

GRADUATE SCHOOL



University of
Strathclyde
Humanities &
Social Sciences

The Digital Human

Humanities and social sciences in the digital age

HaSS Graduate School Conference
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12 September, Glasgow

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The Digital Human: Humanities and Social Sciences in the Digital Age

HaSS Graduate School Conference

Registration		09.30-10.00am
Plenary Session <i>Welcome: Stephen O'Shea (HaSS/TIC Committee) Sarah Edwards – Associate Dean (Postgraduate Research) and Director of HaSS Graduate School</i>		10.00-10.15am
Keynote Algorithms: Interdisciplinary Perspectives and Challenges. <i>Professor Robin Mansell (London School of Economics)</i>		10.15-11.00am
Tea/ Coffee Break		11.00-11.15am
Student Presentations 1		11.15-12.15pm
Health and Wellbeing Using Eye Tracking and a Virtual Avatar to investigate joint attention in autism spectrum disorders (ASD) <i>Gillian Little (University of Strathclyde)</i>	Justice and Citizenship Is the Jury Still Out? The Decision Making Strategies of Jurors. <i>Lee Curley (Napier University)</i>	
The impact of video games on the relationship skills of students with autism and/or hearing loss <i>Omar Alawajee (University of Strathclyde)</i>	Collaborating to Combat Stalking in a Digital Age <i>Katy Proctor, Lucinda Broadbent, Louise Scott (Glasgow Caledonian University)</i>	
Break		12.15-12.20
Student Presentations 2		12.20-13.20
Health and Wellbeing Do new media influence young people's decision to engage in self-harm? A school based study in Scotland	Justice and Citizenship Revenge porn and the <i>Actio Iniuriarum</i> : Using "Old Law" to solve new problems	

<i>Kirsten Russell</i> (University of Strathclyde)	<i>Jonathan Brown</i> (University of Strathclyde)	
Aggression Online: The Role of rumination in anxiety <i>Jacklyn Farrell</i> (University of Strathclyde)	Video recording ethnographical research in prisons <i>Jo Noblett</i> (University of Strathclyde)	
Lunch and Interactive Poster Presentations		13.20-14.00
Student Presentations 3		14.00-15.00
Humanities 2.0	Grounded Technologies	
Defining digital narratives in art museums' online publications and exhibitions <i>Maribel Hidalgo-Urbaneja</i> (University of Glasgow)	Equipping Social Robots with Socially and Culturally Sensitive Dynamic Facial Expressions <i>Chaona Chen</i> (University of Glasgow)	
Making the Words Shout Themselves Out: Oral histories in creative practice <i>Helen Louise Foster</i> (University of Strathclyde)	Learning from tweeted images: a case study of two Twitter chats <i>Anna Wilson</i> (University of Stirling)	
Tea/ Coffee Break		15.00-15.10
Student Presentations 4		15.10-16.10
Humanities 2.0	Grounded Technologies	
The effect of mediatised publication on the field of contemporary performance poetry <i>Katie Ailes</i> (University of Strathclyde)	The use of social media for teaching; a study on the academic's perspective in higher education <i>Ebtisam Alqahtani</i> (University of Strathclyde)	
Music listening in everyday life and wellbeing – Researching the international general population through crowdsourcing <i>Joy (Tzou) Vamvakari</i> (University of Edinburgh)	Experimental Methods in the Humanities in Glasgow: Effective Interdisciplinary Collaboration <i>XPMGla Group</i> (University of Glasgow)	

<p>Discussion Panel</p> <p>The Digital Human: Humanities and Social Sciences in the Digital Age</p> <p><i>Chaired by Professor David McGillivray – University of the West of Scotland</i></p> <p><i>Dr Deborah Wake – University of Dundee</i></p> <p><i>Dr. Simon Hunter – University of Strathclyde</i></p> <p><i>Professor Kathy Charles – Napier University</i></p> <p><i>Professor Jonathon Hope – University of Strathclyde</i></p> <p><i>Professor William Kerr – University of Strathclyde</i></p> <p><i>Dr Sarah Edwards – University of Strathclyde</i></p>		16.10-17.00
<p>Presentation of Dean’s Awards for best poster and best presentation (<i>Dr. Sarah Edwards and Karen Richmond - Chair HaSS/TIC Committee</i>) Conference Closing</p>		17.00-17.15

Presentation Abstracts:

Health and Wellbeing

Using eye tracking and a virtual avatar to investigate joint attention in autism spectrum disorders (ASD)

Deficits in joint attention (where two people focus on one common event or object) are a key characteristic of ASD. This study utilises gaze-contingent eye tracking technology to compare the ways in which children

with, and without, ASD initiate joint attention. Comparison of viewing times and recognition memory shows disparities between the two groups, which may be explained by different viewing strategies. The results demonstrate the need to consider processing time when creating interactive social technology for children with ASD.

