

Project Name: Inclusive Social Media for Older Users

Contact: Chelsea Kim, Department of Communication (ccckim@ucdavis.edu)

Project Description:

“Inclusive Social Media for Older Users” is a project to understand and explore older adults’ interaction on social media. One of the obstacles older users often encounter when using social media is that they often find it difficult to reciprocate the message they receive from others due to their unfamiliarity with the interface as well as some developmental changes such as visual impairment. This project aims to test whether and how older adults reciprocate the feedback (e.g., likes, comments) based on how many and from whom they received the feedback previously. Also, this aims to explore whether new affordances that accommodate older adults’ physical, cognitive, and emotional needs facilitate their participation and reciprocation of the activities on social media.

Requirement:

- To build a website resembling Facebook Timeline where users can post their photos, status or a link. They can see who liked/commented on their posts (for this project, those who they receive feedbacks from do not have to be real users, researchers can use fake usernames to manipulate it). Users also can read what others have posted on the Timeline (Again, in this specific project, the timeline does not need to show the postings from actual other users, but it can just display the postings by the researchers). Users should be able to like or comment to the postings. It should be able to log who liked or commented to which post.
- To build a mobile application with the same function described above. However, on top of ‘liking’ and commenting there is ‘voice commenting’ added as one of the feedback features. This voice commenting feature allows users commenting by recording and uploading their voice.

Stretch Goals:

- To add ‘touch commenting’ feature
- To build a server where users can view other real users’ postings and interact with each other and to log their interaction