

Technology Use, Health, and Aging

HDE 161, Fall 2024

MW 10-11:50am, Physics 148

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Office hours: MW 12-1pm [sign up here](#)

TA: Lindsey Partington

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COURSE OVERVIEW

- 1) This is a **writing intensive** course, which satisfies a GE writing experience requirement.
- 2) Unlike a lecture course, our class time will be primarily spent on small group and class-wide discussions and activities.
- 3) There is **no textbook**; instead, we will read review papers (and book chapters) and empirical papers (studies presenting new findings) across many disciplines and fields (e.g., psychology, human factors, sociology, informatics, nursing). The readings are in Files (Canvas).
- 4) **Regular attendance in class is critical** and class participation is evaluated as part of the course grade.
- 5) A core philosophy of this class is that everyone feels comfortable participating, whether asking questions, making comments, or answering questions, even when unsure of oneself. Whether working groups or as a class, everyone plays an important role in demonstrating respect for each other and helping to create a safe, positive learning environment.

PIAZZA

We'll be using Piazza this quarter for question about 1) assignments or the course and 2) materials/concepts we're learning that you want help with in between classes. We very much encourage questions and student responses to questions. However, if you have a question of a personal nature, contact me at: lmsmiller@ucdavis.edu. Go to Piazza in Canvas to sign up for an account for this course.

COURSE REQUIREMENTS

Reading Assignment Summaries

You'll be asked to read and write structured summaries of papers (usually 2 per class) that will be discussed in the next class (note, the assignment changes in the last few classes). Please combine the summaries into one Word doc, save it with your name and the date in the name of the file, and **uploaded to Canvas by 7am** on the due date; late-point deductions apply (see GRADING below). Please have a copy (electronic or hard copy) of your assignment with you in class to facilitate discussion (these will not be collected).

Learning Activities

There will be 4 learning activities across the quarter. Each will be described as we get closer to its due date.

Class Participation**

Participation, consisting of class discussion and group activities is a really important part of this course. This means that everybody needs to prepare for, and meaningfully engage in, discussions and activities. If you use our class time for non-class activities, it's a distraction for everyone (and would lower your participation score). Participation grades include work in teams, small groups, and other activities. You'll **take turns being a group leader** for about 4 classes (depends on enrollment). The role of the group leader is to facilitate group discussion of the reading, beginning with a brief overview of the reading (4-5 min), followed by thought-provoking questions to stimulate discussion of the key concepts and points in the assigned reading. All students will comment on the quality of group discussions at the end of class using the following criteria: our group discussion was good (interesting, educational); the leader carried out the assigned responsibilities; team members were prepared and contributed to the discussion; I was well prepared and contributed to the discussion; suggestions for improving discussions.

**** In-class participation cannot be made up**

Given the heavy emphasis on in-class participation, frequent absences from class would negatively affect your course grade. In *very rare* situations, I may approve an absence (with documentation).

Writing Assignment, Peer Review, and Presentation

The writing assignment is primarily individual work. but also includes some group work. I will form groups by the end of February.

- As individuals, you'll write a review paper in several stages: topic identification, outline, draft, and final paper.

- As a group, you'll provide feedback, in the form of a peer review, to each other on drafts of the writing assignment. At the end of the quarter, you'll give a presentation on your topics.
- Assignments must be uploaded on time; late-point deductions apply (see GRADING). Please name your files with your last name (or team number) prior to uploading.

GRADING

Turning in assignments on time is important. Unless otherwise noted, assignments are due in Canvas **by 7am** on the due date and late-point deductions (15% of assignment points) are applied per 24-hour period.

Course grades are based on a total of 1000 points.

Reading Assignment Summaries (15 pts/wk; drop lowest 2; 15pts x 16wks=240)	240 points
Learning Activities (4 total; 30 points each)	120 points
Participation (including group leader)	160 points
Writing Project	420 points
Outline (60 points)	
Draft (120 points)	
Peer Reviews (80 points)	
Final Paper (160 points)	
<u>Team Presentation</u>	60 points
Total Points	1000 points

REFERENCE MATERIALS

Administration for Community Living (ACL). (2021). Profile of Older Americans 2020.

