

SP26 COMM4555 COMPUTER INTERFACE & HUMAN IDENTITY

Faculty Instructor Information

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Email: lee-won.1@osu.edu

Zoom Office Hours: Tuesday 11:00 am - 12:00 pm EDT/EST or by appointment
(see Carmen for the Zoom link)

Class Meeting Time & Location

- **Tuesday (online):** Asynchronous unless otherwise noted in the Course Schedule
- **Thursday (in person):** 9:35am-10:55am in Journalism Building 224

Course Description and Objectives

This course examines what role human identity plays in the ways in which people use computer interfaces (and, more broadly, emerging technologies). We will focus on the following aspects of “human identity”: (a) traits and attributes that characterize an individual/member of a group and (b) traits and attributes that make human beings unique (and distinct from non-human beings). Students will engage themselves with these topics through lectures, readings, video materials, small group discussions, individual project, and writing assignments. By taking this course, students should be able to gain theoretical and empirical knowledge and insights into:

1. How computer interfaces influence users’ self-concept and personal/social identity;
2. How users’ self-concept and personal/social identity shape their experience with computer interfaces; and
3. How cognitive, affective, and behavioral dynamics associated with self-concept and personal/social identity processes shape people’s relationships with computer interfaces.

Mode of Delivery

The delivery mode of this course is **HYBRID**. Per the OSU guidelines on instruction modes (<https://teaching.resources.osu.edu/StudentInstructionalModes>), up to 74% of the course content could be delivered online in a hybrid class. This means that we will have a mixture of in-person class meetings and asynchronous online activities throughout the semester.

Course Materials

All required readings are provided on our Carmen Canvas page.

Grading Information

Required Items	Pts
Attendance & Participation (12 x 10 pts)	120
Intake Survey	10
Kick-Off Quiz	10
Self-Introduction Video: Posting (10) and Responding (20)	30
Research Methods Primer: Notes & Review Quiz	20
Positivity Bias & Social Comparison: Notes	10
Final Project Guidelines Quiz	10
APA Style Tutorial: Review Quiz	10
The Social Dilemma & Jeff Orlowski Interview: Notes & Review Quiz	20
Space Survival Task Zoom Participation	20
Generative AI Activity	10
Uncanny Valley Revisited: Review Quiz	20
Relating to Androids: Posting (10 pts) & Responding (10 pts) *We will have a small group discussion for this activity.	20
Project Brainstorming (10 pts); Proposal (20 pts)	30
Project Consultation Participation *Students will be required to have one individual Zoom meeting with the instructor to discuss their project.	10
Presentation Video (40 pts) & Slides (40 pts)	80
Project Presentation Q&A: Viewer Question (20 pts) & Presenter Response (20 pts)	40
Post-Midterm Course Policy Check-In	10
Course Reflection Paper	20
Midterm Exam	140
Final Exam	160
TOTAL	800

Grading Scale (OSU Standard Scale)

Letter Grade	Grade Cut-Off	
	Percentage	Point
A	93%	744
A-	90%	720
B+	87%	696
B	83%	664
B-	80%	640
C+	77%	616
C	73%	584
C-	70%	560
D+	67%	536
D	60%	480
E	< 60%	< 480

Course Requirements

Attendance & Participation (A&P) Credit

- Beginning Week 2, students who attend class in person and submit completed lecture notes by the end of the same day (11:59 p.m.) will earn full Attendance & Participation (A&P) credit (10 points).
- Live Zoom participation for an in-person session will NOT be offered as an alternative. Instead, all in-person lectures will be recorded and made available on Carmen the next day. Students who miss a class can still earn the A&P credit by (1) watching the lecture recording and (2) completing and submitting lecture notes according to the specified procedures.
- Each student is granted one (1) free absence during the semester. For this free absence, students may miss class without formal or valid documentation and still earn full A&P credit (10 points) by watching the lecture recording and submitting completed lecture notes. This free absence may be used at the student's discretion and does not require prior notification.
- For an absence with formal and valid documentation (e.g., doctor's note, flight ticket, letter of excuse), students can earn full A&P credit by submitting completed lecture notes. Please see the Lecture Notes (in Course Policies) for more information.
- For an absence without valid documentation after the free absence has been used, students may submit completed lecture notes and earn half credit (5 out of 10 points).

- With or without valid documentation, completed notes should be submitted within one week of the date the lecture recording is made available.

Starters: Intake Survey, Kick-Off Quiz, and Self-Introduction Video

The three “Starters” assignments are designed to clarify the course requirements for you and to help the instructor understand your needs. The instructions for these assignments will be posted on Carmen.

Asynchronous Content

Asynchronous course content will be released by our class start time (9:35am) on the scheduled date.

