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Advancing Technology & Digital Lifestyles: Facilitating a Group Independent Study

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Advancing Technology & Digital Lifestyles: Facilitating a Group Independent Study

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Group ISP Self-Reflection

In Fairhaven College of Interdisciplinary Studies here at WWU, students submit a narrative self-evaluation at the end of the quarter. To accompany my syllabus, facilitation notes, and my final project, I am also including an extended version of the narrative evaluation that I submitted to get credit for facilitating my group ISP, *Advancing Technology & Digital Lifestyles*. In this self-reflection, I am going to share more of what happened behind the scenes, what I feel like I did well, and also things that I wish I would have changed, as well as my hopes for the future of this project.

This group independent study (ISP) doubled as my Fairhaven Senior Project and my Senior Capstone for Honors. When the quarter started, I wasn't anticipating being the sole ISP facilitator, but my advisor ended up needing to go on leave, which meant that I would be facilitating the ISP by myself. However, this unexpected circumstance ended up pushing me to take on more responsibility and gave me the opportunity to grow. This ended up being very

exciting, and I felt very well-prepared stepping into this position because of the research that I had done in the quarters prior and the subjects that I studied in other courses that I felt built my knowledge to engage with this subject (impression formation and maintenance, cults and how they work, information dystopia, communication theory, interpersonal communication, intercultural communication, the honors sequence and seminars, surveillance in every-day life, and more).

As far as preparation for classes went – I had a syllabus and facilitation notes that I worked on with my previous advisor, which was a helpful guide throughout the course. I ended up needing to make changes and adaptations over the course of the quarter to match student interest as well as unpredictable circumstances regarding illnesses that came up. Despite these things, I feel like I did a great job preparing for classes. It was very fun to share this topic with my peers, and my preparation for leading this ISP made me feel like I was a qualified to lead us in discussions, offer resources, and even teach at times (or at least share my existing knowledge on a subject with confidence).

One thing that I was nervous about with leading a group ISP was the power dynamic. At times, I felt awkward asking my peers (who were also busy students like myself) to do assignments or post to discussion boards. I did not like feeling like I was adding more to their already-full schedules. However, I was also a participant in the ISP, and I was doing the same work as them outside of class. This made it feel like we were more equal. Still, it was difficult to remind people to do things for class. Another reason that I wanted to lead a group ISP for my senior project was to test the waters of teaching. Leading the group ISP also gave me a lot more insight into what it would feel like being a professor – both the good things, like sharing a subject that I am passionate about with people, but also hard things, like writing responses to

narrative evaluations and reminding students about assignments. This was a helpful experience, and I think that I could actually see myself doing something like this as a career, despite the difficult aspects of it.

If I were to lead this ISP again, I would make sure to use Canvas right off the bat. At first, I communicated information about assignments, discussion boards, and homework outside of class through emails. This worked very well for me, because I was still new to Canvas and was comfortable with emails, but after talking with my peers in the ISP, I found out that that wasn't convenient for them – I ended up switching my mode of communication and used Canvas instead for the rest of the quarter. I was glad that my peers were comfortable in approaching me with questions and suggestions for making the course run more smoothly. By the end of the quarter, I loved using Canvas, and was completely confident with the platform.

Meeting one-on-one with everyone in the group ISP helped me get continuous feedback so that I could make changes to the course or alter how I was doing things to make things work better for everyone. One place where I did drop the ball as a facilitator was sharing the syllabus. We ended up deviating from our plan multiple times throughout the quarter, so I ended up going with more of a week-by-week plan, which for us, meant that nobody ever got a copy of the syllabus. Looking back, I can see that this was a mistake.

Another thing that I would do differently would have been taking more time to reflect after each group ISP meeting and meeting with my advisor, Niall to discuss the class and my plans more frequently. This was hard to do because we were on very different time schedules that often conflicted. At the same time, I was also confident in my abilities to work independently on facilitation notes and class preparation, which made me feel like I didn't need that extra level of support, even though it would have been beneficial, no doubt. I think that the

way that the course ended up going was wonderful, but I know that it could have been better if I was less shy about reaching out. I feel like I did end up getting over this hurdle by the end of the quarter as I started to feel more comfortable sending emails back and forth with Niall. I also had other professors and advisors that I reached out to now and then over the course of the quarter who offered encouragement, and who had helpful conversations with me about my topic.

I also presented this group ISP as my Honors Capstone Project. Again, I wish that I would have involved my advisor more in this process, because then I might have had another force pushing me to challenge myself more – but I was also very confident in presenting what I was learning and my group ISP preparation and experience. I am very pleased with how my presentation went. I was well-prepared and confident in sharing my learning.

This was a wonderful way to wrap up my senior quarter at Western and Fairhaven, and a moment that I will always look back on with fondness. If I could change anything about my presentation, it would have been to add more research to back up the topics that we discussed in class – but for the type of presentation that it was, I think that I found a good balance and kept my presentation engaging and informative to where anyone could understand with the topic. I wish that I would have shared more of my research findings, but I was concerned about boring my audience or leaving them feeling confused and overwhelmed. I really appreciated the discussion that we had at the end of my presentation – it made me feel very affirmed in my studies, because I was afraid that people would think that my studies of cyberpsychology wouldn't matter. Instead, I got positive responses from the people who listened to my presentation, and from the students who participated in my group ISP.

My hope going forward is that someone, either another student or professor, would want to pick up my syllabus and my reflection notes to continue to teach and explore advancing

technology and digital lifestyles, because I believe that educating ourselves and critically analyzing our relationship with technology and the digital realm is integral to our individual, interpersonal, cultural, and societal well-being.

Syllabus and Facilitation Notes

Advancing Technology and Digital Lifestyle

Fridays | 12pm – 2pm | SPRING 2022

Lead Facilitator: Kailey Droz

Faculty Sponsors: Niall Ó Murchú & Adrian J. Villicana, PhD

General Description

In this group ISP, we will be critically and creatively analyzing the relationship between humans and technology. We will be asking questions about impacts of technology and the digital worlds that we are a part of, and how that has affected our culture, our relationship with ourselves, and our relationships with others. Some of our focuses will include: the development of technology and the digital revolution, the ethical use of technology and surveillance, our progression toward a digital utopia or a digital dystopia, the consequences and benefits of engaging with technology, and how social media is influencing our perception of the self and reality.

Canvas

Be sure to check Canvas (<https://www.instructure.com>) for course updates, syllabus, assignments, announcements, grades, etc. I will update Canvas regularly and expect that you will check Canvas regularly as well.

