

IN4MATX 153: CSCW

**Class 20:
Wrap-up**

Professor Daniel Epstein
TA Dennis Wang
Reader Weijie Du

Announcements

- Final exam is posted!
- A3 grading, regrades in progress
 - Aim is to release A3 grades on Monday, and process regrades after
- Reading responses should be finalized, in-class participation later this week

Announcements

Department Activated **Self Activated** [DOWNLOAD RESULTS](#)

Filter: Spring 2024 Filter by status [CLEAR FILTER](#)

Class	↑↓	Status	↑↓	Responses	↑↓	Actions
IN4MATX 251 LEC A: CMPTR SPPD COOP WRK (36630)	↑↓	Open until 6/10/2024 7:50am	↑↓	21% 3/14	↑↓	⋮
IN4MATX 153 LEC A: CMPTR SUP COOP WORK (36190)	↑↓	Open until 6/10/2024 7:50am	↑↓	17% 16/94	↑↓	⋮

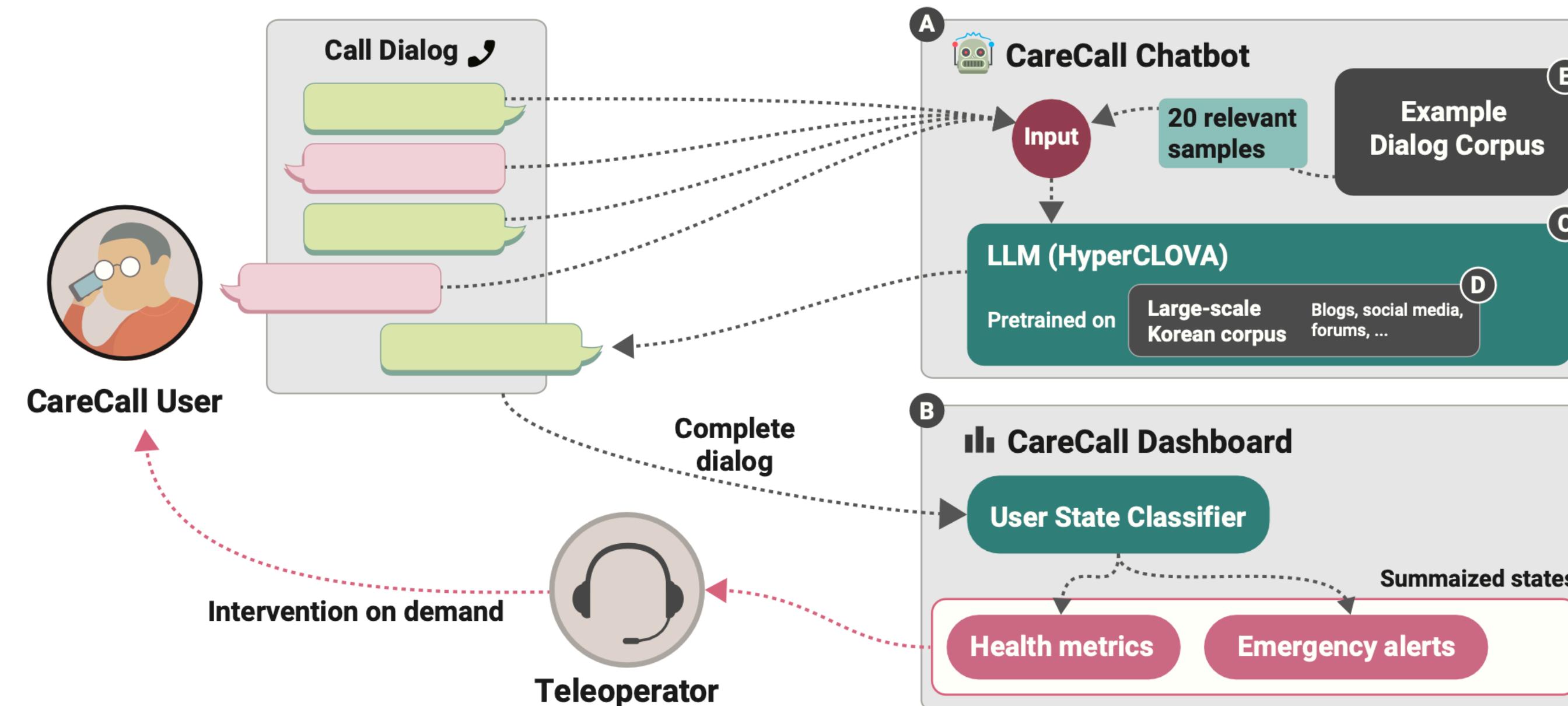
Today's goals

By the end of today, you should be able to...

- Describe how concepts from 153 can integrate into research and practice
- Avoid (some of) the negative consequences associated with social media through proactive design and critical thinking
- Summarize what you learned in 153
- Fill out the course evaluation

