"I DON'T EVEN REMEMBER WHAT I READ": HOW DESIGN INFLUENCES DISSOCIATION ON SOCIAL MEDIA

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ABSTRACT

Objectives:
- To Investigate Normative Dissociation
- To Examine Design Impact

Contributions:
- Custom Tool Deployment
- Experience Sampling and Interviews
- Design Interventions

Findings:
- Positive and Negative Aspects
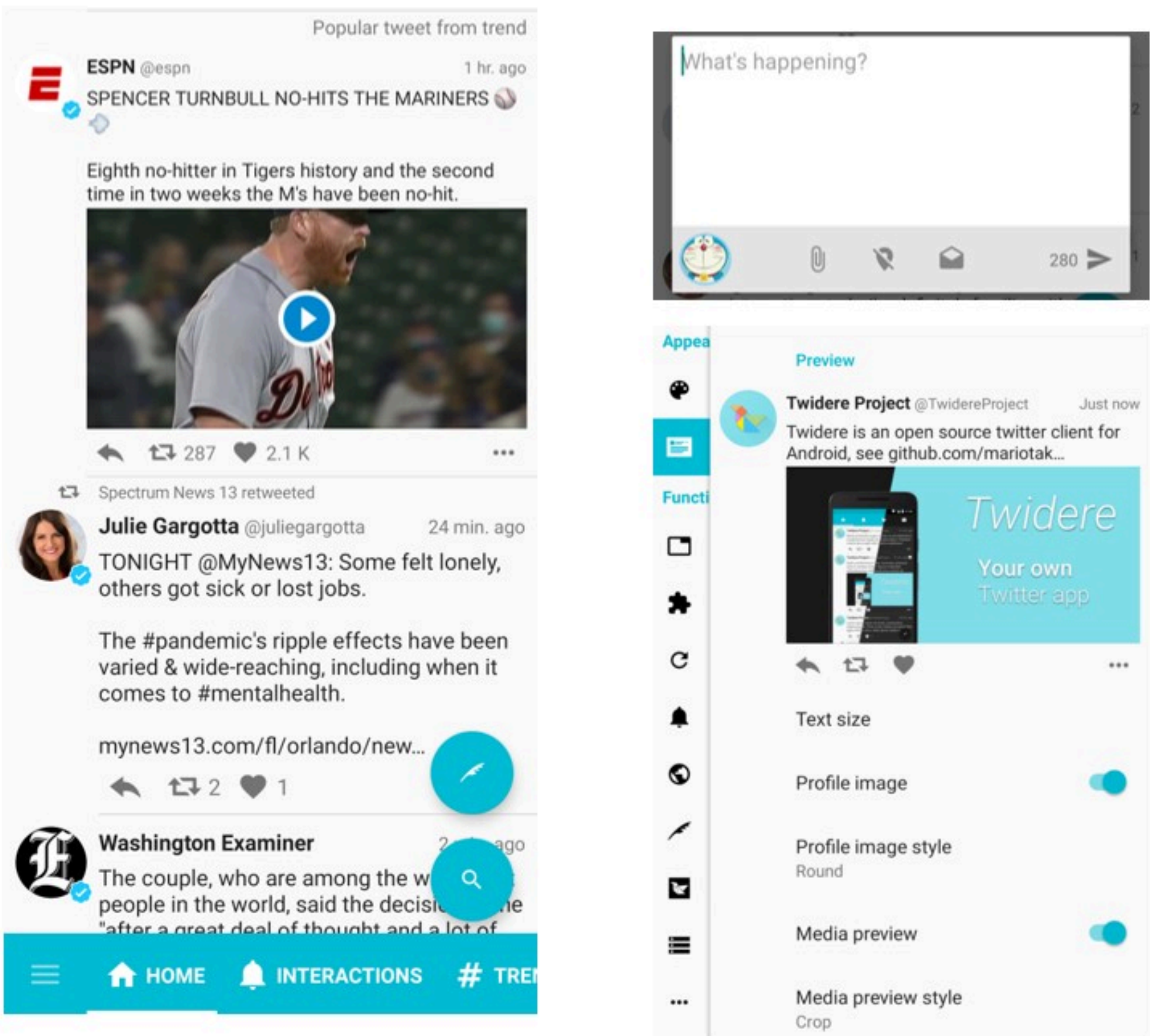- Effective Design Interventions
- Framing Social Media "Overuse"

METHODOLOGY

The research employed a comprehensive approach to studying normative dissociation through a custom-designed Twitter client, combining both quantitative metrics and qualitative feedback to assess the impact of design interventions on user behavior.

