

Pratt

Dr. Anthony Cocciolo
Pratt Institute, School of Information and Library Science
144 W. 14th St., Room 604D
New York, NY 10011-7301
Phone: 212-647-7702
Email: acocciol@pratt.edu
URL: <http://mysite.pratt.edu/~acocciol>

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LIS 697: Social Media Spring 2010

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.

Marcuse, H. (1964). The New Forms of Control. In *One Dimensional Man: studies in the ideology of advanced industrial society*. New York: Routledge. Retrieved from <http://www.marxists.org/reference/archive/marcuse/works/one-dimensional-man/ch01.htm>

Reflection Questions:

This week's readings discuss the role of communications technology in shaping individuals' social and psychological realities. Ong (1982/2002) discusses the movement of humanity from oral cultures (societies with no knowledge of writing) to literate cultures. He argues that "Writing and print and the computer are all ways of technologizing the word," and that "Technologies are not mere exterior aids but also interior transformations of consciousness" (p. 79; p. 81). Deibert (1995) makes a related argument, finding that changes in communications technology impact world order: "As communication is such a vital part of human existence, a change in the mode of communication will have substantial effects on factors such as the distribution of power within society, the nature and character of individual and social cognition, and the values and beliefs that animate a particular population" (p. 4). Are you convinced by their arguments (e.g., Plato's dislike of writing is similar to the widespread dislike of computers)? Do you think Internet-based communication is a change agent like writing was to ancient civilizations?

Marcuse (1964), coming from the critical theory tradition, argues that in pursuit of efficiency through new technologies, we have created a system that is totalitarian and has basically lost any point (for example, humanists have argued that a worthy goal of human life is the search for happiness and fulfillment). Does his argument resonate with you? How so?

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: How Social Production Transforms Markets and Freedom*. 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.

Lanier, J. (2010). The serfdom of crowds. *Harper's Magazine* (February 2010). Retrieved from course e-reserves.

Reflection Questions:

This week's readings discuss social and technical transformations that go "to the very foundations of how liberal markets and liberal democracies have coevolved for almost two centuries" (Benkler, 2007, para. 1). Benkler describes how a "series of changes in the technologies, economic organization, and social practices of production in this environment has created new opportunities for how we make and exchange information, knowledge, and culture" (para. 2). What does Benkler think these transformations mean for individuals and society?

Castells (2009) argues the following:

Around the world, most blogs are personal in nature. According to the Pew Internet and American Life Project, 52 percent of bloggers say that they blog mostly for themselves, while 32 percent blog for their audience (Lenhart and Fox, 2006). Thus, to some extent, a significant share of this form of mass self-communication is closer to "electronic autism" than to actual communication. Yet, any post on the Internet, regardless of the intention of the author, becomes a bottle drifting in the ocean of global communication, a message susceptible to being received and reprocessed in unexpected ways.

Do you identify with his arguments and how so?

Lanier (2010) argues that we have "entered a persistent somnolence [sleepiness], and I have come to believe that we will escape it only when we kill the hive" (p. 19). Does this argument resonant with you?

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. (in press). 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

Reflection Questions:

This week's readings discuss current and potential uses of social media for learning purposes within formal contexts (such as classrooms or after-school programs that may be library-based). The first is an example use of social media for a positive educational purpose (Quest Atlantis), and the second is a call to action around the use of mobile technology for learning (Pockets of Potential). With regard to the Quest Atlantis project, what are the factors the researchers considered in putting together this project? And why do the author of Pockets of Potential think that mobile phones have potential?

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. Retrieved from course e-reserves.

Reflection Questions:

Ito et. al (2010) seem to be in the process of developing a new way of talking about media in the lives of kids, one that both places social media in the forefront and diverges from earlier discourses centered on television (e.g., media saturation, media effects, transfer of behaviors and language, etc.). What are the authors' analytical frames for understanding how kids interact with new media and what do you think the implications may be?