153 in research

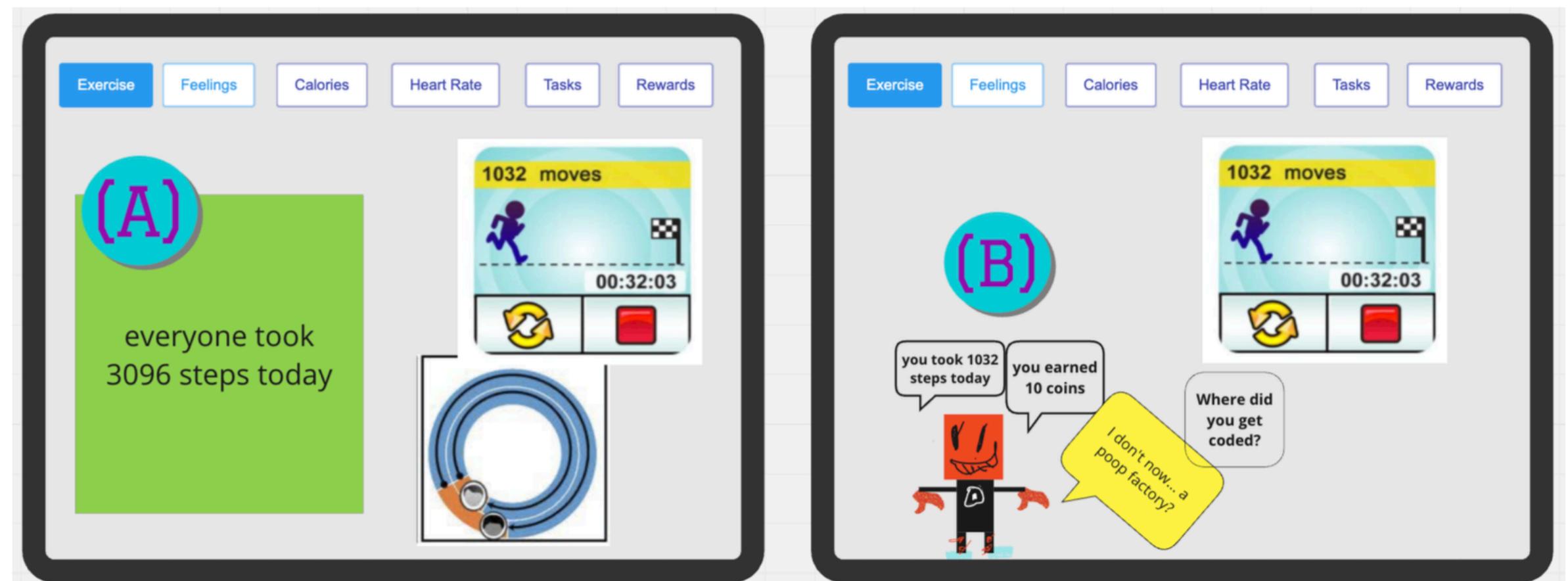
Clova CareCall



- Jo, E., Epstein, D. A., Jung, H., & Kim, Y. H. (2023, April). Understanding the benefits and challenges of deploying conversational AI leveraging large language models for public health intervention. In Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems (pp. 1-16).
- Jo, E., Jeong, Y., Park, S., Epstein, D. A., & Kim, Y. H. (2024, May). Understanding the Impact of Long-Term Memory on Self-Disclosure with Large Language Model-Driven Chatbots for Public Health Intervention. In Proceedings of the CHI Conference on Human Factors in Computing Systems (pp. 1-21).