Ferraro, K. F., & Carr, D. (Eds.). (2021). Handbook of Aging and the Social Sciences (Ninth Edition). Academic Press.

Huisman, M., & van Tilburg, T. G. (2021). Chapter 7—Social exclusion and social isolation in later life. In K. F. Ferraro & D. Carr (Eds.), Handbook of Aging and the Social Sciences (Ninth Edition) (pp. 99–114). Academic Press.

Vespa, J., Medina, L., & Armstrong, D. (2020). Demographic Turning Points for the United States: Population Projections for 2020 to 2060 (Current Population Reports No. P25-1144).

United Health Foundation. (2021). America's Health Rankings, Senior Report Exec Brief. www.AmericasHealthRankings.org

DIVERSITY AND INCLUSION

We embrace the diversity of students, faculty, and staff, and we honor the dignity of each individual. We welcome everyone's unique cultural, migratory, and religious experiences, beliefs, and perspectives. As learners, we benefit from a diverse living and learning environment. Sharing differences in ideas, experiences, preferences, and beliefs helps us grow. For more information about our goals, visit the [UC Davis Principles of Community](#).

HEALTHY LEARNING ENVIRONMENT

Courtesy and respect among students, TAs, and instructors are essential for a healthy and productive learning environment. Healthy learning environments thrive when students go out of their way to be helpful to others and are open to - and respectful of - ideas and people. Please let us know if anyone is making you uncomfortable and we'll help.

TECHNOLOGY

We will be using Canvas this quarter. Please refer to these websites and experts if you are having difficulty with technology: [Canvas community](#) or visit [IT Express](#). Addition resources can be found here: [IT Service Catalog](#)

ACCOMMODATIONS

Students registered with the Student Disability Center (SDC) should reach out to me by email at the beginning of the quarter to confirm 1) your need for SDC-specified accommodations and 2) I have received your Letter of Accommodation from the SDC. Please contact the SDC at (530) 752-3184 if you have questions about the process.

ACADEMIC INTEGRITY

As students enrolled in higher education at UC Davis, you are expected to act in a courteous and professional manner while interacting with one another and with the instructional team and to follow the Code of Academic Conduct administered by [Student Judicial Affairs](#). Thus, the work you do in this course and others should reflect your work and your work alone.

In this course, we will use TurnItIn, an electronic resource that compares your work to online sources and a comprehensive database of other papers, for some or all assignments. TurnItIn creates an originality report identifying whether parts of

your work match or are similar to any of their sources. The work submitted to TurnItIn will be retained as source documents in the TurnItIn reference database to be used solely for the purpose of checking future submitted work for originality.

Cheating includes using Chegg, Course Hero, and other tutoring/homework help sites, giving or receiving answers on an exam, using someone's words as your own (plagiarism) and can result in receiving an F for the exam or paper and possibly for the course. You are responsible for knowing and abiding by these standards: [Code of Academic Conduct: Honesty, Fairness, Integrity](#). Academic Participation verification portal: participate.ucdavis.edu.

ASSIGNMENTS and DUE DATES

Readings are Files (Canvas)

Schedule is subject to revision (Last Updated: 1/6/24)

WARNING: THERE ARE SEVERAL PAPERS BY THE SAME AUTHORS
CHECK YEAR AND TITLE BEFORE BEGINNING THE ASSIGNMENT

Discussion Questions are to be used in in-class discussions. Please come to class prepared to discuss each reading and answer the questions in small groups and class-wide discussions.

HEALTH IN LATER LIFE, TECHNOLOGY AS A SOCIAL DETERMINANT OF HEALTH

Jan 8 (Class 1) For this class only, late-point deductions will not apply till Thus (Jan 11)

Nikolich-Zugich, J., Goldman, D. P., Cohen, P. R., Cortese, D., Fontana, L., Kennedy, B. K., . . . Fain, M. J. (2016).

Preparing for an aging world: Engaging biogerontologists, geriatricians, and the society. *J Gerontol A Biol Sci Med Sci*, 71(4), 435-444.

Sieck, C. J., Sheon, A., Ancker, J. S., Castek, J., Callahan, B., & Siefer, A. (2021). Digital inclusion as a social determinant of health. *Npj Digital Medicine*, 4(1), 52.