Gillian Little (University of Strathclyde)

The impact of Video Games on Relationship Skills of Students with Autism and/or hearing loss

A body of research shows the difficulties faced by children with Autism Spectrum Disorder (ASD). This presentation aims to provide a better understanding of the role of video games in shaping the relationship-building skills of such children. It adopts a mixed method approach, utilising exploratory questionnaires, experiments, and interviews, and aims to demonstrate the positive influence that games (such as Minecraft) may have on the children's development.

Omar Alawajee (University of Strathclyde)

Do new media influence young people's decision to engage in self-harm? A school based study in Scotland

Self-harm is a major public health problem worldwide, particularly during adolescence. As such, there is a need to identify risk factors for the development of these behaviours in young people. The current research aimed to determine the extent to which the internet and social media influenced adolescents decision to engage in self-harm and to understand the mechanisms by which the use of this media confers risk.

Kirsten Russell (University of Strathclyde)

Aggression Online: The Role of rumination in anxiety

Cyber-victimisation can be defined as intentional harm caused through the use of electronic devices and such as text messages, e-mails, and other online resources. Studies have shown that, in a sample of students, 40% had reported that they had experienced cyber-victimisation. However, the effects on adult populations have largely been ignored. Research has proposed that, in college students, exposure to cyber-victimisation increases their risk of developing anxiety and can lead to negative mental health outcomes. This study explores the prevalence of cyber-victimisation amongst adult student populations, and outlines the particular risks and dangers attendant to cyber-bullying.

Jaclyn Farrell (University of Strathclyde)

Justice and Citizenship

Is the jury still out? The decision-making strategies of jurors

Existing research into the decision-making strategies of jurors is both outdated and contradictory. This presentation aims to address these deficits, outlining a model of juror fact creation, which can encompass

both rational, and intuitive, decision-making processes. Based on participant observation and interviews with 60 mock jurors in nine cases, the study employed scientific Bayesian statistical methods to integrate the likelihood ratios relative to particular pieces of evidence and to ascertain the threshold at which a decision was reached. It found that individuals arrive at verdicts using significantly less cues than were presented and integrate the information using varying thresholds. The study results may carry significant implications for the practice of advocacy and rational fact determination in the courts.

Lee Curley (Edinburgh Napier University)

The use of smart-phone technology to document offender behaviour in stalking cases.

In December 2010, stalking became a criminal offence in Scotland. Since that time, recognition of the prevalence of stalking has grown. However, significant evidential obstacles remain. When viewed as a series of individual incidents, stalking behaviours may appear harmless and non-criminal. Thus, for third parties, a victim's experience of stalking may be difficult to discern. Therefore, a smart-phone app is being developed which can help victims to document their experiences, collect evidence, and demonstrate a course of conduct. This joint presentation, with Media Co-op, presents key findings from research into the impact of stalking and the process of developing the smartphone application in collaboration with victims and relevant stakeholders.

Katy Proctor (Glasgow Caledonian University) and Media Co-op

'Revenge Porn' and the *Actio Iniurianum*: Using old law to solve new problems

'Revenge porn' - the non-consensual distribution of private sexual images and videos - is construed as a modern phenomenon, which the law is not appropriately equipped to deal with. The use of smartphone technology has ensured that sexually explicit material can be created easily and disseminated quickly. However, the criminal courts do not currently provide a remedy for victims of 'revenge porn', leading to calls for legislative intervention. This paper proposes that victims ought to receive due monetary redress, and considers the continued utility of the Roman *actio iniurianum* (a part of the Scots mixed civilian legal system), which protects the non-patrimonial aspects of a person's existence. It demonstrates the flexibility of Scots law and its capacity to provide old remedies for new wrongs.

Jonathan Brown (University of Strathclyde)

Video recording ethnographical research in prisons

Ethnographic research within the criminal justice system can be fraught with difficulties; moral, criminal and practical. This presentation reviews the use of video technology in a research project focussing on the perceptions of prison officers regarding their role in the rehabilitation and desistance support of prisoners. Conducted in a penal setting, the researcher was faced with technological and procedural hurdles but succeeded in collecting finely detailed criminological data.

