THE GLASGOW SCHOOL: OF ART	**Course Specification**

Course Code:	**Session:**
PELC2XX	2017/18

1. Course Title:

Design Ethnography in Practice: applying the ethnographic perspective (ADM)

2. Date of production / revision:

09/03/2016

3. Level:

PGT Level 11

4. Credits:

15

5. Lead School/Board of Studies:

Design School

6. Course Contact:

Brian Loranger

7. Course Aims:

This intensive Design Ethnography in Practice enables students to explore the methods and techniques needed for user experience research, ethnography, and design thinking to a number of research findings or observations generated by cultural engagements "in the field". During this course they will apply these tools for practical user-centred research through holistic fieldwork projects within the larger context of creative endeavour and engagement.

The Course aims to allow students to:

- Apply research processes, identify research questions, and evaluate research findings within a critical context;
- Acquire techniques and 'best practices' for analysing and critiquing secondary research, fieldwork, and collaborative research endeavours, including human factors for design, cultural probes and engagement tools, the role of ethics to user centred research, recruiting techniques, chain sampling, surveys, interviews, observational frameworks, and field notes;
- Utilise techniques for "affinitizing" (identifying patterns) research data including transcription, coding, analysis and synthesis within a framework of informed theoretical discourse and critique;
- Refine their critical thinking and reflection to help develop autonomous and self directed exploration and critical activity within a research context and contemporary debates;
- Deploy methods to construct research material tailored to support a design project and its outcomes.

8. Intended Learning Outcomes of Course:

By the end of this course students will be able to:

1. Knowledge and Understanding:

- Display an understanding of core research techniques within the framework of design anthropology and ethnographic fieldwork and their relation to traditional Anthropological investigation;
- Apply the tools, techniques, and methods required to conduct ethnographic research within a reflective and critical context.

2. Subject Specific Skills:

- Communicate the development and deployment of a specific set of divergent and convergent research techniques and methods;
- Convey the practical skills to generate, develop, and refine research goals and apply research-centred tools through an engagement within project work ;
- Competently use multiple research techniques in tandem to generate "rich data" and provide a contextual approach to user centred research;
- Refine research data through "affinitization" (pattern recognition) as an epistemological practice framing research themes and evidence the value of research findings in relation to a given research challenge or creative endeavour;
- Utilise design ethnographic techniques and methods to uncover opportunities for cultural intervention or engagement;
- Produce tangible research and creative outcomes and communicate these in an appropriate manner.

3. Transferable skills:

- Communicate the value of user-centred research practices and processes as an analytical skill.

9. Indicative Content:

The course content is designed to explore different cultural aspects and refine the research skills needed for user experience design, design ethnography or creative engagement with the wider socio-cultural milieu and its economic, political and theoretical underpinnings.

The two week intensive teaching delivery will cover:

- The role of ethics, empathy, humility, difference and respect when conducting research;
- Theoretical tools and techniques used within the field of design ethnography and their creative application across an inter-disciplinary terrain;
- Approaches for working as a user-centred researcher within the larger context of a creative endeavour or research project;
- The application of research tools and processes in the act of research fieldwork and its critique;
- Identifying and deploying appropriate methods of engagement across a diverse range of stakeholders based upon an appreciation of individual, gendered, ethnic cultural difference;
- "Affintizing" research data to identify patterns and develop research themes and creative opportunities within an inter-disciplinary research context.

10. Description of Summative Assessment:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Research Project	Research project with written reflective PPJ (Project Process Journal	80	End of Stage
2	Presentation	Final Presentation	20	End of Stage

Students on this course will be assessed on their ability to:

- Apply a user-centred research process within the larger context of a creative or critical initiative;
- Communicate in a presentation format the process and outcomes of their research project and their social, cultural or theoretical significance;
- Produce documentation of a professional level reflecting on their process, intent, critical reflection and learning through engagement with the inter-disciplinary research environment.

The percentage breakdown of the assessment will be as follows:

- Research project with written reflective PPJ (Project Process Journal) 80%
- Final presentation 20%

Summative assessment occurs at the conclusion of the PGT Stage, and after both the intensive teaching delivery and time allotted for student learning.

10.1 Please describe the Summative Assessment arrangements:

For this course, assessment of student work will consist of:
- An assessment of the project content and evidenced value of the research process
- An assessment of the verbal and visual communication of the project, and a reflective PPJ (Project Process Journal).

11. Formative Assessment:

Formative assessment and feedback will be provided through defined tutorial discussion and feedback throughout the course duration.

11.1 Please describe the Formative Assessment arrangements:

- Students will receive supervisory support in the form of one-to-one and/or group tutorials. In addition, students will be required to attend group sessions (peer-assisted learning (PAL) groups.
- Tutorial notes will be recorded by a tutorial buddy for review and discussion between the students involved in the tutorial.
- Peer review and feedback will also be used during presentations to provide additional formative feedback and to encourage discussion concerning the development of critical sensibilities and theoretical reflection relating to the practice of user-centred and ethnographic research.
- Formative feedback occurs at the conclusion of each intensive teaching block.

12. Collaborative:	
Yes ☐	**No** ☒

12.1 Teaching Institutions:
Click here to enter text.

13. Requirements of Entry:
None

14. Co-requisites:
N/A

15. Associated Programmes:
Non-Glasgow based School of Design PGT Programmes

16. When Taught:
PGT Stage 2

17. Timetable:
Teaching sessions follow the following pattern: • Project definition (seminars, brief writing and tutorials) • Project enactment (Interim presentations and tutorials) • Project presentation (Tutor and peer feedback) • PPJ writing (Seminars)

18. Available to Visiting Students:	
Yes ☒	**No** ☐

19. Distance Learning:	
Yes ☐	**No** ☒

20. Placement:	
Yes ☐	**No** ☒

21. Learning and Teaching Methods:		
Method	**Formal Contact Hours**	**Notional Learning Hours** (Including formal contact hours)
Lecture		
Studio	5	40
Seminar/Presentation	5	5
Tutorial	5	15
Workshop		15
Laboratory work		
Project work		75
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		

Private Study	Not Applicable	
Other (please specify below)		
TOTAL	**15**	**150**

22. Description of "Other" Teaching and Learning Methods
Click here to enter text.

23. Additional Relevant Information:
GSA operates a Research-based ethics approval policy and guidelines for PGR – that is, PhD research and M.Res degrees. These do not currently apply to PGT or UG teaching. However, the Design Innovation suite of degrees has been in discussion with the Research Office to align PGT projects with the Research Ethics policy at GSA (A/S 13-14). This has taken the form of a Research Ethics seminar for all M.Des DI students. This current Design Ethnography Course proposal represents the further embedding of such Research Ethics and associated practice at PGT level and will develop through an on-going consultation with the Research Office and develop models of good practice capable of being applied across the DI suite and across PGT at GSA and in accordance with the previously formulated Ethics Policy.

24. Indicative Bibliography:
- Wolcott, H, F. (2001), *The Art of Fieldwork*, Oxford: Altamira Press
- Illich I. (2001), *Tools for Conviviality*, London: Marion Boyars.
- Emerson, R. M., Fretx, R. I. & Shaw, L. L. (1995), *Writing Ethnographic Fieldnotes*, Chicago: University of Chicago Press.
- Hammersley, M. & Atkinson, P. (2007), *Ethnography: Principles in Practice,* London: Routledge.
- Van Willigen, J. & Kedia S. (2002), *Applied Anthropology: domains of application*, London: Bergin & Garvey.