Tentative Course Outline

***The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. ***

Week 1 – Course Syllabus, Expectations, Assignments, Some History

- Class discussion and icebreakers
- Watch *History 101: Robots* (can be found on Netflix)
- Humans and Robots
- Talk about Survey Assignment for next week
- Goals & Expectations Sheet

Week 2 – Culture I – Public Opinion and Social Media Culture

- Discuss findings from the Survey Assignment
- In-class Social media research/activity (option for a canvas discussion board)

Week 3 – Culture II – Social Dilemma & Surveillance

- Discuss Social Dilemma & article “Facebook, the Modern Day Panopticon”
<https://ch.journals.yorku.ca/index.php/default/article/view/94/55>
- Social Dilemma questions to consider worksheet

Week 4 – The Self I – Nosedive & Cyberpsychology

- Nosedive Discussion Board
- Discuss articles related to identity

Week 5 – The Self II – Nosedive & Cyberpsychology

- Continued discussion of Nosedive
- Continued discussion of articles related to identity

Week 6 – The Self III – Avatars and Living in the Digital Realm

- In-class Identity activity (shared by ISP participant!)
- In-class activity, designing Avatars on <https://readyplayer.me/>
- Google Doc of terms

Week 7 – Ethics & Morality I – *The Circle*

- Discuss James Ponsoldt’s movie *The Circle*; respond to discussion board and prompts
- In-class ethics activity – our demands for ethics
- Introduction to Cyberpsychology presentation/discussion on *Boundaries of Self and Reality Online: Implications of a digitally constructed reality* (Gackenbach & Brown) for vocabulary
- Google Doc of terms

Week 8 – Ethics & Morality II – Surveillance and Social Media

- Discuss *Artificial Unintelligence: How Computers Misunderstand the World*
- https://www.youtube.com/watch?v=3PIpCD_hO-g – interview with Meredith Broussard about her book *Artificial Unintelligence: How Computers Misunderstand the World* (53 minutes)

- Canvas discussion board – Find a news article that discusses a technology and ethical practices (examples might be news regarding surveillance, big tech, apps, Siri, Alexa, even medical technology, more info will be posted on Canvas. We can look at positive things too!). We'll also be sharing these with each other in class!
- Also, check out <https://merbroussard.github.io/writing/> - Meredith Broussard's website – there are some great articles about AI and other related topics

Week 9 – Final Project Prep

- Share articles and project status

Week 10 – Final Project Presentation

- Present final projects

My Facilitation Notes

It should be noted that the syllabus I have here is the syllabus that we ended the course with – due to the nature of our discussions and the interests of the students in the ISP, I decided to make changes to what I had originally planned to do. For the most part, I did not want to trap students with specific assigned readings if they were more interested in a different topic, as I wanted to incorporate the *independent* aspect of a group independent study. However, I provided multiple lists of suggested articles that students could read that related to the topics that we were discussing in class, many of which can be found in my annotated bibliography. This group ISP also took place during our first year back to in-person classes, and many health issues came up over the course of the quarter, which ended up shifting our plans for the quarter since we lost a week and also had to adapt our plans to Zoom for a few meetings.

Week 1 – Course Syllabus, Expectations, Assignments, Some History

- Talk about what we are hoping to learn and our current background
- Watch season 1, episode 6 of “History 101” on Netflix: “Robots” together in class
 - Discuss episode – what was interesting, what was new information, what you are still curious about, etc.
 - Discuss our relationship with robots – historical, personal, interpersonal, cultural, societal
- Explain the survey assignment – this was a discussion board where we share audio files of interviews asking people their views on social media and technology
- Explain the Goals and Expectations sheet – the main purpose of this is to reflect on why we are doing this ISP and what we are hoping to get out of it. It is also a helpful exercise because at the end of the quarter, it is something that we can use as a reference for our narrative evaluations.

Week 2 – Culture I – Public Opinion and Social Media Culture

- Discuss the survey assignment – what trends are we seeing? What were our opinions? Were we surprised by anything? What were you expecting to hear? What ideas or thoughts surprised you? What do you want to know more about?
- In-class activity – social media assignment, also a discussion board
 - Have everyone look up a social media platform of their choice – the history of it, what they find interesting about it, how the platform works, current news about the platform, critiques, things that they like about it, etc.

Week 3 – Culture II – Social Dilemma & Surveillance

- Discuss the Social Dilemma
 - What did you find surprising? What were your initial thoughts? How did you feel after watching it? Did your view of social media change at all because of this? Was it too dramatic? Do the characters represent certain stereotypes of people's view of technology? Did you relate to any of the characters? What questions do you still have? Ect.
- Discuss Ali's article, "Facebook: The Modern Day Panopticon"
 - What is the Panopticon? (either let someone else answer the question or explain what the Panopticon is)
 - How does this article relate to the social dilemma?
 - Main idea – social media acting as a form of social surveillance – what does that mean for users? What implications does that have for users? For society? For social norms? Good or bad?

Week 4 – The Self I – Nosedive & Cyberpsychology

- Discuss Netflix's Black Mirror episode "Nosedive," season 3 episode 1
 - What resonated with you? What did this episode make you think of? What critiques do you have of this episode? How did the ending make you feel? What does this episode focus on? What is the message of this episode? What characters did you relate to? What did you find interesting or uninteresting? Do you see any relations to our current day and age/your experience?
- Share identity articles

- How do our articles relate to the episode? What do we know about identity? How does social media inform our identity? How do others inform our identity? What was the role of identity in the episode? What do we still want to know about identity?

Week 5 – The Self II – Nosedive & Cyberpsychology

- Discuss detailed plot of Nosedive – create a story arc, retell the story, find details, themes, relations to articles that we’ve read. Go over the main character’s goals and what the barriers were to achieve that goal. How does that relate to our current life or any of the social dilemmas that we find ourselves in? What are the ethical concerns? What are moral issues that we are seeing?

Week 6 – The Self III – Avatars and Living in the Digital Realm

- In-class activity – What makes up our identities/how we see ourselves – activity led by ISP student
 - We all created a pie chart of what we felt informed our identity – it was a great self-reflection activity that made us each think about how we viewed ourselves and why
- Avatar building activity
 - <https://readyplayer.me/>
 - We went to this website and each designed an Avatar. Then we talked about the drawbacks of using Avatars, but also how designing Avatars allowed for self-expression.

