

Course Code:

UPRD403

1. Course Title:

Social Science IV: Designing Reality BDes/MDes Prod Des

2. Date of Production/Revision:

2017/2018

3. Level:

SCQF Level 10

4. Credits:

10

5. Lead School/Board of Studies:

Innovation School

6. Course Contact:

Kirsty Ross

7. Course Aims:

- To develop an understanding of the role of social science based theory, knowledge and approaches within awareness of social science research methods and their utilisation within specific projects involving multiple participants and involving a variety of methods and tools.
- To develop an awareness of multi-factor analysis of the research data arising from such research methods and its role within the design process.

8. Intended Learning Outcomes of Course:**By the end of this course students will be able to:**

- Apply an understanding of social science methods, particularly the ethnographic approach, and the manner in which a combination of methods and research tools can inform the generation of multi-causal/factor research findings.
- Communicate the role of multi-causal/factor research material within the design process, in particular the generation and refinement of design concepts.
- Illustrate the role of social science research methods in refining and developing prototypes through a user-testing process that involves specified types or groups of users.

9. Indicative Content:
<ul style="list-style-type: none"> • Social Science research workshops • Field research • User engagement strategies • Ethnography as prototyping

10. Description of Summative Assessment:				
No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Project presentation by Portfolio submission	Previously formatively reviewed work re-presented in exhibition format with Project Process Journal	100	End of Course

10.1 Please describe the Summative Assessment arrangements:
<p>Deliver a design outcome in a specified format to a professional standard (competition sheets, “viva” or pitched presentation, standalone/exhibit). Mid-Year Review as <i>indicative grading</i> event. Three different summative assessment vehicles aggregated to produce Social Science component grade.</p>

11. Formative Assessment:
Individual/group tutorials, project feedback

11.1 Please describe the Formative Assessment arrangements:
Mid-Year Review as <i>indicative grading</i> event

12. Collaborative:
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
12.1 Teaching Institutions:

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N/A

13. Requirements of Entry:

None

14. Co-requisites:

FoCi Level 4, Studio 4: Autonomy, Creativity, Expertise

15. Associated Programmes:

BDes/MEDes Product Design

16. When Taught:

This course will be delivered across Semester 1 & 2 of Stage 4 and will comprise 100 notional learning hours of which 10 will be direct contact time.

17. Timetable:

Available on the VLE

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		

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Studio		
Seminar/Presentation		
Tutorial	10	100
Workshop		
Laboratory work		
Project work		
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	
Other (please specify below)		
TOTAL	10	100

22. Description of "Other" Teaching and Learning Methods:

Presentations, tutorials, individual feedback (formative)

23. Additional Relevant Information:

N/A

24. Indicative Bibliography:

Visual research methods by P. Hamilton (ed) (2006), (4 volumes)
The future of visual anthropology: engaging the senses by Sarah Pink (2006),
Doing visual ethnography, 2nd ed by Pink (2007)
Wiles, R., Crow, G., Charles, V., Heath, S. (2007) Informed consent and the research process: Following rules or striking balances? *Sociological Research Online*, 12, 2
Designing with Care: Adapting Cultural Probes to Inform Design in Sensitive Settings by Crabtree, Hemmings, Rodden, Cheverst, Clarke, Dewsbury, Hughes & Rouncefield (2006),
Cultural probes by Gaver, Dunne & Pacenti in *Interactions*, vol. 6 (1), pp. 21-29, (1999)
Usability design methods by Keinonen, Mattelmaki, Soosalu, Sade, (1997),
Contextmapping: experiences from practice by Sleeswijk Visser, Stappers, Van Der Lugt & Sanders (2005), in *CoDesign*, 1, 2, 119 - 149

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