2/24 – Designing for Sociability

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. (in press). Can Web 2.0 Enhance Community Participation in an Institutional Repository? The case of PocketKnowledge at Teachers College, Columbia University. *Journal of Academic Librarianship*. Retrieved from http://www.thinkingprojects.org/cocciolo_web2_jacadlib.pdf

Crumlish, C. & Malone, E. (2009). Social to the Core. In *Designing Social Interfaces*. Sebastopol, CA: O'Reily. Retrieved from course e-reserves.

Crumlish, C. & Malone, E. (2009). We Are Here! We Are Here! We Are Here! In *Designing Social Interfaces*. Sebastopol, CA: O'Reily. Retrieved from course e-reserves.

Reflection Questions:

This week's readings discuss approaches to designing the web for sociability. What are some of these approaches? Which ones do you think work better? Use personal experience to illustrate your point. What do you think the implications are of social web design for libraries (academic, public, archives, other related setting)?

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. Available from course e-reserves.

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.

Shirky, C. (2006). *Ontology is Overrated: Categories, Links, and Tags*. Retrieved from http://www.shirky.com/writings/ontology_outrated.html

Reflection Questions:

The authors of this week's readings discuss emerging ways of organizing information. Weinberger (2007) argues that "everything is miscellaneous," Shirky (2006) argues that "there is no shelf," and Levy (1997)--

being quite obtuse like most French Philosophers--argues for the "knowledge space." Which of these ideas do you (or do not) gravitate to? What do you think the future of information organization will look like?

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.

Further Reading:

boyd, d. (2009, forthcoming). White Flight in Networked Publics? How Race and Class Shaped American Teen Engagement with MySpace and Facebook. Retrieved from <http://www.danah.org/papers/2009/WhiteFlightDraft3.pdf>

Reflection Questions:

This week's readings discuss online social networks, which are one of the most visible and widely-used forms of social media. These readings highlight how design decisions can have psycho-social repercussions. For example, boyd (2010) discusses how a new feature added to MySpace required youth to undergo negotiations that led to "battle scars" (p. 104). Similarly, Illouz (2007) describes how online dating creates a sense of cynicism, disappointment, and hyper-rationality, thereby negating the purpose of such a service. Do you agree with their arguments? Have you found any design decisions in social media that require painful negotiations, either as an immediate product (e.g., boyd's example) or perceived byproduct (e.g., Illouz's example) of interaction with such a design? What are the ethical components that designers should be considering? For example, should MySpace designers be concerned that they are creating features that require millions of young people to develop "battle scars" (p. 106)?

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. Retrieved 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. Retrieved from course e-reserves.

Further Reading:

Easley, D. & Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning about a Highly Connected World*. Cambridge University Press. Retrieved from [course e-reserves](#).

Burke, M., Marlow, C. & Lento, C. (2010). Social Network Activity and Social Well-Being. *CHI 2010, Atlanta, Georgia*. Retrieved from [course e-reserves](#).

Reflection Questions:

This week's readings briefly introduce the Science of Networks. Network scientists study a variety of networks, such as computer networks (e.g., the Internet), power networks, and the human brain (a network

of neurons) and look to understand such questions as, “how does individual behavior aggregate to collective behavior?” (Watts, p. 24). These scientists have discovered a variety of phenomenon, such as small-worlds (or more popularly known as six-degrees of separation) and emergent phenomenon.

For example, a popular example of emergent phenomenon is the following: you drop of collection of buttons on the floor. You start to connect random buttons together using thread. For quite awhile, the buttons will be mostly disconnected from one another. However, there will become a point where all of the buttons will quickly go from mostly disconnected to completely connected (this has been popularly described as the tipping-point or the inflection point). Many commentators believe this kind of phenomenon is at play when social media applications go from obscurity to near-ubiquity, or when a video on YouTube goes viral.

In the next class, we will learn how to use network analysis to understand the properties of a social network (e.g., who is the most central node within a social network?) For now though, any thoughts on this brief introduction? Does thinking about aspects of LIS (e.g., library patrons, services, materials, archives) in terms of a network appeal to you?

3/31 – Network Analysis and Measures

[Read Pages 9-28; and skim through any other sections that may interest you]. Easley, D. & Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning about a Highly Connected World*. Cambridge University Press. 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

Further Reading:

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.

