

COMP1205 Presentation Topics

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Presentation topic 1: The online workplace: virtuality.....	2
Presentation topic 2: Open innovation and novel business practices.....	3
Presentation Topic 3: Banter, jokes, freedom of speech and defamation	4
Presentation Topic 4: Security and privacy – legal overview.....	5
Presentation Topic 5: Creative commons, open source, open movements	6
Presentation Topic 6: Trolling, banter, cyber-hate, online bullying	7
Presentation Topic 7: Personal privacy and security.....	8
Presentation Topic 8: Crime online; cyber security.....	9
Presentation Topic 9: Sustainability - responsibilities and legislation.....	10
Presentation Topic 10: Green IT - solutions and benefits.....	11
Presentation Topic 11: Open and linked data	12
Presentation Topic 12: What is Web Science?	13
Presentation Topic 13: Serious games - gaming as a driver for applications online	14
Presentation Topic 14: Open Education OERs.....	15
Presentation Topic 15: Big Data – the big picture	16
Presentation Topic 16: Rights and equality in the workplace	17
Presentation Topic 17: Disabilities and rights – legal responsibilities.....	18
Presentation Topic 18: Computer Ethics, Professional bodies and accreditation	19
Presentation Topic 19: Digital divide	20
Presentation Topic 20: How the web is changing the world: co-operation, co-creation, crowd funding and crowd sourcing	21
Presentation Topic 21: Digital Literacies	22
Presentation Topic 22: Will MOOCs destroy face-to-face University Education?	23
Presentation Topic 23: Groupwork and leadership skills in MMORPGs.....	24
Presentation Topic 24: Tools and techniques for agile project management	25

Presentation topic 1: The online workplace: virtuality

Keywords:

virtual organisations; globalisation; teleworking; virtual communities; outsourcing; digital divide; business agility; information economy; micro businesses;

Brief

New graduates who progress to employment are sometimes criticised for lacking business awareness.

An understanding of the extent and implications of virtuality is one aspect where such criticisms might be directed. Books such as *Wikinomics*, *WeThink* and their successors have discussed the nature of these changes that have also been the topic of magazine and newspaper articles and blog posts. Some academic articles have been published but they tend to take a more theoretical approach.

The widespread reach of the Internet accompanied by the increasing use of the web, worldwide communications networks and mobile devices have brought about changes that demand novel skills, knowledge and understanding relevant to the workplace, locally and globally.

What are the ways in which an organisation can make use of virtuality for internal organisation?

Virtual working practices have recently been criticised, and it has been suggested that there are disadvantages for the organisation for supporting widespread 'working from home'.

Create a presentation, which explains and discussed the range of approaches that might be adopted, the required technical infrastructure that exists to support such approaches and their relative strengths and weaknesses.

Example reading

Cultivating Communities of Practice: A Guide to Managing Knowledge <http://hbswk.hbs.edu/archive/2855.html>

Here comes the creator economy, Peter Day, BBC, 2007, <http://news.bbc.co.uk/1/hi/business/6280489.stm>

In Business Programme Archive: BBC, Peter Day <http://www.bbc.co.uk/radio4/news/inbusiness/archive.shtml>

We Think: web site for the book by Charles Ledbeater <http://www.wethinkthebook.net/>

Wikinomics: web site for the book by Don Tapscott and Anthony Williams <http://www.wikinomics.com/blog/>

Presentation topic 2: Open innovation and novel business practices

Keywords:

Business Agility; Digital Divide; Globalisation; Information Economy; Long Tail; Micro Businesses; Open Innovation; Outsourcing; Social Enterprises; Teleworking; Virtual Communities; Virtual Organisations;

Brief:

Open innovation is a long established concept that continues to have relevance in an era of rapidly evolving technological change.

New graduates who progress to employment are sometimes criticised for lacking business awareness. An understanding of the extent and implications of virtuality is one aspect where such criticisms might be directed. Furthermore, approaches harnessing technologies such as mobile computing, social networks, semantics and open and linked data have supported transformative new business models, which exhibit and support novel organisational structures and employment patterns. Books such as Wikinomics, WeThink and their successors have discussed the nature of these changes that have also been the topic of magazine and newspaper articles and blog posts. Some academic articles have been published but they tend to take a more theoretical approach.

Virtuality and globalisation has enabled some companies to either modify their existing modes of operation, or to build new business models from the ground up. Areas on which these factors can impact include working practices, finance, logistics and manufacturing.

