

Getting going with groups

COGS 200

October 7, 2014

Just so you know...

- Next class: Review of Translation
 - Chris will present a short overview of the highlights
 - **You will ask questions about issues you aren't sure you understand**
 - Chris, Bob and Laurie will answer them

Today's objectives

- Requirements for final project
 - Deliverables
 - Schedule
- Why work in groups?
- Group Midterm
- Group contract

Final Project:

Research **Proposal** and **Poster**

- Research proposal content might be...
 - Developing computational/robotic system
 - Testing an empirical hypothesis
 - Gathering data to explore a philosophical theory
- Innovative
- Informed by current research
- Feasible
 - Constrained by reality
 - Not constrained by practicalities
- **MUST** involve **AT LEAST** two areas of COGS

Deliverable #1: Contract

- Done in class today
- Up to one page long
- Suggested content: ground rules
 - Expectations of group members
 - Individual responsibilities
 - How often meet; where
 - How agenda is set
 - Group deadlines for deliverables
- Everyone in the group must sign

Deliverable #2: Proposal outline

- **What, why, and how**
- Make clear how the proposal encompasses at least two COGS disciplines
- Refer to literature where relevant
- Format
 - Maximum two pages; one page is adequate
 - 12 point, Times font, single-spaced
 - At least one inch margins all sides
- Due: October 30
 - Oct. 29: Science Scholar Dinner and the night before first group assignment is due. Work on the assignment early so that you can go to the dinner, if you are a Science Scholar.

Deliverable #2: Annotated bibliography

- List of relevant literature
- Each entry also has one or two line summary/
explanation of relevance
 - Check out Groome et al. reading (Psychology Introduction) for an example
- Format
 - Be consistent
 - <http://help.library.ubc.ca/evaluating-and-citing-sources/how-to-cite/>
 - Maximum 1 page; 12 point Times font; ≥ 1 inch margins
- Due: October 30

[Advanced search](#)**Search**

About 65,300,000 results (0.13 seconds)

Everything

Images

Maps

Videos

News

Shopping

More

[Show search tools](#)[Language development: Speech milestones for babies - MayoClinic ...](#)www.mayoclinic.com/health/infant-development/AN01026**Language** development — Watch for these speech milestones from birth to 24 months.[Baby Sign Language Signs - Teach Your Infant or Toddler Signing ...](#)www.babies-and-sign-language.com/Lessen frustration by teaching your baby sign **language** to clearly communicate specific thoughts, wants, needs before speech. Free **infant** signing tips, baby ...[Understanding Infant Language Learning](#)www.physorg.com/news200156155.html

4 Aug 2010 — (PhysOrg.com) — University of Arizona professor LouAnn Gerken has earned a grant to study the accuracy of a fairly new theory that explains ...

[Born2Sign - Infant Sign Language](#)signwithme.com/Born2Sign - teach your **infant** how to communicate by sign **language** before they can speak. Brought to you by SignwithMe.[Infant Language Center at the University of Pennsylvania](#)www.psych.upenn.edu/infant/people.htmlDr. Swingley is the director of the **Infant Language** Center. He is a professor in the Psychology Department at Penn. He received his Ph.D. from Stanford ...[Boston University Infant Language Laboratory](#)www.bu.edu/babies/The BU **Infant Language** Lab is investigating the origins of language learning. How do babies begin the process of language learning? What happens in the ...[Infant Language Development | LoveToKnow](#)baby.lovetoknow.com > ... > Baby > Baby DevelopmentLanguage doesn't only refer to the spoken word, and this is why **infant language** ... This is another important step towards his **infant language** development. ...[Baby Talking - Baby Talk, First Words and What to Expect](#)baby.about.com/od/growthanddevelopment/f/baby_talking.htmFind out what major milestones to expect in **language** development during baby's first year. ... Older **Infant** Development - Father's First Year · Early Child ...

Google vs. Google Scholar

[\[PDF\] The growth of phonemic and lexical patterns in infant language](#)HV Velten - [Language](#), 1943 - JSTOR

This study is based on a record of my daughter Joan's speech from her eleventh to her thirty-sixth month. It will deal chiefly with phonemic and lexical matters. For, apart from other reasons which will be discussed below, the morpho- logical and syntactical development ...

[Cited by 174](#) - [Related articles](#) - [All 3 versions](#)[Pattern induction by infant language learners.](#)JR Saffran... - [Developmental Psychology](#), 2003 - [psycnet.apa.org](#)

How do infants learn the sound patterns of their native language? By the end of the 1st year, infants have acquired detailed aspects of the phonology and phonotactics of their input language. However, the structure of the learning mechanisms underlying this process is ...

