participate & contribute - in-class activities, discussions, online

Contribute to presentation feedback

Actively progress project work

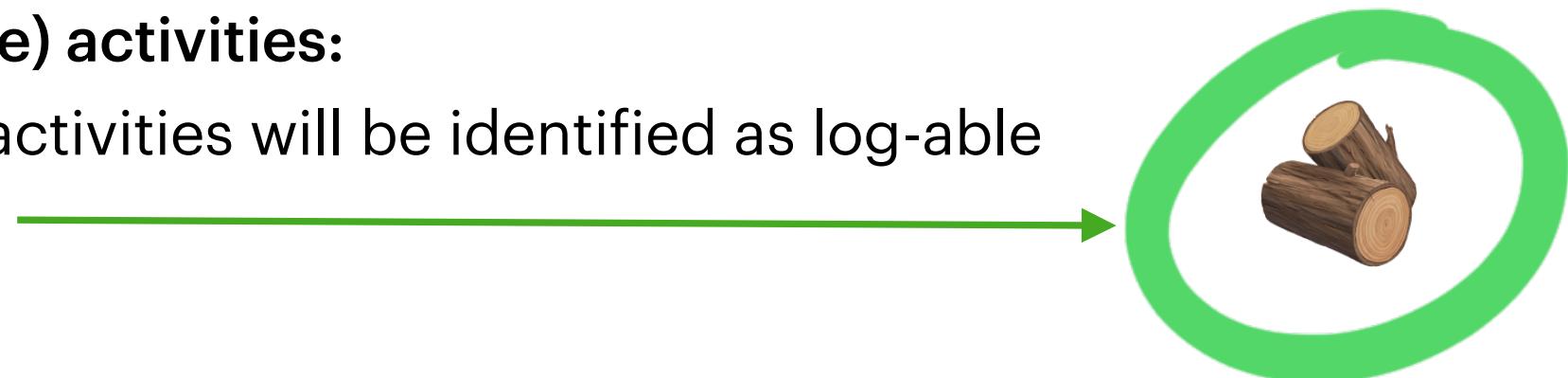
1. Social & Mobile Activity Tasks



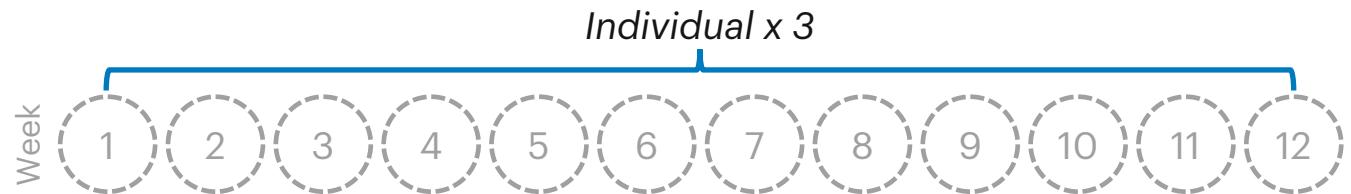
“Log-able” (assessable) activities:

For record-keeping – activities will be identified as log-able

Look for the log emoji →



1. Social & Mobile Activity Log



Grading:

Each week: Missing (0); Attended/visible (1); Participated (2)

9 best out of 12 weeks (yes, this includes this week)

Pass condition:

1 or more for 9/12 weeks AND a minimum average score

Grade levels described further in brief.

Pass Hurdle

Individual

At least passing grade

Social & Mobile Activity Log

Teamwork

At least passing grade

Combination of team assessments
3: Design Proposal &
4: Design Prototype



Must meet both to pass the course

Qualitative Grading

Work will be awarded a grade not a mark

Identify standard of work using UQ grades

Fail, Pass, Credit, Distinction, High Distinction

With a + or - to further qualify standard of work if necessary

Final Grading for the course

Average according to weighting across graded items - same formula as for GPA calculation

Outlined in ECP

7	High Distinction. Demonstrated evidence of exceptional achievement of course learning outcomes.
6	Distinction. Demonstrated evidence of advanced achievement of course learning outcomes.
5	Credit. Demonstrated evidence of proficient achievement of course learning outcomes.
4	Pass. Demonstrated evidence of functional achievement of course learning outcomes.
3	Marginal Fail. Demonstrated evidence of developing achievement of course learning outcomes.
2	Fail. Minimal evidence of achievement of course learning outcomes.
1	Low Fail. Absence of evidence of achievement of course learning outcomes.

Team-based Assessment

Team grading

Everyone in the team gets the same grade for team assessment

* Teams to consider conflict resolution strategies at formation

Process for dealing with conflict as it arises

Email teaching staff to inform them of conflict & plans for rectifying

Check-in process & mediation if needed

If all attempts at resolving conflict fail, Course Coordinator can adjust individual grades.

Late submission of assessment

Always submit what you have by the deadline! *

Submit late without approval? Grade == X ; Grade == -1 Grade Band per day subtracted from your submission after grading.