METHOD FOCUSES:
- **User-Centered Design Process**
- **Experimental Design**
- **Quantitative, Qualitative and Experience Sampling Data Collection Techniques**
- **Usability Studies**

Development of Chirp (Custom Twitter Client):


RESULTS

Participants described becoming absorbed or "lost" in content, often experiencing a reduction in self-awareness and sense of agency. The study found that design interventions, such as custom lists, reading history labels, time limit dialogs, and usage statistics, reduced instances of dissociation. These interventions helped users regain control over their social media use, highlighting that design plays a crucial role in both promoting and disrupting dissociative experiences on social platforms

DISCUSSION

The study reframes social media overuse as normative dissociation rather than addiction, suggesting users seek mental breaks instead of exhibiting compulsive behavior.

Designers can support healthy disengagement by creating tools like custom lists, reading history, and time notifications to enhance user control and self-awareness. Self-tracking and community-based interventions, such as peer reminders, encourage mindful technology use and better self-regulation.

However, limitations include the granularity of data, potential bias from continuous prompting, and underreporting of dissociation due to short ESM timelines. Future research should address these gaps.
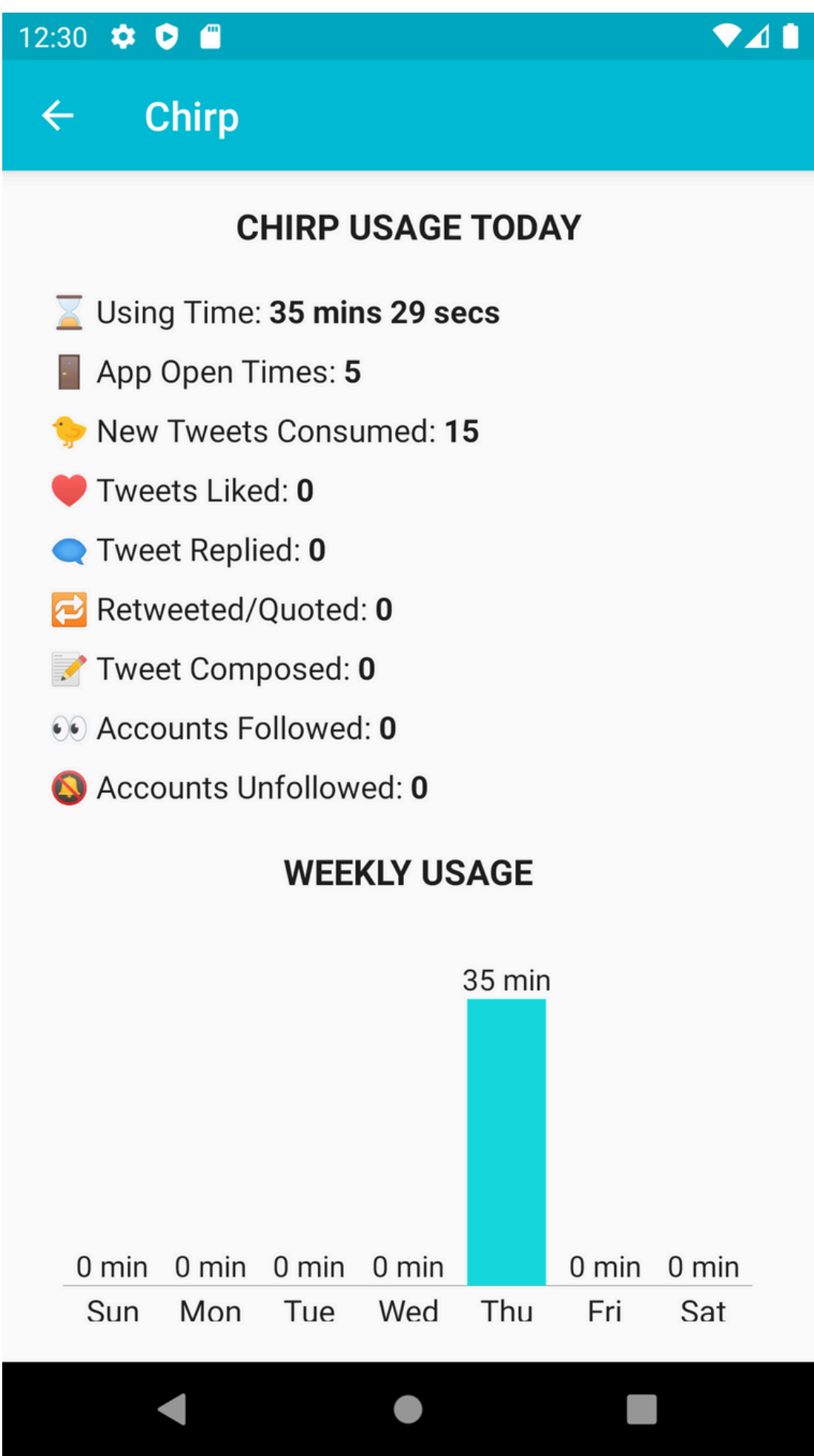
A Comparison of Interviewees Who Experienced Dissociation vs. Interviewees Who Did Not