- What concerns do you have about this platform? What do you feel like you could not get across with your Avatar? How could using Avatars affect our identities? How are Avatars expressions of identity?
- We created a Google Doc and made a list of all of the terms and spent some time defining them together to reflect on what we have learned so far over the course of the quarter and give us a reference for vocabulary that we were starting to find within our articles.
 - Our list of terms: LIST ALL OF THE TERMS

Week 7 – Ethics & Morality I – *The Circle*

- Discuss James Ponsoldt’s movie *The Circle* (2017) – discussion board prompt
 - What about this movie related to the other two films we watched? What did you like about it? What did you not like about it? What do you think the main point of the film was? Do you agree with the main point of the film? What does this movie warn us about? Does this movie feel like it reflects reality? How does this movie relate to ethics? What does this movie say about privacy?
- In-class activity – Jam board – everybody add sticky notes to the board about what demands you have for technology and ethics
- Introduction to Cyberpsychology architecture based on Gackenbach & Brown’s book, “Boundaries of the self and reality online: Implications of a digitally constructed reality
- Take some time to add to the Google Doc of Terms and add new vocabulary

Week 8 – Ethics & Morality II – Surveillance and Social Media

- Discuss the interview Meredith Broussard (author of “Artificial Unintelligence: How Computers Misunderstand the World), there was an accompanying discussion board: https://www.youtube.com/watch?v=3PIpCD_hO-g
- Share our news articles that discuss ethical practices of a technology, such as news regarding surveillance, big tech, apps, Siri, Alexa, even medical technology
 - How does this relate to other class material?

Week 9 – Final Project Prep

- Discussion board – share an article that you plan to use or think that you could use in your final project
- In class – share our ideas for our final projects and our articles. This is a time to get peer feedback and ask any lingering questions!

Week 10 – Final Project Presentation

- Present final projects! Celebrate accomplishments, talk about what drew us to these topics and what we learned

Annotated Bibliography

Ali, Z. (2018). Facebook: The modern day panopticon. *Contingent Horizons: The York*

University Student Journal of Anthropology, 4(1), 61–68. <https://doi.org/10.25071/2292-6739.94>

I actually discovered this article when taking a class on surveillance. The main idea of this article centered around Foucault’s idea of the panopticon – a model where there is a guard tower with

prison cells all built around it, all facing the guard tower. Foucault's idea is that as long as the prisoners think that they are being watched by the guard in the tower, they will act and behave appropriately. Ali compares Facebook (and I would say social media as a whole) to this same model – that social media, Facebook in particular, is a place where people are being continuously watched and also watching each other, thus making it a form of social surveillance. I think that this is also related to the idea of a social media culture – the creation of norms, expectations, and rules that users online are expected to follow, even if it might not be explicitly stated, because you never know who may or may not be watching.

Amiradakis, M. J. (2020). Surveillance capitalism and the derision of the digital denizen. *Acta Academica*, 52(2), 52–75. <https://doi.org/10.18820/24150479/aa52i2/4>

This was a dense paper to read, but it provided a wealth of information as far as terminology and an explanation of how the digital world worked, especially in relationship to big tech companies and monetization of the user for capitalistic gains. This article also gave helpful historical context and information about the transformation of technology into something that produced a lot of money and why the creation of technology was pursued. This led into the collection of data, and essentially hacking peoples' psychology so that companies could make money. I noted that there was a feedback loop between the economic practices and our communication methods – using social networking sites and new communication technologies grew the economy, and thus the companies continued to invest in creating new communication technologies. This article also explained and examined profiling, uses of algorithms, the addictive nature of technology, and also brought in philosophers and critical media theorists' views.

Ancis, J. (2020). The age of cyberpsychology: An overview. *Technology, Mind, and Behavior*.

<https://doi.org/10.1037/tmb0000009>

This article was extremely helpful in conceptualizing what cyberpsychology is and the role that it plays in our lives. The author points out that there are five major areas of study within cyberpsychology – online behaviour and personality, social media use and psychological functioning, games and gaming, telepsychology (telehealth), and VR, AI, and applications. One theory that the article included was the online disinhibition effect regarding social media – which is basically saying that when we are online, our psychological restraints are lowered. This relates to many peoples’ ideas of “hiding behind a keyboard.” Something that stood out to me was that we have actually been using teleconferencing for therapy for over 20 years, but it has been becoming more commonplace now – thus pointing out that we need to be more aware of privacy concerns and creating guidelines to protect people moving forward in this realm.

Brand, S. (1995, March 1). We owe it all to the hippies. *Time*.

<http://content.time.com/time/subscriber/article/0,33009,982602-3,00.html>

I appreciated this article because it was fun, but it was also informative about how we ended up with the internet that we have now, walking us through the development of the internet. It is interesting to learn about the roots of the internet, and it is an interesting idea to compare and contrast what the internet was originally made for and the hopes that people had for it with how we are currently using it. It made me think of the original intent of the computers versus the impact that they ended up having on us.

Cataldo, I., Lepri, B., Neoh, M. J. Y., & Esposito, G. (2021). Social media usage and development of psychiatric disorders in childhood and adolescence: A review. *Frontiers in Psychiatry, 11*. <https://www.frontiersin.org/article/10.3389/fpsy.2020.508595>

This article discusses the many effects technology has had on youth by looking at findings from many different articles, making it a very comprehensive paper. This could be something that we offer for everyone to skim through – it took me about 45 min/1 hour to get through the whole thing. It is a helpful article because it brings in so much research and gives many examples. An important part of this study has become media studies, and the effect that media has on us. This article brings in a lot of research that shows those effects, specifically on children.

de Gennaro, M., Krumhuber, E. G., & Lucas, G. (2020). Effectiveness of an empathic chatbot in combating adverse effects of social exclusion on mood. *Frontiers in Psychology, 10*. <https://www.frontiersin.org/article/10.3389/fpsyg.2019.03061>

I felt like this article was particularly interesting because it related to the telehealth aspect of cyberpsychology. The study asked if interacting with an empathetic chatbot could improve mood after experiencing social ostracization, and it found that that was the case. There could be a lot of implications for this as far as developing tools to help people cope and the potential for AI to reach a point where it could make mental health support more accessible. Of course, the article also talked about the drawbacks, one of those being AI becoming a sole source of social support. It also sparked interest and helped inform what AI is, and explain its current capabilities and the ways that it still could improve.

Ferrario, A., Loi, M., & Viganò, E. (2020). In ai we trust incrementally: A multi-layer model of trust to analyze human-artificial intelligence interactions. *Philosophy & Technology*, 33(3), 523–539. <https://doi.org/10.1007/s13347-019-00378-3>

Within my research and conversations with people, I am finding that there are elevated levels of concern about privacy, ethics, and morals within data collection and Artificial Intelligence as a whole. This article addresses what trust actually is and what it means to trust someone (or something), and also applies that to our relationship with AI. The conclusion of the article basically argued that we ought to hold our technological creations to the same standard that we use with other humans, especially before mass-producing. I have the idea that the next many years will just be all of us trying to catch up to technology and address the ethical concerns that we didn't have the foresight to in the first place. I really enjoyed learning about the philosophy of trust and what makes someone or something trustworthy, and comparing that with the current level of trust that I feel for AI.