***Discussion Questions*:** 1) Google the definition of “social determinants of health” and consider how technology may fit with the definition(s) you find. 2) Drawing on the Sieck et al., paper, what are two of the most important ways older adults can use technology to support their health? 3) In thinking about the Nikolich-Zugich paper, consider 2-3 *specific* ways in which older adults could use of technology for health purposes.

Optional Readings / Additional Resources (SUMMARIES ARE **NOT** REQUIRED):

Anton, S. D., Cruz-Almeida, Y., Singh, A., Alpert, J., Bensadon, B., Cabrera, M., Clark, D. J., Ebner, N. C., Esser, K. A., Fillingim, R. B., Goicolea, S. M., Han, S. M., Kallas, H., Johnson, A., Leeuwenburgh, C., Liu, A. C., Manini, T. M., Marsiske, M., Moore, F., ... Pahor, M. (2020). Innovations in Geroscience to enhance mobility in older adults. *Experimental Gerontology*, 142, 111123.

Ellison-Barnes, A., Moran, A., Linton, S., Chaubal, M., Missler, M., & Evan Pollack, C. (2021). Limited Technology Access Among Residents of Affordable Senior Housing During the COVID-19 Pandemic. *Journal of Applied Gerontology*, 40(9), 958–962.

Golomski, C., Corvini, M., Kim, B., Wilcox, J., & Valcourt, S. (2021). Aspects of ICT connectivity among older adults living in rural subsidized housing: Reassessing the digital divide. *Journal of Enabling Technologies*###

Tavares, J., Silberman, S., Cohen, M., & Popham, L. (2022). Measuring Disease Cost Burden Among Older Adults in the U.S. *National Council on Aging*.

Xie, B., Charness, N., Fingerman, K., Kaye, J., Kim, M. T., & Khurshid, A. (2020). When Going Digital Becomes a Necessity: Ensuring Older Adults’ Needs for Information, Services, and Social Inclusion During COVID-19. *Journal of Aging & Social Policy*, 32(4–5), 460–470

TECHNOLOGY AND AGING OVERVIEW

Jan 10 (Class 2)

Cotten, S. R. (2021). Chapter 23—Technologies and aging: Understanding use, impacts, and future needs. In K. F.

Ferraro & D. Carr (Eds.), *Handbook of Aging and the Social Sciences* (Ninth Edition) (pp. 373–392). Academic Press

Czaja, S. J., Boot, W. R., Charness, N., & Rogers, W. A. (2019). Chapter 4 - Existing and emerging technology. *Designing for older adults: Principles and creative human factors approaches* (Third edition). CRC Press. Tavares, J., Silberman, S., Cohen, M., & Popham, L. (2022). Measuring Disease Cost Burden Among Older Adults in the U.S. *National Council on Aging*.

***Discussion Questions*:** *Compare* and *contrast* these two papers (i.e., how do they overlap; how do they differ). Also, for each paper, identify something you learned that was (most) surprising to you.

DESIGNING FOR OLDER ADULTS

Jan 15 (no class) Martin Luther King, Jr Day

Jan 17 (Class 3)

Boot, W. R., Charness, N., Czaja, S. J., & Rogers, W. A. (2020). Chapter 1 - Introduction. In *Designing for Older Adults: Case Studies, Methods, and Tools* (First edition). CRC Press.

Czaja, S. J., Boot, W. R., Charness, N., & Rogers, W. A. (2019). Chapter 2 - Characteristics of older adults. *Designing for*

older adults: Principles and creative human factors approaches (Third edition). CRC Press.

***Discussion Questions*:** What does it mean to design for older adults and why is this important (be specific)? For each reading, list critical factors that can limit (list 2 or more) or support (list 2 or more) older adults' use of technology.

Optional Readings / Additional Resources:

English, T. & Carstensen (2014). Selective Narrowing of Social Networks Across Adulthood is Associated With Improved Emotional Experience in Daily Life. *International journal of behavioral development* 38(2): 195-202.

Institute of Medicine 2015. *Cognitive Aging: Progress in Understanding and Opportunities for Action*. Washington, DC: The National Academies Press.

Schieber, F. (2003). Human factors and aging: Identifying and compensating for age-related deficits in sensory and cognitive function. In N. Charness & K. W. Schaie (Eds.), *Impact of technology on successful aging*. Springer.

