

BA Thesis Seminar 2023

Seminar introduction



Aalto University
School of Arts, Design
and Architecture

Oscar, Namkyu, Teemu

12th of January, 2023

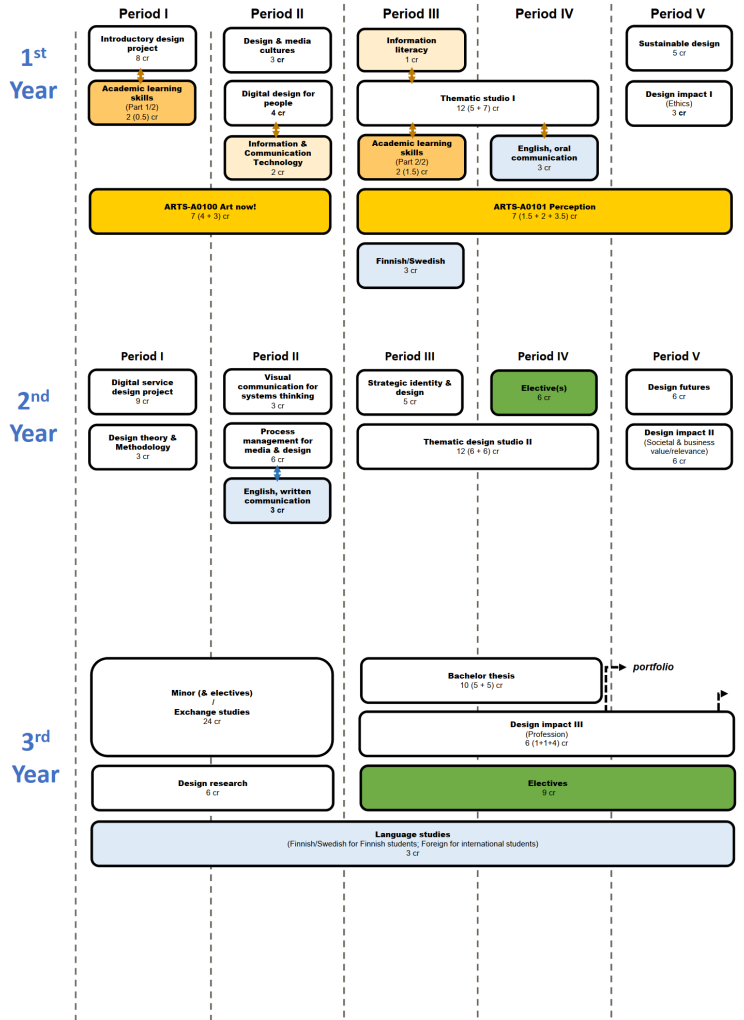
Today's agenda

Scope and purpose for the thesis and the seminar

Practicalities and organization

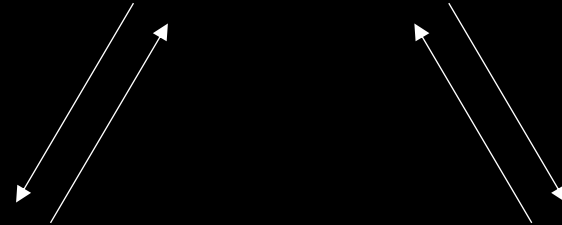
Assignment 1

Assignment 2



research

("theoretical" and empirical knowledge)



context

(societal phenomenon or organizational domain)

design

(activity, outcome or skill)