[Cited by 135](#) - [Related articles](#) - [UBC Library Catalogue](#) - [Get at CISTI](#) - [All 12 versions](#)[Follow-up of children attending infant language units: outcomes at 11 years of age](#)G Conti-Ramsden, N Botting - ... [Journal of Language & ...](#), 2001 - Wiley Online Library

A large cohort of 242 children who had been attending infants language units at 7 years of age was followed up when the children were in their final year of primary school. Two hundred (83%) of the children were reassessed at 11 years of age on a wide battery of language ...

[Cited by 105](#) - [Related articles](#) - [UBC Library Catalogue](#) - [BL Direct](#) - [All 8 versions](#)[The psychology of infant language.](#)J Dewey - 1894 - [psycnet.apa.org](#)

Total . . 144 100 Prepositions, none. For purposes of comparison, I append the per cents reached by Mr. Tracy by averaging all his results: Nouns 60 Verbs 20 Adjectives 9 Adverbs 5 Pronouns 2 Prepositions 2 Interjections 1.7 Conjunctions 0.3 ... * Am. Jour. Psychol., vol. vi., No. I, ...

[Cited by 59](#) - [Related articles](#) - [UBC Library Catalogue](#) - [All 2 versions](#)[Decisions, decisions: infant language learning when multiple generalizations are possible](#)LA Gerken - [Cognition](#), 2006 - Elsevier

Two experiments presented infants with artificial language input in which at least two generalizations were logically possible. The results demonstrate that infants made one of the two generalizations tested, the one that was most statistically consistent with the ...

[Cited by 48](#) - [Related articles](#) - [All 13 versions](#)[The development of social toy play and language in infancy3](#)LA Newland, LA Roggman... - [Infant Behavior and Development](#), 2001 - Elsevier

This longitudinal study examined the development of mother-infant social toy play in relation to infant language in two samples, one from 11 to 14 months (n= 70), and another from 14 to 17 months (n= 51) infant age. Infants were videotaped during a laboratory free-play ...

[Cited by 23](#) - [Related articles](#) - [BL Direct](#) - [All 4 versions](#)[Structural asymmetries in the infant language and sensori-motor networks](#)J Dubois, L Hertz-Pannier, A Cachia... - [Cerebral ...](#), 2009 - Oxford Univ Press

Both language capacity and strongly lateralized hand preference are among the most intriguing

[\[PDF\] from jstor.org](#)[UBC eLink](#)[\[PDF\] from psu.edu](#)[UBC eLink](#)[UBC eLink](#)[UBC eLink](#)[\[PDF\] from arizona.edu](#)[UBC eLink](#)[UBC eLink](#)[\[HTML\] from oxfordjournals.org](#)[UBC eLink](#)

Google vs.
Google
Scholar

Deliverable #3: Full proposal

- **What, why, and how**
- Possible sections
 - Thesis statement/Introduction: **What** is the point?
 - Background: **Why** is it important? Give relevant background research.
 - Methods: **How** you propose to solve the problem/address the question
 - specific experimental or logical approach
 - modules and/or algorithms
 - Discussion: Why did you choose the method/approach that you did? What results do you predict? How will you evaluate the performance of your system if building software/hardware?
 - Conclusion: What insights did you gain from considering this research? What would this research contribute to our knowledge of your question?

Deliverable #3: Full proposal

- Maximum 5 pages; 12 point font; ≥ 1 inch margins
- References, tables, figures do NOT count toward 5 page limit
- Proposals exceeding this limit may be penalized
- Due: November 25

Deliverable #3: Poster

- Visual expression of research
- **What, why, and how**
- Clear, concise, engaging
 - Minimize text
 - Maximize visuals (diagrams, drawings, etc.)
- ALL group members must be prepared to present poster and answer questions
- Poster size: about 3 feet x 4 feet
- Poster presentation: November 25

Deliverable #3: Division-of-labour report

- Submit a statement saying
 - You have all abided by the contract you devise today (or why you haven't)
 - You have all contributed fairly to producing the project and in what ways
- **Signed by all group members**
- 5% deduction for each member if DOL is not turned in
- Due: November 25

Why work in groups?