TECHNOLOGY ACCEPTANCE MODEL

Jan 22 (Class 4)

IN-CLASS WRITING WORKSHOP

LEARNING ACTIVITY 1 DUE

Chen, K., & Chan, A. H. S. (2014). Gerontechnology acceptance by elderly Hong Kong Chinese: A senior technology acceptance model (STAM). *Ergonomics*, 57(5), 635–652.

***Discussion Questions*:** What does *technology acceptance* mean in this paper? How is it related to older adults' use of technology?

Optional Readings / Additional Resources:

Kadylak, T., & Cotten, S. R. (2020). United States older adults' willingness to use emerging technologies. *Information, Communication & Society*, 23(5), 736–750.

Peek, S. T. M., Wouters, E. J. M., van Hoof, J., Luijckx, K. G., Boeije, H. R., & Vrijhoef, H. J. M. (2014). Factors influencing acceptance of technology for aging in place: A systematic review. *International Journal of Medical Informatics*, 83(4), 235–248.

****PAPERS BETWEEN CLASS 5 AND 14 ARE TO BE USED TO DEFINE YOUR TOPIC****

(to be reviewed in the Critical Review of the Literature section of your paper)

Use a combination of the assigned readings below (in classes 5-14) to define a topic for your paper. The optional (non-assigned) readings can also be considered. For both assigned and not-assigned readings, however, keep in mind that some of them report on findings from multiple populations, technologies, or types of goals. In these cases, you will need to stay focused on the findings that match your topic (i.e., your specific population, technology, health goal, etc).

INFORMATION COMMUNICATION TECHNOLOGY (ICT) - MULTIPLE DEVICES, SOFTWARE, AND HEALTH GOALS

Jan 24 (Class 5)

Czaja, S. J., Boot, W. R., Charness, N., Rogers, W. A., & Sharit, J. (2018). Improving social support for older adults through technology: Findings from the PRISM randomized controlled trial. *Gerontologist*, 58(3), 467-477.

Fang, M. L., Canham, S. L., Battersby, L., Sixsmith, J., Wada, M., & Sixsmith, A. (2019). Exploring Privilege in the Digital Divide: Implications for Theory, Policy, and Practice. *The Gerontologist*, 59(1), e1–e15.

***Discussion Questions*:** What is ICT, what devices are included in this paper, what software is included in this paper. Choose one of the optional papers below to answer: is this paper focused on ICT? Why or why not? What devices and software are used?

Optional Readings / Additional Resource:

Chen, C., Krieger, M. L., & Sundar, S. S. (2021). Chapter 9—Smartphones, robots, and social media: Aging with communication technologies. In K. W. Schaie & S. L. Willis (Eds.), *Handbook of the Psychology of Aging* (Ninth Edition) (pp. 139–153). Academic Press.###

Stockwell, S., Stubbs, B., Jackson, S. E., Fisher, A., Yang, L., & Smith, L. (2021). Internet use, social isolation, and loneliness in older adults. *Ageing and Society*, 41(12), 2723–2746.

Szabo, A., Allen, J., Stephens, C., & Alpass, F. (2019). Longitudinal Analysis of the Relationship Between Purposes of Internet Use and Well-being Among Older Adults. *The Gerontologist*, 59(1), 58–68

Yu, K., Wu, S., & Chi, I. (2021). Internet Use and Loneliness of Older Adults Over Time: The Mediating Effect of Social Contact. *The Journals of Gerontology: Series B*, 76(3), 541–550.

HEALTH ENGAGEMENT THROUGH INFORMATION AND COMMUNICATION (PATIENT PORTALS, PHR, EHR)

Jan 29 (Class 6)

Czaja, S. J. (2015). Can Technology Empower Older Adults to Manage Their Health? *Generations*, 39(1), 46–51.

Irizarry, T., Shoemaker, J., Nilsen, M. L., Czaja, S., Beach, S., & DeVito Dabbs, A. (2017). Patient Portals as a Tool for Health Care Engagement: A Mixed-Method Study of Older Adults With Varying Levels of Health Literacy and Prior Patient Portal Use. *Journal of Medical Internet Research*, 19(3), e99.