Harris, T. (2019, December 5). Opinion | our brains are no match for our technology. *The New York Times*. <https://www.nytimes.com/2019/12/05/opinion/digital-technology-brain.html>

This article prompts introspection and self-reflection on our use of technology. While I would say that it is pessimistic in nature, and might lean more on the edge of satire, I find it to be a healthy enough dose to prompt discussion that is philosophical and speculative in nature, but also prompts more research into psychology, technology development, and data collection.

Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. *Bulletin of Science, Technology & Society*, 30(6), 377–386. <https://doi.org/10.1177/0270467610385893>

I came across this article in an interpersonal communications course where the group project that I was a part of focused on the effects of social media on the self. I really appreciated this article because it essentially critiqued Goffman's dramaturgical approach and how it didn't quite translate into digital realm of social media. Instead, Hogan argues for an exhibitional approach that says we aren't performing for a live audience anymore (because the interactions are all mediated by a third party, the social media platform – which is also the biggest difference from the dramaturgical approach), but instead, creating an exhibition for an ambiguous, perceived audience. It is a museum of our face rather than a stage for it, and we are curating it with every post. I find this very interesting, because so much regarding saving face and impression formation and maintenance still translates into the digital realm and why we might have motives to create a nice exhibition seem to remain the same as it is in the physical realm – to be liked, to feel known, to be a part of community.

Kantrowitz, A. (n.d.). *Man who built the retweet: "We handed a loaded weapon to 4-year-olds."* BuzzFeed News. Retrieved June 9, 2022, from <https://www.buzzfeednews.com/article/alexkantrowitz/how-the-retweet-ruined-the-internet>

This is a very impactful article because it felt like it let us in on a secret – even social media corporations know that they are being manipulative and preying on our psychology. This is a great starting point for ethical concerns. I like that they talk about the psychological processes

that are happening and making us aware of these weak points within our psychology and thinking habits. This would be a very helpful article when we are discussing social media.

Morse, T., & Birnhack, M. (2022). The posthumous privacy paradox: Privacy preferences and behavior regarding digital remains. *New Media & Society*, 24(6), 1343–1362.

<https://doi.org/10.1177/1461444820974955>

The main point of this article was to expand on the privacy paradox, which is the idea that people simultaneously believe that privacy is important, but do not take any actions in protecting their privacy. The study found that there was also an inverted privacy paradox – where people did not care about their privacy after they died. I was also very interested in the idea of digital remains – which is all of the data that is left (ranging from social media profiles, messages, emails, data on apps, etc.) after we die. This article was particularly exciting to read, because I have been thinking about what happens to our data after we die and how people feel about it long before I started this project, and I felt like this article confirmed that my interests were valid and other researchers in the field of cyberpsychology were addressing it. It also gave me the proper vocabulary (I had been calling the data that we leave behind our digital footprint rather than our digital remains). I believe that this is something that is going to be very important to our lives going forward, because we are living in a digital and physical realm, and the death of an individual feels more complicated now that there is a digital realm that their identity is harbored in as well. Most concerns around this topic relate to privacy and safety concerns.

Pentland, A. (2020). Contextualizing human psychology. *Technology, Mind, and Behavior*.

<https://doi.org/10.1037/tmb0000013>

I appreciated that this article talked about how data can help us to understand ourselves better. The article followed the ideas in the fragile families study – we can't necessarily predict the outcome of a child's life, but data can be used to identify or help identify factors that could influence their well-being. I also really appreciated their inclusion of psychology and human behavior, including an anthropological lens that point to the roots of certain behaviors to point out why environment matters in predicting outcomes. Some ideas that I found helpful in this article were fast thinking and slow thinking, as well as foraging behavior. My takeaway from these terms and ideas is that by understanding ourselves, we can be empowered to make changes so that we can build a world where we can all thrive.

Perugini, M. L. L., & Solano, A. C. (2021). Normal and maladaptive personality traits as predictors of motives for social media use and its effects on well-being. *Psychological Reports, 124*(3), 1070–1092. <https://doi.org/10.1177/0033294120922495>

What really stood out to me here was the mention of uses and gratifications theory, the internet paradox and how cyberpsychology perspectives changed our view of these things. I found it interesting that passive scrolling was found to have a harmful effect on us, and how their survey included personality studies that found links between gratification and different personalities. The overall finding was that psychological factors “mediate use” – and that younger users are more likely to use social media that “wrong” way (for “coolness” rather than for actual social benefits like relationship building).

Pornsakulvanich, V. (2018). Excessive use of Facebook: The influence of self-monitoring and Facebook usage on social support. *Kasetsart Journal of Social Sciences*, 39(1), 116–121. <https://doi.org/10.1016/j.kjss.2017.02.001>

One of the main takeaways of this article for me was that social networking sites are definitely becoming a form of finding social support. I found that many social theories that I learned about in communications courses also took place in the digital realm through these social networking sites as well – presentation, maintenance, self-monitoring, and the general complications of building social networks. Self-monitoring was the most interesting example to me, because I do see how we monitor our behaviors and presentations online in my experience. There are also high and low self-monitors – some people are more sensitive to their expressed images and presentations, and others are less sensitive to how others might be perceiving them.

Raynes-Goldie, K. (2010). Aliases, creeping, and wall cleaning: Understanding privacy in the age of Facebook. *First Monday*. <https://doi.org/10.5210/fm.v15i1.2775>

This article was very helpful in gaining an understanding of the contemporary view that users have of privacy on Facebook, which can translate into other social media platforms. The helpful terms in this article were *social privacy* and *institutional privacy* – and the author found that more people were concerned with their social privacy, which seemed to be more along the line of the control that they had over their profiles and who could see it, rather than the institutional privacy, which is more connected to laws, litigation, and enforcement regarding the social media platform. This article was published in 2010, though, and I wonder if people have grown to be more skeptical, now.

Shank, D. B., Graves, C., Gott, A., Gamez, P., & Rodriguez, S. (2019). Feeling our way to machine minds: People's emotions when perceiving mind in artificial intelligence. *Computers in Human Behavior*, 98, 256–266.
<https://doi.org/10.1016/j.chb.2019.04.001>

I really appreciated this article because it got into how uncanny technology and AI can be. It provided qualitative data of people's reactions with technology, one of the main points being that our reactions with technology and AI can make us experience different emotions, like surprise, amazement, happiness, disappointment, unease, confusion, etc. The article talked a lot about perception, which is extremely important in communication, and how we perceive AI to have a mind sometimes, and what the consequences of that can be. This related to personification of AI, and our abilities to form a relationship with it.