Final Project

Students will undertake a project to explore a topic concerning technology use and human identity (including aspects such as sense of self, personal/social identity, and humanness). Detailed information will be provided in the Final Project Guidelines.

Course Reflection Paper

At the end of the semester, students will write a reflection paper on theories, concepts, and research findings covered in this course.

Exams

- We will have two exams (Midterm and Final), which will be administered on Carmen. The exams will comprise true-false, multiple-choice, and short-answer questions—all based on readings, lectures, and other course activities.
- The Final Exam will be semi-cumulative, with approximately 25% of the questions based on the topics covered during the 1st half semester. Specific topics to be included will be detailed in the exam guide.
- Exams will only be rescheduled with a valid and documentable medical or university-approved excuse.**

Credit Hour and Work Expectation

This is a 3-credit-hour course. According to the university policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. ASC Honors provides an excellent guide to scheduling and study expectations.

Course Policies

Lecture Notes

- To foster active engagement with the content of live lectures, **lecture notes (which will be posted on the Modules page prior to each class) will include blanks to be filled in**. Students are expected to complete these blanks and take additional notes during class.
- As the course instructor, my responsibility is to ensure fairness for all. Thus, providing complete lecture notes to those who did not attend live lectures would be unfair to those who regularly participate. In the interest of fairness, full lecture slides will NOT be made available.
- Please don't hesitate to reach out if you have any questions about the lecture content.

Late Work

- Late submissions will incur a cumulative penalty of **10% per day late**. The Carmen Canvas system rounds up partial days to the nearest whole number, and **any amount of lateness counts as one full day late**: Whether a submission is 0.001 days (i.e., approximately 1 minute) or 0.9 days (i.e., approximately 22 hours) late, the Canvas Gradebook will treat it as one full day late and deduct points accordingly.
- For all Carmen assignment submissions, it is the student's responsibility to be sure the assignment is submitted correctly. **Please be sure to check your Carmen folder after submission to ensure the upload is there and complete.**

E-mail Use

This is a **hybrid** course, so we will frequently rely on email for communication. It is expected that students will check and read emails from the instructor and reach out to the instructor with any questions or concerns regarding course activities. The instructor will make every effort to reply to e-mails within **24 hours on school days**. Responses may be slower on weekends. When contacting the instructor, please note the following:

- Use OSU email system: Carmen Announcements will primarily be used for class-wide (group) communications. For individual correspondence with the instructor, emailing with your OSU email account is encouraged. This helps ensure that your messages are promptly received and addressed.
- Include our course number in the subject line: When contacting the instructor, make sure to include [COMM4555] in your subject line. Failing to do so may delay response.
- Follow proper business/professional email etiquette when you initiate the conversation: (1) Include a clear, direct subject line (do not leave it blank) and (2) use a proper salutation. Personalizing email messages by addressing your

recipient(s) can make a significant difference in the impression formation process. Consider this practice the first step to effective email communication!

Tone & Civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor will work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and small group communications.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Faculty Feedback and Response Time

You can generally expect feedback and grade posting on each required assignment within **10 to 14 days**.

Tips on Optimal Learning Experience

Here are a few tips on how to complete this course successfully:

- (For synchronous/asynchronous online activities) Make sure you have access to a reliable Internet connection and test your device ahead of time to avoid last-minute glitches.
- Keep up with the course schedule/assignment due dates and complete course activities at a steady pace during the week, avoiding procrastination at all times.
- Secure access to at least one reliable device and a backup plan in case of a technological issue.
- Set up a routine to back up your work and class materials. OSU provides free access to data storage through [Microsoft One Drive](#).
- Approach course material by thinking about the connections between readings, lectures, and assignments.

Course Technology

Note-taking

- As you will be completing guided notes during class, please bring a device that allows you to open and write on PDF files. A laptop or tablet is recommended.

Phones are not suitable for this purpose, as the screen size is too small for effective note-taking.

- You may use any application that can open PDF files and allow typing or annotation (e.g., Adobe Acrobat Reader, Microsoft Edge, Notability, or similar).

Carmen Canvas

- Carmen Canvas, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not set up a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- **This course requires use of Carmen and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**

Carmen Zoom

- Office hours will be held through Ohio State's conferencing platform, Carmen Zoom.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor.

Turnitin

- Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the Committee on Academic Misconduct and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen.
- Please note that all submitted written work becomes part of the OSU database.

OSU IT Support

Self-Service and Chat support: <https://osuitsm.service-now.com/selfservice/>
Phone: 614-688-HELP (4357)
Email: ServiceDesk@osu.edu
TDD: 614-688-8743

General Policies for Assignments

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work, and you should follow **APA** style (7th edition) when citing the ideas and words of others—your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work for you.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** Any research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

University Resources and Policies

Student Academic Services & Student Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>.

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>.

