ICT 315-201: Human Relations and Technology
Spring 2019
LOCATION: CANVAS

Instructor: Dr. Jessalyn Vallade
Office Address: 330 Lucille Little Library
Email: jessalyn.vallade@uky.edu
Office Hours: By appointment
Virtual Office Hours: Tuesday 9:00am-1:00pm OR by appointment
Virtual office hours will be available via a web conferencing program called Zoom. More information for using Zoom will be provided in Canvas. **If you want to meet via Zoom, you will need to email me ahead of time so I can set up the virtual meeting and invite you to join it.**

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 or distributed in class.

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

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 respectable of others, and focus on producing above 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.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a "W") from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a 'W', or the Instructor of Record may award an 'I' for the course if the student declines to receive a 'W.'

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Regarding University Health Services Health Notes:
1. *Tier 1* excuses <u>are not</u> accepted as a valid excused absence. You may use your freebie coupons instead.
2. *Tier 2* excuses <u>are</u> accepted as a valid excused absence. However, the instructor reserves the right to request additional or alternative documentation if the instructor, under the circumstances, has concerns about the validity of the Tier 2 documentation.
3. *Tier 3* excuses are <u>always accepted</u> as a valid excused absence. The UHS restricts students from attending class with Tier 3 excuses

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students

may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/DisabilityResourceCenter.

Military Members and Veterans
We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at 859-257-1148 for additional assistance. Visit http://www.uky.edu/veterans for more available resources.

Non-Discrimination Statement
The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy.

Discrimination is prohibited at UK. If you experience an incident of discrimination we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, (859) 257-8927.

Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence
If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report

any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; http://www.uky.edu/StudentAffairs/VIPCenter/), the Counseling Center (106 Frazee Hall, http://www.uky.edu/StudentAffairs/Counseling/), and the University Health Services (http://ukhealthcare.uky.edu/uhs/student-health/) are confidential resources on campus.

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.**

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.

Case Study Analysis (50 points)

A case study involving breakdowns in technology/information will be presented. Students will be asked to analyze where/how these situations are problematic and offer recommendations for improvement based on course material.

Training Program/Instructional Video (100 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, students will need to design a brief survey to gain relevant knowledge about his/her audience. This information will then need to be analyzed and used as a foundation upon which to develop a training session/instructional video. **25 points**

> *Training Session/Instructional Video:* Second, each student will develop an instructional video or training program, with any necessary supplemental materials, on how and why to use this chosen technology. **50 points**

> *Program Assessment:* Finally, students will develop a brief assessment to determine the effectiveness of his/her training session, which classmates will complete. Students will analyze this assessment information in a summary report of their training program. **25 points**

Final Project (250 points)

In small groups, students will identify problematic technology use or an 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 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 their target individuals or group(s). Using primary and secondary research and a human-centered approach, students will need to articulate a strong justification for their 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. **100 points**

Group Dynamics Report (50 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)

As peers, you bring different experiences and perspectives to this class. Throughout the semester, you will be asked to engage in discussion with and provide feedback to your instructor and your peers. For example, think about how helpful it would be to "pilot test" an app you develop for your final project with potential consumers (e.g., individuals from diverse backgrounds) – i.e., your classmates.

TOTAL: 600 points

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 absolutely CANNOT legally discuss grades via email. If you have questions or issues related to a grade, you MUST come and talk to me in my office or schedule a Zoom meeting to discuss your grade "in person."

Assignment	Points	% of Final Grade
Case Study Analysis	50	8.33%
Training Session: Audience Analysis	25	4.17%
Training Session/Instructional Video	50	8.33%
Training Program Assessment & Summary	25	4.17%
Needs Assessment/Project Proposal	100	16.67%
White Paper	50	8.33%
Final Project Digital Pitch	100	16.67%
Group Dynamics	50	8.33%
Group Member Evaluation	50	8.33%
Course Engagement	100	16.67%
TOTAL	**600**	**100%**

Grading Scale

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

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 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 1/9-1/13	Introduction to Course Information & Interaction Goals	• Sonmez (2015) • Strauss (2017) • WATCH: *Connected, but Alone?*	**Self-Introduction**
Week 2 1/14-1/20	Considering the Stakeholder: A Human-Centered Approach	• Gearhart et al. (2014) • Johnson et al. (2014) • Terry & Cain (2016) • Wood (2016) – pp. 229-235 • **WATCH:** *10 Ways to Have a Better Conversation*	
Week 3 1/21-1/27	Identifying Stakeholder Needs Adapting Information and/or Technology	• Osman (2018) • Wood (2016) – pp. 91-96 • Verint (2016) • Lakey & Canary (2002)	
Week 4 1/28-2/3	**Applying What We've Learned: A Case Study**	• Olvera (2015b)	**Mini Case Study Analysis**
Week 5 2/4-2/10	Gathering Information Information & Assessment: Survey Design Workshop	TBA	*Draft of Audience Analysis Survey*
Week 6	Information Dissemination:	• Klosowski (2014)	**Final Audience**

