Knowledge Media Design: Applications in Knowledge Media

Course Code: KMD 1002
Day and Time: Mondays, 1:00 – 4:00 PM, Spring 2017
Location: BL 417
Course Website: http://portal.utoronto.ca

Instructor

Professor Jeffrey Boase
Contact Information: j.boase@utoronto.ca
Office Hours: After class or by appointment.

Course Objectives

This course will focus on the role of digital trace data in knowledge media and design. In the first half of the course we will consider the implications of digital trace data for privacy, ethics, research methodology, and the design of social applications and platforms. In the second half of the course students will have the opportunity to explore the application of digital trace data to a topic of personal interest, such as in healthcare, education, government, marketing, and finance.

Course Learning Outcomes

The course learning outcomes are as follows:
- Students will understand fundamental concepts and practices relating to the role of digital trace data in knowledge media and design, and will are able to respond to changing information practices and needs of society.
- Students will develop their ability to contribute research regarding the role of digital trace data in knowledge media and design.
- Students develop an understanding of the application of new technological developments to the preservation and digital trace communication within the context of knowledge media and design.

Relationship Between Course Learning Outcomes and Program Learning Outcomes

The three course learning outcomes above link to MI program learning outcomes numbers one, three, and five, which are available at: https://current.ischool.utoronto.ca/studies/learning-outcomes.

Format

This course follows a seminar format in which students will complete the readings before each class and discuss them in a semi-structured format. Before each class students will write responses to discussion questions, and they will draw on these responses during class discussion. Starting in week two students will take turns providing short summaries of assigned readings to the class and leading discussion on these readings. Each student will have input into selecting a topic, reading, and discussion questions for one class in the the second half of the semester, and during this class they will discuss their plans for their final project.

Grading

This is a credit/no credit course. The expectation is that everyone who participates fully in the course will pass. The written responses to the reading questions will be worth 20%, active class participation — involving regular and sustained contributions to class discussion and taking the lead on specific readings — will be worth 20%, and the final poster will be worth 60%. The final poster will be based on an independent project in which each student will propose an approach to using digital trace data in knowledge media and design. Students will have the opportunity to display their posters at the end of semester party.

Writing Support

As stated in the iSchool's Grade Interpretation Guidelines, "work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects". With this in mind, please make use of the writing support provided to graduate students by the SGS Office of English Language and Writing Support (http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx). The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current workshop schedule (http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Years-Courses.aspx) for more information.

Academic Integrity

Please consult the University's site on Academic Integrity (http://academicintegrity.utoronto.ca/). The iSchool has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the University's Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf). You should acquaint yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the site How Not to Plagiarize (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).
Cite it Right covers relevant parts of the U of T Code of Behaviour on Academic Matters (1995). It is expected that all iSchool students take the Cite it Right workshop and the online quiz. Completion of the online Cite it Right quiz should be made prior to the second week of classes. To review and complete the workshop, visit the orientation portion of the iSkills site: uoft.me/iskills

Accommodations

Students with diverse learning styles and needs are welcome in this course. If you have a disability or a health consideration that may require accommodations, please feel free to

approach me and/or the Accessibility Services Office (http://www.studentlife.utoronto.ca/as) as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let them and I know your needs, the quicker we can assist you in achieving your learning goals in this course

Statement of Acknowledgement of Traditional Land

The Faculty of Information wishes to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Schedule

(subject to change, readings and topics may be updated)

Date	Topic
Jan 9	**Class 1 - Introduction**
Jan 16	**Class 2 - Digital Trace Data and Social Research** Salganik, M. (Open Review). Bit by Bit: Social Research in the Digital Age. Chapters 1 and 2. http://www.bitbybitbook.com Boase, J. (2013). Implications of software-based mobile media for social research. Mobile Media & Communication, 1(1), 57–62.
Jan 23	**Class 3 - Privacy and Ethics** Salganik, M. (Open Review). Bit by Bit: Social Research in the Digital Age. Chapters 6. http://www.bitbybitbook.com Smith, H. J., Dinev, T., & Xu, H. (2011). Information Privacy Research: an Interdisciplinary Review. MIS Quarterly, 35(4), 989–1015. Hoofnagle, C. J., King, J., Li, S., & Turow, J. (2010). How different are young adults from older adults when it comes to information privacy attitudes and policies?

Jan 30   **Class 4 - Mobile and Social Media Digital Trace Data**

Boase, J., Kobayashi, T., Schrock, A., Suzuki, T., & Suzuki, T. (2015). Reconnecting Here and There: The Reactivation of Dormant Ties in the United States and Japan. American Behavioral Scientist, 59(8), 931–945.

Naaman, M., Boase, J., & Lai, C.-H. (2010). Is it really about me?: Message content in social awareness streams. In Proceedings of the ACM Conference on Computer Supported Cooperative Work,(CSCW '10). ACM, New York, NY, USA, 189-192. ACM, New York, NY, USA, 189-192.

Feb 6   **Class 5 - Approaches to Analyzing Digital Trace Data**

Salganik, M. (Open Review). Bit by Bit: Social Research in the Digital Age. Chapters 4. http://www.bitbybitbook.com

Boase, J. (2016). Augmenting Survey and Experimental Designs with Digital Trace Data. Communication Methods and Measures, 10(2–3).

Jamieson, J. (2016). What does data sound like? An overview of data sonification. Open Shelf. http://www.open-shelf.ca/160201-data-sonification/

Jamieson, J., & Boase, J. (2017). Listening to social rhythms: Exploring interactional, time stamped data using sonification. In L. Sloan and A. Quan-Haase (Eds.), The SAGE Handbook of Social Media Research Methods. Thousand Oaks, CA: SAGE Publications. (Available under "Readings" section of Blackboard.)

Explore the E-Rhythms Sonifier software: http://erhythms.utm.utoronto.ca/data-sonifier.html

Feb 13   **Student Selected Topic**

Readings TBD.

Feb 27   **Student Selected Topic**

Readings TBD.

Mar 6   **Student Selected Topic**

Readings TBD.

Mar 13   **Student Selected Topic**

Readings TBD.

Mar 20	**Student Selected Topic**
	Readings TBD.
Mar 27	**Student Selected Topic**
	Readings TBD.
Apr 3	**Poster Session**