

Pratt

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Subject to Change.
Please refer to the LMS
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LIS 697: Social Media Spring 2009

Class Hours: Wednesday 3:30 – 5:50p
Office Hours: Monday 5:00 – 6:00p, Wednesday 2:00-3:00p,
and by appointment
Credits: 3
Prerequisites: LIS 654 (Information Technologies), or by
permission
Location: PMC 602

Bulletin Description:

Covers current issues and topics. New or experimental courses are taught several times to assess the need for them in the regular curriculum.

Detailed Description:

The rise of the networked information environment, currently highlighted by such descriptors as Social Media and Web 2.0, and popularized by such web properties as Facebook and Twitter, will continue to profoundly influence the ways in which humans share information. Such technologies support the use, production, and circulation of knowledge in a peer-to-peer networked arrangement. This arrangement shares some aspects with other forms of communications but is most remarkable in its discontinuity from these earlier forms (for example, the hierarchical communication structure widely used in our lifetimes). This new structural arrangement, which will undoubtedly persist alongside other arrangements, has implications for information organizations and professionals, and goes far beyond, “should my library be Twittering?” Rather, the question this course will be guided by is: how might information organizations and professionals leverage the networked information environment to advance longstanding professional values, such as a commitment to democracy, community building, and individual efficacy and fulfillment. In effort to advance these values, students will engage in a collaborative design project that attempts to take advantage of this new arrangement.

Course Objectives:

- Learn how human shape, and get shaped by, information and communications technologies (ICTs). Consider how social media may be like (or unlike) technologies that have profoundly shaped human psycho-social reality, such as writing, printing, and telecommunications.
- Become familiar with the discourses on and uses of social media, such as blogs, microblogs, wikis, podcasts and online social networks.
- Understand how social media creates new challenges and opportunities, especially with respect to organizations and psycho-social dimensions.
- Understand the notion of a network, how it can be analyzed, and its relationship to social media.
- Become familiar with the digital infrastructure that makes social media possible.



- Understand what social media means for libraries and how social media can be used to advance the mission of libraries (Library 2.0).
- Work collaboratively to design a project that uses social media concepts to advance an important social issue.

Course Schedule and Readings

Textbook and Readings

No textbook is required for this course. All readings are available online via the Learning Management System (LMS), available at <http://my.pratt.edu>.

1/20 – Introduction

- Overview of Syllabus and Design Project
- Ice-breaker activity
- Assign weekly presenters of class readings and Discovery/Analysis Presentations
- Post a photo of yourself and fill-out your profile on the LMS

1/27 – The Dialectic of Technology and Human Agency: Historical Perspectives

Ong, W. J. (1982/2002). Writing Restructures Consciousness. In *Orality and Literacy: The Technologizing of the Word* (pp. 77-114). London: Routledge. Retrieved from course e-reserves.

Deibert, R. J. (1995). Introduction. In *Parchment, Printing, and Hypermedia: Communication in World Order Transformation*. New York: Columbia University Press. Retrieved from course e-reserves.

2/3 – Our Current Wave of Socio-technical Change

Benkler, Y. (2007). Chapter 1: Introduction: A Moment of Opportunity and Challenge. In *The Wealth of Networks*. Cambridge: MIT Press. Retrieved from <http://yupnet.org/benkler/archives/8>

Castells, M. (2009). Opening; Communication in the Digital Age. In *Communication Power* (pp. 1-9; 54-71). New York: Oxford University Press. Retrieved from course e-reserves.

