Course Outline & Study Guide

Faculty	**Fine and Applied Arts**		
Department	**Multimedia and Graphic Arts**		
Course Title	**Ethnography for Product and Service Design**		
Course Type	**Core**		
Instructor's Name	**Panayiotis Zaphiris**		
ECTS	**7.5**		
Course Code		**Semester**	**Autumn**
Prerequisites	**None**	**Required**	**YES**
Level of Studies	Master		
Language of Instruction και Examination	English		
Teaching Methodology	Distance ☒	Hybrid ☐	
Evaluation	Written assignments (individual): 30% Written assignments (group): 40% Final presentation: 10% Peer review activities: 6% Reflective journal: 14%		
This study guide has been developed by the instructor of the course and it has been approved by the program coordinator	Name of instructor: Panayiotis Zaphiris Name of Program Coordinator: Panayiotis Zaphiris		

Brief Course Summary & Course Purpose	"Ethnography for Product and Service Design" is an interdisciplinary course that focuses on the application of ethnographic research methods to the design and development of products and services. This course aims to provide students with a comprehensive understanding of the theoretical foundations and practical applications of ethnography in the context of product and service design. Purpose: The purpose of this course is to equip students with the skills and knowledge required to effectively apply ethnographic research methods in the design and development of products and services. Through a combination of readings, discussions, and hands-on activities, students will learn how to use ethnography to gain a deeper understanding of user needs, behaviors, and motivations. This will enable students to create products and services that are more user-centered, culturally responsive, and socially responsible. Ultimately, the goal of this course is to help students develop a human-centered design approach that prioritizes the needs and experiences of users in the design process. Whether students are aspiring product designers, service designers, user researchers, or simply interested in exploring the intersection of anthropology and design, "Ethnography for Product and Service Design" is an essential course for anyone looking to understand the role of ethnography in shaping the products and services of the future.
Course Content (list of subjects to be delivered per week)	Session 1: Designing Creativity, Creative Designing Session 2: Thinking Design, Design Thinking Session 3: (un)Learning Ethnography Session 4: Eliciting Feelings, Thoughts and more Session 5: Toolkit Development Session 6: In the Field Session 7: Communicating Design Research Methodology
Learning Outcomes (please develop the learning outcomes of the course considering the EQF guide as indicated in the next column)	1. Comparing Divergent Approaches to Defining Design: Students will learn to compare and contrast different perspectives on what design is, including the various design disciplines, philosophies, and methodologies. 2. Summarizing How Design Practitioners Can Approach Design Practice: Students will be able to summarize the various approaches that designers can take when approaching a design problem, including user-centered design, design thinking, lateral thinking, and divergent thinking. 3. Recognizing Methods of Design Thinking and Acting: Students will understand and recognize the different methods that designers use to think and act, including observation, prototyping, testing, and iterating. 4. Describing Design Theory Concepts: Students will be able to describe the key concepts in design theory, including user-centered design, design thinking, lateral thinking, and divergent thinking, and how they can be applied in practice. 5. Framing a Design Problem Using Design Theory Concepts: Students will learn to use a combination of design theory

	concepts to frame a design problem, taking into account the user, the context, and the design challenge. 6. Developing and Applying a Toolkit for Exploring the Design Problem Space: Students will develop and apply an appropriate sequence of methods to explore the design problem space, including ethnography, observation, and other research methods, as well as design tools and techniques. The goal is to gain a deep understanding of the problem space and to develop effective and innovative design solutions.

Keywords

- Ethnography
- Product Design
- Service Design
- Design Theory
- Design Thinking
- User-Centered Design
- Lateral Thinking

Teaching Schedule

Number of Lectures (Sessions)	Total: 7	Face to Face:	Distance: 7

Evaluation Schedule

The delivery of the course is organized in 7 bi-weekly segments called 'sessions'. Each session kicks off with an assignment release on google classroom every other Wednesday at 8am Cyprus time. The deadline for your assignment submission is the Tuesday before the new assignment release at midnight. All sessions have an assignment submission that is evaluated on the week after submission. The final session includes a final presentation that follows the format of a viva.

Teaching and Learning Tools

Google Suite for Education (Google Classroom, Google Forms, Google Docs), Prototyping and Design software (Adobe Suite or equivalent)

Contact Information (office Hours, method of contact etc)

Best way to get in touch with the instructor is via the dsi.education email (pzaphiris@dsi.education), a second way is through posting in the google classroom environment or via the chat on hangouts. Special online "office hours" can be set up for group or individual mentoring if needed through google hangout/chat.