Discussion Questions: Compare and contrast the activities that older adults can do using patient portals as a way to manage their health. You'll need to identify the SPECIFIC tasks that older adults do when using patient portals in each paper.

Optional Readings / Additional Resources:

Czaja, S. J., Zarcadoolas, C., Vaughn, W. L., Lee, C. C., Rockoff, M. L., & Levy, J. (2015). The usability of electronic personal health record systems for an underserved adult population. *Human Factors*, 57(3), 491-506.

Gee, P. M., Paterniti, D. A., Ward, D., & Miller, L.M.S. (2015). E-patients perceptions of using personal health records for self-management support of chronic illness. *Computers Informatics Nursing*, 33(6), 229-237.

RURAL HEALTHCARE ACCESS (TELEHEALTH/PATIENT PORTALS)

Jan 31 (Class 7)

LEARNING ACTIVITY 2 DUE

Rush, K. L., Singh, S., Seaton, C. L., Burton, L., Li, E., Jones, C., Davis, J. C., Hasan, K., Kern, B., & Janke, R. (2022). Telehealth Use for Enhancing the Health of Rural Older Adults: A Systematic Mixed Studies Review. *The Gerontologist*, 62(10), e564–e577.

Discussion Questions: Think about how different contexts (where people live, in this case) can influence how older adults use technology and how well they use it.

Optional Readings / Additional Resources:

Kruse, C., Fohn, J., Wilson, N., Nunez Patlan, E., Zipp, S., & Mileski, M. (2020). Utilization Barriers and Medical Outcomes Commensurate With the Use of Telehealth Among Older Adults: Systematic Review. *JMIR Med Inform*, 8(8), e20359.

Lum, H. D., Nearing, K., Pimentel, C. B., Levy, C. R., & Hung, W. W. (2020). Anywhere to Anywhere: Use of Telehealth to Increase Health Care Access for Older, Rural Veterans. *Public Policy & Aging Report*, 30(1), 12–18.

SOCIAL CONNECTEDNESS (SOCIAL MEDIA)

Feb 5 (Class 8)

Leist, A. K. (2013). Social media use of older adults: A mini-review. *Gerontology*, 59(4), 378–384.

Meshi, D., Cotten, S. R., & Bender, A. R. (2020). Problematic Social Media Use and Perceived Social Isolation in Older Adults: A Cross-Sectional Study. *Gerontology*, 66(2), 160–168.

Discussion Questions: TBD

Optional Readings / Additional Resources:

Hajek, A., & König, H.-H. (2021). Social Isolation and Loneliness of Older Adults in Times of the COVID-19 Pandemic: Can Use of Online Social Media Sites and Video Chats Assist in Mitigating Social Isolation and Loneliness? *Gerontology*, 67(1), 121–124.##

Jung, E. H., Walden, J., Johnson, A. C., & Sundar, S. S. (2017). Social networking in the aging context: Why older adults use or avoid Facebook. *Telematics and Informatics*, 34(7), 1071–1080. <https://doi.org/10.1016/j.tele.2017.04.015>

Feb 7 (Class 9)

Zhang, K., Kim, K., Silverstein, N. M., Song, Q., & Burr, J. A. (2021). Social Media Communication and Loneliness Among Older Adults: The Mediating Roles of Social Support and Social Contact. *The Gerontologist*, 61(6), 888–896.

Discussion Questions: TBD

SOCIAL CONNECTEDNESS AND ASSISTANCE (ROBOTS)

Feb 12 (Class 10)

OUTLINE DUE 11:59pm

Deutsch, I., Erel, H., Paz, M., Hoffman, G., & Zuckerman, O. (2019). Home robotic devices for older adults: Opportunities and concerns. *Computers in Human Behavior*, 98, 122–133.