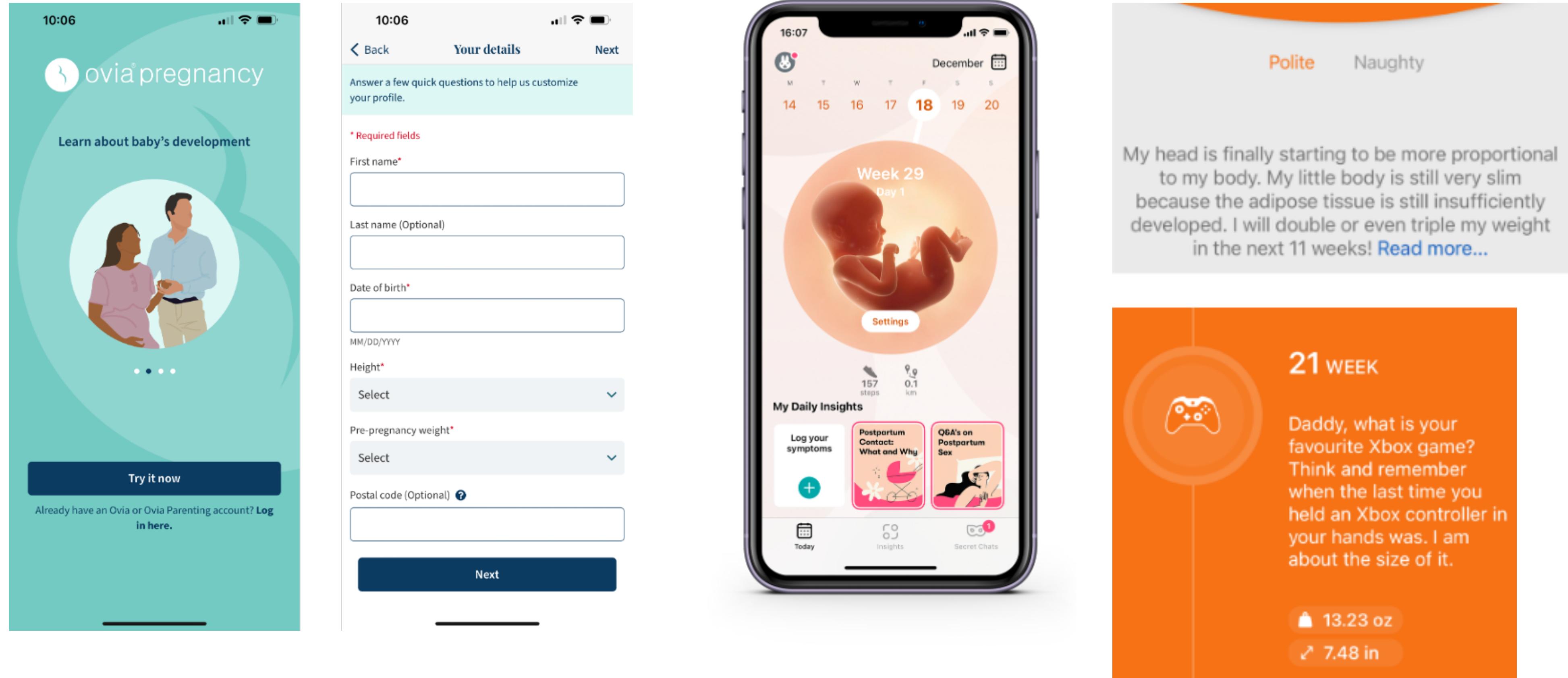
FamilyBloom

Add an actual picture of FamilyBloom



- Silva, L. M., Cibrian, F. L., Monteiro, E., Bhattacharya, A., Beltran, J. A., Bonang, C., ... & Hayes, G. R. (2023, April). Unpacking the Lived Experiences of Smartwatch Mediated Self and Co-Regulation with ADHD Children. In Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems (pp. 1-19).
- Silva, L. M., Cibrian, F. L., Bonang, C., Bhattacharya, A., Min, A., Monteiro, E. M., ... & Epstein, D. A. (2024, May). Co-Designing Situated Displays for Family Co-Regulation with ADHD Children. In Proceedings of the CHI Conference on Human Factors in Computing Systems (pp. 1-19).

Pregnancy Tracking



- Lu, X., Powell, J. E., Agapie, E., Chen, Y., & Epstein, D. A. (2024). Examining the Social Aspects of Pregnancy Tracking Applications. *Proceedings of the ACM on Human-Computer Interaction*, 8(CSCW1), 1-30.
- Lu, X., Powell, J. E., Agapie, E., Chen, Y., & Epstein, D. A. (2024, May). Unpacking the Lived Experience of Collaborative Pregnancy Tracking. In *Proceedings of the CHI Conference on Human Factors in Computing Systems* (pp. 1-17).

Unintended consequences

1936!

THE UNANTICIPATED CONSEQUENCES OF PURPOSIVE SOCIAL ACTION

ROBERT K. MERTON

Harvard University

We often fail to predict the consequences of our choices

- In the 90's, Victoria (in Australia) passed a law mandating helmets for cyclists
 - This led to a drop in children wanting to bicycle, because helmets were perceived as unfashionable
- But sometimes there are unexpected benefits
 - The Cold War DMZs between Eastern and Western Europe, and the one between North and South Korea, led to a large natural habitat

**We often fail to see the consequences
of our social computing designs**

One explanation: it can't be foreseen

- Should Facebook have known the kinds of images people would want to share on their platform?
 - And what that would mean for content moderation?
- Can we predict which social media platforms will take off, and which will struggle?
- Could we have expected how social values would spread online?