Create a presentation which introduces the concept of open innovation, and goes on to describe and discusses the range of different ways in which businesses are using technological innovations to realise these types of business objectives. Your presentation should address social and technical aspects of these implementations

Example readings

Duolingo :<http://duolingo.com>

Jonathan Ledlie, Billy Otero, Einat Minkov, Imre Kiss, and Joseph Polifroni. 2010. Crowd translator: on building localized speech recognizers through micropayments. SIGOPS Oper. Syst. Rev. 43, 4 (January 2010), 84-89. DOI=10.1145/1713254.1713273 <http://doi.acm.org/10.1145/1713254.1713273>

Job Description: <http://in.linkedin.com/jobs/jobs-Business-Development-Manager-3873361>

Here comes the creator economy, Peter Day, BBC, 2007, <http://news.bbc.co.uk/1/hi/business/6280489.stm>

Duolingo: <http://bits.blogs.nytimes.com/2012/06/19/a-computer-scientist-banks-on-human-superiority-over-machines/>

Presentation Topic 3: Banter, jokes, freedom of speech and defamation

Keywords:

Hatecrime; hatred; hate speech; comparative law; Second Life; virtual worlds

Brief

Many of us are familiar with tales of individuals arrested because of a flippant post to twitter, or pursued for damages because of sarcastic (and perhaps ill advised) comments on high profile figures subject to journalistic investigation. Legislation exists to protect individuals' freedom of expression, and to support civil claims of defamation.

Prepare and produce a short presentation which provides an introduction to the topic and overview which points out the responsibilities of individuals and organisations in respect of this type of legislation. You should consider all sorts of publications and communications online. You should also identify ways in which 'owners' of websites and blogs are bound to ensure that they protect their sites from malicious hacking; being used as a platform for publishing 'rogue' views and messages.

Example links and reading

Guinchard, Audrey, Hate Crime in Cyberspace: The Challenges of Substantive Criminal Law (April 9, 2009). Information and Communication Technology Law, 2009. Available at SSRN: <http://ssrn.com/abstract=1375589> or <http://dx.doi.org/10.2139/ssrn.1375589>

ISPs and defamation law: hold fire, Robert Jay, Ashley Hurst., The Guardian, 25 January 2013 <http://www.guardian.co.uk/law/2013/jan/25/defamation-law-robert-jay>

Liberty: Right to freedom of expression <http://www.yourrights.org.uk/yourrights/the-human-rights-act/the-convention-rights/article-10-right-to-freedom-of-expression.html>

Twitter Users: A guide to the law, BBC, 2013, <http://www.bbc.co.uk/news/magazine-20782257>

Yip, M. & Webber, C., 2011. Hacktivism: a Theoretical and Empirical Exploration of China's Cyber Warriors. In ACM WebSci '11. Available at: <http://eprints.soton.ac.uk/272350/>.

Presentation Topic 4: Security and privacy – legal overview

Keywords:

information security; cyberlaw; privacy; legal issues

Brief

Cloud services such as DropBox, Evernote and Google Apps offer the users considerable advantages. Along with social networking application and the activities of businesses, government and membership organisations, such services, which handle and process personal data takes on responsibilities when data is stored on computers. All these organisations can be subject to adverse publicity if their security is compromised.

Prepare and produce a short presentation which provides an introduction to and overview of privacy and security from a UK perspective, what range of legislation exists to protect the user, and to punish those who compromise security – be they the hacker, the host, or the service provider.

Example links and readings

BNP leader 'paid for UKIP member list'

<http://www.hopenothate.org.uk/news/article/1404/bnp-leader-paid-for-ukip-member-list>

BNP membership list appears on Wikileaks

<http://www.guardian.co.uk/politics/2009/oct/20/bnp-membership-list-wikileaks>

British coppers lose drug squad data, get fined thousands

<http://www.zdnet.com/uk/british-coppers-lose-drug-squad-data-get-fined-thousands-7000005934/>

Brown, I., Edwards, L. & Marsden, C., 2009. Information security and cybercrime. In Law and the Internet, 3rd Edition. Available at: <http://papers.ssrn.com/abstract=1427776> [Accessed March 11, 2013].

Information Commissioner's Office http://www.ico.gov.uk/what_we_cover/privacy_and_electronic_communications.aspx

University Beefs Up Security After 'Anonymous' Threat

<http://www.techweekeurope.co.uk/news/oxford-university-security-anonymous-hack-90815>

Presentation Topic 5: Creative commons, open source, open movements

Keywords:

Open source; creative commons; legislation; copyright; designs and patents; intellectual property; ownership copyright; digital rights management; copyleft;

Brief

Prepare and produce a short presentation which provides an introduction to and overview of the different ways in which intellectual property can be licenced. Explain the historic and legislative background to this issue setting the UK experience in a broader international context Explain the legislative constraints which apply in the UK, and also the range of alternative licencing options which are available. What options are available and how do they differ? Identify specific contexts which are suited to different types of licence

Example links and reading

BBC Click Topic Archive http://news.bbc.co.uk/1/hi/programmes/click_online/4137804.stm

Creative Commons: <http://creativecommons.org/>

JISC, Frequently Asked Questions about Copyright. JISC Digital Media. Available at: <http://www.jiscdigitalmedia.ac.uk/guide/frequently-asked-questions-about-copyright>.