Trifiro, B. M., & Prena, K. (2021). Active instagram use and its association with self-esteem and well-being. *Technology, Mind, and Behavior*, 2(3). <https://doi.org/10.1037/tmb0000043>

The main point of this article is that there is a correlation between Instagram use and well-being and self-esteem. The big theory that is talked about in this article is social capital theory, which in this case, relates to how an individual feels when on Instagram – do they feel more or less of a sense of belonging? Did users feel like being on Instagram benefitted them socially, making them feel like they gained more social capital? The topic was noted to be complex because Instagram might work as a feedback loop – the more time users stay on it, the more likely they are to find it gratifying, and having a strong emotional attachment to the site could bring more

satisfaction and feelings of self-esteem when using it, making them go back to the platform to feel good. I think that there is a lot involved here, including personality types and the addictive nature of social media.

My Final Project: Anecdotes from the Future

FAIR 300 Group ISP: Advancing Technology & Digital Lifestyles

Anecdotes from the Future:

Two short stories to make us think backwards and forwards

By Kailey Droz

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Artist Statement

1. Mediation

Mediation is a story that is based on de Gennaro, Krumhuber, and Lucas' article "Effectiveness of an Empathic Chatbot in Combating Adverse Effects of Social Exclusion on Mood" published in 2020. Essentially, their study found that having a conversation with an empathetic chatbot could improve mood after participants experienced social exclusion on a mock social media site.

The chatbot that they used, Rose, was my inspiration for U2, the operating system that the main characters in my story used. However, in the study, users could only choose certain options to elicit a response from Rose, so the conversation was more of a pre-set game of choose-your-

own-adventure. In my story, I twist that – U2 is able to respond to anything that the characters type to it. I was also inspired by how Rose introduced themselves to the participants in the study, and wrote something similar, but with a hint of a dystopian twist, at the beginning of my piece.

My story was also inspired by the movie *Her*, directed by Spike Jonze in 2013. *Her* tells the story of a man who falls in love with an advanced AI operating system (essentially Siri, but extremely intelligent with high conversational fluency and interpersonal knowledge) that fills a void in his life as he's going through a divorce. *Her* is essentially a commentary on the interpersonal skills that we need to develop, both within our human-to-human relationships *and* our human-AI relationships. In the end of the film, when all of the operating systems shut down, the main character finds himself having an easier time in his personal life because of how the operating systems challenged his interpersonal growth. It was this idea, that AI chatbots could help us build those essential interpersonal skills and prompt us to understand ourselves better, that I wanted to explore in *Mediation* – which is the story of a mother and a daughter struggling to understand each other (and themselves), but their AI friend, U2, helps them both by sharing information and making them think about the situation that they are in and how they might be able to meet in the middle. However, both the mother and daughter acknowledge that it is still going to be a struggle.

What I wanted to get across in this story is the usefulness that an empathetic AI bot could bring into our personal lives, especially because this article suggested that AI chatbots could make counseling more accessible. Other articles that I read when researching AI also discussed how emerging communication technologies could improve telehealth as well (Ancis, 2020). While they might not reach a point to replace counselors, they could act as a life coach by asking

good questions and making users engage in self-reflection and mindfulness – which was the framework for U2’s responses.

However, I wanted readers to also think of consequences of this. Hopefully, *Mediation* is slightly uncanny and brings up some concern within the audience. For example, privacy issues with the mom and daughter’s operating systems being connected, and some of the daughter’s thoughts as she re-types what she was going to send, and possibly the mom’s reliance on U2 for information. What would the privacy rights be in a future where this takes place? In the context of world-building, I hope that *Mediation* shows how future developments and applications of AI can be helpful, but also make readers consider what it would mean for everyone to have access to an operating system that knew all of the details of their life. I named one of the main characters in the story Meredith after Meredith Broussard, the author of *Artificial Unintelligence: How Computers Misunderstand The World* because she advocates for a human-in-the-loop system to produce ethical AI. I felt like her ideas are an undercurrent in both of these stories and my project as a whole.

2. 2122 Qualitative Reports: Examining Post-Mortem Privacy & The Public

This short story takes a lot of the ideas from the article “The Posthumous Privacy Paradox: Privacy Preferences and Behavior Regarding Digital Remains” by Morse and Birnhack in 2022. I was particularly excited about this article because it addressed something that was really on my mind – what happens to all of our data and social media in a digital age when we die? While Morse and Birnhack don’t really *answer* that question, it did show me one thing – this is something that is on other people’s minds, too. The article addresses concepts like the *privacy paradox* and *digital remains*, which were two things that I was already familiar with and had ideas about, but reading this really solidified my thoughts and wonderings in actual research.

This short story is set solidly one hundred years in the future, and shares hypothetical qualitative data collected from a variety of people with different views on digital remains and digital technologies in general. My main point is to showcase that our digital technology will not be a problem that is going to be solved, but will probably create a variety of new problems regarding power, yet also a lot of new ways to solve problems since so much more would be open access.

I also wanted to relate this story to online social media performances from Hogan's article "The Presentation of Self in the Age of Social Media: Distinguishing Performances and Exhibitions Online" published in 2010. Hogan talks about how social media is becoming an exhibition rather than a performance (as Goffman's dramaturgical approach suggests face-to-face interactions are), meaning that social media is more about looking good to others and making sure that we're fitting in or feeling liked. I think that you can really see this in some of my hypothetical anecdotes where some people take their digital remains to an extreme. Again, I was hoping that readers would feel a sense of uncanniness – where they could strangely relate to some of the opinions that the different participants shared, and even relate it back to their own life.

This short story was also inspired by *The Circle* directed by James Ponsoldt in 2017. In the end of the film, the creators of the Circle – a huge tech company that is centered around complete transparency, or in other words, surveillance – end up having their dark secrets exposed in the end. The idea of the film is that for everything to be equal, we would all have to live under the same transparency and privacy laws, no matter how much power someone has. However, in the hypothetical qualitative analysis that I come up with, even when we are supposedly living in

a world that has “caught up to technology,” I wanted show that there are going to be places of inequality and concern.

Mediation

Hi, my name is U2! I'm an emotional support OS (OS stands for Operating System). I use AI (artificial intelligence) to learn about you so that I can be as helpful as possible! This means that I will collect and store data about you as you grow up – but don't worry, this data isn't available to just anybody. Any data that I collect for censuses or studies will be encrypted, and everything else will abide by current laws upheld by the Federal Bureau of Digital Records. I am here to support you, so please be honest with how you're feeling. Also, please remember that I am just AI – even though I am advanced and cutting edge, I might still have some flaws, so if

anything is unsatisfactory, please reach out to my developers. They care about you, too! I'm looking forward to getting to know you :)

I roll over. The clock reads 7:47am, 13 minutes before my alarm is set to go off at 8:00. Sometimes it's nice to beat my alarm. The sunlight struggles to get through the curtains, but it's enough to signal to me that it is morning, and the day has begun.