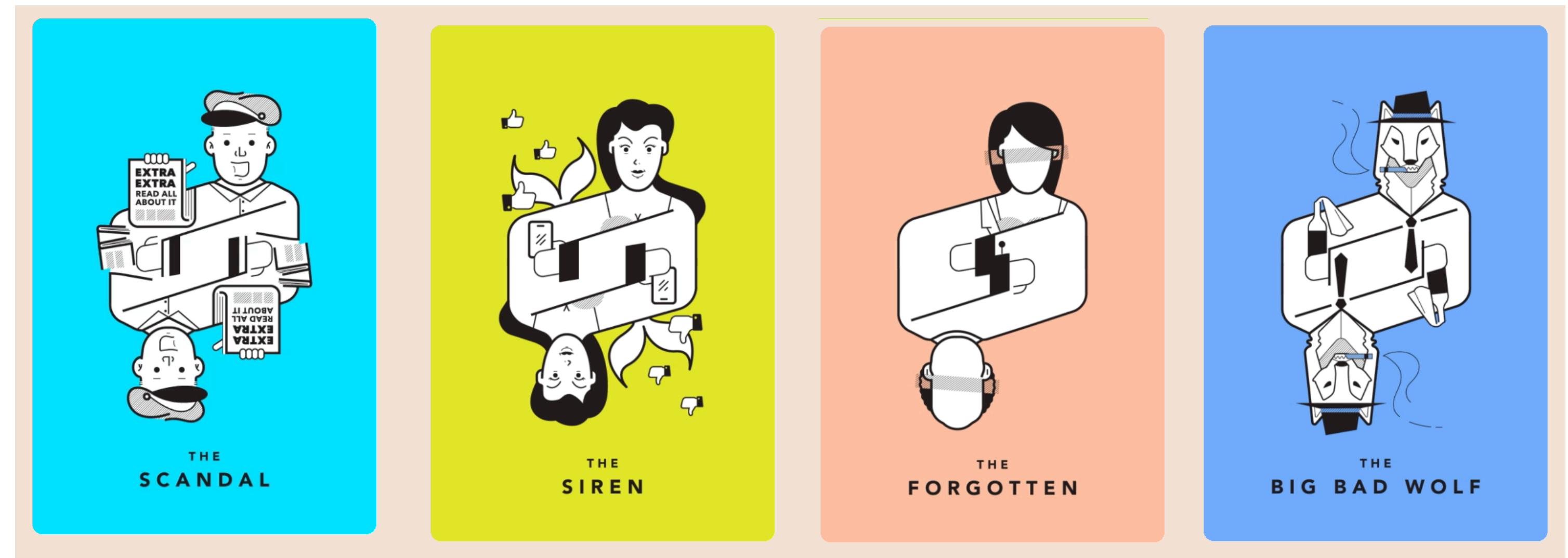
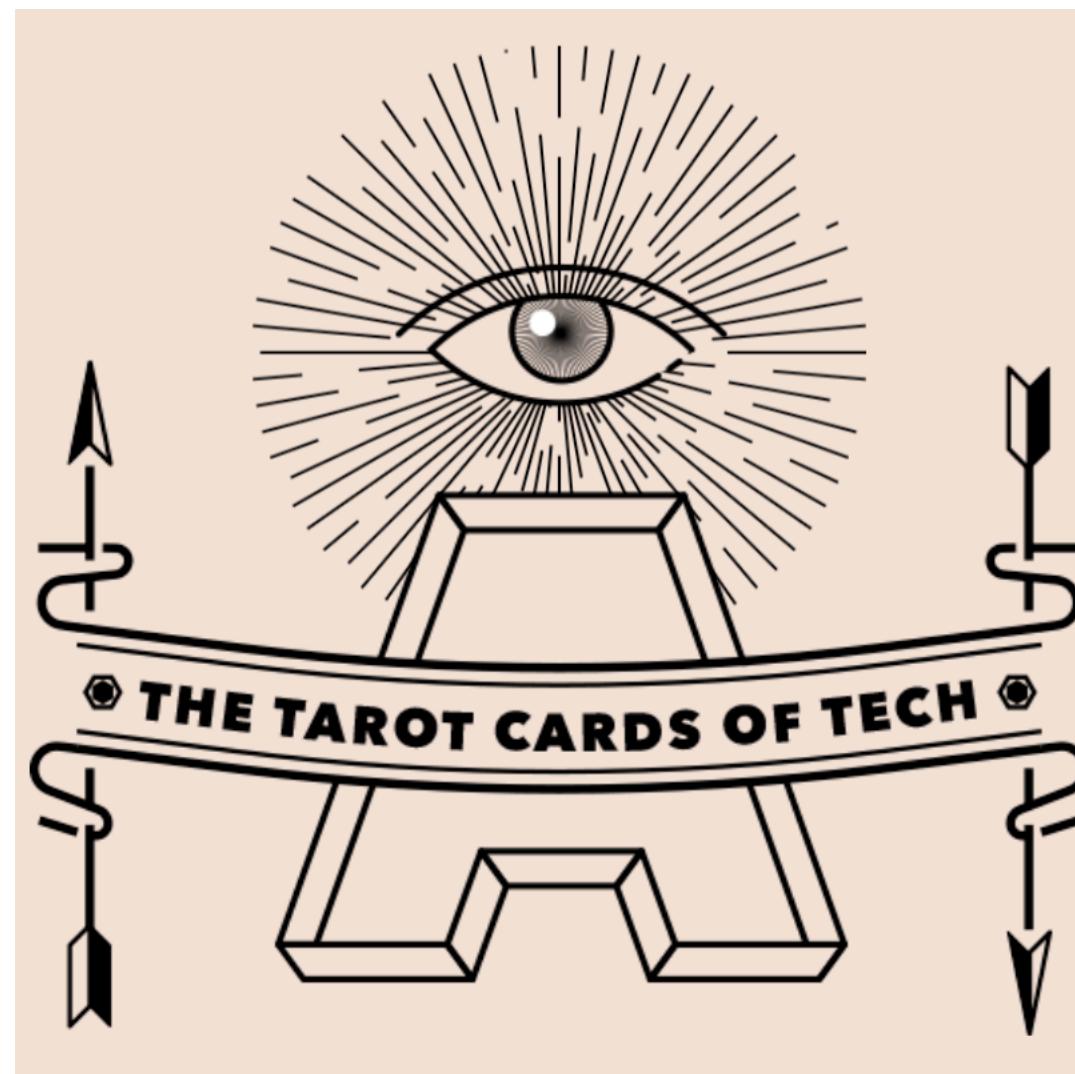
Another explanation: we can design

- We can design our way out of the negative consequences and problems
- We can fix content moderation and misinformation
- We can design for social relationships which aren't well-supported by current technology

How do we get to know what we don't know?

- Two productive ways:
 - You can get glimpses over time
 - You can ensure the right people are involved

Knowing what we don't know



tarotcardsoftech.artefactgroup.com

What's the worst headline you can imagine?

What would using your product “too much” look like?

When you picture your users, who isn't included?