Open Source <http://opensource.org/faq>

Raymond, E., 1999. The cathedral and the bazaar. Knowledge, Technology & Policy, 12(3), pp.23–49. Or author website <http://www.catb.org/esr/writings/cathedral-bazaar/>

The honest musician's fear of accidental plagiarism BBC audio <http://www.bbc.co.uk/programmes/b00xw21s>

Wired: Topic guide to Creative Commons <http://www.wired.co.uk/topics/creative-commons>

Presentation Topic 6: Trolling, banter, cyber-hate, online bullying

Keywords:

Harassment, cyber-bullying, cyber-hate,

Brief

Observations are sometimes made that people's behaviours online appear sometimes to become disinhibited, which results in 'verbally aggressive and offensive interactions' sometimes known as trolling, or cyber-bullying. A range of interventions can be used to prevent or control this type of behaviour. Prepare and produce a short presentation which provides an introduction to and overview of the issues of online harassment and ways in which it can be addressed informally through social or technological interventions, or by legal action.

Example links and reading

Cyber bullying in the workplace is on the rise, ACAS, <http://www.acas.org.uk/index.aspx?articleid=4023>

International network against cyberhate: <http://www.inach.net/>

Mary Beard suffers 'truly vile' online abuse after Question Time, Ben Dowell, Guardian, 21st January 2013 <http://www.guardian.co.uk/media/2013/jan/21/mary-beard-suffers-twitter-abuse>

Respectme: Scotland's anti-bullying service. Informative site, but remember legislation sometimes differs between Scotland and other parts of the UK
<http://www.respectme.org.uk/Cyberbullying-and-the-law.html>

Presentation Topic 7: Personal privacy and security

Keywords:

Data protection act; privacy; security; digital tattoo; security

Brief

Facebook is widely used by individuals as a convenient and effective way of keeping in contact and sharing information. However, Facebook's terms and conditions run to many thousand words, and few people have actually read them in full.

It appears that some individuals have shared their contact book details with app only to discover that subsequently offensive spam emails have been sent in their name. Furthermore it has been reported that some companies have requested at interview that candidates show them their Facebook pages! It is not surprising that some critics claim that the convenience of contact and information sharing is gained at considerable personal cost, where users often unwittingly make accessible large amounts of personal data without fully understanding who has access to that information or how it is or might be used.

Create a presentation on security and privacy aspects of such social systems. For example : how is UK legislation designed to protect an individual's security? Where do individuals leave themselves open to inadvertently compromising their security?

Example links and readings

Blog post: Facebook Privacy Hysteria <http://www.thedailybeast.com/articles/2010/10/19/facebook-privacy-was-there-really-a-breach.html>

Edwards, Lillian, Privacy, Law, Code and Social Networking Sites (January 13, 2013). Research Handbook On Governance Of The Internet, Ian Brown, Edited by Ian Brown, University of Oxford, UK, March 2013 . Available at SSRN: <http://ssrn.com/abstract=2200163>

Information Commissioner's Office http://www.ico.gov.uk/what_we_cover/privacy_and_electronic_communications.aspx

Magazine article: Online Anonymity? It's Not Easy, Report Finds, PC World <http://www.pcmag.com/article2/0,2817,2394511,00.asp#fbid=T7NZ67Cco2r>

Newspaper article: End anonymity to stop online hacking, crime <http://www.starkvilledailynews.com/node/7136>

Quiz: Personal Information and ID Theft, Information Commissioners Office http://www.ico.gov.uk/tools_and_resources/quizzes_or_questionnaires.aspx

The Onion Report: Every Potential 2040 President Already Unelectable Due To Facebook
<http://www.theonion.com/video/report-every-potential-2040-president-already-unel,27963/>

Video Debate: e-safety <http://www.bcs.org/content/conWebDoc/41938>

Web Site: Digital tattoo.ubc.ca What's yours? <http://digitaltattoo.ubc.ca/>

White Paper: 2011 Mid-year Security Report <http://whitepapers.theregister.co.uk/paper/view/2265/bluecoat-mid-year-security-report-2011-v1f.pdf>

Presentation Topic 8: Crime online; cyber security

Keywords:

Crime, cyber-crime, Internet crime, cyber-security

Brief

Protection from potential breaches on Internet security is a big business area. Products like Sophos or the locally designed MailScanner are essential additions to any computer system,

Prepare and produce a short presentation which provides an introduction to and overview of the range of legislation which exists to protect and provide redress for individuals and organisations against cyber-crime and breaches of cybersecurity. Explain the extent of such crime and provide an analysis of the impact, cost and nature of this sort of behaviour.