Jo Noblett (University of Strathclyde)

Humanities 2.0

Defining digital narratives in art museums' online publications and exhibitions.

The adoption of digital media innovations by art galleries and museums has enabled the digitisation and archiving of exhibitions and publications. The broad aim is to engage with the public through the stories of those collections. However, examples are emerging of more specialised and scholarly applications. This presentation combines narrative theory with the perspectives of museum professionals and art historians to provide a comprehensive analysis of the implications, added value and future development of narrating art history online through digital exhibitions and publications, both for art museums and the art community. It offers an overview of the considerations taken into account when establishing a methodological approach which reflects the interdisciplinary framework of the research subject.

Maribel Hidalgo-Urbaneja (University of Glasgow)

Making the words shout themselves out: Oral histories in creative practice

Oral historians have long recognised the limitations of interview transcripts. The written record remains a vital tool for researchers but may fail to capture the true essence of an interview. Such limitations may be overcome by setting still images against spoken words, to establish context and bring ideas to life. This paper explores various strategies for re-presenting the spoken voice, drawing on ideas from ethnopoetics and transcription poetry. It outlines a case study which aims to demonstrate the possibilities for making oral histories more accessible for researchers, and for audiences beyond academia.

Helen Louise Foster (University of Strathclyde)

The effect of mediated publication in the field of contemporary performance poetry

The emergent genre of contemporary performance poetry (CPP) is an art form predicated on its own 'liveness'. Its styles and themes are moulded in accordance with the artist's expectation of live transmission as a communicative act. However, the ephemeral and adaptive nature of CPP is threatened by the recent tendency to publish online video recordings of artistic performances. This presentation explores the ways in which documentation and archiving within the new mediated landscape may alter the fundamental expectations of the genre as well as the ways in which audiences engage with it. It questions whether the 'live' event may now be modelled on its mediated simulacrum.

Katie Ailes (University of Strathclyde)

Music listening in everyday life and wellbeing: Researching the international general population through crowdsourcing

This paper discusses the findings of an interdisciplinary study focusing on music listening and wellbeing in everyday life. The study employed a covert 'crowd-sourced' survey. The presentation highlights the benefits, and challenges which flowed from the use of online covert data-collection methods. The limitations and implications of these methodological choices are significant, and especially relevant within the Humanities. Furthermore, such methodological tools, while providing new opportunities, also hold challenges and concerns.

Joy Vamvakari (University of Edinburgh)

Grounded Technologies

Equipping Social Robots with Socially and Culturally Sensitive Dynamic Facial Expressions

As socially interactive agents, robots possess a powerful communication feature - a face. In order to engage with human users, they must employ a flexible, generative model: one which can transmit specific facial expressions. This paper explores the utility of 4D graphic technology, in order to build a sophisticated generative model that can sample culturally relevant facial expressions for upload to an interactive robot head.

Chaona Chen (et al) (University of Glasgow)

Learning from tweeted images: a case study of two Twitter chats

This paper looks at the image-sharing practices of professional network users on twitter. Adopting a case-study perspective, it focuses on the online activities of midwives and teachers in order to explore the potential of social media platforms to act as a regenerating resource that may be used in formal, professional learning in higher education.

Anna N Wilson (University of Stirling)

The use of social media for teaching; a study on the academic's perspective in higher education.

Digital social media have become an pervasive and indispensable feature of daily life for many students. However, there is a dearth of research dealing with the concomitant opportunities that social media open up for teachers and academics. This presentation reviews the extant literature and offers hypothetical findings based on a study of academic staff perspectives on digital media in teaching practice.

Ebtisam Alqahtani (University of Strathclyde)

Experimental Methods in the Humanities in Glasgow: Effective Interdisciplinary Collaboration

This group presentation traces the "brief but already accomplished" history of Experimental Methods in the Humanities at Glasgow (XPMGla): a postgraduate, interdisciplinary research group, whose expertise in collaborative, interdisciplinary, technologically-led, Humanities-based approaches has been leveraged to design, plan and carry out a series of impactful and effective projects. The group will demonstrate that, without their Humanities-based approach, the impact of these projects would have been significantly diminished. The presentation focuses on two case studies: a winning pitch to the Centre for Copyright and New Business Models in the Creative Economy (CREATe) hackathon; and the web design workshop for the Strathclyde University Summer Experience Program.

