

CSCW:
Computer Supported Cooperative Work
University of Victoria, Fall 2015
SENG 435/ CSC 485A/ CSC 586A

Margaret-Anne Storey

mstorey@uvic.ca

Twitter: @margaretstorey

Course objectives

In this course you will:

- Gain **theoretical background** on the topic of computer supported collaborative work
- Explore and USE various **technologies** that exist for supporting collaborative work
- Discuss how to **design and evaluate CSCW systems**
- Gain a glimpse into how CSCW plays an important and emergent role across various **domains**
 - **Software Engineering**
 - **Education**
 - And other domains by way of your projects and workshops!

Course Topics

Foundations and background:

- Introduction to CSCW
- Awareness and coordination
- Computer mediated communication
- Distributed cognition
- CSCW frameworks
- Empirical methods in CSCW

Technologies:

- Groupware
- Mobile devices
- Large and shared displays
- Collaborative visualization
- Collaboratories
- Knowledge management
- Social media (blogs, wikis, recommenders, facebook, tagging etc)

Application domains:

- Software engineering
- Education
- Medical informatics
- Music, art
- Science
- ...

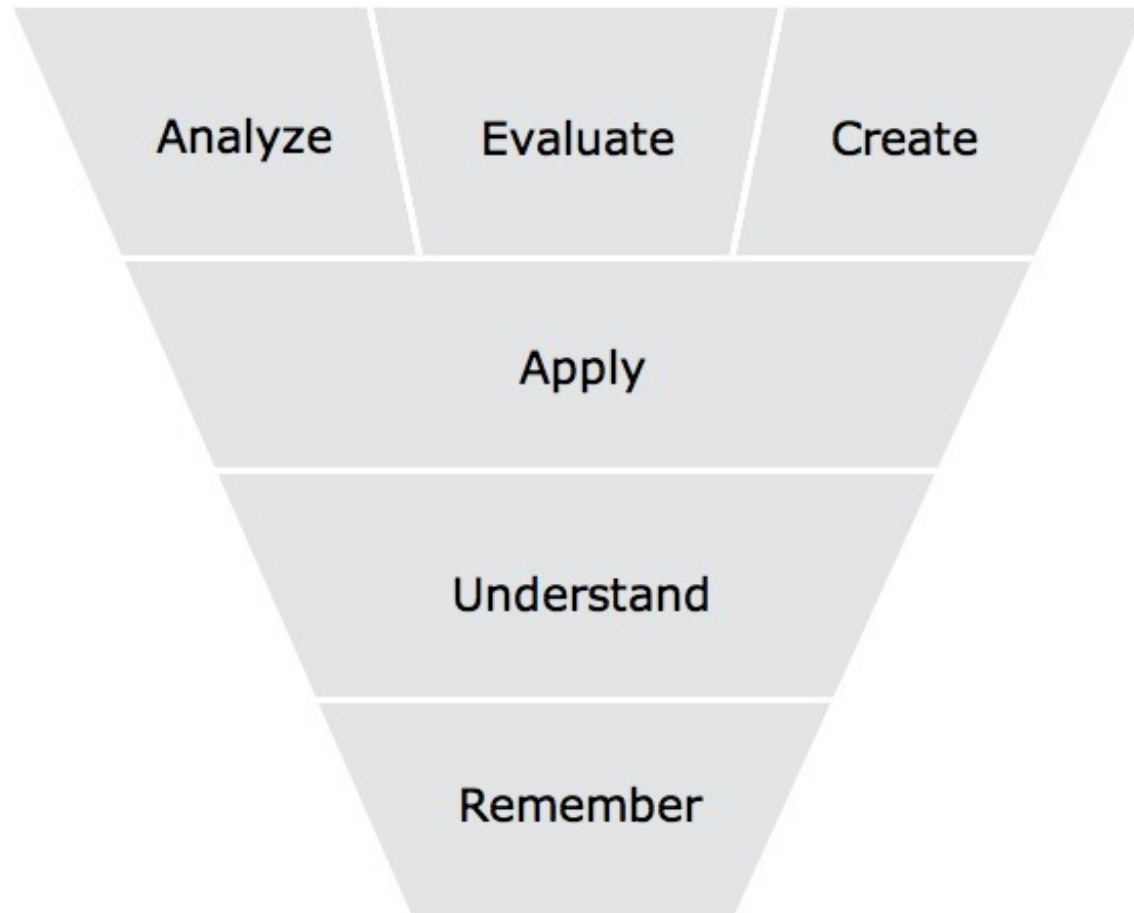
Introductions...