Study Guide	
Session 1 (W 1-2)	**Designing Creativity, Creative Designing**
Learning Objectives	Discuss the theories that frame design and creativity Discuss design and creativity as a practical endeavour Compare various approaches to creativity within design Reflect on personal practices and processes of creativity and design
Learning Outcomes	Upon completion of the learning objectives, students will be able to: 1. Develop an understanding of the definition of creativity as described by experts in the field 2. Reflect on personal sources of inspiration for design projects 3. Compare and contrast different perspectives on the nature of creativity (inherited, genetic, or cultivated) 4. Analyze personal thoughts on creativity and design through engagement with class discussions and comparison with other students' approaches.
Content	**1.1 What is creativity** In this video, academics teaching design from the Cyprus University of Technology describe how they define creativity. Video 1: What is creativity? After watching the video, use easily available search tools (e.g., Google) to compile a list how various designers speak about their thought process. Find 10 instances where creativity is mentioned. **1.2 Class discussion forum: Reflecting on inspiration** Write in the classroom discussion below a short paragraph about how you find inspiration to initiate or carry out your design projects. Feel free to do this through an example of an instance you had to be particularly creative. Use the comments section in this material post to record a response up to 300 words. **1.3 Written Individual Submission: Cultivating creativity** View 2 of the videos below. Write a short reflection on how the presenters view the concept of creativity as inherited, genetic or cultivated. Do you agree? Written individual submission following the attached template up to 400 words. **1.4 Choosing a Challenge** In this course, you will complete some work in groups set against a particular global challenge. You will be choosing from the UN Sustainable Development Goals in order to be groups with people with similar interests. Please complete the following poll with your top selection. The groups will be announced shortly. You can find general information about each challenge at: https://sdgs.un.org/goals **1.5 Reflective journal: Becoming creative** Reflect on the session's content. How your thoughts about creativity and design have evolved through engaging with the classroom discussion posts and seeing how others approach design? Were you surprised or were your thoughts

	reaffirmed? Have you found some common themes within the class on how creativity emerges?
Self-evaluation activities	See above
Bibliography	**Mandatory:** Pages 1-25 of The Field Guide to Human-Centred design, Design Kit, IDEO Online lectures by Ken Robinson (Do schools kill creativity?) and Theo Jansen (My creations, a new form of life). **Optional:** Bowler, L. (2014) "Creativity through 'maker' experiences and design thinking in the education of librarians." *Knowledge Quest*, vol. 42, no. 5, 2014, p. 58+. *Gale Academic Onefile*. Dorst, K. and Cross, N. (2001). Creativity in the design process: co-evolution of problem–solution. *Design Studies*, 22(5) pp. 425–437. Dym, C. L., Agogino, A. M., Eris, O. , Frey, D. D. and Leifer, L. J. (2005), Engineering Design Thinking, Teaching, and Learning. Journal of Engineering Education, 94. pp. 103-120. Preece, J.; Rogers, Y., & Sharp, H. (2002) Interaction design: Beyond human-computer interaction. New York: John Wiley & Sons, Inc. Rosenfeld Halverson, E. and Kimberly S. (2014) The Maker Movement in Education. Harvard Educational Review: December 2014, Vol. 84, No. 4, pp. 495-504. Wyld, J. and Dierking, L. D. (2015), Design, Make, Play: Growing the Next Generation of STEM Innovators, edited by Margaret Honey and David E. Kanter. Routledge, New York, NY, USA, 2013.
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 20 hours Assignment preparation: 6 Hours Self-evaluation: 2 Hours
Keywords:	
Study Guide	
Session 2 (W 3-4)	**Thinking Design, Design Thinking**
Learning Objectives	Understand why it is important to consider the end user in the design process Discuss the process of design thinking as a user-centered methodology Discuss how a social challenge can be presented to consider and explore people needs
Learning Outcomes	Upon completion of the learning objectives, students will be able to:

	1. Explain the importance of considering the end user in the design process, and how this informs the creation of effective and usable products, services and experiences. 2. Describe the key principles and stages of design thinking, including empathy, defining the problem, ideation, prototyping and testing. 3. Analyze a social challenge and identify the needs of the people affected by it, and use design thinking methodologies to generate ideas and solutions to address those needs. 4. Evaluate the impact of considering the end user in the design process, and how this leads to more user-centered and human-centered designs. 5. Apply the concepts of design thinking to real-world problems, and reflect on how this approach can be used to create positive change in the world.
Content	**2.1 Notes: Designing with users in mind** A series of bibliographical notes that discuss the importance of user-centered design (UCD), design thinking (DT), and human-centered design (HCD) for the success of a product or service design. The notes include material for engaging with the target population at different levels through methods such as observation, interviews, and participatory design. The principles for digital development provide guidelines for integrating best practices in technology programs with a user-first approach. Design thinking is a structured and iterative solution-focused process that has been adopted by leading brands. It starts with understanding the users, the challenge, and the context and proceeds to ideation, prototyping, and testing. Emphasis is placed on involving multiple user types and stakeholders, being context-appropriate, iterative, and sensitive to the needs of the underserved. **2.2 Practice Quiz** This practice quiz contains several questions and you should answer them all. Your answers are automatically marked, but these marks only give you an indication of where you are going right and wrong, and do not count towards your overall course mark. **2.3 Written Group Submission: Framing your Challenge** For this assignment you will work in groups. The main aim of this assignment is to frame your design challenge. To write your design challenge framing document you will think of the challenge, your particular physical context and what you have learned so far about creativity and placing the user at the centre of the process. Here are two excellent resources that explain how you might go about framing your design challenge. *https://uxdesign.cc/how-to-properly-frame-your-design-challenge-eccb4d89cb83* *https://mofox.com/7-steps-to-better-problem-framing-in-design-thinking/* Through framing your challenge you are touching upon the need to think about the challenge deeply and not to take any problem for granted. After reading the above resources, you will have to work as a team to produce a 2-page document (max 800 words) that answers the following questions:

