

SM5358: QUALITATIVE RESEARCH IN SOCIAL COMPUTING AND ART TECHNOLOGY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Qualitative Research in Social Computing and Art Technology

Subject Code

SM - School of Creative Media

Course Number

5358

Academic Unit

School of Creative Media (SM)

College/School

School of Creative Media (SM)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Developments in online and social technologies have changed the way we interact with each other, expanding and changing our capabilities for collaborative work. The field of Social Computing, or Computer-Supported Cooperative Work (CSCW) seeks to address the ways that we collaborate and create with each other with the assistance of technology. This prominent sub-field of Human Computer Interaction (HCI) seeks to answer questions like how we adapt to emergent technologies, how we create new interactions for collaborative work, and how the medium we work with changes the way we interact with each other. This course introduces the field of Social Computing, providing qualitative research methods for studying the way humans interact socially in social media platforms, community networks, and interactive platforms. We seek to provide a theoretical and empirical underpinnings for research in Social Computing and CSCW, utilizing qualitative methods for writing and analyses.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Find and read social computing literature in HCI.	20	x	x	
2	Define research questions, create methods to answer them.	20	x		x
3	Design studies using survey, interview, and observations.	20			x
4	Collect data in an ethical and fair manner with participants.	20	x	x	
5	Analyze and articulate results clearly in written form.	20		x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	Lectures	Provide guidance on how to conduct interviews, analyse data, read literature, write papers.	1, 2, 3, 4, 5	1
2	Journal club	Present and analyse literature in the field of social computing.	1, 2, 5	0.2
3	Hands on project work	Hands on training on group project work on CSCW topic.	2, 3, 4, 5	1

4	Student presentations	Workshop on resending scientific work in rigorous and engaging manner.	2, 3, 5	0.2
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Project documentation page	1, 2, 3, 5	15	-	Yes
2	Weekly topic presentations	1, 2, 3, 5	10	-	Yes
3	Midterm paper submission	1, 2, 3, 4, 5	25	-	No
4	Final paper, video submission	1, 2, 3, 4, 5	50	-	No

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

Project documentation page

Criterion

Students must show updates to their pages on the course website updates on the project on a weekly basis. For each of the 12 weeks of instruction, they will show updates to their documentation before each class.

Excellent

(A+, A, A-)

Clear documentation of the project updates and challenges every of the 12 weeks, including relevant visual and scholarly references, challenges, reflections, and feedback responses.

Good

(B+, B, B-)

Clear documentation of the project updates and challenges for at least 10 of the weeks of class, including good visual and scholarly references, and some good reflections on current state.

Fair

(C+, C, C-)

Clear documentation of the project updates and challenges for at least 7 of the weeks of class, including some visual and scholarly references.

Marginal

(D)

Clear documentation of the project updates and challenges for at least 5 of the weeks of class.

Failure

(F)
No documentation of the project updates and challenges, or documentation for less than 5 of the weeks of class.

Assessment Task

Weekly topic presentations

Criterion

Students should demonstrate understanding of the readings relevant to the particular weeks, and to construct a well-organized presentation in a group as presented to class. Students should be able to reflect on the content in the readings that they are presenting and relate to their own projects and research.

Excellent

(A+, A, A-)
Thorough grasp of paper readings, explaining main concepts with scientific rigor. Careful organization of slides, organized structure, well-motivated topic. Critical analysis of the paper with both advantages and disadvantages of the study. Show clear insight about how the work applies to their own work and project. Present and spoke at every one of the 4 topic presentations throughout the course.

Good

(B+, B, B-)
Good grasp of paper readings, explaining main concepts with scientific well. Good organization of slides, with good motivation for the topic. Showing some marginal analysis of the paper with both advantages and disadvantages of the study. Show some insight about how the work applies to their own work and project. Present and spoke at at least 3 of the 4 topic presentations.

Fair

(C+, C, C-)
Good grasp of paper readings, explaining some of the concepts. Having some slides with some sort of organization. Show some insight about relationship to their own work and project. Present and spoke at at least 2 of the 4 topic presentations.

Marginal

(D)
Show that they at least looked at the paper readings. Show some reflection about how the material relates to their own work and project. Present and spoke at least 1 of the 4 topic presentations.

Failure

(F)
Did not present at any presentation.