- Me...
- Eirini (your coach!)
- You...
 - Name
 - Program of study
 - Goals for taking the course

Teaching style?

- Facilitator...
- I will learn too, you will teach me and teach others in the class! We all have experiences to share..
- Rather than knowledge aim for **knowledge-able**
- Think critically! Question! Innovate! Acquire skills (technical, empirical)!

Bloom's Taxonomy



Course philosophy

- Collaborative learning in practice... not just in the classroom but outside the classroom
- Different backgrounds, cultures, experiences – all valuable!
- Respect – give and accept it... need to hear other (diverse) opinions
- Participate – in class and out of class
- Mindfulness – when you are here, be fully present and be with us (laptops to be used to contribute to course content only)

Official Course Outlines...

The official outlines are as follows:

CSC 485A:

<http://courses.seng.uvic.ca/courses/2015/fall/csc/485a>

SENG 435:

<http://courses.seng.uvic.ca/courses/2015/fall/seng/435>

CSC 586A:

<http://courses.seng.uvic.ca/courses/2015/fall/csc/586a>

These may change in the next week... (depends on numbers in the course)

Key course details

- Class time: Wednesdays 1:30-4:20, here (ECS 125)
- Office hours: Wednesdays 4:30-5:30 or by appointment (or email me, I'm readily available!)
- Scheduled topics may vary throughout the term... the schedule posted is to be used as a framework only – check it frequently (see the Schedule page on our GitHub)!
- I will use the GitHub course site as one focus for our collaboration throughout the term!!!
- I will use Slack to communicate with you – you are responsible for monitoring communication on Slack!
- We will use emails for urgent communication – please fill out the email sheet going around today.

Course Structure

Three parts to the course:

Part 1: Foundations and background (lecture style, discussion online and offline)

Part 2: Workshop deep dives (student led)

Part 3: Project showcase (proposals and final)

Topic Overview

**Week 1:
Introduction &
Motivation**

**Week 2:
Theories &
Models**

**Week 3:
Techniques &
Tools**

**Week 4:
Evaluation**

**Week 5:
Communities**

**Application Domains:
Software Engineering and Education
and others as determined by you!**

Readings, Blogs and Comments (1 of 2)

Do the **readings** before each class

You need to **blog** when you read the **assigned papers** (are they good/bad, and why, synthesize, reflect) – and you may discuss other related work and provide links

Some “readings” may be videos or blogs or shorter articles

See the **schedule** for Blog due dates (late posts will be not be graded, unless a doctor’s note is submitted)

In total, blogging and commenting will contribute to 35% of your course grade

Readings, Blogs and Comments (2 of 2)

Commenting during Weeks 2-5:

You need to **comment** on at least 4 other blog posts
Comments should add something and show potential to stimulate discussion

For each of these weeks, comment on at least 4 different students' blogs each week (16 students will receive comments from you during the term). You are responsible to track this.

Additional comments (and discussions) above the minimum level will be used to increase your participation mark in the course

Bonus marks may also be awarded for exceptional participation

Participation

Participation is expected and required in class, and on Slack, Blogs (Wordpress), GitHub, Twitter, etc.

Attendance is mandatory for all classes – can't make it? email in advance... you will have to submit an Essay of about 4 pages (2,000 words) to demonstrate you are familiar with and have thought deeply about the topics missed

Worth 10% of your final grade.

Projects (1 of 2)

- Project proposals will be presented by your group in class on **October 14th** (written reports due on **October 16th**)
- Project updates are to be presented on November 4th to your coach and fellow students. The written/interim reports are to be submitted by **Nov 13th**. I will then meet individually with groups to discuss their progress (meetings to be arranged).
- Your final project presentations (mandatory attendance) will occur in class on **Dec 3rd** and the final written report is due **on Dec 5th**
- **Groups will be determined by the instructors** (you will need to fill out a brief survey during the next week)
- Each student **must track their own contributions** (if not visible through GitHub – however, this log and GitHub contributions are the primary means for me to give you a grade, your grade will be influenced by consistent and ongoing contributions)

Projects (2 of 2)

- Graduate students need to take a **leadership** position in the project (groups of 5-7 students)
- Graduate students to take charge of **ethics** applications (discussed later)
- Projects are worth **35%/25%** of your final grade (undergrads/grads)
- Aim high, take a risk, have fun, learn something new!