If you can't make it, request an extension via link in ECP.

Within 48 hours of the deadline? Email us as an FYI.

Extensions are max. 7 days.

That all said, life happens!

Come and talk to us if things are getting in the way of study

Make use of the services available through SHOC & UQU

Feedback in the Course

Feedback to you

Variety of sources: teaching staff, peers, visitors

Variety of means: verbally & written

Content & tones may vary: formal, informal, different sources, time to reflect, question rather than statement

Unsure? Ask, clarify, query differences.

Aim is to improve your work, it all comes from a good place.

Feedback to us

Any time – email or face-to-face!

Not comfortable coming to us?

Ask a friend to on your behalf or go via the Director Teaching & Learning or School Office.

Post-mortem at end of semester

30 mins

Course Expectations & Perceptions



Course expectations & preconceptions
Thoughts on what the course will involve
Your concerns / aspirations

Go to Miro

https://miro.com/app/board/uXjVKwkHKEs=/?share_link_id=516449868305



30 mins

Getting to know each other...

Introduction using Aboriginal Terms of Reference (ATR).

Centres human relationships: who we are, not what we do.

A note: You might not want to share some of these answers, or some questions may be confronting. That is ok! Only respond to what you are comfortable with sharing with your peers.

30 mins



Getting to know each other...

Take a minute or so to introduce yourself

Questions to guide your introduction:

State your name

Where were your parents born? Do you know where your ancestors are from?

Where were you born and grew up? Do you have any siblings?

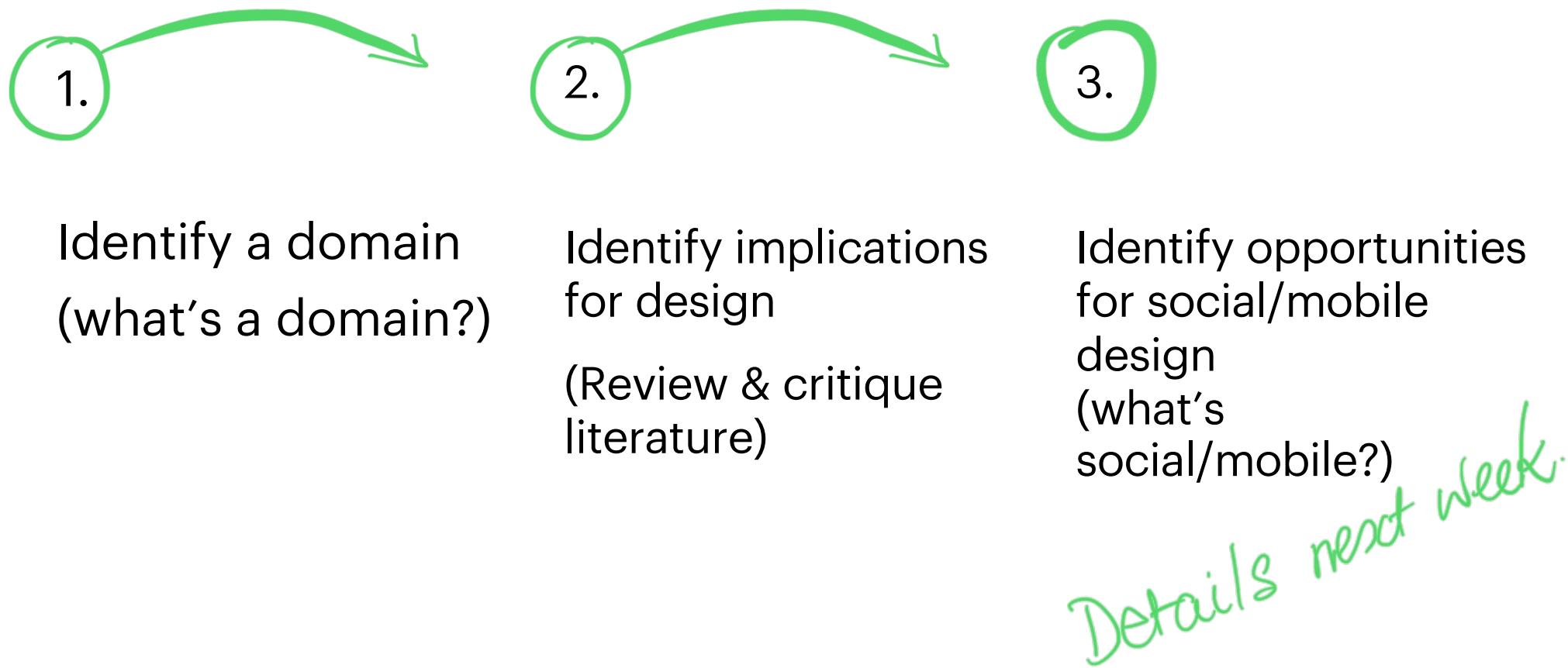
Are you single, in a relationship, married, children?

How many languages do you speak?

