



# UNIVERSITETI "KADRI ZEKA" UNIVERSITY

Zija Shemsiu, 60000, Gjilan, Kosovë  
www.uni-gjilan.net tel: 0280-390-112

## SYLLABUS

*Course: Social Informatics for e-governance*

| Basic data for subject        |   |   |
|-------------------------------|---|---|
| Faculty                       | Faculty of Computer Sciences  |   |
| Programme                     | Ma, e- government   |   |
| Title course:                 | Social Informatics (for e-government)   |   |
| Study level:                  | Master  |   |
| Subject status:               | elective  |   |
| Year of study:                | I (Sem I)   |   |
| Numbers of hours per week:    | 2+2 (4 hours)   |   |
| ECTS:                         | 6 ECTS  |   |
| Code of subject               | !!!!!!!!!!!!!!!!!!!!!!  |   |
| Teacher (s)                   | Name  | kontakt   |
|                               | Prof.asoc. Dr. Xhevdet Thaqi  | <a href="mailto:xhevdet.thaqi@uni-pr.edu">xhevdet.thaqi@uni-pr.edu</a> ;<br>044 132 384 |
|                               | Prof.ass.dr. Ragmi Mustafa  | <a href="mailto:ragmi.mustafa@uni-gjilan.net">ragmi.mustafa@uni-gjilan.net</a>          |
|                               |   |   |
| <b>Description of subject</b> | This course provides a survey of the key social issues related to information technology development and use. Its focus is on the critical analysis of social, cultural, philosophical, ethical, legal, public policy and economic issues relating to information technologies, and how these interactions shape workplace decisions and our everyday life. |   |
| <b>Objectives of subject:</b> | Analyze social aspects of information technology; sources, benefits, approaches and dilemmas in information technology development. Practices for organizational use of IT; potential impacts of the system on social relations; Use of IT in mathematics and professional and intellectual disciplines;  |   |
| <b>Learning outcomes:</b>     | At the end of this course, students will be able to:<br>- Analyze social aspects of information technology  |   |

|  |   |          |           |
|--|---|----------|-----------|
|  | including benefits and drawbacks of technology implementation;<br>- Identify and evaluate sources and tools they can use to support decision-making and discussion in the work place;<br>- Identify approaches to resolving social dilemmas surrounding information technology development, decision-making and use;<br>- Develop documents on best practices with information technology for organizational use;<br>- Demonstrate new information technologies in such a way as to convey about potential impacts of the IT on social relations, work-life and productivity;<br>- Describe the value of social informatics in professional and intellectual disciplines;<br>- Apply skills of persuasion, argument and effective written communication in relation to social issues. |          |           |
| Volume and amount of work required:                      |   |          |           |
| Activity   | hours   | Day/week | total     |
| Lectures   | 2   | 15       | 30        |
| Theoretical/laboratory exercises                         | 1   | 15       | 15        |
| Contact with teacher / consultations                     | 1   | 10       | 10        |
| Colloquiums, seminars                                    | 3   | 2        | 6         |
| Homework   | 2   | 15       | 30        |
| Period of student self-study (at the library or at home) | 2   | 15       | 30        |
| Final preparations for the exam                          | 2   | 15       | 30        |
| Time spent of assesment (tests, quizzes, final exam)     | 3   | 2        | 6         |
| Total  |   |          | 157 hours |
| 157: 25 ≈ 6 ECTS.  |   |          |           |
| Metodology of teaching                                   | Lectures, discussions, independent individual work, consultations, exercise.  |          |           |
| Metods of evaluation                                     | Combined method depending of type of lectures: oral lectures, exercise, analyses of texts, debate discussions, team work, demonstration and interpretation, studying of ideas, creative materials, and individual research..<br><br>Points (%) marcs<br>91-100 10<br>81-90 9<br>71-80 8<br>61-70 7<br>51-60 6   |          |           |
| Literature   |   |          |           |
| Basic Literature:  | 1. Kling, R. (1999). What is social informatics and why does it matter? D-Lib Magazine, 5(1).   |          |           |

|                               |   |
|-------------------------------|---|
|                               | <a href="http://doi.org/10.1045/january99-klings">http://doi.org/10.1045/january99-klings</a><br>2. Sanfillippo, M., & Fichman, P. (2013). The evolution of social informatics research (1984- 2013): Challenges and opportunities. In P. Fichman & H. Rosenbaum (Eds.), <i>Social Page 5 of 11 Informatics: Past, Present and Future</i> . Cambridge Scholars Publishing. Retrieved from <a href="http://eprints.rclis.org/20331/">http://eprints.rclis.org/20331/</a> |
| <b>Additional Literature:</b> | 1. Shklovski, I., Burke, M., Kiesler, S., & Kraut, R. (2010). Technology Adoption and Use in the Aftermath of Hurricane Katrina in New Orleans. <i>American Behavioral Scientist</i> , 53(8), 1228– 1246.<br><a href="http://doi.org/10.1177/0002764209356252">http://doi.org/10.1177/0002764209356252</a>  |