2/10 – Learning and Social Media: Formal Contexts

Barab, S., Thomas, M., Dodge, T., Carteaux, R., & Tuzun, H. (2005). Making learning fun: Quest Atlantis, a game without guns. *Educational Technology, Research and Development*, 53(1), 86. Retrieved from http://inkido.indiana.edu/research/onlinemanu/papers/QA_ETRD.pdf

Shuler, C. (2009). *Pockets of Potential: Using Mobile Technologies to Promote Children's Learning*. New York: Joan Ganz Cooney Center at Sesame Workshop. Retrieved from http://joanganzcooneycenter.org/pdf/pockets_of_potential.pdf

Further Reading:

Cocciolo, A., Mineo, C. & Meier, E. (under review). Using Online Social Networks to Build Healthy Communities: A Design-based Research Investigation. *ED-MEDIA 2010-World Conference on Educational Multimedia, Hypermedia & Telecommunications*, Toronto, Canada. Retrieved from course e-reserves

2/17 – Learning and Social Media: Informal Contexts

Ito, M. et al. (2010). Introduction. In *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media* (pp. 1-28). Cambridge: MIT Press. Retrieved from course e-reserves.

Horst, H.A., Herr-Stephenson, B. & Robinson, L. (2010). Media Ecologies. In M. Ito et al. (Eds.), *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media* (pp. 29-78). Cambridge, MA: MIT Press.

2/24 – Designing for Sociability

This week's class we will be meeting virtually. Please post your weekly response to the LMS, read the responses of your fellow students, and respond to two of your classmates. Your instructor will be responding to posts as well.

O'Reilly, T. (2005). What is Web 2.0: Design patterns and business models for the next generation of software. *O'Reilly Network*. Retrieved January 30, 2007, from <http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>

Cocciolo, A. (under review). Can Web 2.0 Enhance Community Participation in an Institutional Repository? The case of PocketKnowledge at Teachers College, Columbia University. *Journal of Academic Librarianship*.

3/3 – Information Organization and Access in the Global Networked Environment

Weinberger, D. (2007). Prologue: Information in Space; Introduction: The New Order of Order. In *Everything is Miscellaneous: The Power of the New Digital Disorder* (pp. 1-23). New York: Times Books.

Lévy, P. Introduction. In *Collective Intelligence: Mankind's Merging World in Cyberspace* (R. Bononno, Trans.) (pp. 1-19). Cambridge, MA: Perseus Books. Retrieved from course e-reserves.

3/10 – Online Social Networks

Design Project Proposal Due.

boyd, d. (2010). Friendship. In M. Ito et al. (Eds.), *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media* (pp. 79-115). Cambridge, MA: MIT Press. Retrieved from course e-reserves.

Illouz, E. (2007). Romantic Webs. In *Cold Intimacies: The Making of Emotional Capitalism* (pp. 74-114). Cambridge, UK: Polity. Retrieved from course e-reserves.

3/17 – Spring Break; No Class

3/24 - Networks

Barabási, A. (2002). Six Degrees of Separation. In *Linked: How Everything is Connected to Everything Else and What It Means for Business, Science, and Everyday Life* (pp. 25-40). New York: Plume. Available from course e-reserves.

Watts, D. (2003). The Connected Age. In *Six Degrees: The Science of a Connected Age* (pp. 19-42). New York: W. W. Norton. Available from course e-reserves.

3/31 – Network Analysis and Measures

Monge, P.R., & Contractor, N. (1988). Communication networks: Measurement techniques. In C.H. Tardy (Ed.), *A handbook for the study of human communication* (pp. 107-138). Norwood, NJ: Ablex. Retrieved from course e-reserves.

[Note: Read Introduction and Summary, and scan the sections in between] Hanneman, R A. & Riddle, M. (2005). Centrality and Power. In *Introduction to social network methods*. Riverside, CA: University of California, Riverside. Retrieved from http://www.faculty.ucr.edu/~hanneman/nettext/C10_Centrality.html

4/7 – Social Media in Organizational Contexts: Challenges and Opportunities

Li, C. & Bernoff, J. (2008). Why the Groundswell—and why now?; Jujitsu and the technologies of Groundswell. In *Groundswell: Winning in a World Transformed by Social Technologies* (pp. 3-37). Cambridge, MA: Harvard Business Press. Available from course e-reserves.

Shirky, C. (2008). It Takes a Village to Find a Phone; Sharing Anchors Community. In *Here Comes Everybody: The Power of Organizing without Organizations* (pp. 1-54). New York: Penguin. Available from course e-reserves.