Course content

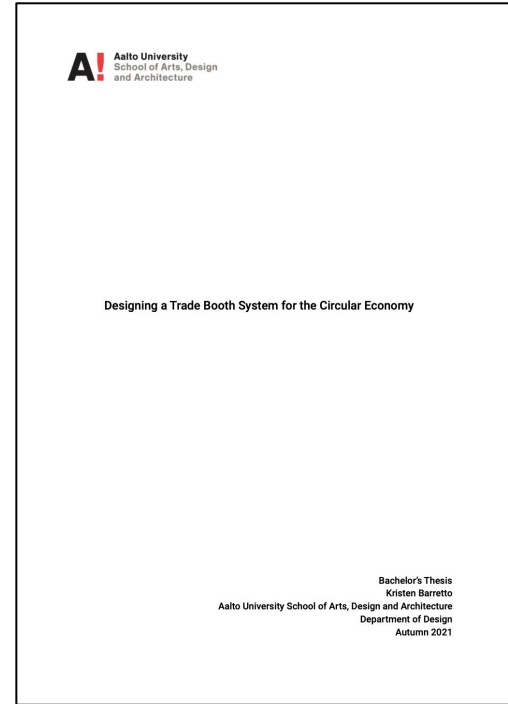
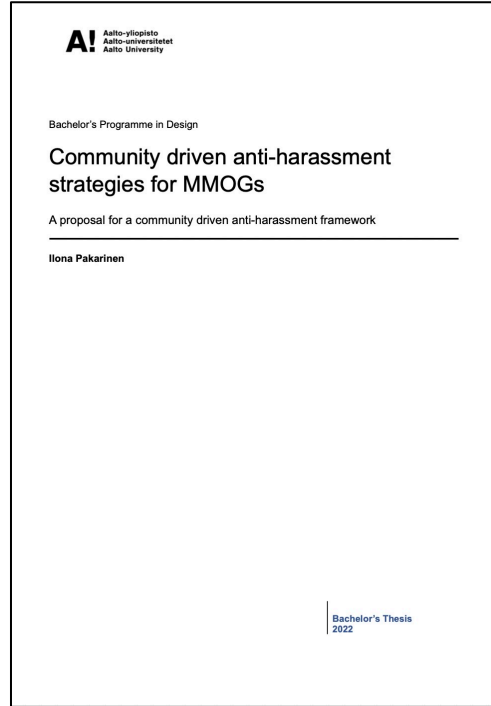
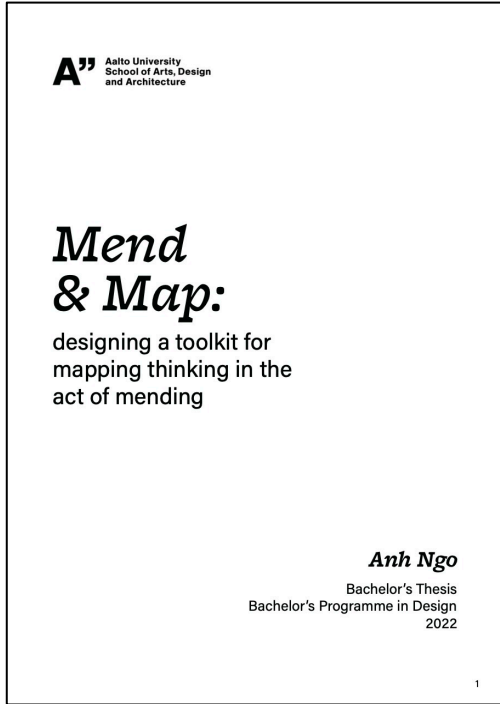
- Students prepare a bachelor thesis on a subject suitable for their major throughout the course.
- Students are supported in their thesis work through seminars and meetings (e.g. supervisor, advisor, language teacher)
- The seminars and meetings are grounded in the work of the students and structured to support them:
 - to refine and define the scope of their thesis
 - to acquire, analyze and structure the material for their thesis
 - to present their work in accordance with established principles for academic writing and communication.
- **Workload: 10 ECTS ≈ 27 hours x 10**

What do you have in the end of the course?

What do you have in the end of the course?

Bachelor of Arts Thesis

What do you have in the end of the course?



What do you have in the end of the course?

A? Aalto-yliopisto
Taiteiden ja suunnittelun
korkeakoulu

Aalto-yliopisto, PL 11000, 00076 AALTO
www.aalto.fi

Taiteen kandidaatin opinnäytteen tiivistelmä

Tekijä Juulia Jokinen

Työn nimi Kehollisuutta ja kirjainmuotoja – Feminismi typografiassa ja kirjainmuotoilussa

Laitos Taiteen ja median laitos

Koulutusohjelma Visuaalisen viestinnän muotoilu

Vuosi 2022 **Sivumäärä** 33 **Kieli** Suomi

Tiivistelmä

Tutkin kandidaatin opinnäytetyössäni feminististä typografiaa ja -kirjainmuotoilua, ja sen merkitystä visuaalisen viestinnän muotoilulle. Opinnäytetyöni on tutkielman ja produktion yhdistelmä, jossa tutkitaan feminististä typografiaa ja produktio on kirjaintyyppi, jonka muotokieli on otettu raskausarvista. Tutkielman ja produktion on tarkoitus tukea toisiaan ja omilla tahoillaan tarkastella aihetta.

Tutkielmassa tutkitaan sitä, mikä määrittelee feministisen typografian. Feminististä typografiaa on yleensä tehty tarpeesta tuoda jokin aate tai kannanotto esille. Tutkielmassa käydään läpi feministisen typografian filosofiaa, historiaa, erilaisia tekijöitä ja esimerkkejä. Esimerkeillä osoitetaan, että feminististä typografiaa ja kirjainmuotoilua on aina ollut, ja kerrotaan, miten sen esiintynyt typografian historiassa. Opinnäytetyössä käsitellään naisten historiaa typografian ja kirjainmuotoilun alalla, ja todetaan että naistekijöitä on aina ollut, heidän työstään on vain kerrottu ja sitä on tallennettu eri tavoin kuin miestekijöiden.

Tutkin kokeellisempaa kirjainmuotoilua, ja tutkin samalla sen suhdetta kehollisuuteen. Raskausarvet valikoituivat kirjaintyyppiin lähtökohdaksi siksi, että ne ovat hyvin stigmatisoituja ja niiden ajattelaan olevan vain naisten ongelma. Produktio pohjautuu vahvasti feministiseen kehollisuuteen, jota käsitellään työssä myös.

