

ICT 315-201: Human Relations and Technology

Fall 2021

LOCATION: CANVAS

Instructor: Dr. Jessalyn Vallade

Office Address: 329 Lucille Little Library

Email: jessalyn.vallade@uky.edu

Virtual Office Hours: Monday & Tuesday 9:00am-11:00am OR by appointment

*Virtual office hours will be available via Zoom. **If you want to meet via Zoom, you will need to email me ahead of time to let me know.** Office hours are accessible [HERE](#).*

COURSE DESCRIPTION

With so many technologies in use today, information can often fail to effectively reach those who need it. In this course, students will focus on the importance of taking a human-centered approach to best identify and meet individuals' and groups' information needs. Human Relations and Technology focuses on engaging critical thinking skills to effectively tailor and disseminate information to people both within and outside of the IT industry. Through analysis and design, students will be asked to address multiple real-world situations with a specific focus on connecting to humans through (and often in spite of) technology.

COURSE OBJECTIVES:

1. Identify, analyze, and adapt to various information needs.
2. Identify and explain problematic uses of technology and/or breakdowns in information.
3. Develop human-centered and technology-based solutions.
4. Effectively present technology-based information using multiple forms of media.

Required Materials

All assigned reading will be provided for students in Canvas.

TECHNICAL REQUIREMENTS

Please note: **THIS IS AN ONLINE ONLY COURSE.** Students are required to participate in activities and complete tasks online. Students must have access to Canvas through their UK ID to successfully complete this course. Students may also need access to Google Drive, and access to Zoom (which they should already have with their link blue user name and password).

Click **here** to view UK's Analytics and Technologies Department's minimum requirements for technology for eLearning, but make sure you have access to the following:

- Broadband Internet (At least 5Mbps throughput)
- [Computer Specifications](#) (Links to an external site.)
- [Supported Browsers](#) (Links to an external site.)
- Web Cam
- Microphone

Technology Information & Resources:

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:

<http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>

859-218-4357

Library Services & Distance Learning Services

- <http://www.uky.edu/Libraries/DLLS>
- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit

<http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

Copyright Statement

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

COURSE POLICIES

Attendance and Participation

You are expected to participate fully, engaging with your instructor, peers, and the course material in order to benefit as much as possible from this course. This means you are expected to log in to Canvas *at least* once a week in order to make sure that all assignments and engagement activities are being completed. It is expected that you read and consider applications of course material each week, and ask questions and/or make applications in small group and class discussion.

Civility and Professionalism

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted.

Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectful of others, and focus on producing high quality work.

Late/Make-up Work

You will receive **ZERO** points for assignments submitted after the scheduled due date. There are no make-up assignments, no extensions, and no partial credit without an official excuse or extenuating circumstances. Because course material is all online and you are able to access it and complete required work on a relatively flexible schedule, few situations will warrant extensions on work. However, if there are extenuating circumstances that will prevent you from completing course work, then you are expected to negotiate when the make-up work is due with your instructor and may include earlier due dates or later due dates. “Extenuating circumstances” will be considered on a case-by-case basis.

E-mail Policy

Throughout the semester, you will receive e-mails from me with updates and reminders. You are expected to regularly check your official UKY e-mail address – if information is sent to you via email and you do not read it in time to adjust accordingly, this is not the fault of your instructor.

Email is the best and preferred way to reach me. I will be checking it frequently throughout the business day (i.e., Monday-Friday 9:00am-5:00pm). I will not be on email 24/7 and will not expect you to be, either! Please send all email correspondence to the email address provided above, and put ICT 315 in the subject line each time. *Please allow 24 hours for a response to your e-mail.* If you have not heard back within 24 hours, send a polite and professional follow-up email.