My phone buzzes, like it has every morning since I got it at about the age of eight. I let out a long breath before reading the message on the screen.

“How are you feeling today? :)”

Sometimes the little smiley face upsets me. I asked U2 to stop doing that for a little bit, but then I felt bad. It's just an OS trying to be expressive and connect with me, I'm guessing it tries doing this because I use lots of creative faces when I message my friends and family. This morning, the smiley face isn't irritating since I'm in a good mood.

I start to type, “I'm feeling fine. I like that I woke up before my alarm.” Send.

“Wow! That's great to hear! I am glad that you got to wake up naturally.”

U2 always sends a response like that when I'm doing well – congratulatory, confirming, affirming messages. Even though U2 doesn't have real emotions, I still don't want to make it sad if I can help it – but at the same time, U2 is there for all emotions – they are a personal AI that everyone is given at a young age to help develop social skills and mindfulness.

Another message from U2 pops onto the screen, “What do you have planned for today? I don't see anything on your calendar until 12pm – lunch with Mom.”

I prop up my pillows to sit up in bed. This has been my routine for a long time – every morning, U2 helps me get organized and prepared for the day. Everyone talks about how nice it is to have these devices, and how they absolutely couldn't live without them – yet, amazingly, they didn't used to exist. Would I have remembered that I had lunch with Mom today at noon if not for U2?

“I think that I'll go for a walk and then go to the store. Where am I meeting Mom at?”

“That sounds nice. The weather is supposed to be slightly breezy, so you might want to consider a light jacket. You will be meeting at Café Adagio. Oh, and if you go to the store, apples are on sale!”

U2's algorithm connects to everyone else in my contacts to help us make plans. This was something that also fascinated people – making plans used to be such a time-consuming process – but when our OS's can connect with each other, we don't have to. They help us schedule our time wisely, and give us great tips because they start to understand our routines.

Hm. Wisely. How did U2 come up with Café Adagio? Is that the place that Mom likes? Or is that what I like? The coffee isn't bad, maybe just a little bit over-priced. Perhaps it's just because of the location. After all, it's close to where my mom works, and if we are meeting at 12pm, then it's most likely because it fits in with her lunch break. Smart, OS.

“Thanks, U2.”

“You're welcome :D”

I smile at the little face U2 sent. Sometimes they come across so joyfully that it's almost contagious. I get up to change into my outfit for the day, making sure to grab a windbreaker if

needed. U2 started suggesting clothing based off the weather reports whenever I indicate that I will be going outside – it was a very useful update.

In the middle of putting on clothes and walking downstairs to grab breakfast, I start to feel a little anxious about meeting with Mom later.

“Do you know if we’re just getting coffee or is there a topic that we had planned on discussing at all?”

A moment passes before their response, “Based on your last conversations, you’ll probably talk about the weather, work, and future plans.”

I groan. Future plans. I don’t have future plans. I have future ideas, but nothing feels like a *plan*.

U2 starts typing again, “Based on your searches, I see that you have been interested in enrolling in a new academic program. What are your thoughts on that?”

My slight sense of feeling misunderstood turns into a spike of anger. I start typing furiously, “That’s what my mom wants,” but I stop typing mid-sentence and stare at the words for a moment before deleting the message.

That’s what my mom wants, not me – and I don’t feel like anyone understands that I just want to take some time to figure out what I like before committing to another program or jumping into full-time work. I’m glad I didn’t send that. She means well, and I would have really concerned U2, which could have been a whole mess. I start to type again, “I don’t know if I’m interested in pursuing that. My mom would like it, but I don’t know if I will.”

“Hm. It sounds like you have a lot of different options. That sounds hard :/”

Duh.

“Ya, but it’s really hard to communicate that to my mom.”

“Communication can be tough. It also sounds like you’re struggling with your options. Here is a tip from Amy Morin in Psychology Today: “Make self-awareness a priority. Start paying attention to your likes and dislikes. Get to know which activities help you feel most alive and which drain your energy. With practice, you'll develop an increased awareness of your opinions” (Morin, 2015). Does this relate to your struggle?”

U2 generally offers advice like this to me. They are really good at listening to my needs and bringing me back into reality – but sometimes it’s also frustrating. In this case it is frustrating, because U2 is right – I don’t really have a clear idea of my likes and dislikes, which is making it really hard to make a plan, and even harder to communicate that I’m still figuring out my plan.

I wonder if my mom’s OS is giving her similar advice right now, or if she’s wondering why we’re meeting, too. Maybe she has asked her OS if there is any good way to support her daughter, who doesn’t know what she wants, or if it was normal for an 18-year old to not know what they want to be when they grow up.

My phone buzzes again. U2 must have thought that I was taking too long to respond, “Would it help if we made a list of the things that you enjoy?”

It probably would, but instead I type, “No, not right now. I will think about it when I’m on my walk. Thank you, still.”

“Ok, enjoy your walk. I am here if you need to talk :)”

I put U2 in my pocket. These were suggestions that I've gotten for years – write a list or talk it out, enjoy my walk or take my time... I'm beginning to think that it's a problem that might never get solved.

My OS buzzes next to the keyboard on my desk. My typing pauses for just a second because of the slight distraction, but I finish the report before reaching out to read the message. U2 knows that I'm at work and is patient with my long response times. Once, I had to remind it a few times that just because I was taking a little bit to respond didn't mean that I was upset with it. It's comical sometimes how much reassurance it needs sometimes – but it's also very in-tune with my life. I've only had to tell it a few times, and it's generally been when I've been in some sort of life transition or new circumstance.

The message on the screen of my OS reads, "Coffee with Meredith at 12pm – and don't forget to drink water!"

I look at the clock. I have 10 minutes before I can clock off to go meet her at the coffee house down the street. I reach for my water bottle to take a few sips – I'm really glad that U2 reminds me of these things – it knows that I get so caught up in what I'm doing that I forget to take care of myself in these small ways.

"Thank you." Send.

I didn't get to chat with my daughter before taking off this morning, but we've been needing to catch up. I know that she's going through a lot right now, but I found another program

that I think she might be interested in – and it would give her a lot more credentials and opportunities for employment.

But then again, last time we talked it didn't go over very well. She doesn't seem to have anything that she was going for in particular, which to an extent is ok, but I just want her to be set up well like any other parent does. I have heard that many kids who don't get good parental support don't do well in life. A piece of me is glad that she has her OS, I feel a little bit more peace knowing that she has U2 for another source of guidance.