| Design of teaching plan |   |
|-------------------------|---|
| week                    | Lectures to be developed  |
| <b>First week</b>       | Introduction to Social Informatics  |
| <b>Second week</b>      | WHAT IS SOCIAL INFORMATICS?<br>Kling, R. (1999). What is social informatics And why does it matter? <i>D---Lib Magazine</i> , 5(1).<br><a href="http://doi.org/10.1045/january99---klings">http://doi.org/10.1045/january99---klings</a>  |
| <b>Third week</b>       | The evolution of social informatics research<br>Sanfillippo, M., & Fichman, P. (2013). The evolution of social informatics research (1984--2013): Challenges and opportunities. In P. Fichman & H. Rosenbaum (Eds.), <i>Social Page 5 of 11 Informatics: Past, Present and Future</i> . Cambridge Scholars Publishing. Retrieved from <a href="http://eprints.rclis.org/20331/">http://eprints.rclis.org/20331/</a> |
| <b>Fourth week</b>      | Technology and people<br><br>Norman, D. A. (1997) Being Analog. In: Norman, D.A. (1997) <i>The Invisible Computer</i> (Chapter 7). Cambridge, MA: MIT Press. From <a href="http://www.jnd.org/dn.mss/being_analog.html">http://www.jnd.org/dn.mss/being_analog.html</a>   |
| <b>Fifth week</b>       | Social construction of Technology or Technological determinism<br><br>Nga: Baym, N. (2010) “Technological Determinism” in <i>Personal Connections in the Digital Age, Polity</i> , 24---28  |
| <b>Sixth week</b>       | Presentation of students projects. Evaluation.  |
| <b>Seventh week</b>     | Culture, values, and social norms<br><br>Heidemann, J., Klier, M., & Probst, F. (2012). Online social networks: A survey of a global phenomenon. <i>Computer Networks</i> , 56(18), 3866–3878.<br><a href="http://doi.org/10.1016/j.comnet.2012.08.009">http://doi.org/10.1016/j.comnet.2012.08.009</a>   |
| <b>Eighth week</b>      | Personal Relationships and IT<br><br>Boase, J. & Wellman, B. (2006) Personal Relationships: On and Off the Internet. In: A Vangelisti & D. Perlman (eds). <i>The Cambridge Handbook of Personal Relationships</i> (pp. 709--- 723). Cambridge, UK: Cambridge University Press.  |
| <b>Ninth week</b>       | Communities and IT  |

|  |   |
|--|---|
|  | Nga: Wellman, B. (1999) <i>Networks in the global village: life in contemporary communities</i> . Chapter 1: The network community: An introduction. Boulder, CO: Westview Press.   |
| <b>Tenth week</b>  | Emergent Technology (seminar works of students) <ul style="list-style-type: none"> <li>o <a href="https://www.media.mit.edu/research/groups/camera---culture">https://www.media.mit.edu/research/groups/camera---culture</a></li> <li>o <a href="https://www.media.mit.edu/research/groups/personal---robots">https://www.media.mit.edu/research/groups/personal---robots</a></li> <li>o <a href="https://www.media.mit.edu/research/groups/social--computing">https://www.media.mit.edu/research/groups/social--computing</a></li> </ul> |
| <b>Eleven week</b>   | Rewievs session. Evaluation of students knowledge   |
| <b>Twelfth week</b>  | Design principles<br><br>Adar, E., Tan, D. S., & Teevan, J. (2013). Benevolent deception in human computer interaction. In <i>Proceedings of the SIGCHI Conference on Human Factors in Computing Systems</i> (1863–1872). ACM. Retrieved from: <a href="http://dl.acm.org/citation.cfm?id=2466246">http://dl.acm.org/citation.cfm?id=2466246</a>  |
| <b>Thirteenth week</b>   | University level education and IT<br><br>Nga: Thaqi, Xh., dhe të tjerë: The evaluation of an experience of the development of massive open online courses, 2017 ATEE Spring Conference, Riga, 10-12- may, 2017, Letonia.  |
| <b>Fourteenth week</b>   | Data sharing and privacy<br><br>Lessig, Lawrence, Code Is Law, Harvard Magazine, Jan---Feb, 2000, see <a href="http://harvardmagazine.com/2000/01/code---is---law.html">http://harvardmagazine.com/2000/01/code---is---law.html</a>   |
| <b>Fifteenth week</b>  | Work session for group projects are due today   |
| <b>Academic policy and ethic rule:</b>   |   |
| - Academic policy of University “Kadri Zeka” in Gjilan is applicable in development of the course. |   |