

Module 2: Online interaction and participation- a framework for designing for online activity

Required Reading	<p>For Module 2.1, 2.2, & 2.3</p> <ul style="list-style-type: none"> - Developing a framework for interaction design, [mod2-framework.pdf] - Transforming Work: Collaboration, Learning, and Design, [Sachs.pdf] - Making Work Visible, [Suchman-WorkVisible.pdf] <p>For Module 2.4 & 2.5</p> <ul style="list-style-type: none"> - Evolving the Scope of User-Centered Design, [p33-karat.pdf] - Defining and Designing the Performance-Centered Interface, [p19-mcgraw.pdf]
Audio Files	<ul style="list-style-type: none"> - DPSS-mod2.1.mp3 - DPSS-mod2.2.mp3
Other Resources	<ul style="list-style-type: none"> - Instruction: Qwaq Party Activity Instruction.pdf under [Resources/Module 2: A Framework for Designing/Qwaq Party]
Assignment Due Dates	<ul style="list-style-type: none"> - Complete Module 2.1 & 2.2 by Saturday, Feb 9th at noon - Complete Module 2.3 by Tuesday, Feb 12th at noon - Complete Module 2.4 by Tuesday, Feb 14th at noon - Complete Module 2.5 by Saturday, Feb 16th at noon

I. Introduction

In module 1 you were introduced to some of the key ideas and constructs for EPSS as well principles and guidance for interface design. In module 2 we will first explore how performance happens and examine key ideas for how we might support performance with systems.

Before you start working on the learning tasks for Module 2, I would like to introduce a 3D virtual environment (Qwaq) listed in “Other Resources” above for you. While you are working on Module 2, I encourage you take an opportunity to explore it. By exploring it, you will be preparing yourself for the coming Module 3 group activity.

This **Qwaq 3D virtual environment** supports voice conversation like skype, text chat like instant messenger, and collaborative document and 'kiosk' creation for group work. I think it is an option for doing group discussion and want you to be familiar with it before you get to Module 3. *You may choose it as one method for your group members' communication or discussion for the coming Module 3 or later Modules with group activities.*

Sean Goggins, who is a Ph.D. student in SISLT will introduce you to this 3D virtual environment. The link and instruction that will guide you to explore this 3D virtual environment is uploaded under Module 2 folder in Resources as well. To help you quickly learn about **Qwaq 3D virtual environment**, Sean Goggins also offer 2 “Qwaq Parties” to guide your learning during the third week. You may follow the Qwaq instruction to login to the environment during the time periods below. Sean will be there to teach you about the environment.

1. **Qwaq Party 1: Tuesday, February 5th, 8:30pm – 9:00pm and 9:30-10:00pm CST**
2. **Qwaq Party 2: Wednesday, February 6th, 9:00pm – 9:30pm CST**

Okay, now let's start the learning tasks for the Module 1. This Module 2 activity has 5 tasks to complete over the second two weeks of the course.

Please complete **Module 2.1** and **Module 2.2** during week 3, and **Module 2.3, 2.4, and 2.5** during week 4.

II. Module 2.1

Here are the learning tasks for Module 2.1:

1. Listen to the audio component to **Mod 2** (module 2) [**DPSS-mod2.1.mp3**]
2. Begin reading the **3 required readings in the Module 2 folder** under Resources:
 - A. Developing a framework for interaction design, [**mod2-framework.pdf**]
 - B. Transforming Work: Collaboration, Learning, and Design, [**Sachs.pdf**]
 - C. Making Work Visible, [**Suchman-WorkVisible.pdf**]
3. **Join the weekly discussion** on the Mod 2 discussion board. I will post a question in Module 1 discussion forum: **Module 2 Weekly Topic Discussion**

to get our conversation started. Please respond to it, but also start to add your own ideas and questions from the readings. Feel free to also use the discussion board to ask questions or clear up issues about the course. For our discussion we'll use the discussion forums under **Module 2 Discussion** section.

III. Module 2.2

Please complete reading the three articles provided in the Module 2 folder in the Resources area of our course worksite in Sakai.

1. Framework, Sachs, & Suchman:

The framework identifies 3 contextual components (organization/community, individual and task) and 3 mediational components (meaning, tools and goals) as tools to think about human activity and performance. In this activity, I'd like you to think about the strengths and weaknesses of this framework. In what ways is it helpful and in what ways is it too limited or too confusing. Use the ideas from the Sachs and Suchman articles about making sense of performance and making work visible as resources for your thinking.

2. Story Telling Task:

Think about some activity or performance you do either as a student in your program or as an employee where you may work or as a participant in some organization for which you are a member (e.g., if you are a volunteer fireman, you are the treasurer for your student organization, etc.). **Write a short story (two or three paragraphs) about how you do the activity. In your story tell how the attributes (contextual and mediational) of our framework influenced your performance.** It isn't necessary to use everyone of them but try to enrich the story with the framework as much as you can.

For example when you applied to graduate school you were asked to complete an application and submit several reports of your accomplishments (transcripts, letters of reference, etc.). The organization/community set the requirements for what you needed to submit and the standards for how well you had to have done (GPA, etc.) but some of you may have negotiated.

I don't want to take the GRE, can I substitute something for it or wanted MU to

evaluate your record and give you credit for courses already achieved.