Additionally, use your emails as an opportunity to practice professional communication. All emails must include an appropriate greeting (e.g., “Hello, Dr. Vallade,” “Hi, Dr. V,” etc.), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. If your email does not include these components, I may choose not to respond. Writing emails to your friends/family can be informal, but when you are writing emails to your instructors, professors and potential employers, they should be well written with as few mistakes as possible. Additionally, *if you email me with a question that could be easily answered by checking our Canvas site, I may choose not to respond.*

Canvas

Things may come up or change during the semester, which means that the weekly schedule may change as well. You will be responsible for checking the online syllabus and schedule before beginning your homework for each week for any changes or updates. All assignments and grading rubrics will be posted in Canvas.

All of your work in this class must be submitted in Canvas. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. The assignment should be attached in a word file (.doc or .docx only), unless otherwise instructed. You **MUST** confirm that the assignment was submitted and that it will open through the Canvas application. **Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments are due by the time specified in Canvas.**

Learning in the Time of COVID-19

Although this is a rigorous academic course and I have high expectations for what I know you can accomplish, I am also aware that we are living through an unprecedented time with the ongoing global COVID-19 pandemic. My intention is that we move through this course with care and compassion for ourselves and our community. If you are struggling at any point during the semester, do not hesitate to reach out to me. Please keep in mind that your professors may also face hardship during the semester; I ask that you also extend us flexibility and grace as we navigate this situation together.

For more information, please visit the University of Kentucky's [Learn Anywhere](#) website where you can access information about various support services (wellness, technical, academic, advising, student services, online course tips) available to help during this unusual semester.

Diversity, Equity, & Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued. We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

I am, personally, committed to creating an inclusive and caring classroom community. If you experience any behavior or treatment, from your classmates or myself, that you feel inhibits this goal, I sincerely hope that you will reach out and let me know.

UNIVERSITY POLICIES

ACADEMIC POLICIES

Please access and familiarize yourself with UK's [Academic Policy Statements](#), established in the *University Senate Rules*. For the purposes of brevity, I have not included these statements in full here, but I will expect that you have familiarized yourself with them and I will hold you to these standards (as you should hold me to them in return). These statements include policies related to:

- Excused absences,
- Religious observances,
- Verification of absences,
- Make-up work,
- Excused absences for military duties,
- Unexcused absences,
- Prep week and reading days,
- Accommodation due to disability, and
- Non-discrimination statement and Title IX information

ACADEMIC INTEGRITY

Please also read and familiarize yourself with UK's [Academic Offenses Rules](#). In a nutshell: **Students shall not plagiarize, cheat, or falsify or misuse academic records.** Procedural information (i.e., what happens if you violate these policies) can be found on the [University Ombud's website](#).

Please note that, whether or not you choose to read these policies in full, you will be held to these standards and subject to these penalties.

ASSIGNMENT DESCRIPTIONS

See below for a general overview of course assignments. More detailed information on the requirements and assessment for each assignment will be provided in Canvas as they become relevant.

Training Program/Instructional Video(s) (125 points)

Individually, each student will identify a technology about which to train his/her classmates. This project will proceed in three stages. More information on the requirements of this project will be provided in Canvas.

Audience Analysis: First, you will need to select your target audience(s) for your instructional materials. Second, you will need to research this audience (either directly through surveying members of the target audience or indirectly through secondary sources) and then write up a 3-4 page analysis of relevant information about this audience, specifying your training objectives and how you will design and implement your instructional program for your particular audience(s). **50 points**

Training Program/Instructional Video(s): Next, you will develop your instructional/training materials, which must include at least one video, along with any necessary supplemental materials, on how and why your chosen audience should use this chosen technology. **50 points**

Training Program Reflection: Finally, based on your own review of the materials and any feedback you receive from classmates, you will write up a reflection on the effectiveness of your training session. **25 points**

Final Project (250 points)

In small groups, students will identify problematic technology use or an existing information gap and create a human-centered solution to the problem by proposing either a brand-new technology or a revision/new use of existing technology. This project will proceed in multiple steps over the course of the second half of the semester.