4/14 – Identity and Presentation of the Self

Turkle, S. (1995). Aspects of the Self. In *Life on the Screen: Identity in the Age of the Internet* (pp. 177-209). New York: Touchstone. Available from course e-reserves.

Gillin, P. (2007). The Origins of Social Media; From Chaos, Structure. In *The New Influencers: A Marketer's Guide to the New Social Media* (pp. 1-28). Sanger, CA: Quill Driver Books. Available from course e-reserves.

4/21 – Digital Infrastructure: Current and Evolving Arrangements

Abelson, H., Ledeen, K. & Lewis, H. (2008). Appendix: The Internet as System and Spirit. In *Blown to Bits: Your Life, Liberty, and Happiness after the Digital Explosion* (pp. 301-316). Upper Saddle River, NJ: Addison-Wesley. Available from course e-reserves.

Carr, N. (2008). Burden's Wheel. In *Big Switch: Rewiring the World, From Edison to Google* (pp. 9-24). New York: W. W. Norton. Retrieved from course e-reserves.

4/28 – Library 2.0

Lankes, R.D., Silverstein, J. & Nicholson, S. (2007). Participatory Networks: The Library as Conversation. Retrieved from <http://ptbed.org/ParticipatoryNetworks.pdf>

Li, C. & Bernoff, J. (2008). Talking with the Groundswell. In *Groundswell: Winning in a World Transformed by Social Technologies* (pp. 99-127). Cambridge, MA: Harvard Business Press. Available from course e-reserves.

Shank, J. D. & Bell, S. J. (2007). Librarianship + Technology + Instructional Design = Blended Librarian. In R. Singer Gordon (Ed.), *Information Tomorrow: Reflections on Technology and the Future of Public and Academic Libraries* (pp. 173-191). Medford, NJ: Information Today. Available from course e-reserves.

5/5 – Design Project Presentations

Course Requirements

Students' course grades will be determined by performance on the following activities:

1. Class Participation (20%)
2. Weekly Responses (30%) – 11 responses required over the course of the semester

3. Design Project (50%)

3a. Proposal (2-5 pages) (15%) – **due March 10, 2009**

3b. Design Document (15-20 pages) (25%) - due May 5, last day of class

3c. Presentation (10%) – present on May 5, last day of class

Class Participation

Students are expected to be prepared and to contribute to class discussions each week with scholarly analyses and insights. In addition, each week one student or a team of two students will present their understanding of the readings to the class. This is an opportunity to consolidate your (or your team's) understanding on a topic, to present your perspective, to make novel connections to other domains, and to relate the readings to real-world experience. Presenters may use the essential questions posed (available on Moodle) to guide their presentations, or may choose their own direction in discussing the readings. Presenters should be prepared to make around a 10-15-minute presentation, and conclude with some questions or issues they would like to discuss more thoroughly.

The schedule of presenters will be decided on the first day of class.

Weekly Responses

Each week, students are expected to write at least two paragraphs that reflect on the readings and can be in respond to the essential questions posted on Moodle. Students should respond to the question on Moodle by noon (at the latest) on the day of class (late responses will receive a reduced grade). Please do not bring in a hard-copy or email unless Moodle is unavailable. The purpose of these responses is to allow students the opportunity to reflect on the readings and share their reflections with the other members of the class. Students are encouraged to read the responses by their fellow classmates (this is, however, not a requirement). Based on interests, students may choose two weeks NOT to do a weekly response. This means by the end of the semester, each student should have posted 11 responses. However, participation is required for the week of February 24 since we will not be meeting face-to-face (please see Feb. 24 on the class schedule for more information).

Please note that the instructor will refer to these responses during class discussion and may ask students to further clarify or expand on their response.