Workshops

- We will have 6-8 workshops on selected themes throughout the second half of the course
- Every graduate student will present a paper in one of these workshops
- Graduate students will lead the workshops and help choose content, will select reading material in advance, and decide the format for the workshop
- Undergraduates need to read any material in advance and then blog about the workshop immediately following it
- Workshop organization and presentations are worth **10%** of the final grade for graduate students

The Final

- There will be a final in this course worth **20%** of your final grade.
- Questions on the final will be from any material presented or assigned throughout the term
- We will create a channel on Slack to brainstorm possible questions! You can help write the exam...
- The final is scheduled by the University and could be any day up to and including Dec 21st

Expected workload

This course will require a medium workload, on average:

- Undergraduates, 3 hours in class, 6-9 hours outside class
- Graduates, 3 hours in class, 9-12 hours outside class

First part of the term:

- Lots of reading! Form a reading group..
- Initial participation on project, planning for workshops (graduates)

Second half of the term:

- Projects and workshops (for graduates) will involve more work
- More reading and blogging

Todo's!

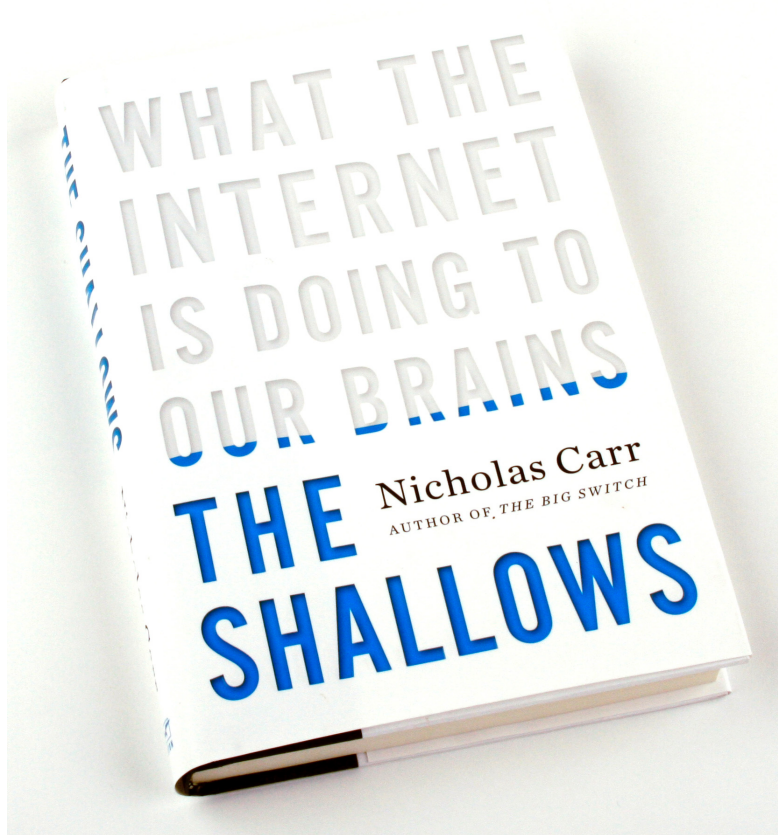
- **First blog on this week's readings – just a sentence or two is fine! Due by Friday (Sept 11th)**
- **First post on Slack (Random channel) is due by Sept 11th**
- Readings for this week are optional, but try to at least skim them
- Check you can access content on GitHub
- **Readings for next week (Sept 16th), read them and blog by 2pm on Sept 15th and comment (by 2pm on Sept 16th)**
- Check out Twitter!
- Email me if any concerns, or see me right after class
- Prepare to learn a few things, think a lot and have fun!

Summary of channels/tasks:

- **GitHub:** hosts course materials and links to topic summaries and other channels
<https://github.com/margaretstorey/cscwuvic>
- **Wordpress:** blog post for group activity
<https://cscwuvic2015.wordpress.com>
- **Slack** will be used throughout the day for ongoing discussion and to discuss ongoing tasks (central for today)
<https://cscwuvic2015.slack.com/>
- You may want to use **Trello** to keep track of group todo's
- Use **Twitter** to post things to people outside the course!
Let's use this hashtag: [#cscwuvic](#)
Follow: [@cscwuvic](#) and [@margaretstorey](#) and each other!

- A vision of students today (well in 2007!):
<http://www.youtube.com/watch?v=dGCJ46vyR9o>
- Rethinking education: <http://www.youtube.com/watch?v=5Xb5spS8pmE>

Is the internet making us stupid or smarter?



WIKIPEDIA
The Free Encyclopedia

Nicholas Carr meets Jimmy Wales



[http://www.youtube.com/watch?
feature=player_embedded&v=fX5mpTlcYYc](http://www.youtube.com/watch?feature=player_embedded&v=fX5mpTlcYYc)