Opinnäytetyön loppupulos on se, että feminististä typografiaa ja kirjainmuotoilua on aina ollut. Se on tärkeä osa-alue visuaalisen viestinnän muotoilussa, sillä se mahdollistaa itselmaisun ja oman äänen esille tuomisen niille, joita ei yleensä kuulla valtavirrassa.

Avainsanat visuaalisen viestinnän muotoilu, typografia, kirjainmuotoilu, feminismi, kehollisuus, kirjaintyypit, raskausarvet

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Assessment & grading

The Bachelor thesis is assessed and graded according to the grading matrix.

The manuscript for the bachelor thesis must be uploaded for review prior to the presentation to the corresponding folder in the Assignment section on MyCourses

no later than the 21st of April.

THESIS GRADING MATRIX

Criteria	Fail	1	3	5
<i>Purpose and demarcation of thesis subject</i>	<p>The thesis subject has no or very limited connection to design or the work of designers.</p> <p>The thesis subject is undefined or hard to understand. The description of the purpose and scope for thesis are irrational and/or poorly demarcated.</p> <p>The thesis lacks a meaningful aim or research question.</p>	<p>The thesis subject connects to design or the work of designers, but the connection is weak or poorly justified.</p> <p>The thesis subject is poorly defined and demarcated. The rationales for the subject choice and the purpose of the thesis are only weakly formulated.</p> <p>The aims of the thesis are articulated in a research question(s), which is linked to prior literature or research.</p>	<p>The thesis subject has a clear and meaningful connection to design or the work of design.</p> <p>The thesis subject is demarcated, but the purpose and goals for the thesis have minor shortcomings.</p> <p>The aim and the research question(s) are clearly articulated and situated in relation to prior literature and research.</p>	<p>The connection between the research subject and design or the work of designers is very well argued and justified.</p> <p>The thesis subject and purpose are clear and very well demarcated and justified.</p> <p>The aim and the research question(s) are clearly articulated and well situated in relation to previous literature and research.</p>
<i>Data collection and analysis</i>	<p>There is insufficient and inappropriate data to address the research question(s), or the data is very poorly collected and/or analyzed.</p>	<p>The thesis contains a proper attempt to collect and analyze data to address the aims and research question(s). However, there are significant shortcomings in how the data has been collected or analyzed.</p> <p>The choice of research methods is not justified/contextualized.</p>	<p>The choice of research methods is clear and appropriate to address the research question(s). Enough data was collected to make an inference about the research question(s) and subject area.</p> <p>Research methods are applied systematically, and the research approach is contextualized to method literature.</p>	<p>The choice of research methods is well argued and appropriate to address the research question(s). Enough data was collected to make a meaningful inference about the research question and subject area.</p> <p>Research methods are applied systematically and reflectively. Data collection and analysis is very well executed and the research approach is appropriately contextualized to method literature.</p>
<i>Design production (if applicable)</i>	<p>The production does not align with the chosen thesis subject.</p> <p>The choice of design methods or tools for the production does not fit the task.</p> <p>The production is not documented or documented in a very limited way.</p>	<p>The production aligns poorly with the chosen thesis subject. Its execution displays major shortcomings.</p> <p>The choice of design methods or tools for the production fits the task, but its execution displays major shortcomings.</p> <p>The production is documented but the documentation is very incomplete or is significantly flawed.</p>	<p>The production aligns and supports the thesis subject well. The execution displays design abilities in both thinking and doing.</p> <p>The choice of design methods or tools for the production is explained and fits the task. The chosen methods and tools are executed appropriately.</p> <p>The production is documented sufficiently. Its main aspects can be understood and assessed through the documentation.</p>	<p>The alignment between the thesis subject and the production is excellent.</p> <p>The choice of the design methods and tools for the production fits the task very well and the choice for using them is very well argued. The chosen methods and tools are very well executed and handled.</p> <p>The production and its documentation form an insightful part in addressing the thesis subject, and the execution of the production is of very high quality.</p>
<i>Subject area expertise and theoretical foundation for the thesis</i>	<p>The thesis does not contain any references to literature on the subject area or references to prior literature are superficial or irrelevant.</p>	<p>The thesis displays very limited knowledge about the thesis subject. It only repeats prior work or existing ideas. Prior literature on the subject area is referenced but in a very limited manner.</p>	<p>The thesis shows that the student is familiar with the subject area. It includes key definitions and combinations of knowledge and insights. Thesis addresses key literature on the subject area.</p>	<p>The thesis indicates that the student has more in-depth knowledge about the subject area and associated literature.</p> <p>The student reflects on the quality of literature in combining prior knowledge with their own insights.</p>
<i>Thesis structure</i>	<p>The thesis does not have any structure or is structured very poorly. Fundamental information to comprehend the student's work is missing.</p>	<p>The thesis is poorly structured. The structure significantly impacts the possibilities to comprehend the student's work.</p>	<p>The thesis is well structured and covers the information needed to comprehend the student's work.</p>	<p>The thesis is purposeful and logically structured, while striving for detail and precision in the report about the student's work.</p>
<i>Academic writing (use of language and referencing)</i>	<p>The text is not readable. There are serious shortcomings in spelling and grammar.</p> <p>The thesis contains plagiarism.</p>	<p>The text is readable but there are repeated shortcomings in spelling and grammar which significantly impacts the flow and comprehension of the text.</p> <p>The thesis is very poorly referenced. The references do not follow any style.</p>	<p>The overall language is clear, but there are small errors in spelling and grammar.</p> <p>The thesis is appropriately referenced but there are minor inconsistencies in the use of the reference style.</p>	<p>The language is clear and supports the understanding of the content. The sentence structure is versatile and varied.</p> <p>The thesis is well referenced. The voices of the student and others' (referenced, quoted) are presented fluidly. The reference style is used appropriately throughout the thesis.</p>
<i>Result and conclusion</i>	<p>The result and conclusions are missing or very poorly presented.</p> <p>No discussion about potential contribution of the thesis.</p>	<p>The results and conclusions of the thesis are unclear.</p> <p>Result and conclusion are discussed as contribution(s) to the subject area of the thesis, but there are major shortcomings in reasoning.</p>	<p>The results and conclusions are clearly presented, but there is not much of the student's own reflection or analysis.</p> <p>Result and conclusion are discussed as meaningful contribution(s) to the subject area of the thesis.</p>	<p>The results and conclusions are presented clearly. The student demonstrates the ability to reflect on the quality of the results.</p> <p>Result and conclusion are well situated as specific contribution(s) to the subject area of the thesis.</p>
<i>The visual layout for thesis</i>	<p>The application of the thesis template appears random and/or distracts the reader from the content.</p>	<p>The application of the thesis template makes the thesis difficult to read.</p>	<p>The thesis template is incorporated in a clear visual layout, but there are shortcomings in the selection of fonts, use of margins, etc.</p>	<p>The thesis template is incorporated in a clear and attractive manner, which makes the thesis easy to read. The visual layout strongly supports the content.</p>
<i>Seminar presentation</i>	<p>The presentation was not delivered or delivered very poorly.</p>	<p>The presentation was delivered but there were major shortcomings in content, visualizations and/or time used.</p>	<p>The presentation was prepared, but there were minor shortcomings in the delivery in terms of content, visualizations or time used.</p>	<p>The presentation was well-prepared and insightfully delivered. Visualizations supported the content well.</p>
<i>Management of thesis process</i>	<p>The students did not demonstrate any skills for managing research-oriented work throughout the thesis process or the organization of the thesis process was highly problematic.</p>	<p>There were serious shortcomings in managing the research-oriented work throughout the thesis process. The guidance offered was poorly used or neglected. The required materials were delivered late and/or incomplete.</p> <p>The student demonstrated very little initiative throughout the process.</p>	<p>The student managed the research-oriented work well throughout the thesis process. The guidance offered was appropriately acknowledged and used. The required materials were delivered on time and complete. The students stayed active throughout the thesis processes.</p>	<p>The students managed the research-oriented work very well throughout the thesis process. The guidance offered was professionally acknowledged and used. The required materials were delivered on time and complete. The students stayed proactive in managing the thesis process.</p>