Example links and reading

Chinese army hackers are the tip of the cyberwarfare iceberg, Paul Harris, Observer 23 February 2013 <http://www.guardian.co.uk/technology/2013/feb/23/mandiant-unit-61398-china-hacking>

Crime online; cyber security
<https://www.gov.uk/government/policies/keeping-the-uk-safe-in-cyberspace>

Information Commissioner's Office http://www.ico.gov.uk/what_we_cover/privacy_and_electronic_communications.aspx

Koops, Bert-Jaap, The Internet and its Opportunities for Cybercrime (December 1, 2010). TRANSNATIONAL CRIMINOLOGY MANUAL, M. Herzog-Evans, ed., Vol. 1, pp. 735-754, Nijmegen: WLP, 2010; Tilburg Law School Research Paper No. 09/2011. Available at SSRN: <http://ssrn.com/abstract=1738223> or <http://dx.doi.org/10.2139/ssrn.1738223>

MailScanner: <http://www.mailscanner.info/>

UK Universities awarded Academic Centre of Excellence status in Cyber Security Research, GCHQ press release <http://www.gchq.gov.uk/press/pages/cyber-security-research-centres-of-excellence.aspx>

Presentation Topic 9: Sustainability - responsibilities and legislation

Keywords:

Legislation; carbon footprint; green IT; carbon footprint; sustainability; green computing; operational energy consumption; product life cycle; data centres; waste disposal

Brief

There are many different possible perspectives of the issues related to Green IT, sustainability and the environment, for example

- UK and European legislation place constraints in the workplace.
- Individuals and organisations need to be informed on the implications of their current practice in terms of their carbon footprint (from both a Green and a cost perspective).
- New technologies and technological approaches offer possibilities for optimising or reducing costs and carbon footprint

Furthermore, academic research in computer science can make contributions to effective responses to the challenges of a securing a sustainable future; researchers at Southampton have harnessed semantics, linked and open data in this field.

Prepare and produce a short presentation which provides an introduction to and overview of the legally defined responsibilities of organisations which ensure behaviours which are considerate of environmentally sound practices.

Example links and reading

Blog: Green Computing, Greg Taylor, BCS Hewing Coal Blog <http://www.bcs.org/content/conBlogPost/1801>

Collection of example resources <http://www.edshare.soton.ac.uk/8016/>

Reality Drop: online library of climate change myths, an informational web site using semantic technology to populate the information pages
<https://www.realitydrop.org/#about>

Report: Energy Efficiency for High-Powered Research Computing www.jisc.ac.uk/media/documents/publications/greenict-cardiff.pdf

White Paper: The Register Green Computing Report <http://whitepapers.theregister.co.uk/paper/view/465/the-register-green-computing-report.pdf>

Presentation Topic 10: Green IT - solutions and benefits

Keywords:

Green-it; carbon footprint; sustainability; green computing; operational energy consumption; product life cycle; data centres; recycling

Brief

There are many different possible perspectives of the issues related to Green IT, sustainability and the environment, for example

- UK and European legislation place constraints in the workplace.
- Individuals and organisations need to be informed on the implications of their current practice in terms of their carbon footprint (from both a Green and a cost perspective).
- New technologies and technological approaches offer possibilities for optimising or reducing costs and carbon footprint

Furthermore, academic research in computer science can make contributions to effective responses to the challenges of a securing a sustainable future; researchers at Southampton have harnessed semantics, linked and open data in this field.

Prepare and produce a short presentation which provides an introduction to and overview of the approaches which businesses and organisations can adopt to minimise or reduce their carbon footprint and make the most effective use of scarce resources.

Example links and reading

Blog: Green Computing, Greg Taylor, BCS Hewing Coal Blog <http://www.bcs.org/content/conBlogPost/1801>

Collection of example resources <http://www.edshare.soton.ac.uk/8016/>

Reality Drop: online library of climate change myths, an informational web site using semantic technology to populate the information pages
<https://www.realitydrop.org/#about>

Report: Energy Efficiency for High-Powered Research Computing www.jisc.ac.uk/media/documents/publications/greenict-cardiff.pdf

White Paper: The Register Green Computing Report <http://whitepapers.theregister.co.uk/paper/view/465/the-register-green-computing-report.pdf>

Presentation Topic 1 I: Open and linked data

Keywords:

Open data, linked data, semantic web, semantics

Brief

Produce a presentation which discusses the historical, ethical and technical background to Open and linked data, and the semantic web (so called web 3.0). The presentation will identify ways in which this technology is being harnessed for innovation in business, government, industry and commerce. It will consider and discuss ways in which this may be set to make a transformative impact on society; in the workplace, at home and in everyday life.

Example links and readings

Challenges and Opportunities of Open Data in Ecology, O. J. Reichman, et al. *Science* 331, 703 (2011); DOI: 10.1126/science.1197962

Miller, P., 2010. Linked Data Horizon Scan, JISC, Bristol.