Needs Assessment/Project Proposal: The initial step in this process involves identifying both (a) the problem, with sufficient background and explanation, and (b) the information needs of your target individuals or group(s). Using primary and secondary research and a human-centered approach, you will need to articulate a strong justification for your proposed solution. **100 points**

White Paper: At the end of the semester, each group will submit a short 2-3 page white paper, explaining the need for and use of their technology-based solution to a general audience. **50 points**

Final Project Digital Pitch: At the end of the semester, each group will create a digital project (e.g., video or website/page) that could be used as a marketing tool for their technology-based solution. This pitch should be incorporate elements of human-centered and effective visual design. **100 points**

Peer Feedback (50 points)

Throughout the semester, time will be set aside for you to explore the work that your peers are doing and provide feedback to them, both positive and constructive. These grades will be complete or incomplete, based on both the quantity and quality of your comments. Each peer feedback assignment will have particular instructions regarding how many you will need to review to complete the assignment, however you will have the opportunity to view all of your classmates' work. This is a great way to see and learn from your classmates' knowledge, ideas, and expertise!

Group Dynamics Report (25 points)

At a particular point in the semester, your group for the final project will be required to meet via a web conferencing program called Zoom; this meeting will be recorded and used for an assignment (more details will be provided in Canvas).

Group Member Evaluation (50 points)

At the end of the semester, you will be asked to provide a group dynamics assessment of each of your group members and yourself. Your grade will be calculated based on how well you worked with your group in terms of effort, productivity, and competent communication.

Course Engagement (100 points)

Engagement is an important part of learning and making the most of this class. In this class, this will take the form of minor activities, discussions, and assignments, as well as a group meeting with the instructor. The number of these assignments is not pre-determined and will be incorporated into the class as we go; they may not add up to exactly 100 points. At the end of the semester, your percentage will be calculated, and that percentage will be applied for your final course engagement grade (e.g., if we complete 80 points of participation activities, and you get 70/80 points, your final grade would be 87.5).

GRADING

Grading Policy

I do not GIVE grades. Instead, you EARN grades. I do not believe in giving grades that are not earned. I do not grade effort; I grade product. Therefore, do not ask me to bump a grade, to give you an extra opportunity to earn points, or to change a grade. I give partial credit when possible and use standard mathematical rounding rules. For example, if you earn a 79.4%, then your grade is a 79%. If you earn a 79.5%, then your grade is an 80%. This is non-negotiable.

Additionally, I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must also come and talk to me within one week (7 days) of receiving the grade. Once that one-week period has passed, the grade will not be changed under any circumstances. *Please note: when you come to discuss a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.*

Please NOTE: I cannot legally discuss grades via email. If you have questions or issues related to a grade, please schedule a time to meet to discuss your grade “in person” (via Zoom).

| Assignment | Points | % of Final Grade |
|---|--------|------------------|
| Training Program: Audience Analysis | 50 | 8.33% |
| Training Program/Instructional Video(s) | 50 | 8.33% |
| Training Program Reflection | 25 | 4.17% |
| Needs Assessment/Project Proposal | 100 | 16.67% |
| White Paper | 50 | 8.33% |
| Final Project Digital Pitch | 100 | 16.67% |
| Peer Feedback | 50 | 8.33% |
| Group Dynamics Report | 25 | 4.17% |
| Group Member Evaluation | 50 | 8.33% |

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|-------------------|------------|-------------|
| Course Engagement | 100 | 16.67% |
| TOTAL | 600 | 100% |

Grading Scale

| Percentage | Points | Grade | Achievement Level |
|------------|---------|-------|----------------------|
| 90-100% | 540-600 | A | <i>Exceptional</i> |
| 80-89% | 480-539 | B | <i>High</i> |
| 70-79% | 420-479 | C | <i>Average</i> |
| 60-69% | 360-419 | D | <i>Below Average</i> |
| 0-59% | 0-359 | E | <i>Failing</i> |