Discovery/Analysis Presentation

Each student will make a 10 minute presentation of a social media (or related technology) that he/she discovered that he/she thinks is interesting (something you find innovative, relevant, educational, fun; something you despise). Impress the class with your finding and its analysis! What does this project imply for: individuals, society-at-large, libraries, higher education, business, communications, learning, entertainment, etc. What would any of the authors we have read think of this technology? Try to find something that you find genuinely interesting and not obvious. Examples includes mobile applications, applications used in other social networking applications, or some innovative combinations (e.g., GPS). Please make sure that during your presentation you can show us the technology that you have discovered (e.g., Powerpoint, handout, etc.).

Design Project

Overview

As social media evolves into a mature and widely used set of technologies (social networks, mobile devices, among others), interest has grown in using such technologies as part of solutions to address important social issues. In the United States, education of youth is undoubtedly one of the most important of these social issues and is an area that libraries are becoming increasingly involved. Your challenge is to

work with a team to develop a project for the “Breakthroughs in Mobile Learning” competition from the Joan Ganz Cooney Center at Sesame Workshop. Information on the challenge is below (additional information is available at <http://www.joanganzcooneycenter.org/initiatives/prizes-excellence-children-media-02.html>):

The Challenge

The Joan Ganz Cooney Center at Sesame Workshop is challenging innovators to submit projects for children between the ages of 3-11 that push the current boundaries of mobile learning. Each project must include a prototype of the innovative educational experience.

A review of the opportunities and challenges in designing breakthroughs in mobile learning can be found by reading the Cooney Center’s recent review of the field entitled [Pockets of Potential: Using Mobile Technologies to Promote Children’s Learning](#).

The Scoring

All project entries using the same scorecard (link to scorecard). This scorecard is based on five key criteria, which will be equally weighted:

- *Originality: Project is innovative, meaning a new idea, or an adaptation of an old idea in a unique new way.*
- *Contribution to the field of Mobile Learning: Project takes advantage of the unique affordances and opportunities offered by mobile learning, and addresses challenges that the field needs to overcome, as pointed to by the Joan Ganz Cooney Center's research and others'.*
- *Feasibility/Potential for Scale: Project has potential for broad scale impact, demonstrating that it has considered the feasibility of mass production, marketing and distribution.*
- *Educational Quality and Impact: Project is educational, engaging, and will appeal to children. It addresses a specific educational need as evidenced by solid research-based evidence, market data and other assessments of need. The originator has given clear and reasoned thought to how impact will be measured. Special consideration will be given to those innovations that can be used to advance learning for underserved populations.*
- *Applicant(s) experience, passion and need: Applicant(s) demonstrate expertise and passion for the field. Special consideration will be given to projects that will significantly benefit from prize award.*

The Finalists

Up to five finalists will be selected to travel to E3 Expo to participate in a quick pitch competition before a distinguished jury, an audience of industry leaders and potential investors. The prize will be awarded at this event.

The Winner

The winner will receive:

- *Funding: \$50,000 to be put towards development of their project.*
- *Research: Our research team will work closely with the winners to document potential scalable outcomes of the innovation. We will consult on formative research to help develop the project.*
- *Expertise: Additional advice will be offered from experts who are skilled in mobile R&D.*
- *Partnership Development: We will introduce the winners to research and business partners who are interested in advancing digital innovations for children.*

- *Publicity: Recognition in press outreach and Center's "best-practices" publication.*
- *Networking: Winners will be invited to participate in the next Cooney Center Forum. This year's forum, Breakthrough Learning in a Digital Age, brought together the nation's top thought leaders in technology and education at Google's headquarters.*

FAQs

What is meant by mobile learning?

Mobile learning refers to education that happens when the child is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the opportunities offered by mobile technologies. As long as a project encourages the learner to be mobile, you can apply for this prize.

What is meant by prototype?

The project must be at a stage where a field/market test can occur. Ideal/concept stage projects will not be accepted. As part of the online application, you must submit a 5 slide presentation deck that illustrates your prototype. You can embed images and URLs into your deck.

What is meant by an early prototype?