Open Data Institute <http://www.theodi.org>

Raymond, E., 1999. The cathedral and the bazaar. *Knowledge, Technology & Policy*, 12(3), pp.23–49. Or author website <http://www.catb.org/esr/writings/cathedral-bazaar/>

Shadbolt, N. et al., 2012. Linked open government data: Lessons from data.gov.uk. *IEEE Intelligent Systems*, 27(3), pp.16–24. Available at: <http://www.scopus.com/inward/record.url?eid=2-s2.0-84863920209&partnerID=40&md5=7e5561164834e340dfe7eee0fbf9a2ad>.

Shotton, D. et al., 2009. Adventures in semantic publishing: exemplar semantic enhancements of a research article. P. E. Bourne, ed. *PLoS computational biology*, 5(4), p.e1000361. Available at: <http://dx.plos.org/10.1371/journal.pcbi.1000361> [Accessed October 21, 2012].

Southampton's Open Data Blog <http://blog.soton.ac.uk/data/>

Southampton's Open Data Service <http://data.southampton.ac.uk>

Presentation Topic 12: What is Web Science?

Keywords:

Web science; co-creation; interdisciplinary web science; sociology; co-evolution

Brief

The far-reaching impact of the Web on society is widely recognised. There has been a steady increase in Web pages and links. This growth has been accompanied by properties and phenomena ranging from social networks to virtual identity theft. One thing is clear, these changes are transformational.

The interdisciplinary study of this impact has crystallised in the field of study known as Web Science. Produce a presentation which explores and explains what exactly is meant by Web Science. What does the practice of Web Science incorporate and how and why is it relevant to computer science and IT?

Example reading

Web Science Doctoral Training Consortium: PhD training at the University of Southampton <http://dtc.webscience.ecs.soton.ac.uk>

Web Science Institute: <http://www.southampton.ac.uk/wsi/>

Web Science Trust: <http://webscience.org>

Web Science, 2010, Nigel Shadbolt, Wendy Hall, James Hendler and William Dutton, Royal Society, London, UK. <http://royalsociety.org/further/web-science/>,

Presentation Topic 13: Serious games - gaming as a driver for applications online

Keywords:

Digital futures; game-based technologies, gameful design, gamefulness, games, gamification, pervasive games, play, serious games

Brief

Gamification is the application of game elements and digital game design techniques to non-game problems, such as business and social impact challenges.

Game playing method and the expertise and metaphors of digital game design can be powerful models for applications and systems across a range of areas and applications on web based and mobile platforms. Games can be used to teach, motivate, drive sales or generate and harvest user data

Prepare and produce a short presentation which provides an introduction to and overview of the many different ways in which models and approaches in gaming are being applied to business, educational, social and motivational applications and systems.

Example links and reading

Deterding, S. et al., 2011. From game design elements to gamefulness: defining “gamification”. In Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments. New York, NY, USA: ACM, pp. 9–15. Available at: <http://doi.acm.org/10.1145/2181037.2181040>.

FetchEveryone: <http://www.fetcheveryone.com/>

Here comes the creator economy, Peter Day, BBC, 2007, <http://news.bbc.co.uk/1/hi/business/6280489.stm>

Jesse Schell: When games invade real life, TED Talk http://www.ted.com/talks/jesse_schell_when_games_invade_real_life.html

Palmer, D., Lunceford, S. & Patton, A.J., 2012. The engagement economy: how gamification is reshaping businesses. Deloitte Review, 2012(11), pp.52–69. Available at: http://www.deloitte.com/assets/Dcom-UnitedStates/Local Assets/Documents/Deloitte Review/Deloitte Review 11 - Winter 2012/us_DR11_The_Engagement_Economy_Jul12.pdf.

Serious Games Institute: <http://www.seriousgamesinstitute.co.uk>

Presentation Topic 14: Open Education OERs

Keywords:

Digital futures; Open Courseware; Open Education; Open Data; Open Educational Resources; iTunesU,

Brief

Prepare and produce a short presentation which provides an introduction to and overview of the origins and impact of the open movement in educational collections, repositories, and courses. Discuss the various organisational, licencing, costing and participation models of such activities. What are the technical and social implications of these changes. To what extent have they already made and impact, how do you expect this to grow or change in the future.

Example links and reading

Raymond, E., 1999. The cathedral and the bazaar. Knowledge, Technology & Policy, 12(3), pp.23–49. Or author website <http://www.catb.org/esr/writings/cathedral-bazaar/>

iSpot: Open University web site for identifying nature observations <http://www.ispot.org.uk>

Khan Academy: <https://www.khanacademy.org/>

OERCommons: search engine for Open Educational Resources

OpenLearn: home of the UK Open University's open educational courses <http://www.open.edu/openlearn/>

Presentation Topic 15: Big Data – the big picture

Keywords:

Big data; citizen science; collective intelligence; data mining; web observatory; digital futures; data warehouses, crowd sourcing

Brief

There are many different ways in which big data is being generated, collected and used for commercial, scientific and business purposes. For some interests in big data raise questions of personal privacy and security, for others it represents a means for collaborative and collective data collection and problem solving. Businesses may be keen to warehouse and mine data and regard big data collection a valuable asset which will give them individual commercial advantage.