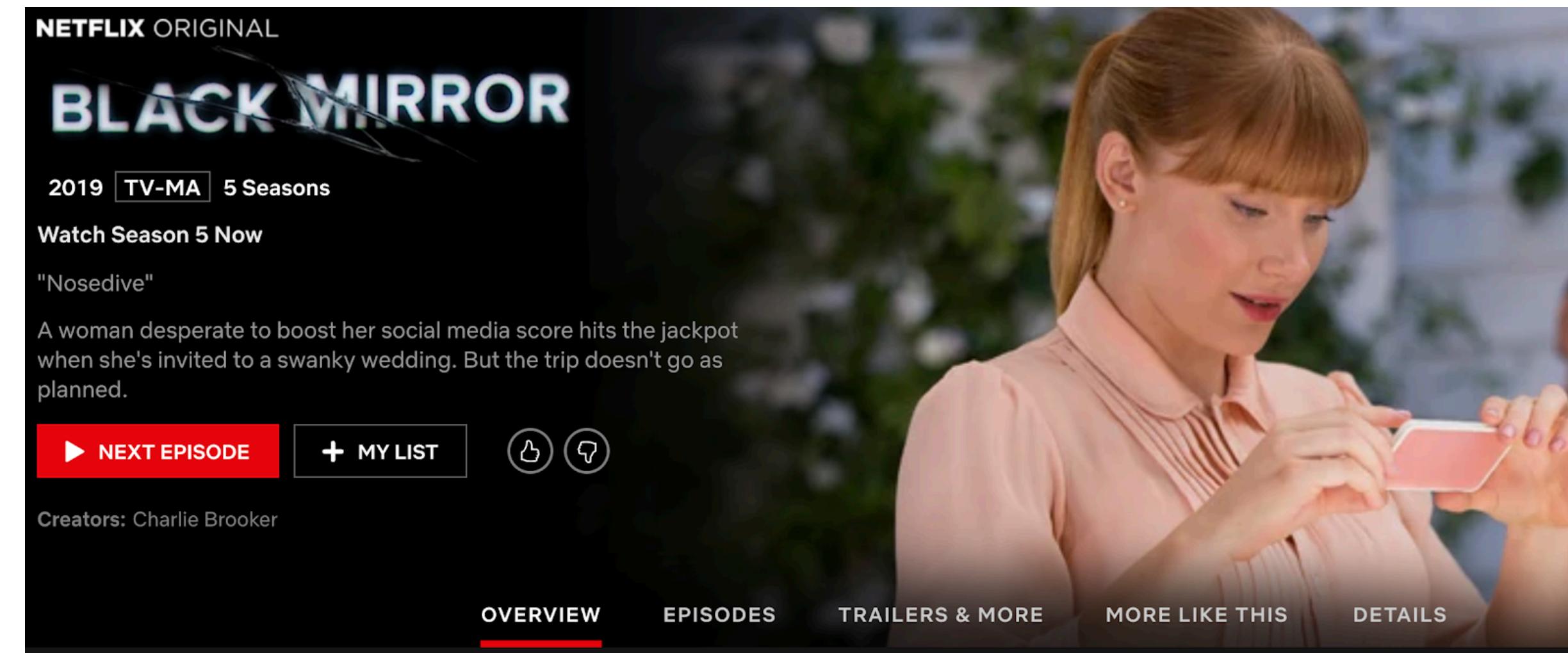
What could a bad actor do with your product?

Black Mirror writer's room

- Science fiction as a vehicle for imagining alternative futures
- Goal: don't name possible harms
 - instead amplify our anxieties

L.A. Kids and Instagram Anxiety: "Social Media Is Destroying Our Lives"

9:45 AM PDT 8/18/2017 by Stephanie Chan



Klassen, S., & Fiesler, C. (2022, February). "Run Wild a Little With Your Imagination" Ethical Speculation in Computing Education with Black Mirror. In Proceedings of the 53rd ACM Technical Symposium on Computer Science Education-Volume 1 (pp. 836-842).

Black Mirror writer's room

- 1. Brainstorm near future technology based on your design
- 2. What are the anxieties and issues does this design highlight?
- 3. What's a cautionary tale about the design that amplifies those anxieties?
- 4. What fictional person could best illustrate this caution?
- 5. What's their story?

Klassen, S., & Fiesler, C. (2022, February). "Run Wild a Little With Your Imagination" Ethical Speculation in Computing Education with Black Mirror. In Proceedings of the 53rd ACM Technical Symposium on Computer Science Education-Volume 1 (pp. 836-842).

Conduct your own review

- 1) What are the ethical risks, and risks to society?
 - To society as a whole?
 - To subgroups in society?
 - To other societies around the world?
- 2) What principles should designers of other systems be using to mitigate these risks?
- 3) What concrete design decisions are you making to instantiate those principles in your own system?

The goal is to bring potential issues to light earlier, not to “know what we can’t know”

Taking a break

Have you ever taken a break from social media?

Yes, a long break, and then came back

0%

Yes, a short break, and then came back

0%

I took a break, and didn't come back

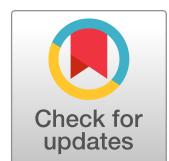
0%

I've never had social media

0%

No

0%



Limiting, Leaving, and (re)Lapsing: An Exploration of Facebook Non-Use Practices and Experiences

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ABSTRACT

Despite the abundance of research on social networking sites, relatively little research has studied those who choose not to use such sites. This paper presents results from a questionnaire of over 400 Internet users, focusing specifically on Facebook and those users who have left the service. Results show the lack of a clear, binary distinction between use and non-use, that various practices enable diverse ways and degrees of engagement with and disengagement from Facebook. Furthermore, qualitative analysis reveals numerous complex and interrelated motivations and justifications, both for leaving and for maintaining some type of connection. These motivations include: privacy, data misuse, productivity, banality, addiction, and external pressures. These results not only contribute to our understanding of online sociality by examining this under-explored area, but they also build on previous work to help advance how we conceptually account for the sociological processes of non-use.

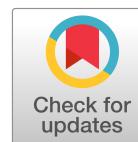
Author Keywords

Facebook, non-use, technology refusal.

ACM Classification Keywords

site. Changing privacy controls, data ownership policies, and questions about the kinds of social interaction it affords have all contributed to a growing trend of users pointedly leaving Facebook. For example, on May 31, 2010, Quit Facebook Day [19] encouraged users to leave Facebook, listing a number of grievances and providing alternative venues for online socialization. While no Facebook collapse ensued—the site claims just over 40,000 “committed Facebook quitters”—the initiative arguably drew significant attention, both the popular media’s and Facebook’s, to this growing contingent of Facebook quitters [18].