Name the Traditional Owners where you grew up or where you live right now. What happened to them?

Where do you feel your place or 'home' is in this land?

Design Implications & Opportunities



What's a Domain?

Areas of human activity or expertise

Think in terms of human tasks, situations, relations

Professional, amateur, leisure, domestic, community...

Broad domains can be identified in terms of social groups/labels:

tenant, parent, nurse, cyclist, cross-stitcher, barista, [noun]-connoisseur, gamer, [noun]-enthusiast, commuter, homeless, refugee, patient, carer, administrator, workaholic, shopaholic, sleepwalker, gym rat, vegetarian...

What's a Domain?

Can be social issues

Language barrier

Learning a new language

Living/travelling in a new country

Environmentalism

Reducing disposable plastic

Product packaging

Effect of eating habits

Waste sorting

What can little old me do?

Food lifestyle

Foodies, vegans (choice related)

Understanding nutrition

Difficulties of self-directed study

Crime rates (areas, reporting)

Fake news & deep fakes

Recognising & flagging

Negotiating different personalities/personal values

Social awkwardness

Farming

Drought awareness

What it is to farm (awareness from non-farmers)

Supporting agriculture

Supporting remote farming communities

News that is GOOD

Impact of social media

Influencer culture

Removing likes from Insta

Visibility & persistence of data

Toxicity in gaming

All the “-ists”

Equality

Universal Design (accessibility, design for all)

Smart Phone “Freak”

Impact of usage on relationships & day-to-day life

Mental Health

Volunteering

Immigration & refugees

Financial Dynamics

Poverty & near poverty

Protesting & Activism

Understanding an issue

Multiple Perspectives

Privacy

Implications of facial recognition

VPN's, TOR

5 mins



Exploring Domains

On your own:

Write down at least four of the communities, “types”, or social groups you identify as being a part of (e.g. cyclist, environmentalist, youth group, karate black belt, guitarist, Broncos fan, MMORPGamer, software engineer, coffee connoisseur, cat lover, fitness freak, avid baker etc.).

These can be general, or specific, formal or informal, a label you give yourself.

For each group:

What makes a person a member of that group? Is it obvious to others?

What rules/behaviours/structures exist for each group (within and without)?

What rules/mechanisms are used to manage that group?

What can & can't you do as a member of the group?

10 mins

Exploring Domains - Groups



Put your name in the
corner of the table
whiteboard or
butcher's paper

At your table:

Share **two** groups you are comfortable sharing (and the characteristics of that group)

Across the table:

Are there any groups you share?

Do you each have the same experience of the group?

What is common across different groups?

What is “difficult” in the groups mentioned?

List these groups & social
characteristics on the
table whiteboard or
butcher's paper



Mix-up Tables!!!

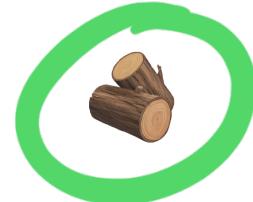
2 people stay

2 people move to the closest table

2 people move to the furthest (or a faraway) table with space for two

15 mins

Exploring Domains - Issues



Put your name in the corner of the table whiteboard or butcher's paper

If you could put all the brain-power in this room to exploring an issue, what would that be?

Think micro as well as macro

Think local as well as global



List these issues on the table whiteboard or butcher's paper

(Maybe it's connected to a group/label you talked about previously)



Issue is not the same as problem

Not necessarily something wrong but could be an interesting space/opportunity

Mix-up Tables!!!

2 people stay

2 people move to the closest table

2 people move to the furthest (or a faraway) table with space for two

10 mins

Exploring Domains - People



Put your name in the
corner of the table
whiteboard or
butcher's paper



Looking at the **issues** generated...

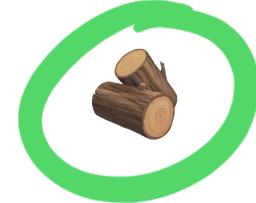
How do these relate to participant groups?

List these at your tables,
connecting them to the issues
they related to.

Who are the people involved? Are there specific user groups affected?

What are the human values to be explored?

For Wednesday...



Find examples of:

1. Technologies that are **Social**
2. Technologies that are **Mobile**
3. Technologies that are **BOTH social and mobile**

Bring them to the contact!



This week, to do...

Setup a Zotero account

www.zotero.org

Join Course Group Library

https://www.zotero.org/groups/5605941/2024_socialmobile

About Zotero: online research management tool; personal and group libraries.



This week, to do...



Set up a Miro account

You'll need to be logged in for us to record participation in Miro activities.

miro.com/signup



To do before Wednesday:

Find examples of technologies that are:

1. Social
2. Mobile
- 3. Both** Social and Mobile

Read Mark Weiser's 1990 vision of
The computer for the 21st Century

<https://doi.org/10.1145/329124.329126>

Questions to consider:

- What has come true?
- What seems incorrect or wrong?
- What is obsolete or outdated?
- Does anything still seem like its science fiction (still in the future)?