	• What is the challenge faced? • Which human need solving the challenge addresses? • Who is facing this challenge? • Why does this problem exist? • Who can be approached to learn more about the issue? **2.4 Reflective journal** Reflect on the session's content. Think about an example in your life where a particular solution you or someone else created didn't address a challenge successfully. Why do you think this happened? What could have been done differently?
Self-evaluation activities	See above
Bibliography	**Mandatory**: Pages 26-35 of The Field Guide to Human-Centred design, Design Kit, IDEO **Optional**: Andrea F. Kravetz (2010) The role of user centred design process in understanding your user: Vice President User Centered Design Elsevier 8080 Beckett Center, Suite 225 West Chester, OH 45069 ,USA Cardoso C, Badke-Schaub P, Eris O (2016) Inflection moments in design discourse: how questions drive problem framing during idea generation. Des Stud 46:59–78 Gao S., Kvan T. (2004) An Analysis of Problem Framing in Multiple Settings. In: Gero J.S. (eds) Design Computing and Cognition '04. Springer, Dordrecht Kruger, C. and Cross, N. (2006). Solution driven versus problem driven design: strategies and outcomes. *Design Studies*, 27(5) pp. 527–548.
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 20 hours Assignment preparation: 6 Hours Self-evaluation: 2 Hours
Keywords:	
Study Guide	
Session 3 (W 5-6)	**Session 3: (un)Learning Ethnography**
Learning Objectives	Reflect on your learning and unlearning practices Exercise critical thinking to review design decisions taken on the basis of fundamental assumptions Explore learning through ethnography Apply ethnographic practices in context

Learning Outcomes	Upon completion of the learning objectives, students will be able to: 1. Exercise critical thinking to analyze and evaluate design decisions that are based on fundamental assumptions. 2. Understand the importance of ethnography in learning and design, and be able to identify its key principles. 3. Apply ethnographic practices to real-world design contexts and use the information gathered to inform and shape design decisions. 4. Develop a deeper appreciation for the role that culture, values, and beliefs play in shaping human behavior and the design process. 5. Use ethnographic methods to gather qualitative data and insights about user behavior, needs, and perspectives. 6. Utilize ethnographic insights to design more effective, user-centered products and services.
Content	**3.1 Video: Learning and Unlearning** In this video, I begin to outline how being conscious about learning and unlearning can spark creativity and provide the foundations for innovative thinking. Adopting unlearning practices is an essential part of understanding the challenge. As you will be focused in looking at how others might have addressed your challenge, be mindful of not taking things for granted and being critical and reflexive. **3.2 Class Discussion Forum: How do you unlearn?** Welcome to the class discussion post, where you can communicate with your fellow students. How do you unlearn? In the video in this unit, we have touched upon the importance of unlearning. You can also re-think the examples of the bell in the school and Google Maps in India introduced in the previous session on the basis of unlearning. If the school's design team did not question the problem and what would be the expected way to solve it, a lot of time and money would have been wasted. It is therefore extremely important to recognise the tools and techniques available to facilitate your unlearning and learning as part of the design process. Read the articles by Sigit Adinugroho, Kaye Kagaoan and Tiffany Goh on unlearning and then answer the following questions: ● How do these ideas about unlearning fit your own professional context or if not currently employed your previous educational or professional experiences? ● How do you approach unlearning in your own design process? ● What are the challenges according to your perspective and context in unlearning? <u>Share your thoughts and opinions with your peers below in the comment section.</u> **3.3 Notes: Field Study**

Field study is not a research method but a category describing a range of methods that deal with engaging with a population in their 'natural environments'. These can include people's homes, workplaces, parks, shops and practically any context where a product or service might be used or accessed. In these type of studies, the researcher visits the participants rather than inviting them over to a controlled environment such as a lab for observations. Field studies allow for a contextual understanding of a design problem or challenge. Engaging with users through field studies limit the potential for biases to seep in the observations and assumptions to guide you in paths not reflecting the user needs. However, it is still important to consider the way you are approaching participants and the way you frame your observations or methods as preconceptions you carry about what is expected or how something is done might affect what is being observed greatly. As such, the discussion about unlearning is important to ensure you still allow yourself to be surprised and think differently.

3.4 Peer review activity: Case study

Read the following real scenario and answer the question that follows:

- British Airways has been thinking of changing their boarding process from QR/Bar code scanning to biometrics, specifically through fingerprint scanning at the gate. The company hypothesises that this simpler and faster identification process will boost customer satisfaction rates and reduce their time to board metrics. The company has already developed a working prototype and they wish to find out if their assumption is correct without using it in any live flight gate.