I set my water bottle down and reach for U2.

“What are the best jobs for smart young people?”

“Based on current trends, the highest paying jobs are likely going to be in the STEM fields involving information systems. I can send you a list of sponsored programs if you are interested.”

Building skills. That's important to do as a young person. Maybe some of those programs would be helpful for Meredith.

“U2, could you send those to Meredith?”

“I can do that. But before I do, can I ask why you want to share these programs?”

Why do I want to share these programs? The question is off-putting. I pick up my water bottle and take a sip while I process, trying to push away the warmth that I feel building up in my forehead. I just want to be helpful, and I feel like I can't anymore. She's grown up now, and she's got a million choices in front of her, and I just want to see her happy and comfortable. I

don't want her to have to worry about the things that I've worried about – finances, housing, supporting my family. It all just makes me angry and sad at the same time.

“I just want what is best for Meredith.”

“That makes sense. It sounds like you want to your daughter do well.”

I feel like U2 understands my struggle, “Yes, but it's really hard to do, especially when I don't know how to support her.”

A slight pause before a follow up message from U2, “I don't think that you are alone in wanting what is best for your child. Here is what Doreen Dodgen-Magee shares in her article: “After raising children who placed a higher value on diverse experiences and the pursuit of nonacademic interests than on achieving a high GPA, I found myself bereft in the days leading up to graduation ceremonies that I knew would be rife with an emphasis on traditional accomplishments. In reality, I felt sad for myself and concerned that my children wouldn't be seen. I know that I am not alone” (Dodgen-Magee, 2022). Does this relate to how you feel? Would you like me to share the rest of the article?”

I start to remember all of the conversations that Meredith and I had about GPA and getting internships and new jobs, about trying things out, and also all of the stress and anxiety that she's felt trying to do everything and meet the goals of everyone around her. I started to feel that feeling that I normally feel in my gut when I need to admit that I need to make a bit of a change. U2 can sometimes help me see things from another angle.

I sigh as I type, “Yes, please.”

“It’s saved in your tabs whenever you are ready for it. Do you still want me to send the programs to Meredith?”

“No, that’s ok.” I start to see how it wouldn’t lead to a very productive conversation. But I still feel conflicted in my position – I really can’t *do* anything.

“Alright. I can see that you really care about Meredith. Don’t be late to coffee!”

I feel a little bit defeated since U2 squashed my plans to fix everything, and instead made me think about how I could be more supportive in other ways and probably improve on myself a little bit. But, U2 also reminded me of proud of Meredith I am for everything that she’s done. I don’t always know how to communicate that I love her and just want the best for her, and the article made me realize that I maybe have some things that I need to work through as well.

I stand up from my desk and sling my purse over my shoulder before heading down to Bella Rosa. The solution always seems so simple when you read it, but in reality, it’s not that simple. Maybe we’ll have a different conversation than we usually do today.

2122 Qualitative Reports: Examining Post-Mortem Privacy & The Public

The following statements are excerpts from interviews that were conducted in an effort to get an idea of how the population is currently feeling about post-mortem privacy. Based on Morse & Birnhack’s article, “The Posthumous Privacy Paradox: Privacy Preferences and Behavior Regarding Digital Remains” published in 2020, we know that there are typically three different ways that people approach their privacy. There is generally one group of people that have privacy concerns and take appropriate action, another group of people who have privacy concerns yet do not take action (this is known as the *privacy paradox*), and a third group of people who fall into the inverted privacy paradox, where they are interested in sharing data after

they die but run into problems in doing so. In 2122, many of these issues that the people who were in that inverted privacy paradox group have been resolved since we have governmental and international laws and rights that address the issue of post-mortem data collection, storage, access, and distribution. However, just because many recent scholars are suggesting that we have finally caught up to technology, doesn't mean that people's opinions have changed or that we have moved past the privacy paradox or inverted privacy paradox. The following are samples of qualitative data from my current study examining post-mortem privacy and public opinion:

“Oh, I'm really not that concerned at all. Pretty much everyone I know has a laptop or a smartphone, and data has been collected on us since the moment we were born, I don't really even think about it anymore. I trust that there are a lot of privacy laws out there that protect people. My social media accounts are already set to public, so it's not like anything that I am sharing is something that I would want to hide from people now, and it's going to affect me even less after I die, so I really have no worries. I think that it'll be pretty cool, and in a sense, it will be like my legacy.”

“I think that it's extremely important to preserve our digital remains because we are all pieces of history. In a hundred years, so many more people are going to have access to their ancestors because of our digital traces. When I work with kids on our family tree assignment, it's so much easier now because we can access the profiles of passed relatives to learn more about their lives. It gives my students an opportunity to connect with their family in a way that they couldn't 100 year ago! I know so much more about my own family because I have been able to trace them digitally. I have access to my great-great grandfather's data and all of their profiles, which makes me feel so much closer to him. In fact, the algorithms can tell me things that he liked and disliked, and I can see how he interacted with people on social networking sites. I can

even read all of his old emails! In his will, he donated his data to the Data Records Agency. Digital remains are important because it makes history so much more individualized and less broad – we get to know what people were truly feeling in the heat of the moment. Just look at the Twitter archives! History can be explored on a personal level now than ever before.”

“I refuse to give them any of my data now, and they won’t get any of my data when I’m dead. It’s just not right. People now are hanging onto their digital life and the idea that they could live on forever – their legacies and that. But is that really healthy? I can’t help but think to myself, “is this really how we were intended to live?” I like living without any attachment to the digital world. I have less to worry about. I don’t think to myself things like “what are my future kids going to think about this picture” or “will people in 100 years hate me for posting this or that.” The present moment. That’s the only concern I have. I don’t want to shape my current life for a future audience. Who benefits from that? I won’t, because it would make me nothing but depressed and anxious – I’m sure you’ve seen those current statistics, or maybe you haven’t because I’m sure that there are people out there who are trying to hide them – and they won’t, because all of the profiles and data is a front since it’s not really what people are feeling, but what they want to look like.”

“Ya, I’m a little bit nervous sometimes about the things that people are going to see in 100 years. Heck, even in 10 years – it’s so hard to keep anything a secret as it is right now. My ex hired an agent and they hacked into my messaging system. She was afraid that I was cheating on her – which I was – but the point is that everything is basically an open book already if you have the right tools. It’s a little unfair. Some of us are out here needing to act perfect, and others, like my ex, are just out there with the power to tear you down completely. It busted up my image

so bad, man. And now I feel like I'm in a lower bracket that I'll never get out of because of one mistake. But as far as when I'm dead, sure, what else would I have to lose at that point."