Mid-term Grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

TENTATIVE COURSE SCHEDULE*

**This schedule is tentative and subject to change. Please check Canvas for any updates regarding course readings or weekly activities prior to completing your weekly work.*

- In this course, each week begins on Monday and ends on Sunday in order to give you the weekends to complete your work and accommodate various schedules during the week.
- However, please note that, in some cases, assignments are due during the week, typically when they require peer or instructor feedback during the second half of the week. All assignments are due by 11:59pm Eastern Standard Time (EST), unless specifically stated otherwise.
- Additionally, if you complete all of your coursework on weekends, please be aware that I will not be checking my email as regularly and may not be able to respond to issues or questions as quickly during this time.

| Week/Date | Topic | Required Reading | Assignments Due |
|---|--|--|--|
| Week 1 8/23-8/29 | Introduction to Course | <ul style="list-style-type: none"> • Sonmez (2015) • Strauss (2017) | Self-Introduction |
| Week 2 8/30-9/5 | Fundamentals: Empathy & Confirmation in a Technological World | <ul style="list-style-type: none"> • Herglotz (2019) • Minnium (2019) • Terry & Cain (2016) • Wood (2016) – pp. 229-235 | |
| Week 3 9/7-9/12 <i>Labor Day</i> | Adapting Information and/or Technology through Communication Competence & Listening Interaction Goals | <ul style="list-style-type: none"> • MasterClas (2020) • Osman (2018) • Wood (2016) – pp. 91-96 • Verint (2016) • Lakey & Canary (2002) | |
| Week 4 9/13-9/19 | Developing Objectives & Audience Analysis | <ul style="list-style-type: none"> • TBA | <i>Draft of Audience Analysis</i> |
| Week 5 9/20-9/26 | Peer Feedback: Audience Analysis | | <i>Peer Feedback</i> |
| Week 6 9/27-10/3 | Information Dissemination: Principles of Training and Instruction | <ul style="list-style-type: none"> • Klosowski (2014) • Sun (2008) | Final Audience Analysis |
| Week 7 10/4-10/10 | Peer Feedback: Instructional Video/Programs | <ul style="list-style-type: none"> • Ukens (2007) | Training Session/Instructional Videos |
| Week 8 | Training Sessions | | Peer Feedback |

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|--|--|---------------------------------------|--|
| 10/11-10/17 | | | <i>Final Project Group Preferences Due Wednesday</i> |
| Week 9 10/18-10/24 | Identifying & Overcoming Challenges in Mediated Information Exchange Problem Identification <i>Final Project Group Formation</i> | • TBA | Training Reflection |
| Week 10 10/27-10/31 <i>Fall Break</i> | Problem Solving | • TBA | Draft of Needs Assessment Due |
| Week 11 11/1-11/7 | <i>Project Meetings with Dr. V</i> Peer Feedback: Needs Assessment | • TBA | <i>Peer Feedback due Wednesday</i> Final Needs Assessment Due |
| Week 12 11/8-11/14 | Principles of Effective Visual Design Universal Design | | |
| Week 13 11/15-11/21 | Group Work Time <i>*Dr. V will be out of town at a conference this week but will be available via email.</i> | | Group Dynamics Report |
| Week 14 11/22-11/28 <i>Thanksgiving Break</i> | Digital Pitch Draft due by end of Tuesday Happy Thanksgiving! | | Draft of Digital Pitch Due Tuesday, 11/23 |
| Week 15 11/29-12/5 | Writing White Papers Peer Feedback: Digital Pitches | • BZ Media (2014) • Tallent (2018) | Peer Feedback due Wednesday Final White Papers Due Sunday |

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| Week 16 12/6-12/8 NOTE: This week ends on a Wednesday | Digital Pitches | | Final Digital Pitch Group Member Evaluations |
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