- Interviewee Responses: 7
- Interviewee Responses: Experienced Normative Dissociation
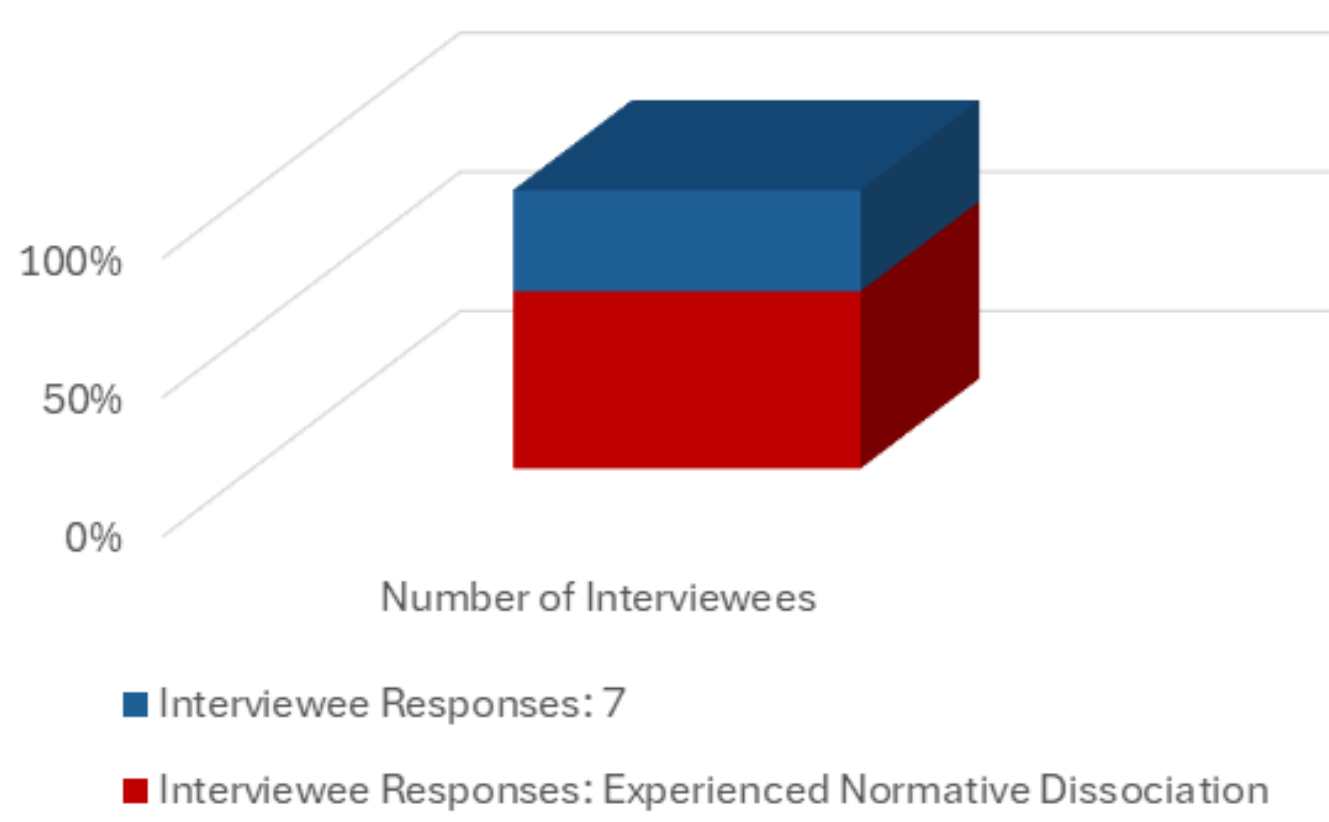
A Comparison of Participants Who Reported Experiencing Normative Dissociation vs Participants Who Did Not

