

CSCW:
Computer Supported Cooperative Work
University of Victoria, Summer 2018
SENG 435/ CSC 485B/ CSC 578B

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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 (Bot)**
- 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! (Digital humanities, Music, Climate change, Politics, Ethics, etc.)

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 / healthcare
- Music, art
- Science
- Digital humanities
- Ethics
- ...

Introductions...

- Me...
- Your TA (Mahsa Daneshmand)
- You...
 - Name
 - Program of study
 - Goals for taking the course (one sentence)

Your TA

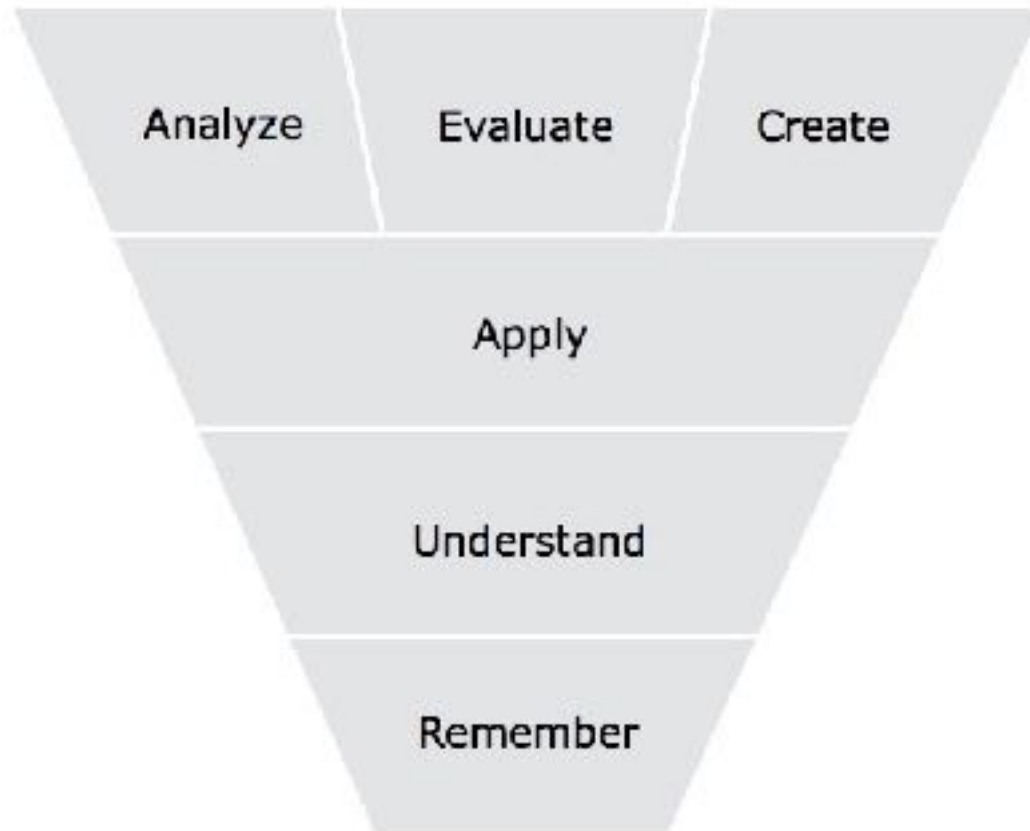
“I'm a first-year PhD student. My supervisor is Dr. Alex Thomo and we aim to work on social networks and algorithms. I hold a bachelor and master degree in Mathematics. Some of the courses that I have TAd at the Computer Science department of Uvic include : CSC 421, CSC 320, CSC 100. I enjoy hanging out with friends, camping, hiking, watching movies.

My email: mahsad@uvic.ca

Teaching style?

- Facilitator... I aim to inspire you to learn...
- I will learn too, you will teach me (about this topic but also how to teach!) 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, make these three hours count!
- **Laptops to be used only to contribute to course content and when I suggest you should**— most of the time, we won't use laptops/phones in the class (think second hand smoke for others!)
- But how/what you learn is up to you...

Official Course Outlines...

The official outlines are linked from the GitHub page
(and dept web pages)

CSC 485B

SENG 435

CSC 578B

May update as the course numbers settle down and
following our discussion today!

Key course details

- Class time: Thursdays 2:30-5:20, here (ECS 104)
- Office hours: Thursdays 1:30-2:30 (ECS 562) or by appointment (message me on Slack, 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 site)!
- 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! (set up notifications)
- We will use emails for urgent communication – please fill out the email sheet going around today. (**Connex** for grades)
- We will use **Wordpress** for blogs (discussed soon)

Course Structure

Three parts to the course:

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

Part 2: Workshop topic deep dives (student led)

Part 3: Project showcase (proposals, interim and final)

Topic Overview

**Week 1:
Introduction &
Motivation**



**Week 2:
Theories &
Models**



**Week 3:
Evaluation**



**Week 4:
Techniques &
Tools**



**Week 6:
Communities**

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

Readings, Blogs and Comments (1 of 2)

Do the **readings** well before each class

You need to **blog** (one post per student per week) when you have read the **assigned papers** (are they good/bad, and why, synthesize, reflect) – and you may discuss other related works and provide links or pictures

