Quiz 13, on Chapter 4 and the Lectures

Wednesday, July 25th, 2012

Name and student ID:

Answer each of the following questions concisely, within the number of words/sentences specified in parentheses after the question. No sentence should be longer than 2 lines (unless you have unusually big handwriting). Any text that goes beyond these limits will be ignored!

Show that you have learned something from the textbook and the lectures; avoid generating answers on the basis of common sense or prior knowledge.

1   What is meant by the term *back channeling*? (One sentence or partial sentence.)

Slide 5 of July 17th; section 4.3.

The answer should indicate an understanding that what is involved is *not* an explicit utterance or meaningful response but rather brief feedback indicating that the listener has taken note of what the speaker said. (This point is not entirely clear in the book, but it is clear on the slide, and it was mentioned in the lecture.)

2   Give an example of *either* (a) a *telepresence* system or (b) a special form of interaction that has been developed for computer-mediated communication with children or with pets. (One or two sentences, together concerning *a* or *b* but not both.)

Slides of Tuesday, July 17th: 13-29. (Not all of these slides give examples, but together they provide a number of examples.)

Book: 4.4-4.5; strictly speaking, only 4.5 is titled "Telepresence", but any example that involves remote *synchronous* communication is OK for telepresence, since we did not emphasize it as a separate category.

3   In the lecture, we discussed an experiment on a video-based communication method which revealed a difference between the results for native speakers and nonnative speakers of the language being used for communication (English). Summarize the result in your own words; and then state a general point that is illustrated by this study and which applies to other forms of computer-mediated communication. (Two sentences; no need to go into detail as long as the main points are recognizable in your answer.)

The experiment is shown on Slides 16-18 of July 17th.

The first sentence should show some understanding of the basic nature and result of the experiment; example "Having video as well as audio in a remote conversation was useful for nonnative speakers, but it didn't help for native speakers."

Some "general points" are made and illustrated on the subsequent slides 19-21. Basic idea: The benefits of an additional communication channel can depend on the specific situation in which it is used.

Since this question is relatively difficult, grading should be a bit more tolerant than usual to imprecision or slight inaccuracy of formulation, as long as it becomes clear that the student paid some attention to this discussion and understood the most important points.

4 What is the difference between *social examples* and *social expectations*? (One or two sentences.)

> Slide 29 of July 18th.
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> The wording of the answer can be quite different, as long as it shows awareness of the key distinction.

5 Give an example of a system that has been used to help people socialize in a face-to-face setting. (One or two sentences; no need to give the name of the system as long as you describe it recognizably.)

> Slides 35-36 of July 18th; 4.6.3 in the book.
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> If someone mentions a system that is not discussed in the book, it must be clear that it is specifically used to support socialization in a face-to-face setting.

6 Give an example of *coordination* among persons working in different locations that may need to be explicitly supported by a computer-mediated communication system that enables them to cooperate. (One or two sentences.)

> Slides 23-26 of July 18th were discussed in some detail; they illustrate forms of coordination among two operators who, in this study, were working in the same location, but we discussed how the same sort of coordination should be supported if they were working remotely. A possible answer would be: "Two persons who are helping to control the London Underground need to be aware of each other's actions, so that they can coordinate the things that they say and do." A similar point might be made about people working in different locations on a ship who are working on the navigation of the ship.
>
> 4.6.1 in the book discusses coordination among people who are in the same location, but it is generally relevant to this question.
>
> Overall, any answer is OK if it involves a plausible example that shows an awareness of what is meant by coordination between persons at different locations.

7 List two reasons why users often find it difficult to choose appropriate privacy settings when using a social networking system like Facebook. (Two sentences.)

> 4.7 in the book; Slides 19-21 from July 18th.
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> Any two reasons that are mentioned there – or that are plausible and not entirely trivial – are OK.
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> Examples:
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> There are a large number of privacy settings.
>
> You have to make a large number of clicks to set your privacy settings
>
> The meaning of a privacy setting is often unclear to the user.
>
> If you try out a privacy setting, you don't get immediate feedback on how well it works for you.
>
> You may never find out the consequences of having chosen a given privacy setting.
>
> The effect of one setting may depend on other settings that you've chosen, so there can be a large number of combinations that you have to try out.