Similarly when you were completing the info for the application you may have sought to keep some aspects of your back ground private and not included a job that you did way back when, etc. Additionally the univ. gave you a form to complete some of the work but asked you to write an open-ended essay about your interest in the graduate program. I haven't told a very exciting story here but hopefully it gets you thinking about the performances and how they are influenced or supported by aspects of the framework. Since some of these ideas may be fairly new to you please feel free to ask for clarification or try out ideas on the discussion board.

After writing your story post it to the discussion forum named: **Mod 2.2 & 2.3 Story Telling** with the title labeled as **story_your last name**.

Please complete Module 2.1 & 2.2 by Saturday, February 9th at noon.

IV. Module 2.3

Please read your classmates posts in discussion forum: **Mod 2.2 & 2.3 Story Telling**, and respond to 3 posts. **In your response, you need to include 1 positive and 1 negative comment.** You are free to respond to as many as you like but you need to respond to at least 3 others' ideas by **Tuesday, Feb 12th at noon.**

- 1. For the positive comment:** You should address how the story illustrates the framework or how use of the framework helps explain the performance described in the story.
- 2. For the negative comment:** You should address how the story illustrates a weakness or missing aspect of framework or how the framework could be or needs to be extended to better explain the performance described in the story. Remember we are offering constructive criticism and feedback, but not flaming the author. ☺

V. Module 2.4

In the second week of the module we want to continue the discussion we began in week one but also look at some new resources for making sense of EPSS.

1. Please check out this website: <http://www.pcd-innovations.com/>

This site represents work by leaders in the EPSS field and collections of resources. Spend at least 30 minutes on the site exploring links and reviewing documents. Through your review try to build a perspective for yourself of who does EPSS, what are target performances for EPSS, how do EPSS professionals work, and what are opportunities for your self?

2. Please read the 2 articles in the Module 2 folder in Resources.

A. Evolving the Scope of User-Centered Design, [p33-karat.pdf]

B. Defining and Designing the Performance-Centered Interface, [p19-mcgraw.pdf]

Think about some activity or performance that could be better supported by an EPSS or by a better support system than is currently used. Think back to my example of graduate school admissions. How well does that system work how might it be improved? Write a one or 2 paragraph proposal for some performance that could use an EPSS. In your proposal share some ideas for how you envision the system working. What resources might be available and what and how might processes be supported.

After writing your proposal, please post it to the module 2 proposal discussion forum named: **Mod 2.4 & 2.5 Proposal** as a new topic with the title labeled **proposal_your last name**. Please complete act 2.4 by **Thursday, February 14th at noon**.

VI. Module 2.5

Please refer to the buddy list below for this activity. Each class member has a buddy assigned. In this activity, buddies will read each others proposal and offer constructive criticism. Please complete the tasks below.

- 1. Identify 2 positive aspects:** please identify 2 aspects of your buddy's proposal that you find interesting or a good idea

2. **Identify 2 negative aspects:** please identify 2 aspects of your buddy's proposal that are a bad idea or insufficiently explained or justified.

Please post your critique as a reply to the discussion board message of your buddy in discussion forum named: **Mod 2.4 & 2.5 Proposal** by **Saturday, February 16th at noon**.

VII. Reflection

When you have completed all of the work of module 1 answer the following questions and submit your answers via the **Assignments** tool (Module 1 Reflection). You may type or paste your answers in the textbox and submit it by **Saturday, February 16th at noon**.

I am interested in trying to understand how students participate and contribute in a social learning setting and also in helping you reflect on how your actions add to or detract from your own learning and that of others.....so after each module I will ask you to respond to this same set of questions about your participation. I will not use your self rating to influence how I assign points for a module, but I do require completion of these reflection statements as part of your module work effort.

Please rate yourself (1 to 7 with 7 being excellent and 1 being poor) and then rate your classmates by saying if you feel you are above or below the class average along these dimensions of social learning for this module. For example: Participation "5 above". Also if you have some insight about how or why it worked out for you that way I would love to hear it. I'd also appreciate any thoughts you have about the extent to which these ratings are hard for you to make.

1. **Rate your Participation:** All students are engaged in that they read and produce what is necessary to complete the assignment, whereas participation means taking on the role of a speaker or knowledge producer within the class, not just accepting what is presented but trying to make it your own.
2. **Rate your Contribution:** Does the student contribute to the class discourse and project work in ways that build meaning and lead to mutual understanding. Not only building new knowledge for yourself as in Participation, but

contributing to the knowledge development of the class or group within the class.

- 3. Rate your Identity:** Does the student take a responsible role in the community such that he/she answers questions posed by others, identifies ways to improve practice, and/or assumes leadership when tasks/issues/problems arise? Does the student take on a role of self regulation and self control for their own learning (internal form of monitoring and regulation)?

Your answers do not need to be long, just thoughtful.

VIII. Assessment

Your Module 1 assignments will be graded based on the following criteria:

Assignments	Points
Module 2.1: Participate in Module 1 Weekly Topic Discussion	1
Module 2.2: story telling task * post your own story to tell how the attributes of the framework influenced the performance	2
Module 2.3: At least 3 (one positive & one negative comment) others' ideas with one positive & one negative comment (1positive +1negative comments)X3 students =6	6
Module 2.4: write a proposal for some performance that could use an EPSS	3
Module 2.5: Review your buddy's proposal with 2 positive and 2 negative comments * Identify 2 aspects of your buddy's proposal that you find interesting or a good idea * Identify 2 aspects of your buddy's proposal that are a bad idea or insufficiently explained or justified.	1 1
Reflection (submit via Assignments tool)	1
Total Points	15

**Note. Points given will base on the quality of work.