2/11-2/17	Principles of Training and Instruction	• Sun (2008)	**Analysis Survey** (due Wednesday) *Consumer Feedback due Sunday*
Week 7 2/18-2/24	Consumer Feedback & Training	• Ukens (2007)	**Training Session/Instructional Videos** **Program Assessment Measure**
Week 8 2/25-3/3	Training Sessions		*Consumer Feedback due Thursday* **Training Assessment Summary**
Week 9 3/4-3/10	Identifying & Overcoming Challenges in Mediated Information Exchange *Case Study Analysis*	• Beebe et al. (2017) • Verhagen et al. (2014) • **WATCH:** How giant websites design for you (and a billion others too)	**Case Study Analysis**
Week 10 3/11-3/17	**SPRING BREAK**		
Week 11 3/18-3/24	Problem Identification	• Mocherman (2012) • Olvera (2016)	*Final Project Group Formation*
Week 12 3/25-3/31	Problem Solving	• Baig et al. (2014) • "How to deliver consistently great customer self-service" • Olvera (2015a)	
Week 13 4/1-4/7	*Project Meetings with Dr. V* Group Work Time		**Needs Assessment**
Week 14 4/8-4/14	Principles Effective Visual Design Universal Design	• **WATCH:** Human-Centered Design • **WATCH:** Design is in the Details	**Group Dynamics Report**

Week 15 4/15-4/21	Writing White Papers	• BZ Media (2014) • Tallent (2018)	**White Papers**
Week 16 4/22-4/28	Digital Pitches		**Digital Pitch (due Wednesday)** **Group Member Evaluations (due Sunday)**

Selected Readings

Baig, A., Dua, A., & Riefberg, V. (2014). How US state governments can improve customer service.

Beebe, S. A., Beebe, S. J., & Redmond, M.V. (2017). Interpersonal communication and social media

(pp. 15-22). *Interpersonal Communication*. Boston, MA: Pearson.

BZ Media. (2014). How to write an effective technology white paper.

Gearhart, C. C., Denham, J. P., & Bodie, G. D. (2014). Listening as a goal-directed activity. *Western*

Journal of Communication, 78, 668-684.

How to deliver consistently great customer self-service: An interview with Greg Pal, Vice President,

Nuance.

Johnson, C., Wilhelmsson, S., Börjeson, & Lindberg, M. (2014). Improvement of communication and

interpersonal competence in telenursing: Development of a self-assessment tool. *Journal of*

Clinical Nursing, 24, 1489-1501.

Klosowski, T. (2014). *How to explain complex ideas (like tech) to those who don't understand.*

Retrieved from https://lifehacker.com/how-to-explain-complex-ideas-like-tech-to-those-who-d-

1512002346

Lakey, S. G., & Canary, D. J. (2002). Actor goal achievement and sensitivity to partner as critical

factors in understanding interpersonal communication competence and conflict strategies.

Communication Monographs, 69, 217-235.

Mocherman, A. (2012). *The impact technology is having on the customer service experience*. Retrieved from https://whatsnext.nuance.com/customer-experience/impact-technology-customer-service-experience/

Olvera, E. (2015a). *How to become a customer experience leader*. Retrieved from https://whatsnext.nuance.com/customer-experience/customer-experience-leadership/

Olvera, E. (2015b). *Ready for a non-stop flight from agonizing to frictionless?*

Olvera, E. (2016). *Creating true omni-channel experiences means merging customer experience and user experience*. Retrieved from https://whatsnext.nuance.com/customer-experience/mapping-journeys-with-customer-experience-user-experience/

Osman, M. (2018, March 28). *Empathy is UX design: What, why, and how*. Retrieved from https://icons8.com/articles/empathy-ux-design-what-why-how/

Sonmez, J. Z. (2015). People skills: You need them more than you think (pp. 18-22). *Soft skills: The software developer's life manual*. Shelter Island, NY: Manning Publications.

Strauss, V. (2017, December 1). The surprising thing Google learned about its employees – and what it means for today's students. *The Washington Post*. Retrieved from https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?noredirect=on&utm_term=.2454925f2616

Sun, C. (2008). *10 ways to explain things more effectively*. Retrieved from https://www.techrepublic.com/blog/10-things/10-ways-to-explain-things-more-effectively/

Tallent, B. (2018). *Writing a technical white paper or whitepaper*. Retrieved from https://barbaratallent.com/how-to/writing-a-whitepaper.html

Terry, C., & Cain, J. (2016). The emerging issue of digital empathy. *American Journal of Pharmaceutical Education, 80*, 1-3.

Ukens, L. (2007). How can we train you today? Experiential activities can liven up customer service training. *American Society for Training & Development.*

Verhagen, T., van Nes, J., & Feldberg. F. (2014). Virtual customer service agents: Using Social Presence and personalization to shape online service encounters. *Journal of Computer-Mediated Communication, 19*, 529-545.

Verint. (2016). Three essential elements for delivering smart customer service. *CRM Magazine.*

Wood, J. T. (2016). Guidelines for improving perception and communication (pp. 91-96). *Interpersonal communication: Everyday encounters.* Boston, MA: Cengage.

Wood, J. T. (2016). Confirming and disconfirming communication (pp. 229-235). *Interpersonal communication: Everyday encounters.* Boston, MA: Cengage.