- Collaborative work increasingly a fact of academic life
- Multi-authored publications
 - Management: 1960s: 18% → 70s: 48% → 80s: 60%
 - Bioethics: 1990's: 76% → 64%
 - Across nearly all disciplines
 - (Extreme cases
 - NE J of Medicine: > 900 authors
 - High-energy physics: 2926 authors)

Science...

- *Nature*. 2006 May 18;441(7091):315-21.
- The DNA sequence and biological annotation of human chromosome 1.
- Gregory SG, Barlow KF, McLay KE, Kaul R, Swarbreck D, Dunham A, Scott CE, Howe KL, Woodfine K, Spencer CC, Jones MC, Gillson C, Searle S, Zhou Y, Kokocinski F, McDonald L, Evans R, Phillips K, Atkinson A, Cooper R, Jones C, Hall RE, Andrews TD, Lloyd C, Ainscough R, Almeida JP, Ambrose KD, Anderson F, Andrew RW, Ashwell RI, Aubin K, Babbage AK, Bagguley CL, Bailey J, Beasley H, Bethel G, Bird CP, Bray-Allen S, Brown JY, Brown AJ, Buckley D, Burton J, Bye J, Carder C, Chapman JC, Clark SY, Clarke G, Clee C, Cobley V, Collier RE, Corby N, Coville GJ, Davies J, Deadman R, Dunn M, Earthrowl M, Ellington AG, Errington H, Frankish A, Frankland J, French L, Garner P, Garnett J, Gay L, Ghorri MR, Gibson R, Gilby LM, Gillett W, Glithero RJ, Grafham DV, Griffiths C, Griffiths-Jones S, Grocock R, Hammond S, Harrison ES, Hart E, Haugen E, Heath PD, Holmes S, Holt K, Howden PJ, Hunt AR, Hunt SE, Hunter G, Isherwood J, James R, Johnson C, Johnson D, Joy A, Kay M, Kershaw JK, Kibukawa M, Kimberley AM, King A, Knights AJ, Lad H, Laird G, Lawlor S, Leongamornlert DA, Lloyd DM, Loveland J, Lovell J, Lush MJ, Lyne R, Martin S, Mashreghi-Mohammadi M, Matthews L, Matthews NS, McLaren S, Milne S, Mistry S, Moore MJ, Nickerson T, O'Dell CN, Oliver K, Palmeiri A, Palmer SA, Parker A, Patel D, Pearce AV, Peck AI, Pelan S, Phelps K, Phillimore BJ, Plumb R, Rajan J, Raymond C, Rouse G, Saenphimmachak C, Sehra HK, Sheridan E, Shownkeen R, Sims S, Skuce CD, Smith M, Steward C, Subramanian S, Sycamore N, Tracey A, Tromans A, Van Helmond Z, Wall M, Wallis JM, White S, Whitehead SL, Wilkinson JE, Willey DL, Williams H, Wilming L, Wray PW, Wu Z, Coulson A, Vaudin M, Sulston JE, Durbin R, Hubbard T, Wooster R, Dunham I, Carter NP, McVean G, Ross MT, Harrow J, Olson MV, Beck S, Rogers J, Bentley DR, Banerjee R, Bryant SP, Burford DC, Burrill WD, Clegg SM, Dhami P, Dovey O, Faulkner LM, Gribble SM, Langford CF, Pandian RD, Porter KM, Prigmore E.