So why study Facebook refusal as opposed to non-use of any other social technology? Consider, for example, Google’s Gmail, which provides web-based email to hundreds of millions of users [6]. Despite its popularity, leaving Gmail does not carry the same significance as leaving Facebook, largely because of the unique social role Facebook plays for so many people—for example, 63% of U.S. adults have an online social networking account and of these, 93% are on Facebook [15]. Email is a platform available from many interoperable providers; if I have a Yahoo or MSN email account, I can still email someone with Gmail or vice versa. Facebook, on the other hand, is



Understanding Perceptions of Problematic Facebook Use

When People Experience Negative Life Impact and a Lack of Control

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ABSTRACT

While many people use social network sites to connect with friends and family, some feel that their use is problematic, seriously affecting their sleep, work, or life. Pairing a survey of 20,000 Facebook users measuring perceptions of problematic use with behavioral and demographic data, we examined Facebook activities associated with problematic use as well as the kinds of people most likely to experience it. People who feel their use is problematic are more likely to be younger, male, and going through a major life event such as a breakup. They spend more time on the platform, particularly at night, and spend proportionally more time looking at profiles and less time browsing their News Feeds. They also message their friends more frequently. While they are more likely to respond to notifications, they are also more likely to deactivate their accounts, perhaps in an effort to better manage their time. Further, they are more likely to have seen content about social media or phone addiction. Notably, people reporting problematic use rate the site as more valuable to them, highlighting the complex relationship between technology use and well-being. A better understanding of problematic Facebook use can inform the design of context-appropriate and supportive tools to help people become more in control.

CCS CONCEPTS

• Human-centered computing → Social networking sites;

ACM Reference Format:

Justin Cheng, Moira Burke, and Elena Goetz Davis. 2019. Understanding Perceptions of Problematic Facebook Use: When People Experience Negative Life Impact and a Lack of Control. In *CHI Conference on Human Factors in Computing Systems Proceedings (CHI 2019), May 4–9, 2019, Glasgow, Scotland UK*. ACM, New York, NY, USA, 13 pages. <https://doi.org/10.1145/3290605.3300429>

1 INTRODUCTION

Social network sites help people maintain social relationships [17, 31], drive civic engagement and collective action [35, 68], and support entrepreneurship [43]. But while many people derive benefit from online social networks, some feel that their use of such services is problematic. Studies of problematic use of the internet (e.g., [21, 102]) and social networks (e.g., [2, 61, 81]) note symptoms including preoccupation, loss of control, and negative impact on one’s relationships, work performance, and life [40].

The present study focuses on perceived problematic Facebook use to understand its prevalence and its relation to different activities on the site, in order to inform design improvements that may reduce problematic use. We define “problematic Facebook use” as reporting a significant negative impact on sleep, relationships, or work or school performance and feeling a lack of control over site use, consistent with broad definitions from the academic literature [72, 81]. We do not use the term “addiction” because there is no agreed-

5 DISCUSSION AND CONCLUSION

Summary. Approximately 3% of Facebook users in the U.S. report feeling like Facebook contributes to problems with their sleep, work, or relationships and that their Facebook use is difficult to control. Understanding their experiences

Wrapping up

But first—will you fill out the course evaluation?

Yes

0%

No

0%

I already did it

0%

At the end of this course, you should be able to...

- Relate social scientific and technological concepts to the design of social and interpersonal technology.
- Identify the potential social benefits offered by the design of a social or interpersonal technology.
- Critique the potential harms furthered by the design of a social or interpersonal technology.

What I hope you take away from this class

- That every social system is designed, either explicitly or by default
- That designs can have substantial, but not complete, influence over the behaviors in that system
- That we have the capabilities to create enlightening, fun, and meaningful spaces for people to interact
- But, that there's a lot which can go wrong, and requires careful consideration