Assessment Task

Midterm paper

Criterion

The paper should show motivation for the work at the beginning; show contribution of the work at the end. It should include at least the following figures: (1) diagram of the methods of the study with description of which qualitative tools were applied, (2) diagram of the interaction strategy uncovered through the study, including examples of how CMC occurred between people in this case, (3) an introductory figure that shows what the general idea for the study is, (4) figures on qualitative results from the study or design. The paper should also show evidence of interviewing with people regarding CMC, including qualitative insight gathered either by online observation, diary, focus group, survey, or think aloud study.

Excellent

(A+, A, A-)

Clear motivation, strong contribution, contains all the necessary figures with clear communication, clear evidence and strong insights emerging from interviews or other studies, strong interpretation of the results, clear delineation of limitations and constraints of the study. Includes abstract, introduction, background, methods, and proposed results sections.

Good

(B+, B, B-)

Good motivation, good contribution, contains all the necessary figures, good evidence and good insights emerging from interviews or other studies, good interpretation of the results, good delineation of limitations and constraints of the study, Includes abstract, introduction, background, methods, and proposed results sections.

Fair

(C+, C, C-)

Contains motivation and contribution from the study, contains at least 2 of 4 necessary figures, has evidence and insights emerging from interviews or other studies, discusses delineation of limitations and constraints of the study at some point. Includes abstract, introduction, background, methods, and proposed results sections.

Marginal

(D)

Contains at least 2 of 4 necessary figures, discusses interviews and limitations and constraints. Includes at least the abstract, introduction, and methods sections.

Failure

(F)

Did not submit a paper or did not submit a paper that does not have at least the abstract, introduction, and methods sections.

Assessment Task

Final paper and video

Criterion

The paper should show motivation for the work at the beginning of the paper; show contribution of the work at the end. It should include at least the following figures: (1) diagram of the methods of the study with description of which qualitative tools were applied, (2) diagram of the interaction strategy uncovered through the study, including examples of how CMC occurred between people in this case, (3) an introductory figure that shows what the general idea for the study is, (4) figures on qualitative results from the study or design. The paper should also show evidence of interviewing with people regarding CMC, including qualitative insight gathered either by online observation, diary, focus group, survey, or think aloud study. The paper should contain abstract, introduction, background, methods, results, and discussion sections. The paper should have at least 20 references. The video should be no less than 1 minute and provide a clear motivation and discussion of the project in presentation form.

Excellent

(A+, A, A-)

Clear motivation, strong contribution, contains all the necessary figures with clear communication, clear evidence and strong insights emerging from interviews or other studies, strong interpretation of the results, clear delineation of limitations and constraints of the study. Includes abstract, introduction, background, methods, and proposed results sections. Contains at least 20 references. Video is clear and shows the results and analyses clearly with great insights and analyses.

Good

(B+, B, B-)

Good motivation, good contribution, contains all the necessary figures, good evidence and good insights emerging from interviews or other studies, good interpretation of the results, good delineation of limitations and constraints of the study, Includes abstract, introduction, background, methods, and proposed results sections. Contains at least 20 references. Video is clear and shows the results and analyses clearly with good insights and analyses.

Fair

(C+, C, C-)

Contains motivation and contribution from the study, contains at least 2 of 4 necessary figures, has evidence and insights emerging from interviews or other studies, discusses delineation of limitations and constraints of the study at some point. Includes abstract, introduction, background, methods, and proposed results sections. Contains at least 10 references. Video has discussion of the project and is at least 1 minute.

Marginal

(D)

Contains at least 2 of 4 necessary figures, discusses interviews and limitations and constraints. Includes at least the abstract, introduction, and methods sections. Contains at least 5 references. Video has discussion of the project.

Failure

(F)

Did not submit a paper or did not submit a paper that does not have at least the abstract, introduction, and methods sections. Did not submit a video.

Part III Other Information

Keyword Syllabus

Human-computer interaction, social computing, CSCW, qualitative data analysis, interview studies, surveys, observations, user testing, audience evaluation, creative technology, interaction research, media communication studies.

Reading List

Compulsory Readings

Title	
1	Saldana, The Coding Manual for Qualitative Researchers (2013)

Additional Readings

Title	
1	Radziwill, Statistics with R (2019)
2	Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2000)
3	Hochheiser, Feng, and Lazar, Research Methods in Human-Computer Interaction (2017)