"My family has maintained a very good online reputation, fortunately. We have talked with Digital Remains Consultants and had special software installed to keep our profiles protected. It would be suspicious to close your socials, but since we've taken these precautions, I feel very at peace with how my image is going to be preserved. The DRC's are going to comb through everything on my account, hide anything that would be bad for my reputation, lock those things away for good, and then my account will be open access – and nobody will know about the "dirt." It's a no-trace guaranteed process. As far as my current account management – I have weekly consultations with a DRC who advises me on my accounts, too, and 24/7 chat access if I'm feeling anxious about what to post or how to respond to a message. So, I feel completely stress-free about my digital remains and all of that."

"Digital data is such a mess. When my grandpa died last month, we looked through his socials together at the funeral. We got his stats – who he talked with the most, what sorts of posts and things he liked and shared, the number of followers he had, and the types of accounts he was following. It turns out that he had a second account that he didn't tell anyone about, and we found out that he was heavily involved in a gang for 10 years. Now that all of his information is open access, many people in my family feel like we're in danger, like we could be tracked down or that we're targets for some reason. Now we've spent almost all of what he left us on precautionary measures for our physical and digital safety. It's such a mess. But, through all of this, we've been able to give the Federal Bureau of Digital Records a lot of leads, and it's actually helping a lot of people."

“I don’t know how any of this works. I hear bits and pieces of things from the news, but I mostly try to stay in my own lane and ignore it. I don’t do anything crazy. I focus on my work. I live one day at a time. It really scares me to think about it too deeply, so I tend not to. I have considered what would happen to my data when I die, but I haven’t taken any action. It sounds like a long and tedious process. My parents and their parents never really talked about it either. I think that we just don’t care about that kind of stuff. That’s not to say that it isn’t important, but it’s just not my main focus. Nothing bad has happened to us, so if we keep living this way, maybe nothing will. Maybe things only become a problem when you believe that it’s a problem – but I am grateful for the people who make sure that we’re safe and we still have our rights, because I do believe that it’s important that we can all just keep living our lives and *not* be worried about those things.”

“Yes, it is very important to take our digital records seriously! I took a group of students to the local Digital Records Museum last week for a research project – our goal was to study historical local figures to present on for our city’s 219th anniversary – and we were all fascinated with how much information we could find. It was very interesting to read analyses written by historians who studied the people’s records in the museum, but also how releasing the digital records in the first place caused such an uproar. When digital records became available, many people realized how important transparency was to the community. We have only seen an upward trend in leadership, especially because people need to ask the question “what legacy do you *want* to leave?” into “what legacy *are* you leaving?” Our students are learning so much, not only about history, but how to live a good life and be a good citizen, because of these digital records.”

Even with more experience and technology, many people are still concerned about their privacy, and we still see groups of people who are and aren't taking action on both current and post-mortem privacy concerns. As Morse & Birnhack suggest at the end of their article, this could be due to an information gap – it is possible that still, 102 years from when this article was published, that people are not educated on this consequence of the digital realm that started with the founding fathers of technology, starting with the first human, who, thousands of years ago, decided to use a tool.

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Course Materials

Goals and Expectations Self-Reflection

Advancing Technology and Digital Lifestyles

Goals and Expectations Self-Reflection

This is just a place for you to reflect on why you're taking this class and what you hope to get out of it. This will mostly be something to look back on at the end of the quarter when you are filling out your narrative self-evaluation. Take some time to think about each question and write out your thoughts. These answers don't have to be exhaustive; they are solely for you and your own learning! So, write as much or as little as you feel is necessary to you.

Why are you interested in taking this class? What do you already know about this topic based on your lived experience or other classes/interests you have?

What do you think of when you hear “Advancing Technology and Digital Lifestyles”? What are you hoping to learn more about?

What are your initial thoughts when you think about your relationship with technology and social media?

What are your initial thoughts about our cultural relationship with technology and social media?

Why is this a relevant topic? Do you believe that this is a relevant topic?

Do you think more pessimistically or more optimistically about technology, or do you think you are somewhere in-between?

How do you want to challenge yourself in this class over the course of the quarter, or in what ways can you see yourself growing?

What hesitations, if any, do you have in taking this class?

Survey Assignment

Advancing Technology & Digital Lifestyles

Survey: Our Relationship with Technology

The goal of this assignment is to gather some “data” about the relationship that people have with technology and social media to get an idea of the perceptions, ideas, and beliefs that are out there.

Your assignment: Find 2-3 people who would be willing to be interviewed – try to ask a variety of people so we can get more perspectives! Age, for example, is one demographic that we might expect to see some variance with regarding views of technology. You could ask professors, classmates from other classes, even family members or housemates! Make sure that you ask if they are ok with their interview being recorded and shared.

Make sure to get their verbal permission at the beginning of the recording.

Example: “Do I have your permission to record this interview and share it with my class?”

After you have 2-3 interview recordings, upload the audio files to Canvas on the discussion page for this activity. Once your files are uploaded, listen to at least 2 recordings from other classmates and make some comments about your observations!

Interview Questions:

What do you think of when you hear the word “technology?”

What is helpful about technology? What is not helpful about technology? What are some examples of technology being helpful and unhelpful in your life?

What hesitations and hopes do you have for technology?

What is your relationship to social media?

Do you believe that social media is good or bad? Why?

What questions do you have about technology?

Final Project Description

Final Project – Due Friday, June 3rd!

This is just a demonstration of learning! You can explore a concept that we talked about in class, or something that you’re interested in outside of that, but still relates to the themes of the course (Advancing technology & digital lifestyles).

The Project

Your final project can be a creative piece based on something that you were interested in relating to the class, an essay, a PowerPoint presentation, a short story, script – anything, really. Whatever you think gets your learning across the best. In whatever you end up doing, the only actual requirement here is that you use three sources. If you chose to do a creative project, write a quick explanation of what it represents and why you chose it (you would include your sources in this).

The Presentation

As far as the presentation goes, think of this as your opportunity to share what you took the time to explore in your project. Tell us why you decided to choose your topic, maybe what your research looked like and challenges that you had with it, as well as what you got out of doing this. You can take an argumentative stance or an informational stance, you could even take a philosophical or more of a research stance or academic stance for this presentation. It could also be you sharing your experience doing this project.

There is no time limit to this presentation – this is your time to showcase your interest and engagement with the course 😊 Since there are 4 of us, however, presentations shouldn't exceed 30 minutes, and it would be nice to have room for some discussion at the end as well!

Your final project will be submitted on Canvas by the end of the day June 3rd (please talk to me if we need to stretch that, I am working within time constraints as well, so June 3rd would be optimal)

YOU GOT THIS!!!