Question: Keeping in mind the various field study approaches you can take, devise the steps you would take if you were leading a research team to respond to British Aiways request. Think about who the audience is and how you would go about finding how they feel and act when then are asked to adopt this new boarding method. Keep your reply to about 300 words.

After the set submission deadline, each student will be given access to another student's response. You will then be asked to follow the assessment rubric below to peer-review the other student's submission. Once everyone has submitted responses you will be sent the review your response has received.

3.5 Notes: Ethnography

Margaret Mead, world known anthropologist said "what people say, what people do, and what people say they do are entirely different things". People, in no fault of their own, trying to recall how they behaved in an incident will often describe it differently than what a film of their behaviour would show. Your goal is to uncover what they do through understanding the limitations of what they say.

Ellen Isaacs, a well known consultant in experience research and design finds that ethnography helps her understand "the chaos that is human behaviour, and if you're patient and you watch for awhile and you have a naive state of mind, you start to notice insights that are obvious after you point them out". Consider how we talked the importance of unlearning earlier in this session and how it relates to what Ellen Isaacs calls the "hidden obvious" ethnographic insights.

Watch this fun video of two world renowned computer scientists trying to understand a basic copy machine and failing!
https://www.youtube.com/watch?v=nV0jY5VgymI&t=203s&ab_channel=TEDxTalks
If you click the thumbnail below you will need to move to 3:28 (or watch the whole thing if you are up for it)

Consider the example we talked in session 1 about the Google Maps low adaptation in India. Imagine an engineer from structured and regulated London trying to develop adaptations to Google Maps for a buzzing short-cut friendly Mumbai. The solution might not address the needs of the target audience appropriately as the engineer can't experience how it is like to drive through narrow streets on a bike or cut through various paths between buildings. Now the engineering team at Google UK could have called various users in India and they might have talked about the problem with them. However with the ethnographic approach the team managed to observe and experience firsthand the issue and develop a solution that was based on real behaviour patterns.

3.6 Written individual submission: Crafting a methodology plan
Up to now you may have used 'methods' and 'methodology' interchangeably. However, each has a different meaning and consists of different elements. Methods are the tools, such as interviews, questionnaires, and these can be qualitative or quantitative and you have probably had a chat about qualitative and quantitative analysis and methods in some of the other courses of our MSc. Methodology however is the justification for using a particular method. Think about the earlier example we have used with British Airways. You not only had to mention which methods to use but explain why the method was appropriate to the problem and the knowledge required. Therefore decisions on what to include as well as answering questions such as how many participants are required to state you know something are what we refer to as methodology.

Methodology therefore includes what others might have done and how you differ (or not) from their (methodological) approaches. Fundamentally however it is the part that links your research question to the methods. It will also include some mention of how you will go about analysing the data, the background and rationale for your choices and evaluation of the limitations.

For this submission, you are asked individually to craft a methodology plan following the attached template to address a knowledge gap that stems from your particular SDG challenge. This will include:

1. Background (what needs to be explored? what have others done prior?
2. Research question (for the purposes of this assignment, how does the question you set relates to your SDG challenge? what is the purpose of the research? how will the insights you create be used?)
3. Participant Inclusion Criteria (who will you include? what is the target audience?)
4. Methods (how are you engaging participants? what will they do and how does it connect to your research question? what insights do you expect to receive? why do your selected methods work better over others?)
3. Analysis (how are you planning to frame or interpret the responses?)

	4. Limitations (what could you not account for?) This should not exceed 1.000 words. **3.7 Reflective journal** Now that you have worked through this session's content, consider the following: • How has your thinking about field research changed? • Reflect on any past experienced you had conducting any form of field research for a professional or educational project. Why were you successful or unsuccessful? What would you change going forward in your approach to understanding user needs and the context? Your reflection should not exceed 400 words.
Self-evaluation activities	See above
Bibliography	**Mandatory**: Pages 36-55 of The Field Guide to Human-Centred design, Design Kit, IDEO Ellen Isaacs talk “Ethnography” (https://www.youtube.com/watch?v=nV0jY5VgymI) Genevieve Bell talk "Context is Everything" (https://www.youtube.com/watch?v=_A2481RJsUg) **Optional**: Blommaert, J., & Jie, D. (2010). *Ethnographic fieldwork: A beginner's guide*. DeWalt, K. M., & DeWalt, B. R. (2002). *Participant observation: A guide for fieldworkers*. Walnut Creek, CA: AltaMira Press. Madden, R. (2010). *Being ethnographic: A guide to the theory and practice of ethnography*. London: SAGE.
Hours of Study including self-evaluation activities and or assignment’s preparation	Studying: 20 hours Assignment preparation: 6 Hours Self-evaluation: 2 Hours
Keywords:	
Study Guide	
Session 4 (W 7-8)	**Eliciting Feelings, Thoughts and more**
Learning Objectives	Consider the cognitive processes that relate to thinking, doing and feeling in the process of design research Apply user experience design methods and techniques (such as card sorting)

