1 Course content

The course explores the relationship between humans and computers in both theoretical and practical perspectives. The purpose is to gain insight into research in Human-Computer Interaction (HCI), Computer-Supported Cooperative Work (CSCW) and social media, and learn methods for investigating various digital media use and usability.

The course includes:
- Discussion with an overall theoretical perspective and a fundamental approach to the human-computer relationship with regards to the Orlikowski model;
- Operational studies of the human-computer interaction in both an individual perspective (HCI) and a cooperative perspective (CSCW);
- Studies of the social use of digital media for interaction and social meaning;
- Both literature studies and experimental exercises in which people's relationship to technology in communicative situations are examined on the basis of selected theoretical subjects.

2 Outcomes

2.1 The course in relation to the doctoral programme

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

Knowledge and understanding
- advanced and up-to-date specialised knowledge in a limited area of this field (part of outcome 1)
Competence and skills
- the capacity for scholarly analysis and synthesis (part of outcome 3)
- the capacity to review and assess new and complex phenomena, issues and situations autonomously and critically (part of outcome 3)
- the ability to review and evaluate research and other qualified tasks (part of outcome 4)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

2.2 Intended course learning outcomes

To obtain a passing grade, the doctoral student shall demonstrate:

1) Understanding of different philosophical approaches to the relationship between humans and computers.
2) Ability to problematise both IT use, and research on such use, from different perspectives on the human-computer relationship.
3) Knowledge of theories and measurement and analysis of usability, and ability to perform such measurement and analysis practically.
4) Knowledge of the essential concepts in the field of social network analysis (SNA), and use of such concepts in analysing the existing network on the Internet.
5) Knowledge of computerised tools for SNA, and use of such tools for analysis.
6) Ability to problematise use of SNA analysis and tools.

3 Reading list and other teaching material

The following course readings and teaching material will be used on the course:

Required Reading:


Usability
1. WAI Site Usability Testing Planning.
Available via http://www.w3.org/WAI/EO/Drafts/UCD/wai-ut.html
2. Design Guidelines, examples of usage problems:
   a. Web Content Accessibility – Mobile Accessibility.
      Available via http://www.w3.org/WAI/mobile/
   b. Experiences Shared by People with Disabilities and by People Using Mobile Devices.
      Available via http://www.w3.org/WAI/mobile/experiences
   c. Relationship between Mobile Web Best Practices (MWBP) and Web Content Accessibility Guidelines (WCAG).
      Available via http://www.w3.org/TR/mwbp-wcag/
3. Usability tools and aids.
   Available via http://www.w3.org/WAI/eval/Overview.html
4. WAI, Web Accessibility Initiative.
   Available via
   a. Summary: http://www.w3.org/WAI/ER/tools/#General
   b. Complete list: http://www.w3.org/WAI/ER/tools/complete

Social Media Tools
Available via
http://info.lecturetools.com/blog/?Tag=social%20media%20tools%20in%20education

1. SNA Introduction.
   Available via http://demo.st-peter-files-digitalkombinat.net/Dateien/Dr._Denis_Gruber_-_Introduction_in_Social_Network_Analysis.ppt
2. Introduction to social network analysis – video lecture:
Available via http://storify.com/annindk/introduction-to-social-network-analysis

Available via http://www.analytictech.com/mb119/tableof.htm

4. SNA tools (Gephi) “The Open Graph Viz Platform”
Available via http://gephi.org/

Works of Reference


Grosseck Gabriela, & Holotescu Carmen (2009). Can we use Twitter for educational activities?

4 Teaching formats

Teaching on the course takes the following format:
- Lectures
- Group work
- Presentation and discussion seminars
- One (1) individual assignments

5 Examination

The course is assessed through follow-up examination components, which are not graded individually, but instead form the basis for an overall assessment and final grade.

Group Work: Oral discussion of written and orally presented group assignments.

Individual Assignments: Written PM discussing one’s own research project in terms of the human-computer perspectives which have been discussed in the course. The PM is presented orally, with oral and written assessment of the doctoral student's PM.

For examinations consisting of several examination components, the following applies: If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.
6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades ‘fail’ or ‘pass’ (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

7 Admission to the course

7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

Specific entry qualification is granted to those with successful completion of courses in the Research School in Technology-Mediated Knowledge Processes in Academic and Professional Life.

7.2 Selection

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

1) Applicants from Informatics
2) Research students admitted in the Research School in Technology-Mediated Knowledge Processes
3) Applicants admitted to research study programmes at Örebro University, where research students with a higher number of credits in research education are given priority.

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

7.3 Other applicants than doctoral students admitted at Örebro University
Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university’s webpage.

9 Other information

Lectures and seminars are planned as physical meetings. Additional supervision via electronic media may occur.

The language of tuition may be English or Swedish, depending on the participants' language skills. The literature is mainly in English.

Research students who have been admitted to a course have the right to receive tuition and/or supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive tuition and/or supervision expires.

Transitional provisions