Prepare and produce a short presentation which provides an introduction to and overview of big data. Explain the range of different areas in which it can be harnessed. Discuss the possible advantages and disadvantages of these approaches

Example links and reading

Boyd, Danah & Crawford, K., 2011. Six Provocations for Big Data. In *A Decade in Internet Time: Symposium on the Dynamics of the Internet and Society, September 2011*. Oxford, UK. Available at: <http://www.ssrn.com/abstract=1926431>.

Chronicle of Higher Education, special edition on Big Data <http://chronicle.com/section/Big-Data/446/>

Digital revolution: time to question our love affair with new tech, editorial, Observer 10th March 2013 <http://www.guardian.co.uk/commentisfree/2013/mar/10/new-technology-bleak-or-brave>

Humby, C., Hunt, T. & Phillips, T., 2008. *Scoring Points: How Tesco Continues to Win Customer Loyalty* 2nd ed., London, UK.

iSpot: Open University web site for identifying nature observations <http://www.ispot.org.uk>

Reality Drop: social media game and online library of climate change myths, an informational web site using social and semantic technologies to populate the information pages <https://www.realitydrop.org/#about>

Presentation Topic I6: Rights and equality in the workplace

Keywords:

Equality; workplace legislation; discrimination; health and safety; rights; labour law; trades unions; employment law

Brief

It is important that recent graduates who enter the workplace have some understanding of their rights under employment law and an awareness of legal issues in the workplace which can range from health and safety to equality.

Prepare and produce a short presentation which provides an introduction to and overview of these legal perspectives.

Example links and reading

Advisory, Conciliation and Arbitration Service (ACAS): <http://www.acas.org.uk/i>

Disability Rights UK: <http://www.disabilityrightsuk.org>

Equality and Human Rights Commission (EHRC): <http://www.equalityhumanrights.com>

Fawcett Society: <http://www.fawcettsociety.org.uk/>

Health and Safety Executive (legislation): <http://www.hse.gov.uk/legislation/>

Trades Union Congress (TUC): <http://www.tuc.org.uk/>

UK Government portal - Your rights and the law: <https://www.gov.uk/browse/justice/rights>

Presentation Topic 17: Disabilities and rights – legal responsibilities

Keywords:

Equality; workplace legislation; discrimination; rights; labour law; employment law; accessibility;

Brief

Disabilities legislation is designed to cover a wide range of contexts from meeting so called 'invisible' needs, to special responses to enable physical and technologically mediated access and participate in everyday life.

A greater awareness of individual constraints imposed by disabilities, and a desire to achieve equality of treatment for individuals irrespective of such constraints has resulted in a range of legislative instruments which govern professional and organisational practice.

Prepare and produce a short presentation which discussed this area and which provides an introduction to and overview of the range of legal responsibilities which are relevant to the activities of an IT practitioner technically and in relation to their workplace.

Example links and reading

Disability Rights UK : <http://www.disabilityrightsuk.org>

Disabled Access to Web Sites under UK Law, Pinsent Masons, 2011, <http://www.out-law.com/page-330>

Equality and Human Rights Commission (EHRC): <http://www.equalityhumanrights.com>

Health and Safety Executive (legislation) : <http://www.hse.gov.uk/legislation/>

The Web my way, BBC, http://www.bbc.co.uk/accessibility/best_practice/standards.shtml

UK Government portal - Your rights and the law : <https://www.gov.uk/browse/justice/rights>

UK Law for websites, RNIB, http://www.rnib.org.uk/professionals/webaccessibility/lawsandstandards/Pages/uk_law.aspx

Presentation Topic 18: Computer Ethics, Professional bodies and accreditation

Keywords

Ethics, Code of conduct; membership benefits; special interests; young professionals; professional bodies

Brief

Ten commandments of computer ethics were defined in 1992, and machine ethics and robo-ethics have emerged in relation to robotics and AI. At the same time Practicing IT professionals may hold strong personal views of digital rights and wrongs which are informed by their professional expertise and specialism.

Alongside this context, IT professionals need to have a basic awareness of legal issues which are relevant to their chosen profession; more so if they have membership of the BCS (and are thus bound by codes of professional conduct and practice).

Prepare and produce a brief presentation which give an compelling and informative overview general ethical issues which might be encountered by the computer professional, and go on to relate the presentation to the specific requirements and expectations of the British Computer Society.

What are the potential benefits of professional membership of the BCS, what responsibilities does membership entail? How can students on accredited courses progress to accredited status, what options are available? What members benefits are possible? Provide outline information explaining other membership organisations which might be relevant to graduates in the computing disciplines.