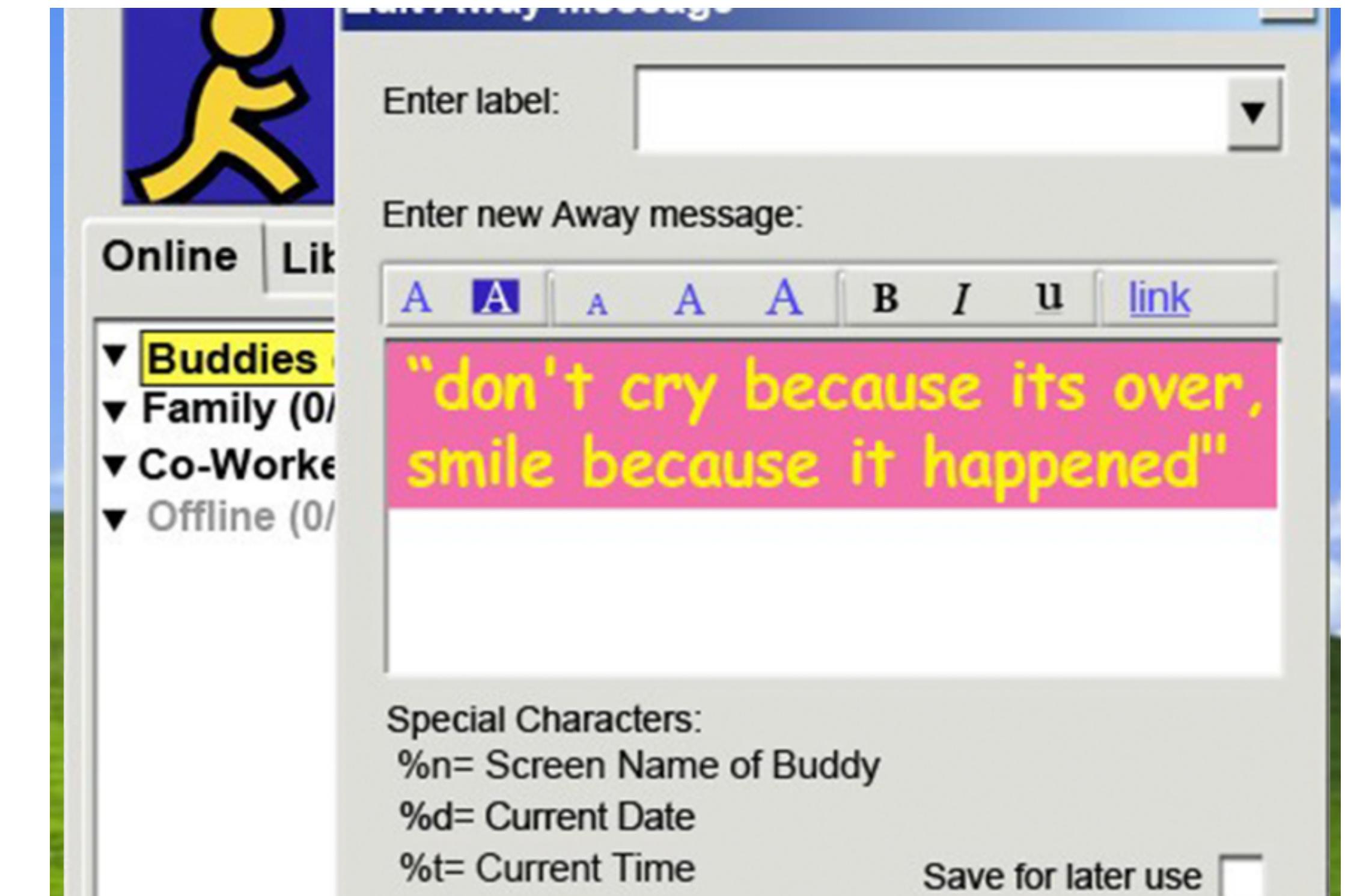
What I hope you take away from this class

- Going viral is hard!
- You have to be:
 - Creative
 - Novel
 - Timely
 - Lucky
- Whenever you see a meme,
appreciate the thought and effort
that went into it



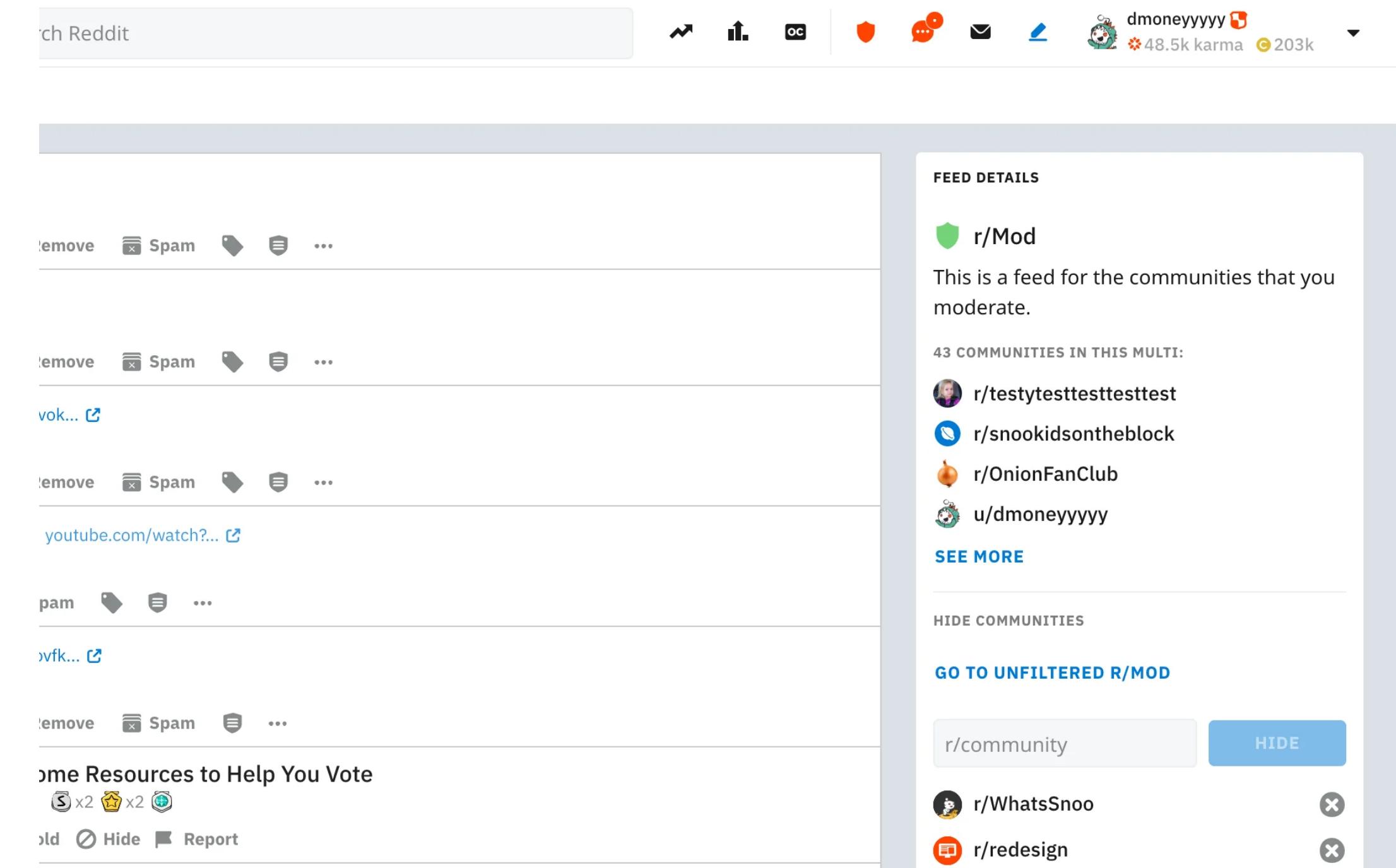
What I hope you take away from this class