	Adapt user experience design methods and techniques (such as card sorting) to conform to a particular research question Evaluate the effectiveness of a method
Learning Outcomes	Upon completion of the learning objectives, students will be able to: 1. Analyze the relationship between cognitive processes, thinking, doing, and feeling in design research. 2. Use user experience design methods and techniques, such as card sorting, in the design research process. 3. Modify user experience design methods and techniques, such as card sorting, to fit a specific research question. 4. Assess the efficacy of a particular method in the design research process.
Content	**4.1 Class Discussion Forum: Think, Feel, Do** We have talked about ethnographic methods of developing knowledge about a particular research question or challenge and the difference between methods and methodology. We have also talked about design thinking, creativity and unlearning. Applying creative thinking to rethink how one can gain insights about a particular subject, you can look beyond classic data gathering methods (such as interviews or questionnaires) and tailor novel methods to respond to a particular challenge and a particular audience/context. This needs arises when you are looking to understand how people think, how they feel and why they behave in certain ways. Let's call this a Cognitive Behavioural Approach (borrowed from marketing), or in short the think, feel, do approach. Here are some examples: Think: I am useless in meeting people. Feel: I feel scared and nervous when I meet new people. Do: I don't talk to them and I go quiet. Think: I'm rubbish at maths. Feel: I feel dumb and I am fed up. Do: I stop trying because I know I'll get it wrong How you think about something can change the way you feel about it and what you eventually do. Reflect on the following questions in the comments below with the whole class: ● Do you think we can change the way we think? ● Can we gain more control over what happens in our lives? **4.2 Video: Thought-Feeling-Behavior Triangle** Watch the video below about the thought-feeling-behavior relationship. This relationship impacts the way we gather information and perceive an issue or user challenge in two ways: The first way relates to you! Your own positionality and how you decide to

	approach the subject and the user (through methodology and methods). If you believe that your observations are contextual (they can vary from context to context) then blocking the influence caused by you as the researcher completely is impossible. Instead, it becomes more useful to understand how your own position (how you think, feel and behave) shapes or limits what is being observed. This is particularly challenging when the researcher is local and familiar to the context immersed as most of you inevitably will be. Challenging but not negative! Heley uses the phrase 'backyard ethnography' to refer to how such an insider position as the ones you hold is able to offer particular insights and facilitate disclosure from participants. On the other hand, it might be more difficult for certain participants (e.g. family) to offer you responses you might not expect as they might think they are doing you a service for telling you what they think you want to hear (for example your prototype is excellent). Wilson has addressed the insider challenges by adopting an autoethnographic approach documenting in a notebook her observations along with reflexive remarks that included her own feelings and perceptions of what was being observed. Therefore, navigating personal relationships with participants sometimes includes adopting particular methods that aim to minimise the effect of the researchers' presence and others documenting these effects to frame observations. The second way relates to your audience/users/stakeholders. Eliciting information about how people feel or why they think or act certain ways requires trust-building, rapport and good communication. But even when those are in place, the methods can have a major impact in what information you receive. For instance, you need them to not 'think of the pink bunny', do not show them the pink bunny. If you need to understand why they behave a certain way, don't ask them why the behave in a certain way. This might seem counter-intuitive but research and practice has shown that indirectly engaging with design (or other) challenges reveals more insightful and impactful information - remember the example of Google Maps in India? This also links to our previous discussions on learning and unlearning. As you progress through this session have the above in mind when selecting, adjusting and carrying out a method aiming to reveal information about how one feels, thinks and behaves. **4.3 Video: Cognitive Mapping Case Study** A discussion with Thomas Aquilina **4.4 Written individual submission: A method in practice** IDEO is one of the most well-known organisations that have taken the spirit of design thinking and design research to heart. A good library of methods that shake things up is in one of the links below, the Field Guide to Human-Centred Design by IDEO - it is a free pdf download. An additional relevant resource is provided in the links below. Take your time to investigate the two resources but focus in particular at the following methods: ● Conversation Starters ● Immersion

	• Card Sort • Peers Observing Peers • Collage • Guided Tour • Draw It These have been especially successful, each one in their own way. To select a method think about your context and audience as well as what you are trying to learn. If we were to approach a community that cannot communicate well, we can avoid language limitations by using drawings, visual cues such as cards or photographs or even encourage them to create their own material to communicate their innermost feelings and frustrations. Considering your selected SDG challenge and how you have framed your methodology in assignment 3.6 (in particular the research question you have identified), you will adjust and adapt one method while: • reflecting on how you have adjusted the method to help participants to reveal thoughts, feelings and actions • creating the necessary visual, textual or other material that is required to facilitate and execute the method • applying the method to a peer (you will use the peer matches from the previous session for this purpose so get in touch with your peer pair to coordinate this) • reflecting on the execution by considering: a) what went well and what you would have done differently if you were to apply this method again in the future and b) whether the responses and information elicited surprised or confirmed your research question (point 2 from 3.6 submission in the previous session) Your submission will include visual and textual material (including transcripts, templates and visual material you have used and screenshots from the implementation with a peer). **4.5 Reflective journal** In session 1 you were asked to reflect on your perspective and perceptions on creativity. In the context of this session's content, think about how you had to become creative to adapt and apply a particular method to elicit cognitive information. Use the knowledge you have gained through learning about the Cognitive Behavioural Approach and the Thought-Feeling-Behavior relationship. In doing so you may also wish to reflect on your own disciplinary identity and background or professional/educational experiences. Your reflection should not exceed 400 words.
Self-evaluation activities	See above
Bibliography	**Mandatory**: Pages 56-131 of The Field Guide to Human-Centred design, Design Kit, IDEO