Example links and readings

ACM: <http://www.acm.org/>

BCS: <http://www.bcs.org/>

Centre for Computing and Social Responsibility, De Montford University: <http://bit.do/ccsr-dmu>

Framework for Responsible Research & Innovation in ICT: <http://responsible-innovation.org.uk/frriict/> IEEE: <http://www.ieee.org/>

IET: <http://www.theiet.org/>

Markkula Center for applied ethics, Santa Clara University: <http://www.scu.edu/ethics/publications/iie/v8n1/everydayethics.html>

Online Ethics Centre for Engineering and Science, US national academy of engineering: <http://www.onlineethics.org>

Research centre on computing and society, Southern Connecticut State University: <http://ares.southernct.edu/organizations/rccs/category/home/>

Stanford Encyclopaedia of Philosophy: Computer and Information Ethics: <http://plato.stanford.edu/entries/ethics-computer/>

Presentation Topic 19: Digital divide

Keywords

Digital divide, equality, globalisation,

Brief

Ways in which new technology is adopted and spreads in regions where the communications infrastructure is fragmented and the real cost of devices is relatively high, may be significantly different to patterns observed in more highly developed regions. Even in highly developed regions there may be large variations in the reach and impact of technologies related to disposable incomes, spending priorities and levels of education. These phenomena are sometimes referred to as the 'digital divide'.

Prepare and produce a short presentation which provides an introduction to and overview of the nature of the digital divide. How does the 'digital divide' manifest itself in modern Britain. What is meant by the 'digital divide' in less developed regions. What steps are being taken to address the 'digital divide'? What do you think are the technical and social implications of this phenomena?

Example links and reading

Burrell, J., 2012. Technology hype versus enduring uses: A longitudinal study of Internet use among early adopters in an African city. *First Monday*; Volume 17, Number 6 - 4 June 2012. Available at: <http://www.firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3964/3263>.

Digital Technology in Africa, Royal Geographical Society, <http://www.21stcenturychallenges.org/challenges/digital-technology-in-africa/>

Online, some are more equal than others, John Naughton, *Observer*, 10th March 2013 <http://www.guardian.co.uk/technology/2013/mar/10/internet-not-level-playing-field>

The Exponential Growth of the Internet, Royal Geographical Society, <http://www.21stcenturychallenges.org/60-seconds/the-exponential-growth-of-the-internet/>

Yip, M. & Webber, C., 2011. Hacktivism: a Theoretical and Empirical Exploration of China's Cyber Warriors. In *ACM WebSci '11*. Available at: <http://eprints.soton.ac.uk/272350/>.

Presentation Topic 20: How the web is changing the world: co-operation, co-creation, crowd funding and crowd sourcing

Keywords

Co-operation; co-creations, crowd funding; crowd sourcing

Brief

The Crowd funding site Kickstarter is just one example of a new system of business practice which has emerged in the wake of online social communities. Such systems not only impact on commercial activities, but also in political and charitable contexts. Similarly crowd sourcing of data has been applied in scenarios as wide ranging as emergency mapping in crises, enabling voluntary sharing of leisure data, citizen science datasets and providing free and open alternatives to proprietary data.

Prepare and produce a short presentation that provides a technical context for these developments, alongside an introduction to and overview of a number of exemplar applications. The presentation will also discuss the strengths of such approaches and the likely future direction of these types of activities.

Example links and reading

Hertwig, R., 2012. Tapping into the Wisdom of the Crowd - with Confidence. *Science*, 336(6079), pp.303–304.

Kickstarter: <http://www.kickstarter.com>

Leimeister, J.M., 2012. Crowdsourcing. Crowdfunding, Crowdvoting, Crowdcreation. *Controlling & Management*, 56(6), pp.388–392. Available at: <http://link.springer.com/article/10.1365/s12176-012-0662-5#>.

Open Street Map: <http://www.openstreetmap.org/>

Surowiecki, J., 2004. *The Wisdom of Crowds*, Doubleday; Anchor.

Presentation Topic 21: Digital Literacies

Keywords

Digital literacies; Higher Education; Learning

Brief

According to the JISC “Many learners enter further and higher education lacking the skills needed to apply digital technologies to education. As 90% of new jobs will require excellent digital skills, improving digital literacy is an essential component of developing employable graduates.

Courses that embed core digital skills, as well as subject specific use of technology, enable students to gain the skills and confidence they need to use digital technology not only to support their learning but also in the workplace”.

Prepare and produce a short presentation that established the technical context of the digital literacies agenda and provides an introduction to and overview of key issues which such programmes address.

Example links and reading

Beetham, H., 2010. Review and Scoping Study for a cross-JISC Learning and Digital Literacies Programme: Sept 2010. *Bristol, JISC*.

Beetham, H. et al., 2009. Thriving in the 21st century: Learning literacies for the digital age (LLiDA project).

