

Course Code:

TBC

1. Course Title:

Social Science IV: Designing Reality BDes/MDes Prod Des

2. Academic Session:

2011-2012

3. Level:

SCQF Level 10 – Stage 4

4. Credits:

10

5. Lead School/Board of Studies:

School of Design

6. Course Contact:

Dr. Gordon Hush

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:

Social Science research workshops
Field research
User engagement strategies
Ethnography as prototyping

10. Description of Summative Assessment:

Deliver a design outcome in a specified format to a professional standard (competition sheets, “viva” or pitched presentation, standalone/exhibit).
Mid-Year Review as *indicative grading* event.
Three different summative assessment vehicles aggregated to produce Social Science component grade.

10.1 Please describe the Summative Assessment arrangements:

Three assessment points located throughout the year are used to aggregate a grade for this course.

11. Formative Assessment:

Individual tutorial feedback, peer critique, seminar discussion

11.1 Please describe the Formative Assessment arrangements:

Project review and Mid-Year Review

12. Collaborative:

Yes

No

12.1 Teaching Institutions:

[Click here to enter text.](#)

13. Requirements of Entry:

Passing B.Des Level 3

14. Co-requisites:

B.Des Studio 3, FoCI Level 3

15. Associated Programmes:

B.Des Product Design

16. When Taught:

This course will be delivered across terms 1, 2 & 3 of Stage 4 and will comprise 100 notional learning hours of which 10 will be direct contact time.

17. Timetable:

Varies as appropriate

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	2	20
Seminar/Presentation	2	20
Tutorial	2	
Workshop		
Laboratory work		
Project work	4	40
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	20
Other (please specify below)		
TOTAL	10	100

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

Presentations, tutorials, individual feedback (formative)

23. Additional Relevant Information:[Click here to enter text.](#)

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 Sleswijk Visser, Stappers, Van Der Lugt & Sanders
(2005), in *CoDesign*, 1, 2, 119 – 149