Engineering: Alex Alvarez, Antoine Amanieux, Ram Bhushan Agrawal, Sunil Agrawal, Celso Aguiar, Puneet Ahuja, Adam Altman, Steve Amerige, Art Amezcua, Paul C. Anderson, Anup, Chaitanya Atreya, Dylan Ashe, K. Balaji, Amit Batra, Gary Beardsley, Gangadhar Bathula, Akiko Birk, Treve Bonser, Alexander Born, Jason Boyer, Foster Brereton, Christopher Brichford, John Briere, Dan Brotsky, Hai Bui, Marcel Bulanon, Darren Burns, Stefan Cameron, Anna Liza Castro, Adam Castrucci, Viraj Chatterjee, Krish Chaudhury, Wei Cheng, Aaron Cody, David Collins, Helene Corbin, Tim Crook, Satya Ranjan Kumar Das, Stephen Deach, Heather Devine, Richard Devitt, Jim Donahue, Mark Donohoe, Jill Douglas, Bob Easterday, Jon Emerson, Caspar Evans, Ken Feuerman, Ed Fiala, Ray Fischer, Maurice Fisher, Scott Foshee, Martin Fox, Shawn Gaither, Dan Garrison, Michael Geary, Akhilesh Ghushie, Gary Gilchrist, Timothy Gladden, Alok Goel, Kerri Gogolin, Roger Goldsmith, Andres Gonzalez, Kirk Gould, Srinu Gowthaman, Nathan Graham, Scott Grant, John Green, Henry Guan, Mohit Gupta, James Hall, John Hanson, Carl Haverl, Brian Havlin, Vivek Hebbar, Jonathan Herbach, Masa Hokari, Chen-Lieh Huang, William Ie, Yhenishetty Jagadish, Barnaby James, Freddy Jensen, Peter Johnson, Tom Juhasz, Masahito Kagita, Salil Kapoor, Tae Ho Kim, John Kinder, Chika Kono, Betty Koon, Grayson Lang, Genevieve Laroche, Mike Laursen, Henry Lee, Jason Leonard, Luc Leroy, Jim Lester, Lance Lewis, Alan Lillich, Leo Liu, Angela Lordi, Alison Love, Larry MacLennan, Peter MacLeod, Akshay Madan, Nitin Madnikar, Mark Maguire, Don Mah, Zartaj Majeed, Graham Mann, Amit Manocha, Andrew Matheson, Anatole Matveief, Rob McAfee, Jack McDoniel, Liz McQuarrie, Tom McRae, Jim Meehan, Ashutosh Mehra, Peter Merrill, Gavin Miller, Alex Mohr, Hon-Wai Moy, Eric Mueller, Hina Naqvi, Steve Neal, Joe Nolan, Adrian O'Leaskie, Michael O'Rourke, Muru Palaniappan, Dmitriy Paley, Vince Parsons, Pramod Patangay, Amar Kumar Pati, Peter Peng, Vadim Perelman, Scott Petersen, Jason Pittenger, Richard Potter, Boris Pruessmann, Atul Puri, Dan Rabin, Shashi Kant Rai, Anubha Rastogi, David Rees, Loretta Guarino Reid, Richard Relph, Ole Roel, Brent Rosenquist, Craig Rublee, Sakshi Sachdev, Arvind Sachdeva, Dave Sawyer, Kelsey Schwind, Benjamin Sergeant, Bill Shapiro, Ashutosh J Sharma, Andrei Sheretov, Rudi Sherry, Scott Shields, Abhishek Shrivastava, Swapnil Shrivastava, Randy Silvia, Howard Simonson, Arjun Singh, Shalender Singh, Danny Siu, Alex Smith, Howard Smith, Rodney Smith, Chris Solc, Peter Sorotokin, Bruce Spath, Joe Steele, Jacob Stolin, Harish Suvarna, Pralaypati Ta, Pip Tallents, Sunil Tandon, Mike Tardif, Sourabh Tewari, Lan Thai, Frederic Thevenet, Kazuhiro Toyoda, Colin Tracey, Igor Vaynshteyn, Hemant Virmani, Sanga Viswanathan, Trevor Ward, Hartmut Warncke, Mathew Weagle, Bryan Wei, Larry Weinberg, Steve Westgate, Tim Wiegman, Eric Wilde, John Xu, Kevin Yang, Jean Young, Jeff Young, Willa Zhang, Ben Zibble

Quality Engineering: Steve Adams, Avneesh Agarwal, Amit Agarwal, Mohit Agarwal, Nimisha Agrawal, Amit Agrawal, Moinullah Ansari, Violet Anteryassian, Sumit Awasthi, Rohit Bahl, Nitin Bansal, Pritom Baruah, Jason Beique, Gerhard Berger, Dimitri Beselev, Priya Bhardwaj, Heather Bogle, James Bonacci, Mark Boodnick, Wayne Brant, Francis Brennan, Jeff Canepa, Siddharth Chadha, Yu Chen, Jaemin Choi, Manisha Choithwani, Lisa Choy, Stephen Chung, Pam Deale, Paul Deek, Junwu Deng, Shawn Donat, Tong Duan, Charles Duncan, Ajeet Dyondi, Andrey Efremov, Eric Fiala, Paul Foster, David Franzen, Yoko Fukuda, William Gan, Anthony Gates, Ann Garrido-Nakagawa, Demian Godon, Yash Deep Goyal,

OK

Computer
software
(Adobe
Professional)

Well, maybe not *every* field...