Discussion Questions: TBD

Optional Readings / Additional Resources:

- Abdi, J., Al-Hindawi, A., Ng, T., & Vizcaychipi, M. P. (2018). Scoping review on the use of socially assistive robot technology in elderly care. *BMJ Open*, 8(2), e018815.
- Banks, M. R., Willoughby, L. M., & Banks, W. A. (2008). Animal-Assisted Therapy and Loneliness in Nursing Homes: Use of Robotic versus Living Dogs. *Journal of the American Medical Directors Association*, 9(3), 173–177.
- Lee, O. E., Lee, H., Park, A., & Choi, N. G. (2024). My Precious Friend: Human-Robot Interactions in Home Care for Socially Isolated Older Adults. *Clinical Gerontologist*, 47(1), 161–170.##
- McGlynn, S. A., Kemple, S., Mitzner, T. L., King, C. A., & Rogers, W. A. (2017). Understanding the Potential of PARO for Healthy Older Adults. *International Journal of Human-Computer Studies*, 100, 33–47.

Feb 14 (Class 11) *[outline returned]*

- Hudson, J., Ungar, R., Albright, L., Tkatch, R., Schaeffer, J., & Wicker, E. R. (2020). Robotic Pet Use Among Community-Dwelling Older Adults. *The Journals of Gerontology: Series B*, 75(9), 2018–2028.

Discussion Questions: TBD

EXERCISE AND REHABILITATION (AUGMENTED REALITY, VIRTUAL REALITY)

Feb 19 (Class 12)

LEARNING ACTIVITY 3 DUE

- Lodha, P., De Sousa, A., & Karia, S. (2020). Virtual reality and its therapeutic uses in the elderly: A narrative clinical review. *Journal of Geriatric Mental Health*, 7(1), 21.

Discussion Questions: TBD

Optional Readings / Additional Resources:

- Liao, Y.-Y., Tseng, H.-Y., Lin, Y.-J., Wang, C.-J., & Hsu, W.-C. (2020). Using virtual reality-based training to improve cognitive function, instrumental activities of daily living and neural efficiency in older adults with mild cognitive impairment. *European Journal of Physical and Rehabilitation Medicine*, 56(1).
- Mostajeran, F., Steinicke, F., Ariza Nunez, O. J., Gatsios, D., & Fotiadis, D. (2020). Augmented Reality for Older Adults: Exploring Acceptability of Virtual Coaches for Home-based Balance Training in an Aging Population. *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems*, 1–12.##
- Roberts, A. R., De Schutter, B., Franks, K., & Radina, M. E. (2019). Older Adults' Experiences with Audiovisual Virtual Reality: Perceived Usefulness and Other Factors Influencing Technology Acceptance. *Clinical Gerontologist*, 42(1), 27–33.

Feb 21 (Class 13)

- Syed-Abdul, S., Malwade, S., Nursetyo, A. A., Sood, M., Bhatia, M., Barsasella, D., Liu, M. F., Chang, C.-C., Srinivasan, K., M., R., & Li, Y.-C. J. (2019). Virtual reality among the elderly: A usefulness and acceptance study from Taiwan. *BMC Geriatrics*, 19(1), 223.

Discussion Questions: TBD

EXERCISE AND REHABILITATION (TRACKERS/WEARABLES)

Feb 26 (Class 14)

- S-Oliveira, J., Sherrington, C., R Y Zheng, E., Franco, M. R., & Tiedemann, A. (2020). Effect of interventions using physical activity trackers on physical activity in people aged 60 years and over: A systematic review and meta-analysis. *British Journal of Sports Medicine*, 54(20), 1188–1194.

Discussion Questions: TBD

Optional Readings / Additional Resources:

- O'Brien, T., Troutman-Jordan, M., Hathaway, D., Armstrong, S., & Moore, M. (2015). Acceptability of wristband activity trackers among community dwelling older adults. *Geriatric Nursing*, 36(2), S21–S25.
- Schmidt, L. I., Jansen, C.-P., Depenbusch, J., Gabrian, M., Sieverding, M., & Wahl, H.-W. (2022). Using wearables to promote physical activity in old age: Feasibility, benefits, and user friendliness.
- Zhang, Z., Giordani, B., Margulis, A., & Chen, W. (2022). Efficacy and acceptability of using wearable activity trackers in older adults living in retirement communities: A mixed method study. *BMC Geriatrics*, 22(1), 231.

A CLOSER LOOK: DESIGNING FOR OLDER ADULTS' ABILITIES

Feb 28 (Class 15)

DRAFT DUE 11:59pm

REREAD the Czaja et al., 2019 paper (see ref below) and apply it to your topic: what are the most relevant 1) cognitive and 2) other (e.g., perceptual or physical) **abilities that older adults need in order to use** the technology that you focus on.