- Social media trends come and go
 - Text became images, and eventually video
 - Social media has to have critical mass in order to survive
- Or, maybe the takeaway it that we eventually all succumb to the forces of capitalism



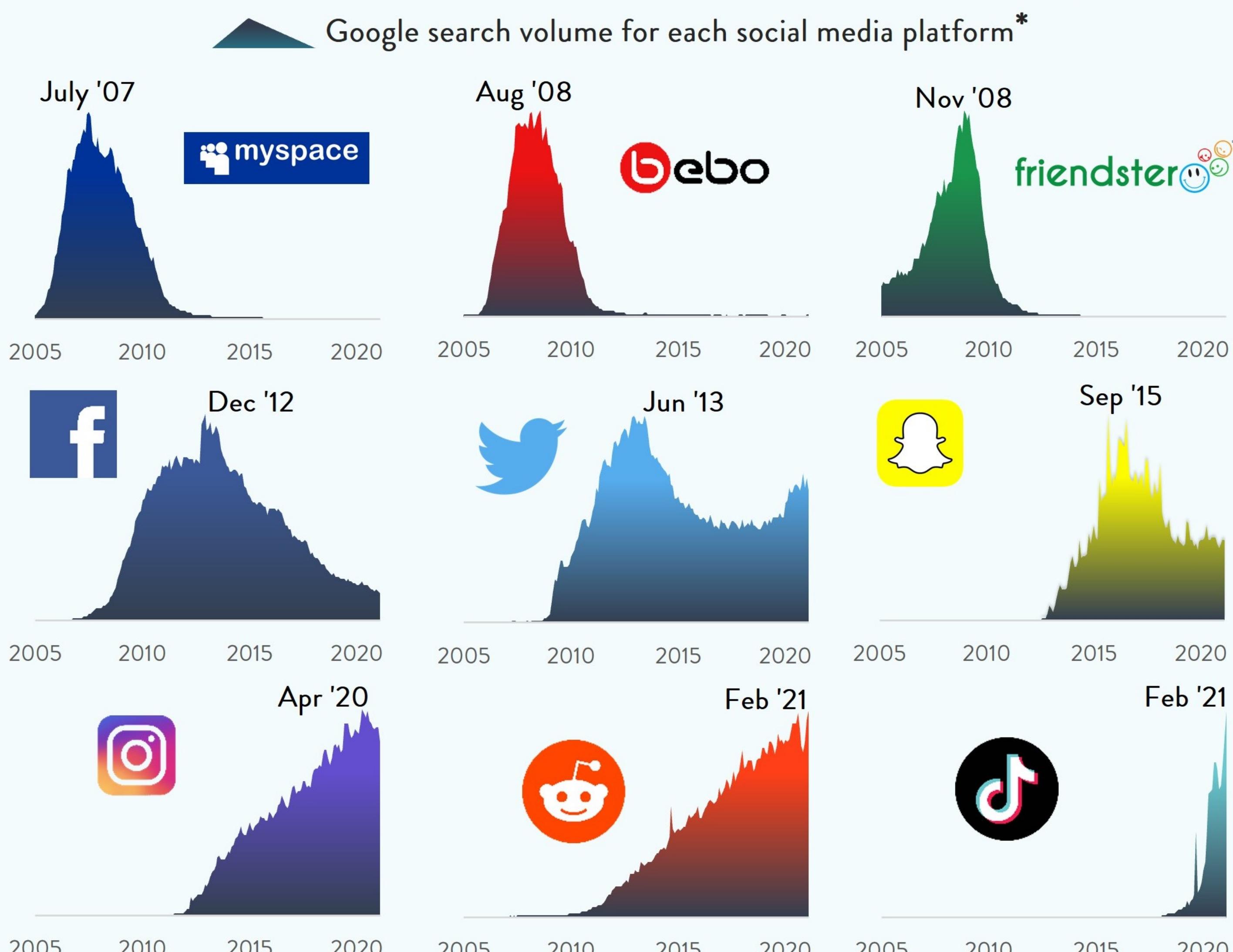
What I hope you take away from this class

- Moderating online content is hard, and largely thankless work
- But if you don't, online communities get out of control
- Think through rules and content choices before they become a problem



Social Media: When Was Each Platform Generating Its Peak Buzz On Google

- The platforms have changed, but the fundamentals stay the same
- I'm a millennial, and therefore I'm not cool
 - And therefore, the social media that I like are not cool
 - But, before too long, the systems that you like will also not be cool



*Y-axes are not comparable, charts show *when* each had its own peak search interest. Data source: Google Trends

more at www.chartr.co

Thanks, Dennis and Weijie!



Congratulations, seniors!

Thanks for bearing with me this quarter.

- The first time teaching a class is always a little rough
- I hope I delivered on the takeaways set up at the beginning of the quarter
 - And if not, I look forward to improving next year
- Leave feedback!

**It's been an honor
to be able to teach you.**

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