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

See the **schedule** for strict 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%/30% of your course grade

Readings, Blogs and Comments (2 of 2)

Commenting:

You need to **comment** on at least 3 other blog posts per week
Comments should add something and the better ones will stimulate discussion

Keep a log of your commenting activity and learning experiences, reflect. (will use this for assigning participation)

Additional comments (and discussions) well above the expected level may be used to increase your participation mark in the course

To the top of each blog post, add a short (< 140 characters) summary of the key point in your post (think like a tweet)



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**... to make up for a missed class, you would write an Essay of about 4 pages (2,000 words) to demonstrate you are familiar with and have thought deeply about the topics/material you missed (due within 7 days)

(as mentioned) Laptops/phones should not be used in class (unless they are being used for an activity)

Keep a **personal log** on your participation, reflections on the course (this is separate to project log). (share with me or submit at term end)

Worth 20%/10% of your final grade.

Projects (1 of 2)

- Project proposals will be presented by your group in class on June 7th (written reports due on June 8th)
- Project interim results are to be presented in class on June 28th. The written/interim reports are to be submitted by June 29th.
- Your final project presentations will occur in class on July 26th and the final written report is due on August 3rd (use class time to polish and submit your reports!)
- 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) — **your project log must be stored on GitHub** — update it weekly

Projects (2 of 2)

- Projects will have about 4 students per team (you may choose your own teams, but please choose carefully based on your goals!)
- Graduate students should work together (3-4 students per team)
- Each project probably requires an **ethics** application (discussed later)
- Projects are worth **45%/40%** of your final grade (undergrads/grads)
- Aim high, take a risk, have fun, learn something new!
- Each group will design and implement a collaborative Bot as part of their project (will discuss next week...) — other options may be possible

Workshops

Student lead!

- We will have 4 **workshops** on selected themes throughout the second half of the course (I will lead the first one)
- Graduate students will lead three of these workshops (one each), select content and reading material in advance and decide the format for each workshop (in consultation with the instructor)
- Workshop organization and presentations are worth **10%** of the final grade for graduate students
- Undergraduates will read any material in advance and then blog / comment
- Undergraduates that wish to boost their participation mark may participate directly in the workshop organization/presentation!

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!
- 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!

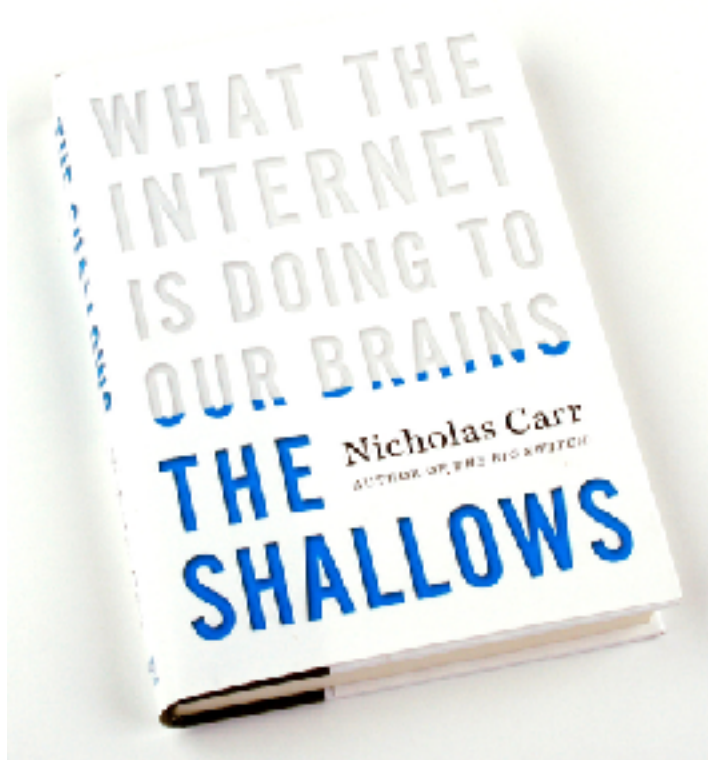
- **First short blog post – what do you hope to learn in this course and what do you offer — use this to introduce yourself to the rest of the class! Due by Friday (May 10th)**
- **First post on Slack (Random channel) is due by Monday May 13th**
- **Add photos to GitHub, Slack and Wordpress (we are a large class!)**
- Catch up on reading assigned for Week 1
- Check you can access content on GitHub as well and that you know where the Connex site is for grades
- **Readings for next week, read them and blog/comment by 2pm/ midnight on May 15th (always day before each class)**
- Email/Slack me if any concerns, or see me right after class
- Prepare to learn a few things, think a lot and have fun!
- Create a **personal log** and a **project log** (google docs?)

Summary of channels/tasks:

- **GitHub:** hosts course materials and links to topic summaries and other channels
<https://github.com/margaretstorey/cscwuvic2018>
- **Wordpress:** blog post for group activity
<https://cscwuvic2018.wordpress.com>
- **Slack** will be used throughout the day for ongoing discussion and to discuss ongoing tasks (central for today)
<https://cscwuvic2018.slack.com/>
- Use as many other tools as you can
- 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



<https://www.youtube.com/watch?v=H7-FwQ7twsg>