Czaja, S. J., Boot, W. R., Charness, N., & Rogers, W. A. (2019). Chapter 2 - Characteristics of older adults. Designing for older adults: Principles and creative human factors approaches (Third edition). CRC Press

REFINING "MOTIVATION"

Mar 4 (Class 16)

PEER REVIEW **DUE BY END OF CLASS (11:50am)**

Review the assigned readings from classes 1 to 4 (and the optional ones if you like) to identify possible ways to motivate your topic: what is the best way to describe the problem that your technology is addressing. It's likely that some ideas will be too broad in that they would apply to any technology, not just the specific area you are focus on. Try to find ways to motivate your paper topic that are as tailored as possible to your specific topic (relative to someone else's in this class, for example).

IN-CLASS WORK ON DRAFT FEEDBACK *[draft returned]*

Mar 6 (Class 17)

Submit two numbered to-do lists based on 1) the feedback you received on your draft and 2) the final writing assignment instructions (see detailed instructions on page 2 of the assignment); that is, for each list, itemize what you have left to do. Also, list a least 1 question (on your draft feedback or the detailed instructions) that you'd like to have answered in class.

IN-CLASS WORK ON GROUP PRESENTATIONS

Mar 11 (Class 18)

Complete a reading assignment summary for your outside reading. If you have more than one outside reading, submit a summary for each.

PRESENTATIONS Day 1

Group PRESENTATION slides for ALL groups DUE 7am

Mar 13 (Class 19)

PRESENTATIONS Day 2

LEARNING ACTIVITY 4 DUE

Mar 18 (Class 20)

Mar 18 **FINAL PAPER DUE 11:59pm (No Final Exam)**

****INFORMATION AND RESOURCES****

Basic Needs:

Eating enough nutritious food energizes your brain and body. Without it, your academics, physical health and mental well-being may suffer. If you are skipping or stretching meals, concerned about spending money on food and/or having difficulties accessing food, visit the Aggie Compass Basic Needs Center located on the first floor of the MU, next to the UC Davis Market, for food and access to additional resources. <https://aggiecompass.ucdavis.edu/>

For additional information and resources: <https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>

Health and Wellness:

Student Health and Counseling Services <https://shcs.ucdavis.edu/>

Activities and Recreation Center (ARC) (no extra cost for students) <https://cru.ucdavis.edu/arc/>

Academic Support:

Success Coaching and Learning Strategies: <https://opportunity.ucdavis.edu/services/scls>; Academic Assistance and Tutoring Centers, and Writing Support, Dutton Hall: <https://tutoring.ucdavis.edu/writing>

Student Life: <https://studentlife.ucdavis.edu/getting-help/academics/where-to-get-assistance>

SUMMARY LIST

Writing Support Center	https://youtu.be/ba7O29jki4	(530) 752-2013
Academic Success Center	http://success.ucdavis.edu/index.html	(530) 752-9366
Technical Assistance	https://iet.ucdavis.edu/support	(530) 754-4357
Canvas Help		use "Help" button on Canvas
Counseling Services	http://shcs.ucdavis.edu	(530) 752-2300
Crisis resources	https://www.crisistextline.org/	Text RELATE to 741741
Student Health Advice Nurse		(530) 752-2349
Career Resources	https://icc.ucdavis.edu/	

Land Acknowledgement

Land acknowledgement statements are written to formally recognize and pay respect to the indigenous people who once lived where institutions stand today. They are often intended to raise awareness regarding the enduring relationship between indigenous people and the land and to acknowledge that an institution's land was founded upon exclusions and erasures of many Indigenous peoples. Below is the statement acknowledging the land on which the Davis campus of UCD resides.

We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation.

The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

<https://diversity.ucdavis.edu/land-acknowledgement-statement>

Pronunciation of indigenous names:

Patwin [PUTT-win]

Cachil Dehe [CATCH-ill DEE-HEE]

Kletsel Dehe [KLET-SELL DEE-HEE]

Yocha Dehe [YO-chuh DEE-HEE]

Wintun [WIN- tune]