Academic Misconduct

- **All of your work in this class is expected to be your independent contribution. You should not seek help from other students, friends, family, etc.**
- It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Illness

- If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let

their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

- If **the instructor** is too ill to teach the course or must quarantine, in-person meetings will be moved to Zoom or asynchronous online modules, or a designated backup (e.g., teaching assistant, substitute faculty member) for this course will step in. You will be notified via email from the School of Communication.

Artificial Intelligence and Academic Integrity

- There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.
- All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.
- To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations

- Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course.

- Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential. With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities.
- Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.
- A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.
- If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the

instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

- The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.
- To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity using one or more of the following means:
 1. Online reporting form at equity.osu.edu
 2. Calling 614-247-5838 or TTY 614-688-8605
 3. Emailing equity@osu.edu
- The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:
 - All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
 - The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information:
 - a. Any human resource professional (HRP);
 - b. Anyone who supervises faculty, staff, students, or volunteers;
 - c. Chair/director; and
 - d. Faculty member.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <https://ccs.osu.edu/> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor at 614-292-5766 when CCS is closed. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445).

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Course Schedule

This syllabus serves as a formal agreement between the instructor and the student. Should events during the semester necessitate modifications to the syllabus, I will announce these changes via email to the class and through Carmen. Any alterations to the Course Schedule will be highlighted in yellow. However, it is the student's responsibility to stay informed of any such modifications and to be aware of the current policies, deadlines, etc.

Week-Day	Date	Topics, Readings & Activities
1-1	01/13 T	Course Introduction
1-2	01/15 Th	Building Blocks (1): Self, Identity & Computer Interface Onorato & Turner (2004)
2-1	01/20 T Async #1	Getting to Know Each Other: Self-Introduction Video Posting & Responding
2-2	01/22 Th A&P #1	Building Blocks (2): Interface Design Concepts Preece et al. (2015, excerpts)
3-1	01/27 T Async #2	Building Blocks (3): Research Methods Primer
3-2	01/29 Th A&P #2	Self-Esteem & Self-Presentation Forest & Wood (2012); Gonzales & Hancock (2011)
4-1	02/03 T Async #3	Positivity Bias & Social Comparison Bazarova et al. (2013); Hoffner (2014); Chou & Edge (2012)
4-2	02/05 Th A&P #3	Mental Health & Implicit Theories of the Self Haidt (2024); Lee-Won et al. (2020); Popova (2014)
5-1	02/10 T Async #4	Final Project Guidelines & APA Style Tutorial
5-2	02/12 Th A&P #4	The Algorithmized Self Sundar & Marathe (2010); Bhandari & Bimo (2022); Taylor & Choi (2022)

6-1	02/17 T Async #5	The Social Dilemma & Jeff Orlowski Interview Orlowski (2020); PomplamooseMusic (2021)
6-2	02/19 Th A&P #5	Midterm Exam Review
7-1	02/24 T Exam	Midterm Exam on Carmen (Available from 9:00 a.m. to 11:59 p.m.)
7-2	02/26 Th A&P #6	Temporal Comparison Sedikides et al. (2008); Lee-Won et al. (2023)
8-1	03/03 T ZOOM	Space Survival Task (Live ZOOM Participation Required)
8-2	03/05 Th A&P #7	Computers as Teammates Reeves & Nass (1996); Lim & Reeves (2010)
9-1	03/10 T Async #6	Generative AI Activity
9-2	03/12 Th A&P #8	Social Identity Dynamics in Human-Machine Relationship (1): Functions Takayama et al. (2008); Liu et al. (2024)
10-1	03/17 T	No Class (Spring Break)
10-2	03/19 Th	No Class (Spring Break)
11-1	03/24 T Async #7	Uncanny Valley Revisited; Final Project Consultations
11-2	03/26 Th A&P #9	Social Identity Dynamics in Human-Machine Relationship (2): Forms Ferrari et al. (2016)
12-1	03/31 T Async #8	Relating to Androids (Small Group); Final Project Consultations

12-2	04/02 Th A&P #10	Identity Dynamics in UX Design: Considering the “Other” Stevens (2021); University of Cambridge (n.d.)
13-1	04/07 T Async #9	Final Project Consultations
13-2	04/09 Th Async #10	Presentation Troubleshooting
14-1	04/14 T Async #11	Final Project Presentation: Asynchronous Video Presentation
14-2	04/16 Th A&P #11	Bringing It All Together; Mediator & Moderator Exercises
15-1	04/21 T Async #12	Final Project Presentation: Asynchronous Q & A
15-2	04/23 Th A&P #12	Final Exam Review
16 Finals Week	04/28 T	No Class (Reading Day)
	04/30 Th Exam	Final Exam on Carmen (Available from 9:00 a.m. to 11:59 p.m.)