	Optional: D. Maurer, and T Warfel, (2004). “Card sorting: A definitive guide.” [Online.] Available: http://www.boxesandarrows.com/view/card_sorti Goodman-Deane J., Langdon P.M., Clarke S., Clarkson P.J. (2008) User Involvement and User Data: A Framework to Help Designers to Select Appropriate Methods. In: Langdon P., Clarkson J., Robinson P. (eds) Designing Inclusive Futures. Springer, London Hanington, M.B. (2007). Generative Research in Design Education. Proceedings of *International Association of Societies of Design Research Conference 2007*. Hong Kong. Hanington, M.B. (2010). Relevant and Rigorous: Human-Centered Research and Design Education. *Design Issues.* 26:3. pp.18-26.
Hours of Study including self-evaluation activities and or assignment’s preparation	Studying: 20 hours Assignment preparation: 6 Hours Self-evaluation: 2 Hours
Keywords:	
Study Guide	
Session 5 (W 9-10)	**Toolkit Development**
Learning Objectives	Have experience with implementing methodological toolkits (documents that describe a framework consisting of methods that are to be applied in a fieldwork context) Consider and question the broader purpose of particular data-gathering methods including suitability and appropriateness Create such methodological toolkits based on particular research objectives or aims
Learning Outcomes	Upon completion of the learning objectives, students will be able to: 1. Implement methodological toolkits with confidence, effectively using the framework to gather data in a fieldwork context. 2. Analyze and evaluate the suitability and appropriateness of different data-gathering methods, considering their broader purpose and the research objectives they serve. 3. Develop their own methodological toolkits, customized to specific research objectives or aims. 4. Demonstrate an understanding of the importance of considering the purpose and suitability of data-gathering methods in the research process. 5. Apply critical thinking skills to assess the effectiveness of different methods and make informed decisions about which methods are best suited to achieve their research goals.
Content	**5.1 Class Discussion Forum: What makes a bad method?**

	Think about your experience applying a user experience design method in the previous session or in past experiences (professional or educational) you might have had in applying such method in the field. What are the common mistakes design researchers make when applying user experience design methods? What are some of the reasons fieldwork can be perceived as unsuccessful? What can one do to ensure the information received from the users while on the field are useful and actionable? **5.2 Resources: The anatomy of a toolkit** Consider the toolkit in the resources attached created for a Cyprus University of Technology project on Female Empowerment in Science, Technology, Engineering and Mathematics in Higher Education. The anatomy of the toolkit (or toolbox as this one is called) is dissected below: ● Introduction ● Framework ● How to use the toolbox ● Toolbox components: instructions, activities and tools ● Appendix/Examples **5.3 Written group submission: Toolkit Development** Using the information around toolkit and methods development, and any additional research you may conduct, you will need to create a toolkit in which you: ● Identify a framework (overall plan of sequence of activities) on eliciting user-generating information on feelings, thoughts and actions that relate to your particular SDG research question and research plan ● Include visual and textual instructions on how the toolkit works ● Include information on how to apply three methods from the list in assignment 4.3 that can include the one already piloted in the same assignment after improvements and reflection. For each method you will need to include any visual material or resources one will need to run the method successfully as well as instructions for documenting the outcomes and results. **5.4 Reflective journal** Consider your thought process in selecting and adapting the methods you have used to construct your toolkit. Have you ever thought how creative design methods can even improve your own thought process? We briefly touched upon this through the notion of 'creativity' in our earlier sessions. Reflect looking back at your recently crafted toolkit to describe your rationale and creative thought process. What inspired you? What troubled you? How did you overcome challenges and dilemmas?
Self-evaluation activities	See above
Bibliography	**Mandatory**: Pages 56-131 of The Field Guide to Human-Centred design, Design Kit, IDEO