- Agreed/Strongly Agreed With Experiencing Dissociation
- Did Not Experience Dissociation
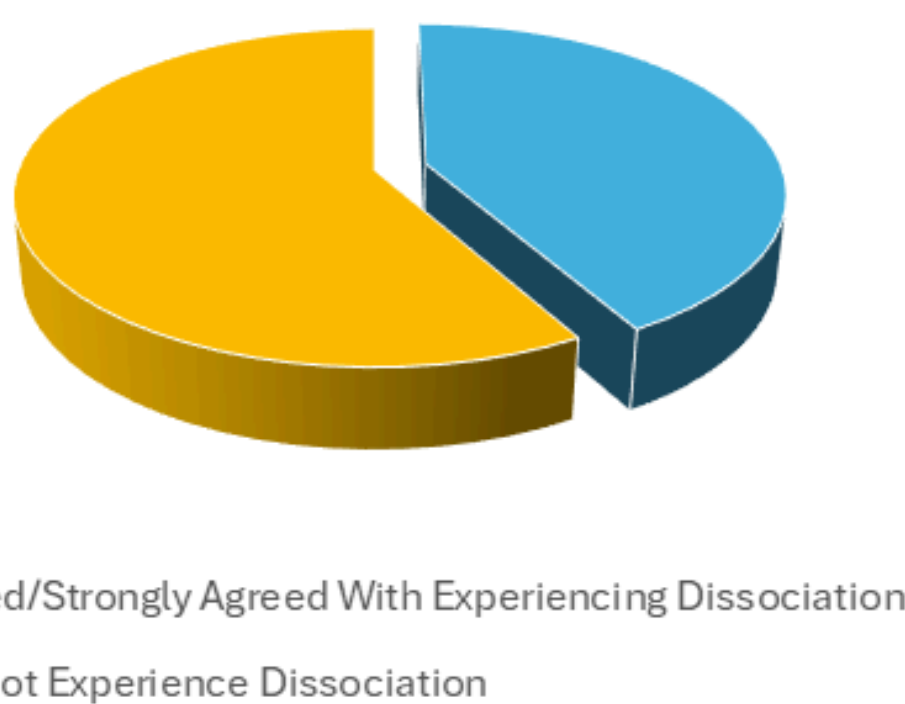
CONCLUSION

This research provides a significant advancement in understanding social media use through the lens of normative dissociation, a cognitive state characterized by deep absorption and diminished self-awareness.

The authors findings reveal that users frequently experience both intense immersion in content and mindless scrolling, where their cognitive engagement with the content is minimal. These experiences reflect a broader pattern of normative dissociation, where users may lack the volitional control needed to disengage from social media.

RELATED LITERATURE

Amanda Baughan, Mingrui "Ray" Zhang, Raveena Rao, Kai Lukof, Anastasia Schaadhardt, Lisa Butler, and Alexis Hiniker. 2022. "I Don't Even Remember What I Read": How Design Influences Dissociation on Social Media. In CHI Conference on Human Factors in Computing Systems (CHI '22), April 29-May 5, 2022, New Orleans, LA, USA. ACM, New York, NY, USA, 13 pages. https://doi.org/10.1145/3491102.3501899

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Unpacking the Lived Experience of Collaborative Pregnancy Tracking

Authors: Xi Lu, Jacquelyn E. Powell, Elena Agapie, Daniel Epstein, Yunan Chen

ABSTRACT

The main objectives of this study was to understand why pregnant and non-pregnant persons collaborate for pregnancy tracking, to highlight any tensions and challenges that may arise and to bring to light any technological advancements that can make this process smoother for all involved.

METHODOLOGY

Data Collection: Online Interviews
- 13 pregnant or recently pregnant stakeholders
- 11 non-pregnant supportive stakeholders
- U.S Resident age 18+

Inductive Thematic Analysis: Two authors reviewed 10 scripts then combined their ideas creating the final codebook of parent codes and child codes.
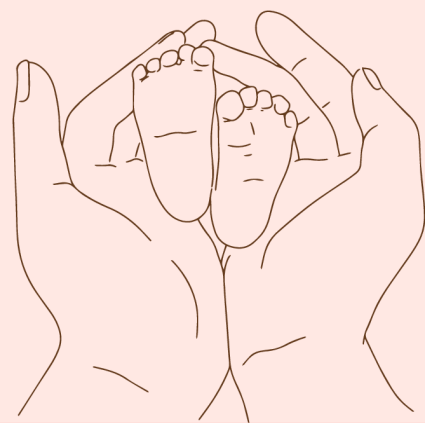
Key Research Questions
- Why do pregnant and non-pregnant persons collaboratively pregnancy track
- How do pregnant and non-pregnant persons collaboratively pregnancy track
- What tensions and challenges arise from collaborative pregnancy tracking

RESULTS

RQ1: Collaborate to bond with each other, seek and provide social support, promote healthy pregnancy.