Philosophy

- ***The Cambridge Quarterly***

**Nineteen Fifty-Eight: Information Technology
and the Reconceptualisation of Creativity**

Christopher Mole

Collaboration

- Workplace
- Government
- Family
- ...you get the picture

Models for working in groups

- Division of labor
 - Each has one task
 - Suited to strengths
 - But remember: **all** groups members are responsible at poster presentation
- True collaboration
 - More than one person work on each section
- Consensus vs. democracy

Approaches that **WON'T** work

- “I’m the smartest in the group; I’ll do it all.”
- “I’m the dumbest in the group; I’ll let everyone else do it.”
- “I’m a psychologist; I don’t know anything about computer science.”
- “I don’t like our topic, so I’m going to let them do it.”

Approaches that **WILL** work

- “I’m really good at this topic; I’ll teach everyone else what I know.”
- “I don’t know much about this topic; I’ll ask lots of questions and learn.”
- “I don’t like this topic; I’ll give some other ideas to my group members and see if we can change it.”
- “I want everyone in my group to understand our project, contribute to it, and do really well.”
- “Something isn’t working well; I’ll get my group together to talk about it.”
- “Something REALLY isn’t working well. Our group had better talk to a prof. Now.”

Group Midterm

- A chance to
 - Get to know your group
 - Get to know how your group works
- All groups will be given a set of questions
 - From reading and/or lecture
 - Similar to assignments
- Each group will answer three questions, of their choosing, out of the set
 - One set of answers turned in for the entire group.
- Bring your own paper
- In class, October 14

Deadlines for Group work

- Today: Group contract
 - Or as soon as you get everyone's signature if you are missing members (latest: class October 9)
- October 14
 - Group Midterm
- October 30
 - Group Proposal outline and
 - Annotated bibliography
- November 25
 - Final research proposal
 - Poster
 - Division-of-Labour report

Group contract

- In a minute...sit with your group
- Up to one page long
- Suggested content: ground rules
 - Expectations of group members
 - Individual responsibilities
 - How often meet; where
 - How agenda is set
 - Group deadlines for deliverables
- Everyone in the group must sign
- **Hand it in when complete**
- In any time remaining: brainstorm ideas for your project; set time, agenda for next meeting

18 11403145
 10 11743144
 21 12255113
 3 13786141
 4 14958136
 3 15858146
 10 16040131
 23 17590134
 3 19870147
 25 20674140
 2 20867131
 11 21952056
 6 23079130
 1 24709131
 21 25386146
 21 26190116
 4 27711035
 13 28184091
 13 29694122
 2 30402119
 12 30986111
 17 31137136
 23 31251135
 16 31303134
 17 31328123
 15 31702137
 4 31721137

25 32009110
 6 32877110
 24 33173139
 12 33803131
 24 34247122
 10 34390138
 9 34975136
 16 35114131
 26 35145135
 14 35506138
 18 35837129
 11 36396117
 7 36893121
 26 36984128
 24 37588134
 20 37802121
 6 37993136
 5 38134110
 3 38139127
 23 38215133
 19 38785127
 14 38902136
 18 39520144
 18 39588132
 7 39619135
 25 39736137
 16 40091092
 5 42172130

8 42642132
 27 43263145
 13 43645143
 25 44262095
 11 44578110
 6 44652148
 19 45063147
 22 45626132
 13 45807120
 22 46024113
 19 46151122
 1 46267126
 5 46634135
 12 47208087
 7 47615125
 20 48110134
 9 49120141
 9 49295141
 2 49935142
 15 50408129
 8 50471127
 26 50495134
 15 51691137
 11 51847135
 27 52311859
 19 52659133
 22 53031134
 15 53368130
 20 54178132

Please note your group number, to the left of your student number.

9 54207139
 5 55307145
 26 55555149
 8 55650148
 7 55923149
 17 56242134
 23 56437130
 20 56740137
 17 57606139
 2 58541137
 22 60095149
 16 60131142
 14 60747086
 1 61665089
 21 65008047
 8 66772120
 10 68702083
 14 70834149
 24 70836144
 12 75745091
 27 80390016
 1 99416075

Seating chart

Group 1	Group 8	Group 15	Group 22
Group 2	Group 9	Group 16	Group 23
Group 3	Group 10	Group 17	Group 24
Group 4	Group 11	Group 18	Group 25
Group 5	Group 12	Group 19	Group 26
Group 6	Group 13	Group 20	Group 27
Group 7	Group 14	Group 21	

Front of classroom

Be sure to hand in your group contract before you leave today, if all your group members are here.