	Optional: Etches, A. (2013) Know thy users: user research techniques to build empathy and improve decision-making. *Reference & User Services Quarterly*, Fall 2013, p. 13+. *Gale Academic Onefile*. Lawton and Martinson, (2008). "Notes on User Centered Design Process (UCD)". http://www.w3.org/WAI/redesign/ucd
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 20 hours Assignment preparation: 6 Hours Self-evaluation: 2 Hours
Keywords:	
Study Guide	
Session 6 (W 11-12)	**In the Field**
Learning Objectives	Consider ethical issues when engaging with research involving human participants Take measures to ensure the physical and psychological safety of participants and researcher Apply ethnographic generative methods aiming to elicit deeply ingrained views/thoughts/feelings
Learning Outcomes	Upon completion of the learning objectives, students will be able to: 1. Analyze and understand the ethical considerations and implications in conducting research with human participants. 2. Implement protocols and measures to maintain the physical and psychological safety of both participants and researcher during the research process. 3. Apply ethnographic generative methods effectively to gain a deeper understanding of the views, thoughts, and feelings of the participants. 4. Demonstrate a critical and reflective approach in considering the ethical implications of their research choices.
Content	**6.1 Notes: Ethical Considerations** To carry out any research involving human participants you will need to go through a series of ethical considerations. These considerations ensure the participants' and your own wellbeing including safety of personal information and data. Depending on the level of the research and the organisation or institution under which a research project is carried out, there might be a series of committees or approvals needed. For instance, doctoral candidates at university need to demonstrate in written form the ethical considerations taken on board and the measures taken to ensure the safety of human participants, researcher and data. At a masters level, and our MSc in particular, it is less likely to encounter a need for a formal procedure of ethical clearance unless working with people that are considered at-risk such as people that cannot give informed consent, patients or children.

However, it is still necessary to ensure that you know and consider the ethical components of user research and take the necessary steps in your approach to fieldwork and user engagement that indicate your research is ethically sound.

Going through the short list of ethical considerations or advice included here is not only a moral obligation but a professional standard that you should keep whether you work as a freelancer, a university researcher or employed at a company.

6.2 Class Discussion Forum: Reviewing ethical considerations
Consider the video example of the cognitive mapping method discussed in session 4 and the information about ethical concerns when engaging participants. Discuss below with the class:

- What do you think are the main ethical risk factors Thomas had to consider?
- How would you obtain consent from participants when the language is a barrier?

6.3 Written individual submission: Fieldwork Ethics
Having been through the main ethical considerations for your field study, especially in engaging participants, complete the attached document outlining your responses to a series of questions. This is a pass/fail assignment.

Complete the assignment by clicking on the OPEN button, then clicking on the google doc file. When you feel you completed your assignment click the TURN IN button to submit for marking.

6.4: Written group submission: Generative Sessions / Fieldwork
Having completed and passed your ethical assessment, you are now ready to use the toolkit you have developed in assignment 5 to RUN generative sessions with people who fit the profile of your project users / stakeholders / participants.

You will apply your toolkit either: a) as a group to a group of peers from the course, b) each member of the group to a person or persons from their locale (preferred) or c) each member of the group to a peer. Every group member should apply a part of the toolkit either individually or as a group to others but the submission for this assignment will be a group assignment. This means that while you can split the methods between a group and apply individually to either relevant stakeholders/users or peers, you should coordinate a single submission file.

Remember not to put yourself in harm's way when engaging in this activity. Be neutral when running your generative sessions, and mindful of what is happening around you! Record your answers in the attached google document.

6.5 Reflective journal
How can you apply research ethics in practice? This post-reflection entry draws on your recent experience in engaging with some ethical concerns inherent to fieldwork involving human participants and applying generative methods in practice. Based on this experience, consider the following questions:

- What aspects of fieldwork ethics have you found especially challenging?

	• Ethical concerns in practice are often not taken as seriously as in academic research. Why do you think this happens? How can this be mitigated? • What does it mean to you to be an ethical researcher?
Self-evaluation activities	See above
Bibliography	**Mandatory**: Sanders E.BN. (2000) Generative Tools for Co-designing. In: Scrivener S.A.R., Ball L.J., Woodcock A. (eds) Collaborative Design. Springer, London Maguire M., Bevan N. (2002) User Requirements Analysis. In: Hammond J., Gross T., Wesson J. (eds) Usability. IFIP WCC TC13 2002. IFIP — The International Federation for Information Processing, vol 99. Springer, Boston, MA **Optional**: Blomberg, J, J Giacomi, A Mosher, and P Swenton-Hall (1993), "Ethnographic field methods and their relation to design," in Participatory design: Principles and practices, Douglas Schuler and Aki Namioka, eds. Hillsdale, New Jersey: Lawrence Erlbaum, 123-55. Kitzinger, J. (1996). The methodology of focus groups: The importance of interaction between research participants, *Sociology of Health and Illness*, vol. 16, pp. 103-21. Walker D. J., Dagger B. K. J., and Roy, R. (1991) *Creative techniques in product and engineering design: A practical workbook*. Cambridge: Woodhead Publishing. Rekha Devi, Kh, Sen, A.M., and Hemachandran K. (2012). A working Framework for the User-Centered Design Approach and a Survey of the available Methods *International Journal of Scientific and Research Publications,* 2:4.
Hours of Study including self-evaluation activities and or assignment's preparation	Studying: 20 hours Assignment preparation: 6 Hours Self-evaluation: 2 Hours
Keywords:	
Study Guide	
Session 1 (W 13-14) EXAM PERIOD	**Communicating Design Research Methodology**
Learning Objectives	Evaluate the value and relevance of fieldwork research findings to user needs Visualise research findings in a range of media Communicate research findings to others visually and verbally

