Introduction to Research Skills in New Media

AXM-E0002

Professor Lily Diaz-Kommonen

Class activities

1. Learning Diary
2. Making a research plan: Taking the first steps
3. Writing and reviewing your plan
4. Doing peer-review on a plan
5. Review of qualitative human-centered methods
6. Completing your research poster
7. Reading and discussing about design

Timeline of work

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| Presentations | Date  | Homework  | Due date (dd/mm)  | Activities  |
| 1. Why research? | 06/02  | Continue Learning Diary Entries.Work on research poster revisions | 13/02  | Introduce each other (2 mins). Presentation 1Discuss research posters process.  |
| 2. What is a research plan? Why is it important? How to assemble one?  | 13/02 | Using the template provided, participants begin by writing an abstract.Continue work on research posters.Continue Learning Diary Entries. | 20/02  | Presentation 2Presentations and discussion about abstracts created by students. |
| 3. Five major facets of new media of Concept, Interaction, Content, Audience, Interface design.  | 20/02  | Work on completing a preliminary research plan. Continue work on research posters.Continue Learning Diary Entries. | 27/02  | Presentation 3 Five major facets… Presentation and discussion of what is a research plan. |
| 4. What is an ontology?  | 27/02  | Do peer review on you colleagues’ preliminary research plan.Continue work on research posters.Continue Learning Diary Entries. | 06/03  | Presentation 4 Knowledge paradigms Research plans are exchanged in class. A selection of plans is presented. |
| 5. Human-centered design methods review.  | 06/03  | Do peer review on you colleagues’ preliminary research plan.Continue work on research posters.Continue Learning Diary Entries. | 13/03 | Presentation 5 Discussion of human-centered design methods.Discussion of peer-reviews and improvements to plan.  |
| 6. Human-centered design-methods review.   | 13/03  | Presentation of selection of final research plans by students. Finalize work on research posters. | 20/03 | Presentation 6Discussion of human-centered design methods.Discussion of peer-reviews and improvements to plan.  |
| 7. Review preliminary research plans.  | 20/03 | Completion of improved Preliminary Research Plan work Research Posters | 27/03 | Discussion of human-centered design methods.Discussion of peer-reviews and improvements to plan |
| 8. Final session |  | Completion of improved Preliminary Research Plan and Research Posters | DONE | DONE |

# Readings: These are complementary readings that relate to the discussion in class.

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| Week  | Assignment  |
| 06/02  | Reading: Ch. 1 “History and Aim” and Ch. 2, “Basic concepts in human-centered design”, pp. 1- 70.  |
| 13/02  | Reading: Ch. 3, “Meaning of artifacts in use”, in *The Semantic Turn*, pp. 77-145 Exercise (assignment): Using the template and information provided, each group will create an artifact analysis of one social media tool.  |
| 20/02  |  Reading: Ch. 4, “Meaning of Artifacts in language”, in *The Semantic Turn*, pp. 147-176. Exercise: Using the template provided each group will create basic questionnaire or do fieldwork related to the social media tool being researched.  |
| 27/02  | Reading: Ch. 5, “Meaning in the lives of artifacts”, in *The Semantic Turn*, pp. 177-189. Exercise: Using the template provided, each group will design a possible cultural probe that could be used to obtain user feedback.  |
| 06/03  | Reading: Ch. 6, “Meaning in an ecology of artifacts”, *The Semantic Turn*, pp. 193-203 Exercise: Each group will create as well as edit all materials and make one final concept presentation.  |
| 13/03  | Ch. 7, “Design methods, research, and a science for design”, in *The Semantic Turn*, pp. 207-260.  |
| 20/03 | Ch. 8, ”Distantiations”, in The Semantic Turn, pp. 273-295.Ch. 9, “Roots in the Ulm School of Design”, in *The Semantic Turn*, pp. 297-322. |

E-Book from Aalto Library:

Krippendorff, Klaus. *The Semantic Turn*. CRC/Taylor & Francis 2006.