Reflection Questions:

Social relationships can come in the form of strong ties (family, close friends, etc.) and weak ties (people you kind of know but don't communicate with daily). Hanneman (2005) observes that one's power is a function of social relationships. This is no more clearly evident than in social networking websites such as LinkedIn, which use social relationships as a medium for diffusing power-enhancing opportunities (e.g., job opportunities). Have you ever experienced a situation where you felt like your opportunity was influenced by your position within a particular social or informational network? Explain.

One could argue that libraries have tried to give patrons power by embedding them in an informational network (or the “A” node in the “Star” network). Is it working?

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. Retrieved 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. Retrieved from course e-reserves.

Reflection Questions:

This week's readings discuss social media and its relationship to organizing and organizations. Shirky (2008) discusses how social media allow for "'ridiculously easy group-forming'" by drastically reducing coordination or transaction costs (p. 54). Li and Bernoff (2008) discuss what they call the groundswell, which they describe as a "social trend in which people use technologies to get the things they need from each other, rather than from traditional institutions like corporations" (p. 9). From your experience, do their ideas resonate with you? How might libraries take advantage of the groundswell, or make use of ridiculously easy group formation?

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. Retrieved 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. Retrieved from course e-reserves.

Reflection Questions:

Gillin (2007) discusses the emergence of the blogosphere and some of the standards of behavior that have developed around it. Turkle (1995) discusses the psychological issues raised by the use of some of the earliest forms of social media (MUDs) fifteen years ago. How would you respond to some of Turkle's pioneering questions about the Internet and the self? Her questions are: "What will computer-mediated communication do to our commitment to other people? Will it satisfy our needs for connection and social participation, or will it further undermine fragile relationships? [...] The Internet has become a significant social laboratory for experimenting with the constructions and reconstructions of self that characterize postmodern life. In its virtual reality, we self-fashion and self-create. What kinds of personae do we make? What relation do these have to what we have traditionally thought of as the "whole" person?" (p. 78; p. 180).

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. Retrieved 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.

Reflection Questions:

This week's readings discuss the current and evolving infrastructure of the Internet. Abelson (2008) discusses the technology that makes the Internet possible, and Carr (2008) argues that the Internet is becoming a utility (like electricity). Do you agree with Carr that there is a technological imperative that outstrips personal choice?

4/28 – Library 2.0

Watch Video: David Lankes on New Librarianship. (2010). <http://quartz.syr.edu/rdlankes/blog/?p=986>

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. Retrieved 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. Retrieved from course e-reserves.

Further Reading:

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

Reflection Questions:

Li and Bernoff (2008) discuss “talking with the groundswell.” Shank and Bell (2007) discuss their idea of Blended Librarianship. And Lankes (2010) offers his ideas on refocusing and recalibrating the work of librarians. He believes the mission of librarians is to “Improve Society through Facilitating Knowledge Creation in their Communities.” Do you agree with him? The New York Public Library has recently recast its mission: “The mission of The New York Public Library is to inspire lifelong learning, advance knowledge, and strengthen our communities.” Contrast with the quote [from the NYTimes about the New York Public Library](#): “Libraries have had the same function for 5,000 years, Mr. LeClerc explained, as ‘storehouses of exceptionally important written documents.’ The New York Public Library’s fundamental responsibility to acquire materials, keep them and let people look at them, he said, remains the same.”

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 (25%) – 11 responses required over the course of the semester
3. Discovery/Analysis Presentation (15%)
4. Design Project (40%)
 - 4a. Proposal (2-5 pages) (10%) – **due March 10, 2009**
 - 4b. Design Document (15-20 pages) (20%) - due May 5, last day of class
 - 4c. 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. Reflections can be in response to the essential questions posted on Moodle. Students responses should be posed 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.). Also, include a 2-page write-up of your discovery and analysis, where you incorporate the readings into your analysis (or other outside readings you can find), and turn-in on the day of your presentation (in hard copy).

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. Idea/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, 2010).** 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.