Developing Digital Literacies: <http://www.jisc.ac.uk/whatwedo/programmes/elearning/developingdigitalliteracies.aspx>

Friesen, N., Gourlay, L. & Oliver, M., 2013. Scholarship and Literacies in a Digital Age. *Research in Learning Technology*, 21, pp.1–4.

JISC: www.jisc.ac.uk

Presentation Topic 22: Will MOOCs destroy face-to-face University Education?

Keywords

Open Education; MOOCs;

Brief

Prepare and produce a short presentation which provides an introduction to and overview of the development of MOOCs and discussed their potential value to undergraduate students and the likelihood of their destroying traditional University education. To what extent have they already made and impact, how do you expect this to grow or change in the future.

Example links and reading

Belanger, Y. & Thornton, J., 2013. Bioelectricity : A Quantitative Approach, Durham, NC. Available at:

http://dukespace.lib.duke.edu/dspace/bitstream/handle/10161/6216/Duke_Bioelectricity_MOOC_Fall2012.pdf?sequence=1.

Coursera: MOOC clearing house <https://www.coursera.org/>

Daniel, J., 2012. Making sense of MOOCs: Musings in a maze of myth, paradox and possibility. Journal of Interactive Media in Education, p.26. Available at: <http://www-jime.open.ac.uk/jime/article/viewArticle/2012-18/html> [Accessed March 21, 2014].

EdX: MOOC clearing house <https://www.edx.org/>

Martin, F., 2012. Will Massive Open Online Courses Change How We Teach? Communications of the ACM, pp.26 –28. Available at:

[http://delivery.acm.org/10.1145/2250000/2240246/p26-](http://delivery.acm.org/10.1145/2250000/2240246/p26-martin.pdf?ip=62.254.71.135&acc=OPEN&CFID=283675552&CFTOKEN=36389244&__acm__=1362331367_9b3553f6b2f5236221ebd327dd229f11)

[martin.pdf?ip=62.254.71.135&acc=OPEN&CFID=283675552&CFTOKEN=36389244&__acm__=1362331367_9b3553f6b2f5236221ebd327dd229f11](http://delivery.acm.org/10.1145/2250000/2240246/p26-martin.pdf?ip=62.254.71.135&acc=OPEN&CFID=283675552&CFTOKEN=36389244&__acm__=1362331367_9b3553f6b2f5236221ebd327dd229f11).

Presentation Topic 23: Groupwork and leadership skills in MMORPGs

Keywords

Game Based Learning; Leadership; MMORPG; Teamwork; Teamwork Skills

Brief

Participation in role-playing games is widespread and for many, quite compulsive. Researchers have speculated and identified ways in which such experiences might be used to develop professional skills in an enjoyable and effective manner.

Prepare and produce a short presentation that establishes the technical context for online role-playing games provides an introduction to and overview of ways in which they can contribute to the development of effective group working practices and leaderships skills.

Example links and reading

Aarnio, M. et al., 2010. Motivating medical students to learn teamwork skills. *Medical teacher*, 32, pp.e199–e204.

Jang, Y. & Ryu, S., 2011. Exploring game experiences and game leadership in massively multiplayer online role-playing games. *British Journal of Educational Technology*, 42(4), pp.616–623.

Mysirlaki, S. & Paraskeva, F., 2012. Leadership in MMOGs: A Field of Research on Virtual Teams. *Electronic Journal of e-Learning*, 10(2), pp.223–234. Available at: <http://www.ejel.org/issue/download.html?idArticle=195>.

Wang, D.-Y. & Chen, Y.-A., 2012. Training Teamwork Skills Using MMORPGs. In *2012 IEEE Fourth International Conference On Digital Game And Intelligent Toy Enhanced Learning*. IEEE, pp. 94–98. Available at: <http://ieeexplore.ieee.org/lpdocs/epic03/wrapper.htm?arnumber=6185587>.

Presentation Topic 24: Tools and techniques for agile project management

Keywords

Adaptive Systems; Customer Satisfaction; Extreme Programming; Product Development; Project Management; Software Development Management

Brief

Prepare and produce a short presentation that establishes the technical context for agile project methods provides an introduction to and overview of ways in which they can contribute to effective project management. The presentation should situate the explanation in the context of background socio-technical changes.

Example links and reading

Augustine, S. et al., 2005. Agile project management: steering from the edges. *Communications of the ACM*, 48(12), pp.85–89. Available at: <http://dx.doi.org/10.1145/1101779.1101781>.

Friesen, N., Gourlay, L. & Oliver, M., 2013. Scholarship and Literacies in a Digital Age. *Research in Learning Technology*, 21, pp.1–4.

Schwaber, K., 2004. *Agile project management with Scrum*, O'Reilly Media, Inc.

Sencindiver, F. et al., 2005. Agile project management. *Communications of the ACM*, 48, pp.85–89.