Course Readings & Other Materials

Bazarova, N. N., Taft, J. G., Choi, Y. H., & Cosley, D. (2013). Managing impressions and relationships on Facebook: Self-presentational and relational concerns revealed through the analysis of language style. *Journal of Language and Social Psychology*, 32, 121-141. <https://doi.org/10.1177/0261927x12456384>

Bhandari, A., & Bimo, S. (2022). Why's Everyone on TikTok Now? The algorithmized self and the future of self-making on social media. *Social Media + Society*, 8(1). <https://doi.org/10.1177/20563051221086241>Links to an external site.

Chou, H.-T. G., & Edge, N. (2012). "They are happier and having better lives than I am": The impact of using Facebook on perceptions of others' lives. *CyberPsychology, Behavior, and Social Networking*, 15, 117-121. <https://doi.org/10.1089/cyber.2011.0324>

Ferrari, F., Paladino, M. P. & Jetten, J. (2016). Blurring human-machine distinctions: Anthropomorphic appearance in social robots as a threat to human distinctiveness. *International Journal of Social Robotics*, 8, 287-302. <https://doi.org/10.1007/s12369-016-0338-y>

Forest, A. L., & Wood, J. V. (2012). When social networking is not working: Individuals with low self-esteem recognize but do not reap the benefits of self-disclosure on Facebook. *Psychological Science*, 23, 295-302. <https://doi.org/10.1177/0956797611429709>

Gonzales, A. L., & Hancock, J. T. (2011). Mirror, mirror on my Facebook Wall: Effects of exposure to Facebook on self-esteem. *CyberPsychology, Behavior, and Social Networking*, 14, 79-83. <https://doi.org/10.1089/cyber.2009.0411>

Haidt, J. (2024). The anxious generation: How the great rewiring of childhood is causing an epidemic of mental illness. Penguin Press.

Hoffner, C. A. (2014). Social comparison theory. In T. L. Thompson (Ed.), *Encyclopedia of health communication* (Vol. 1, pp. 1278-1280). SAGE Publications. <https://doi.org/10.4135/9781483346427.n503>

Lee-Won, R. J., Joo, Y. K., Baek, Y. M., Hu, D., & Park, S. G. (2020). "Obsessed with retouching your selfies? Check your mindset!": Female Instagram users with a fixed mindset are at greater risk of disordered eating, *Personality and Individual Differences*, 167, 110223, <https://doi.org/10.1016/j.paid.2020.110223>

Lee-Won, R. J., Lee, E.-J., & Lee, J. A. (2023). Nostalgic social media use and psychological well-being during the COVID-19 pandemic. *CyberPsychology, Behavior, and Social Networking*, 26, 90-97. <https://doi.org/10.1089/cyber.2022.0281>

Lim, S., & Reeves, B. (2010). Computer agents versus avatars: Responses to interactive game characters controlled by a computer or other player. *International Journal of Human-Computer Studies*, 68, 57-68. <https://doi.org/10.1016/j.ijhcs.2009.09.008>

Liu, B., Kang, J., & Wei, L. (2024). Artificial intelligence and perceived effort in relationship maintenance: Effects on relationship satisfaction and uncertainty. *Journal of Social and Personal Relationships*, 41(5), 1232-1252. <https://doi.org/10.1177/02654075231189899>

Onorato, R. S., & Turner, J. C. (2004). Fluidity in the self-concept: the shift from personal to social identity. *European Journal of Social Psychology*, 34, 257-278. <https://doi.org/10.1002/ejsp.195>

Orlowski, J. (Director). (2020). *The social dilemma* [Film]. Exposure Labs.

Popova, M. (2014). Fixed vs. growth: The two basic mindsets that shape our lives. <https://www.themarginalian.org/2014/01/29/carol-dweck-mindset/> Links to an external site.

Preece, J., Sharp, H., & Rogers, Y. (2015). *Interaction design: Beyond human-computer interaction* (4th ed.). John Wiley & Sons.

Reeves, B., & Nass, C. (1996). *The media equation: How people treat computers, television, and new media like real people and places*. NY: Cambridge University Press.

Sedikides, C., Wildschut, T., Arndt, J., & Routledge, C. (2008). Nostalgia: Past, present, and future. *Current Directions in Psychological Science*, 17(5), 304-307. <https://doi.org/10.1111/j.1467-8721.2008.00595.x>

Stevens, E. (2021, August 5). What is empathy in design thinking? CareerFoundry. <https://careerfoundry.com/en/blog/ux-design/what-is-empathy-in-design-thinking/>

Sundar, S. S., & Marathe, S. S. (2010). Personalization versus customization: The importance of agency, privacy, and power usage. *Human Communication Research*, 36, 298-322. <https://doi.org/10.1111/j.1468-2958.2010.01377.x>

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