RQ2: Collaborate by dividing and tracking responsibilities, monitoring different types of data.

RQ3: Some issues that arose were privacy concerns and level of trust in stakeholders.

DISCUSSION

- **Socio-cultural Norms:** Affect pregnancy Tracking therefore pregnancy tracking technology should consider that.
- **Support Customization:** Technology should allow pregnant persons to have control over how their data is accessed and who has access to it.
- **Limitations**: Participants had a high education and income level. Therefore leading to limited representation of racial minorities and lower income groups.

CONCLUSION

- Both pregnant and non pregnant persons seek to collaboratively monitor and manage pregnancy data.
- Privacy concerns arose which are shaped by societal and cultural norms.
- Although tracking research advocates for equal data access, this leads to pregnant persons feeling like they have no autonomy over their bodies

THE UNBOXING EXPERIENCE: THE UNBOXING AND DESIGN OF INITIAL INTERACTIONS BETWEEN CHILDREN AND SOCIAL ROBOTS

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ABSTRACT

Objectives:
- To understand the nature of social robots, children's interactions and perceptions of social robot (Miko).
- Design a prototype box for a social robot and observe children's interactions with it.

Contributions:
- Observations and interviews with children, aged 8 to 13, focusing on child-robot interactions and socialization.
- Development of improved box prototype

Findings:
- Unboxing influences the user experiences
- Co-designing with children leads to novel prototype box
- Insight into how unboxing shapes children's perception

METHODOLOGY

Three studies were conducted allowing children to interact with the social robot, Miko, with limited guidance and semi-structured interviews. Studies 1 and 2 were conducted on Zoom call while Study 3 was in person following COVID-19 protocols.
Thematic Analysis was used to identify the themes related to children's experiences, preferences and perceptions towards the social robot unboxing experiences.

DISCUSSION

SOCIAL INTEGRATION AND AESTHETIC DESIGN
The Unboxing experience should integrate social behaviors into the package design, making the process interactive and engaging.

STORYTELLING
Designing a backstory that links the robot and the box can reinforce the narrative of the robot's purpose and interaction with the child. This creates a cohesive and engaging experience.

INTERACTIVE ICEBREAKERS
Providing materials such as tutorials or guided interactions, can help children's initial interactions to help them understand its capabilities and functions.

LIMITATIONS
The study's exploratory nature, limited sample size, and one-time evaluation in familiar environments restrict the generalizability of findings, highlighting the need for future research on the long-term impact of various unboxing designs.

METHODOLODY Continued

Study 1
This study explores the unboxing experience with children using social robot Miko in two parts.
Part 1 of the study had children observe the details of the original bow while unbox Miko and part 2 had children interact with Miko.

Study 2
This part of the research was done in two parts. Study 2.1 works with children in co-design an ideal box for robots using art and craft supplies and Study 2.2 engages with children from Study 2.1 to receive feedback of the prototype created.

Resources used in Designing

Study 3
Researchers evaluated the interactions with an entirely new group of participating children to study their interactions and socializations with the prototype box.

Final prototype with Miko

RESULTS

1: This study results in children expressing the need to attention to the box's illustrations, robot's accessibility, background story and reusability of the box. They also gave suggestions on giving the robot some personality and features to allow children to under what the robot is feeling.

2.1: In this co-design study, designing a box went beyond the robot itself. Creating cohesive stories with meaning narratives and social behaviors between the robot and its packaging fosters stronger initial connections and sustained interest.

2.2: Through feedback, it was found children researchers were able to enhance the surrounding of the robot by adding comforting furniture, proper illustrations to accommodate other needs, and including a letter on introduction for the robot for improved socialization.

Pictures showing prototype inspiration

3: Evaluation resulted in a positive outcome highlighting children's engagement and socialization, saying children found key components such as the blinking lights and near-human voice makes the robot more approachable. In addition, the package played a substantial background that gave purpose to the robot.

CONCLUSION

This research highlights how first impressions and social interaction are crucial for enhancing children's experiences with social robots, providing valuable insights for product designers, engineers, and researchers to improve child-robot interactions and facilitate robot integration into children's daily lives.

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