How to get the manuscript ready?

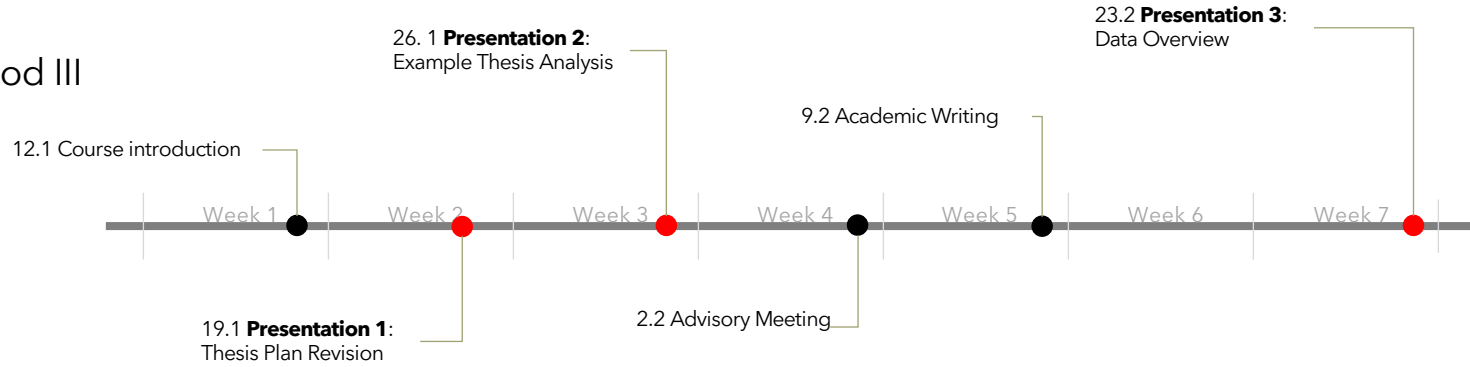
Students must complete the following assignments in preparation for the seminar:

- (1) Thesis plan revision (Due: 19th of January)
- (2) Example thesis analysis (Due: 26th of January)
- (3) Data overview (Due 23rd of February)
- (4) 80% draft delivered (Due 28th of March)

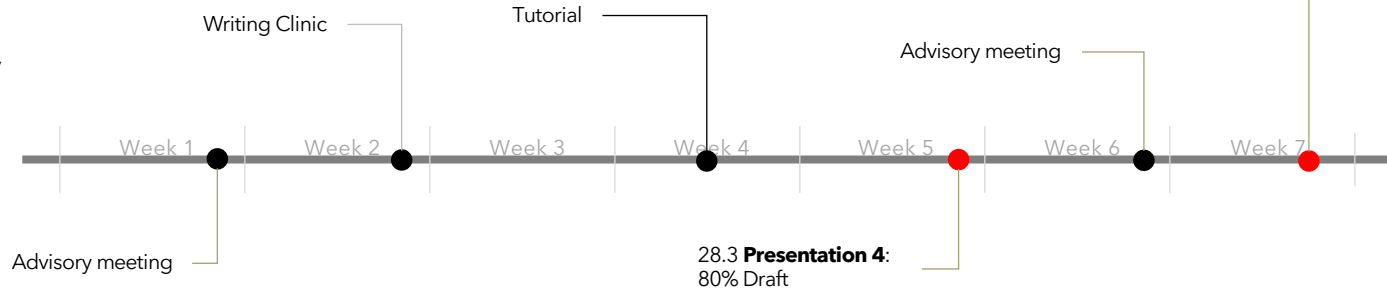
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- (1) For the supervision meeting prepare an Agenda (what will be discussed). Example: (A) what I have done, (B) what I will do next, (C) where do I need help.
- (2) Have materials ready for the language sessions.
- (3) Act as an opponent for another student.
- (4) 80% minimum participation to the seminar sessions.

Period III



Period IV



Schedule

Compulsory sessions to attend						
Peri	We	Date	Time	Room	Topic	Contents
III	1	12-Jan	13:15-16:00	Y347	Seminar Introduction	Practicalities, thesis template, Q&A, advisors introduction, form groups, assigned to supervisor/advisor
III	2	19-Jan	13:15-16:00	Y347	Presentation 1: Plan Revision	Present the revised thesis plan from IRDM final (what changes you made and why)
III	3	26-Jan	13:15-15:00	Y347	Presentation 2: Thesis Analysis	Choose 1 thesis (from 13 theses given) to analyze and present (pair work).
III	4	2-Feb	13:15-15:00	M237	Advisory Meeting: Interviews	Discuss your interview guide / questions (individually max 20 mins per student)
III	5	9-Feb	13:15-16:00	Y309b	Academic Writing	Language Centre
III	6					
III	7	23-Feb	09:15-17:00	U119	Presentation 3: Data	Show your data collected (what, who, when, where, how, why, insights)
IV	1				Advisory Meeting: Data Analysis	Discuss how your data analysis process goes, incl. detailed steps (individually max 20 mins per student)
IV	2	7-Mar	13:15-15:00	Y347	Writing Clinic	Writing Clinic
IV	3					
IV	4	21-Mar	13:15-15:00	Y346	Tutorial	Optional tutorial with supervisor / advisor
IV	5	28-Mar	13:15-15:00	Y346	Presentation 4: 80% Ready	Get green light from supervisors (submit 3 days in advance)
Easter week						
IV	6				Advisory Meeting: Finalizing	Discuss how to prepare for the final manuscript submission (individually max 20 mins per student)
IV	7	21-Apr			Final Manuscript Submission	Final thesis manuscript submission (deadline 1)
V	1					
V	2					
V	3					
V	4					
V	5				Notification to Students	Accepted students notified for Presentation
V	6					
V	7	8-Jun	09:15-16:00		Thesis Presentation	Thesis Presentations / final manuscript submission (deadline 2)

Teaching team

Supervisors (Responsible Teachers)

- Namkyu Chun (DAM / DoD)
- Oscar Person (DoD)
- Teemu Leinonen (DAM)

Advisors (Doctoral Researchers)

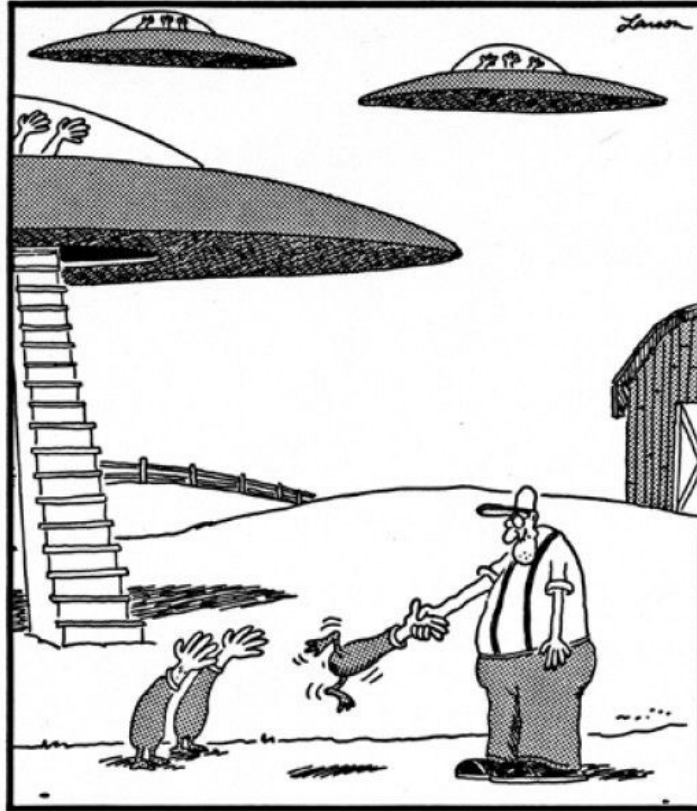
- Tania Chumaira (DAM)
- Rebecca Jeong (DoD)
- Emilija Veselova (DoD)