Learning Outcomes	Upon completion of the learning objectives, students will be able to: 1. Critically assess the impact of fieldwork research on the end user and determine its relevance to their needs. 2. Utilize a variety of media to effectively represent research findings, such as visual aids, infographics, or presentations. 3. Clearly articulate the key insights and results of their research to a range of audiences, using both visual and verbal communication techniques. 4. Make informed decisions regarding the most appropriate way to present research findings, considering factors such as audience, context, and purpose. 5. Apply the skills and knowledge they have acquired to effectively communicate the results of their research to stakeholders, including end users, designers, and other relevant parties.
Content	**7.1 Resources: Openness, Data as Star, Juxtaposition, and Data Presentation Strategies** Read the attached brief article by Ronald J. Chenail written back in 1995 (but still very relevant) on Presenting Qualitative Data. **7.2 Class Discussion Forum: Academic poster as communication medium** The University of Melbourne offers a very useful guide on creating academic posters. An academic poster is a graphic and textual method of presenting information frequently used by researchers to quickly convey research outcomes at conferences. If you have attended such conferences or events in the past I am sure you would have found posters that failed to grab your attention and others that drew you in regardless of your interest to the subject-matter. I remember in particular a poster at the HCII conference on an application that scanned the web for movie excerpts to create any phrase the user wanted where the researcher was there with a tablet in front of the poster inviting participants to test it out. Read the attached guide and look at the attached posters 1-7. Comment below which poster you think is most and least effective and why. **7.3 Written individual submission: Communicating through a poster** Consider your selected SDG challenge and how you have framed your research question in the earlier sessions as well as your developed toolkit for eliciting information about the challenge and the lessons learned. Further consider the discussion and information on academic posters as part of this current session. You will individually develop one A1 (594 x 841 mm) academic poster (landscape or horizontal) aiming to present your toolkit to the world, at any software of your choosing (Google Slides has been particularly successful) to include the following: ● Title (A Toolkit for ....) ● Authors (you each become the lead author of your individual poster but you also acknowledge and include the other members of your team) ● Introduction ● Background ● The Toolkit

- Discussion
- Conclusion

The above is a suggested outline, you can omit or add to it as you think is appropriate.
Your submission will include visual (diagrams, graphics, photos) and textual material and should be in pdf format.

7.4: Written group submission: Communication
Based on the problem statement you have selected and developed, you have run data gathering sessions through employing methods from the toolkit you have developed aiming to elicit valuable actionable information. Having completed the above, it is now time to communicate the results in the form of a visual and verbal presentation.

In the forthcoming weeks, you need to:
1) Participate in the final presentations to demonstrate the results of your toolkit implementation, provide and receive feedback.
2) Coordinate within your group to indicate your availability AS A GROUP for the final presentation in the doodle I will be posting soon. If not all group members can be present at least one must attend but in all cases, you are expected to explain the contribution of each member in the group work.

For the final presentations session, you will be matched with a peer group, based on your availability. For this task you need to prepare a 10 minute presentation that will include:
1) Summary of your initial idea that addresses the project problem
2) Describe the methods you followed in the generative sessions
3) Describe how the generative sessions informed your initial ideal
4) Describe your generative session results and how the final idea has been formed from them
Note: Be sure to save time for questions and be prepared to explain each member's contribution to the project.

The slides layout/style is up to you. you style this as you think is appropriate for your projects but be sure to submit through classroom as always. When you feel you completed your assignment click the TURN IN button to submit it to me for marking.

Since this is a group assignment ONE member of the group needs to submit the assignment mentioning the other team members within the assignment.

The mark you will receive for this assignment will be based on your verbal presentations and the presentation document you will submit. This is the last assignment for this course.

7.5 Reflective journal
Throughout this course you have engaged deeply with design theory and methodology bringing together insights from academia and practice. Reflect on your learnings by compiling a list of 3 must-knows for the interaction designer that

	wishes to design successful products. Your reflection should not exceed 400 words.
Self-evaluation activities	See above
Bibliography	**Mandatory**: Chenail, R. J. (1995). Presenting Qualitative Data. *The Qualitative Report*, *2*(3), 1-9. Retrieved from https://nsuworks.nova.edu/tqr/vol2/iss3/5 Ponterotto, J. G., & Grieger, I. (2007). Effectively Communicating Qualitative Research. The Counseling Psychologist, 35(3), 404–430. Optional: Goldberg, A. E. and Allen, K. R. (2015), Communicating Qualitative Research: Some Practical Guideposts for Scholars. Fam Relat, 77: 3-22.
Hours of Study including self-evaluation activities and or assignment's preparation	**Studying**: 10 hours Assignment preparation: 10 Hours Examinations (presentation and peer evaluation): 6 Hours Self-evaluation: 2 Hours
Keywords:	