The project must include an early prototype that is robust enough that a field/market test can occur. The prototype can be as advanced as a beta, or as simple as a PowerPoint that charts out the experience. Paper prototypes will be accepted, but are less likely to be selected. You will have the opportunity to include your prototype as part of the online application process.

What is meant by demonstrable impact?

The project will be reviewed by a team of industry and independent research experts on a series of selection criteria that accompany the prizes application form. Impact will relate to both learning and market-oriented goals that will be established by the Center, associated educational media experts, and the distinguished prizes jury.

The class will be divided into design groups with around four members. Time will be provided in class for groups to meet; however, meeting out of class time may be required. **Design groups do not have to submit their project idea to the competition (although groups may decide to do so, and the deadline for submission is April 1, 2009).** However, each group will be expected to deliver a project proposal, a project design document, and a presentation on the last day of class. Details on these aspects are below:

Proposal

The Proposal should be 2-5 pages and outline the idea for your project. The proposal should be considered a less fully-fleshed-out version of the project design document (see below). The instructor will provide feedback on the proposal which you can use in further refining your project. Groups can decide to diverge from the design project prompt (mobile children's learning) based on interests but such diversions should be made in consultation with the instructor.

Design Document

The project design document should be 15-20 pages (this page count can include figures, but not references or other appendices). This document should take the form of a traditional document (hence, it should not be a Powerpoint or in a presentation form). The design document should address:

- a) What is the purpose of your project?
 - 1) Why do we need it?
 - 2) How does this project help youth learn?
 - 3) What educational or learning goals will motivate this effort, if any?

- 4) What populations of users (if any) will be served?
- 5) What type of community (if any) will be fostered by this effort?
- 6) What role (if any) will librarians play in this project?
- 7) What will be the size of this effort?
- 8) What resources will be required?
- 9) How will the project be assessed?

b) What are the features and functions of the project? Please be specific.

c) Include one or more prototypes of the project. These prototypes can come generated electronically (Adobe Illustrator, Photoshop, Powerpoint, etc.) or by-hand (drawings on paper, etc.). These prototypes should strive to be more than sketches; they should be visibly assembled with care.

i) Screen shots (if applicable): What would a user see when interacting with this system? What elements make up the user interface (if any)?

ii) Diagrams: Illustrations that convey flows or networks of interaction.

iii) Visualizations: How would you convey the design's social and/or human interactions? Be creative.

d) Implementation: What do you think would be involved to make this design a reality? Provide estimations.

e) What does the literature and research on social media offer in thinking about this project?

Presentation

Each group will get 20 minutes to present, and a 10 minute question and answer period. Each group should:

- a) Make it fun and educational! Be creative! We have all been subject to ill-prepared or low-energy presentations- avoid it!
- b) Discuss the goals, why your project is needed, and what makes your project innovative.
- c) Provide a way of demonstrating your prototypes to the class. These may include electronic illustrations (Powerpoint), an interactive simulation, or large paper/drawing presentations. You may also want to consider handouts for the class.

Assessment and Evaluation

1. All assignments must be completed in order to receive a passing grade in the course
2. Assignments must be turned in during class in hard copy (except for the weekly responses which should be completed on the LMS). Late assignments will receive a reduced grade
4. Late papers will receive a grade but no comments
5. Pratt policy: Students with extensive absences (three or more for any reason) will be required to drop the course.

Pratt's grading scale:

Superior work:	A 4.0 (96-100)	A- 3.7 (90-95)
Very good work:	B+ 3.3 (87-89)	B 3.0 (83-86) B-2.7 (80-82)
Marginally satisfactory:	C+ 2.3 (77-79)	C 2.0
Failed:	F 0.0 (0-69)	

Policies

All Institute-wide policies are listed in the Bulletin under “Community Standards,” which include policies on attendance, academic integrity, plagiarism, computer, and network use. Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. They should contact Mai McDonald, Disability Services Coordinator, in the Office of the Vice President for Student Affairs, Main Building, Lower Level: 718-636-3711.