+ **Language Centre:** Malachy Halpin

Maturity test

- **Students with Finnish upper secondary school diploma**
 - LC7108 Kirjoita asiantuntevati (for Finnish-speaking students)
 - **TBC** (for Swedish-speaking students)
- **Students with international upper secondary school diploma**
 - Completion of language sessions during the seminar
 - Evaluation of thesis abstract

Why 'systematic'?



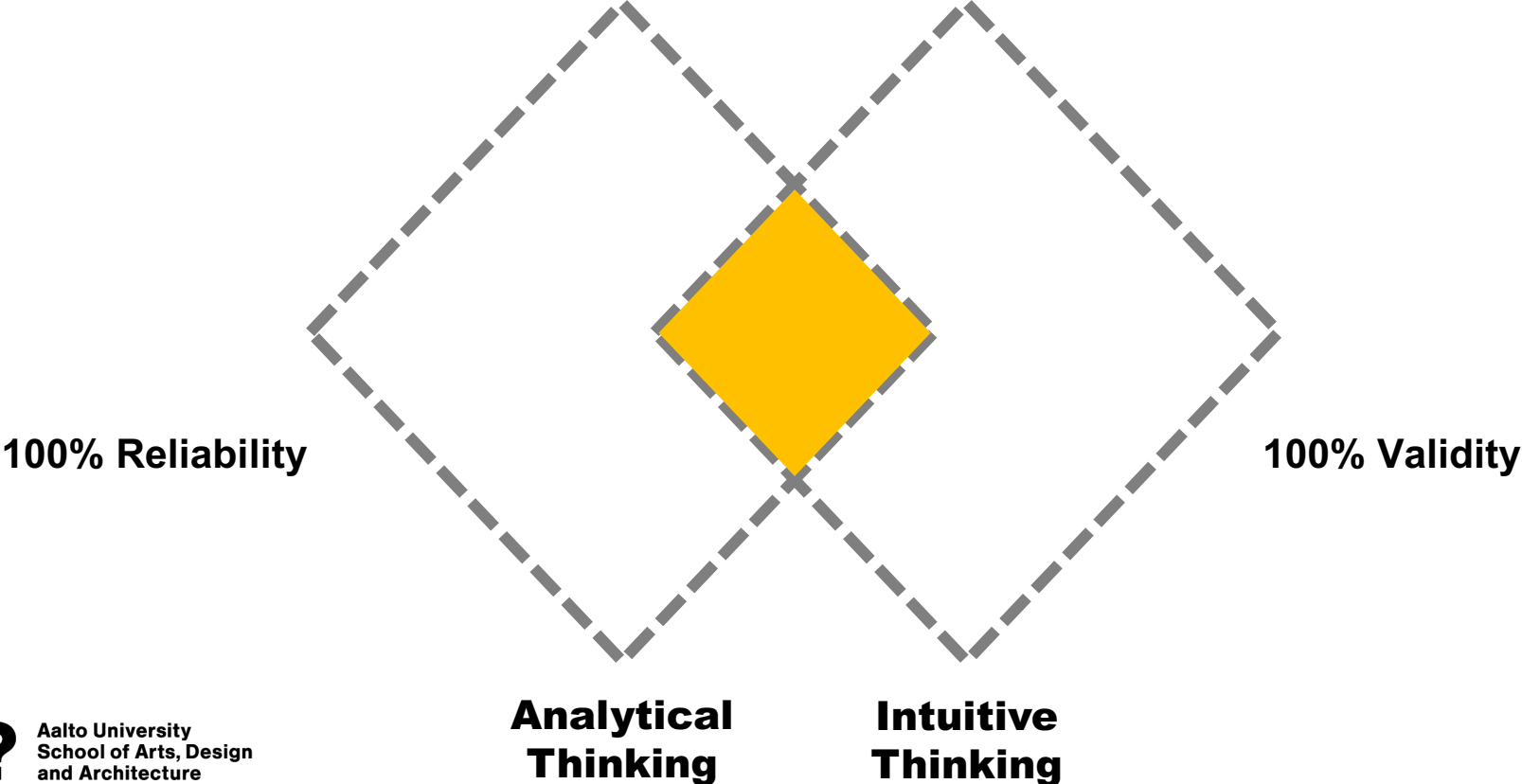
Inadvertently, Roy dooms the entire earth to annihilation when, in an attempt to be friendly, he seizes their leader by the head and shakes vigorously.



Aalto University
School of Arts, Design
and Architecture

Design thinking

by Roger Martin



BREAK

Assignment 1

Revised thesis plan

Due: 19th of January

Revised thesis plan

Due: 19th of January

Based on the feedback received from IRDM Final and your further thinking over the holidays, you may have revised your thesis plan.

Submit the revised version and prepare to present what changes you have made, and why.

In particular, consider the following:

- **Focus and relevance: Is the scope of your thesis sufficiently clear, defined and interesting both practically and academically?**
- **Feasibility: Can you actually carry out the plan according the schedule, workload, availability of potential research participants and so forth?**

During the seminar, we will review and discuss your changes. Thus, **be ready to prepare for presenting your revisions in 2-3 minutes. If you have decided to not make any changes, justify why.**

Name your file: LastName_FirstName_Assignment1

Format your file as PDF.

Upload the PDF to MyCourses before 9:00 o'clock on the 19th of January.

Assignment 2

Example thesis analysis

Due: 26th of January

Title page

Acknowledgement / Preface

Introduction

Literature Review

Method / Research Approach

Results / Findings

Design / Production

Conclusions & Discussion

- Practical (design) implications
- Limitations & suggestions for future research

References

Appendices

What do you derive (conclude) from the results and production in relation to what has been said earlier in literature?

Is the production informed by the research or is the production informing (supporting) the research?

Formalities

Scope, Focus &
Contribution

Transparency

Honesty
& Reflection

Clarity & Style

Scope, Focus & Contribution

Is the purpose (and value) of the thesis clear?

Introduction

- Is the broader practical/societal/industrial/cultural significance of the thesis topic introduced?
- Is the theoretical (academic) framing of the thesis - in terms of where concepts and ideas come from and where the thesis is intended to contribute - described?
- Is the scope and focus of the thesis – both in terms of *what* and *how* things are studied and produced – clear?
- Are the questions of inquiry (i.e., research questions) for and/or what is produced throughout the thesis clear and justified?. Is the academic and/or practical relevance of the research questions and/or what people potentially could do with the production explained?
- Are the key concepts and ideas for the thesis appropriately introduced and defined? Are the terms used clear?

Literature review

- Is the purpose of the literature review within the overall thesis clear? Is it clear how what is reviewed informs/impacts what is reported later?
- Is the scope (and borders) of the literature review – including how and why sources were located, selected and reviewed– explained?
- Is the literature review clearly structured? Does the discussions within and across different sections follow logically upon each other?
- Are the key findings/conclusion from the literature review clear?

Conclusions/Discussion

- Are the results of the thesis – and how they relate to the questions of inquiry from the introduction – explained? Is it clear how the results potentially are similar and/or different to what has been said earlier?
- Is the practical relevance of research results and productions clear? Is it clear what people potentially could do with the results of what was studied and/or produced?

Transparency (& repeatability)

Is the origin of conclusion and decisions clear and, in learning from the process, can a reader follow what has been done and do something similar?

Method / Research Approach

- Is the overall approach for data collection and analysis clearly explained and justified? Is it clear why the author sets out to collect and analyze material in a particular way?
- Is the procedure and material used for data collection – e.g. how people are recruited and interviewed– explained and justified?
- Is the scope (amount) of the data that is analyzed clear (at different stages of the process)? For example, is the number of hours of interviews or pages of transcripts that are studied stated?
- Is the procedures for data preparation and analysis explained and justified? Is it possible to follow how the author draws conclusions from their data?

Results

- Is it clear how the findings are derived from the raw data? For example, are findings from interviews exemplified through quotes?

Production

- Is the scope of the production and how it informs (and/or relates) to the research explained and justified? For example, is it clear how research findings informs what is designed?

Honesty & reflection

Does the manuscript accurately capture the process, and reasoning behind it?

Results/Findings

- Are findings presented in a way that is seem credible? Totally conclusive findings are for instance very rare and qualitative research is accordingly often partly assessed in terms of how findings seem to capture the context and diversity of what is studied.

Production

- Is the ownership of ideas and how things are produced explained?

Discussion

- Are the limitations of the thesis appropriately acknowledged? For example, are the limitations of how data was collected and analyzed and/or what was produced throughout the process discussed? A clear reflection on a limitation typically (a) pinpoints and demarcates its impact on the results/outcomes, (b) introduces the reasoning for why it emerged (and why it potentially was deemed appropriate at a given point in time) and (c) gives advice on how it potentially could be addressed ('avoided') in future studies/projects.

Clear and appropriate style

Is the thesis easy to read and follow?

- Is the structure for the thesis – including what is discussed in each chapter and section) clear?
- Is the text easy to read and without errors?
- Does the text adhere to the rules and conventions for academic writing? E.g. is it sufficiently formally written?

Formalities & Expectations

Does the thesis include the basics?

- Is the scope of the thesis reflected in the title? A thesis title should ideally generate attention while also clearly indicating the scope and content of the work to help people assess its relevance.
- Does the abstract appropriately summarize (i) the scope and purpose of the thesis, (ii) the approach taken and (iii) the key findings and what was produced?
- Are the people that supported the work appropriately thanked and credited in the Acknowledgment/Preface?
- Does the table of content list all chapters and sub-headings?
- Does all figures and tables have explanatory captions and referenced in the text? As a basic rule of thumb, it should be possible to understand what is displayed in a figure or table by only reading the caption.
- Are citations made consistently (e.g. following one specific style, such as APA)?
- Is the material in the appendices clear and appropriately cleaned-up and curated?

Example thesis analysis

Due: 26th of January

- Select a BA thesis among the given examples (see 'BA Thesis Examples' in MyCourses).
- Through MyCourses, notify the others in your supervisory group about what you will review.
- Review the thesis and make a general assessment of its quality and analyze it according to the 5 aspects discussed in the introductory seminar:
 - Scope, Focus & Contribution
 - Transparency
 - Honesty & Reflection
 - Clarity & Style
 - Formalities
- Summarize your conclusions and analysis as a slide deck for a presentation and be ready to present it in 3-4 minutes. Beyond the analysis of the above-mentioned aspects, remember to introduce the scope of the thesis and why you chose it (relation to your thesis topic).
- Name your file: LastName_FirstName_Assignment2
- Format your file as PDF.
- Upload the PDF to the Assignment folder on MyCourses before 9:00 o'clock on the 26th of January.

SUPERVISOR / ADVISOR ASSIGNMENT

<i>First name</i>	<i>Surname</i>	<i>Latest Title</i>	<i>Supervisor</i>	<i>Advisor</i>
Asala	Ahmadli	Design for discrimination-free “safe spaces” for minorities	Namkyu	Emiljia
Aleksandra	Artemenko	Virtual avatars for personal growth and self-image	Teemu	Tania
Nina	Balashova	Strategies for material valuation of NFT artworks	Oscar	Rebecca
Solveiga	Bucyte	Instagram addiction: Which UX design features make Instagram addictive,	Oscar	Rebecca
Lu	Chen	“Self as Method” - Design in Immigrant Integration Services	Namkyu	Emiljia
Jonna	Eloranta	Coping with foreign language anxiety through games	Teemu	Tania
Volha	Furs	3D Animation as a Tool for Branding	Teemu	Tania
Daniel	Giacomelli	The impact of design on the process of immigrant education in the contex	Namkyu	Emiljia
Kamilla	Grämer	Designing death: How individual death planning in Finland can contribute	Namkyu	Emiljia
Kristin	Gschwender	Putting the food in the design: A constructive guide for designing for food	Oscar	Rebecca
Mika	Järvi	TBC	Oscar	Rebecca
Fiona	Keil	Getting personal with current bioplastics waste management practices in	Namkyu	Emiljia
Hanna	Kiss	TBC	Namkyu	Emiljia
Jihae	Kim	AYY - The Best student Residential Life in the World : Facilitating & co-desi	Oscar	Rebecca
Maria	Klata	Interactive picture books for children - using visual design as a stimuli for	Teemu	Tania
Tuomas	Laakkonen	The path to green death: Discovering the points of intervention	Namkyu	Emiljia
Radovan	Lamac	Text-to-image systems as an extension of the design thinking toolkit	Oscar	Rebecca
Kathleen	Lindgren	How can designers create digital spaces with virtual reality-based video ga	Teemu	Tania
Diana	Lisitsa	Visual communication for humanitarian and environmental NGOs	Namkyu	Emiljia
Elina	Ludborza	The value of luxury design	Oscar	Rebecca
Zina	Marpegan	Queer sex toys in the market. An analysis of how sex toys are marketed to	Teemu	Tania
Tomi	Monahan	Defining the Parameters of a Sensory Substitution Feedback System in As	Teemu	Tania
Carlotta	Pezzica	Why are designers the underdog? Exploring trust-building dynamics in int	Oscar	Rebecca
Emma	Prost	Transitioning to a 1.5 Degree Lifestyle: Sustainably Improving Customer Be	Namkyu	Emiljia
Vera	Rantamaa	Creating a contemporary brand—augmented reality as a visual storytelling	Teemu	Tania
Matteo	Serre	Comfort for All: Furniture design for wheelchair user’s inadequate spaces	Oscar	Rebecca
Júlia	Vila Comas	Meaningful visual design for user well-being	Namkyu	Emiljia
Vilis	Zuromskis	Artificial intelligence development trends in industrial design and the ecor	Oscar	Rebecca

Final words

- **Familiarize yourself with the seminar schedule, thesis template and grading matrix.**
- **Revise your thesis plan (Assignment 1)**
 - Focus & relevance
 - Feasibility
- **Select a thesis to review/present (Assignment 2)**
 - **How is the recruitment of interviewees going?**

Questions?
Post them on MyCourses
(others might have the same one...)