

RESEARCH TECHNIQUES

IE University

Professor: **MICHAEL LEUBE**

E-mail: mleube@faculty.ie.edu

Academic year: 22-23

Degree course: SECOND

Semester: 1^o

Category: COMPULSORY

Number of credits: 3.0

Language: English

PREREQUISITES

Semesters 1 and 2 must be successfully completed.

SUBJECT DESCRIPTION

A top aspiration of design students should be to empathise with people who end up using their products and services. Designers often ask why they should do research, when marketers already do it? The answer is that numbers and facts on consumers are important but not sufficient for explaining *why* a person becomes a customer or not. Marketing-driven research is skewed in behalf of the seller, rather than user and in behalf of profit rather than progress.

Ideally, the process of qualitative design research is exploratory and neither *inductive*, nor *deductive* but *abductive*. In this course the student learns to work almost like a detective using different tools in different situation and formulating a hypothesis (design brief) by learning from and with the user of products and services.

This course is linked to the course "Ethnography" and serves as the theoretical foundation.

OBJECTIVES AND SKILLS

Objectives

To acquire basic notions of the "grounded theory" process of problem solving

To understand the responsibility of design practices

To understand the necessity of design research as well as designing the research phase

Skills

Development of a critical standpoint in the design practice

The use of basic design-research methods

Improving the empathy between designer and end-user

Improvement of critical thought

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology. Liquid learning is a transformational and interactive educational experience that transcends single methodologies and platforms to blend physical, digital and natural environments so that students obtain a world-class education no matter their location or situation. Students will learn alongside one other and work together in teams. Hybrid brings together the human, digital and natural worlds into a seamless whole and enables IE University to be a truly global campus.

The Liquid Learning methodology combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery.

Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online.

Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms. For example, debating topics in a digital forum, critiquing the work of classmates posted in a digital gallery, working on a proposal or project using a collaborative document-sharing platform, or getting help and learning support in messaging-based system.

This course consists of both lectures and discussions concerned with weekly readings. In the 15 sessions different tools for design research are taught and students will be encouraged to share their thoughts and ideas in relation to issues presented in each class session. The course is designed with the course "Ethnography" in mind; whereas in "Research Techniques" the research tools are learned theoretically, they are practiced in "Ethnography".

Students are required to critically reflect the material presented in class and the corresponding texts by preparing a 10-12 pages research paper on design research. Additionally they must hold a short oral presentation on a chosen topic in front of the class. This presentation must include a case study of a design process using that specific technique.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10 hours
Discussions	20.0 %	15 hours
Exercises	20.0 %	15 hours
Group work	26.67 %	20 hours
Other individual studying	20.0 %	15 hours
TOTAL	100.0 %	75 hours

PROGRAM

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The following program is tentative. Although we will cover all of the listed topics, the selected readings, activities and pace of the class depends on group performance. Additionally, we may have to rearrange some sessions in order to accommodate guest speakers or field trips. Unless otherwise noted, you are expected to complete all corresponding reading BEFORE attending the session.

SESSION 1 (LIVE IN-PERSON)

Qualitative vs. Quantitative Research 1 (Synchronous)

There is a time and place for both qualitative and quantitative research and both have their merit in a design context. In the first two sessions basics of the scientific method are taught as well as differences between the two approaches. Basic tenets of the scientific language and rules of citation are shown.

Relevant Papers:

Book Chapters: Johnson, B., Turner, L. A., Tashakkori, A., & Teddlie, C. (2003). Handbook of mixed methods in social and behavioral research. In Data collection strategies in mixed methods research (pp. 297-319). Sage Thousand Oaks, CA.

SESSION 2 (LIVE IN-PERSON)

Qualitative vs. Quantitative Research 2 (Synchronous)

There is a time and place for both qualitative and quantitative research and both have their merit in a design context. In the first two sessions basics of the scientific method are taught as well as differences between the two approaches. Basic tenets of the scientific language and rules of citation are shown.

Book Chapters: Denzin, N. K., & Lincoln, Y. S. (1994). Handbook of qualitative research. Sage publications, inc.

Article: Leube, M. (2014). "Back to the Roots: On The Positive Feedback Between Design Thinking And The Anthropological Sciences." Proceedings Cumulus conference, Johannesburg. (Design-Thinking-Akademie)

SESSION 3 (LIVE IN-PERSON)

Design Research (Synchronous)

Design research- qualitative, quantitative or otherwise- has become an important part of the design process (Brown, 2008). However, the feedback between scholarly theory and industrial practice could be deepened significantly. While academia is often accused of staying in an exclusive ivory tower, the creative industries are said to disregard evidence. The reason for designers' resistance and skepticism to scientific fieldwork may be the current emphasis on deductive exploration (Müller, 2011). Students must learn to desktop and library research.

Relevant Papers:

Book Chapters: Abras, C., Maloney-Krichmar, D., & Preece, J. (2004). "User-centered design." Bainbridge, W. Encyclopedia of Human-Computer Interaction. Thousand Oaks: Sage Publications, 37(4), 445-456. (ce)

SESSION 4 (LIVE IN-PERSON)

Research Design (Synchronous)

The marketing sciences tend to use such a top-down approach of going from the general to the specific; when a product is accepted, a given strategy is repeated, when not it is dropped. Why, designers ask, should they do such research, when marketers already do it better? Numbers and facts on consumers are important but not sufficient for explaining why a person becomes a customer or not (Madsbjerg & Rasmussen, 2014). Marketing-driven research is skewed in behalf of the seller, rather than user and in behalf of profit rather than progress. Ideally, the design process is exploratory and neither inductive, nor deductive but abductive.

Relevant Papers:

Article: Roser, T., Samson, A., Humphreys, P., & Cruz-Valdivieso, E. (2009). "Co-creation: new pathways to value: an overview." Promise & LSE Enterprise.

Article: Ramaswamy, V. (2011). "Co-creating development." *Development Outreach*, 13(2), 38-43

SESSION 5 (LIVE IN-PERSON)

Ethnography 1 (Synchronous)

Beyond all the data, ethnology also has validated and rigorous methods for gaining entry, conducting interviews and analysing emic and etic information (Harris, 2001). Recommended by modern firms such as IDEO, obvious to ethnologists, the designer has to be – above all - empathic. In short: the designer has to become an ethnographer.

Article: *Design ethnography: Taking inspiration from everyday life. This is service design thinking.* (STBY) (ce)

Article: *Ethnography: An Introduction to Definition and Method.* (intechopen) (ce)

SESSION 6 (LIVE IN-PERSON)

Ethnography 2 (Synchronous)

Originally, ethnography is the study and description of an ethnic group. Through observation and research, the designer can truly empathise with the end-user (of products and services) and their issues. Ethnography, being strictly descriptive becomes a portion of design thinking but not vice versa.

Relevant Papers:

Article: Van Dijk, G. (2010). "Design ethnography: Taking inspiration from everyday life. This is service design thinking." Amsterdam: Bis publishers. (STBY) (ce)

SESSION 7 (LIVE IN-PERSON)

Ethnography 3 (Synchronous)

History of Fieldwork

Book Chapters: Hammersley, M., Atkinson, P.. (2007). *Ethnography. Principles in Practice.* Routledge. (At own Pace) (See Bibliography)

SESSION 8 (LIVE IN-PERSON)

Ethnography 4 (Synchronous)

Emic and Etic/ Insider and Outsider Information

Book Chapters: Hammersley, M., Atkinson, P.. (2007). *Ethnography. Principles in Practice.* Routledge. (At own Pace) (See Bibliography)

SESSION 9 (LIVE IN-PERSON)

Ethnography 5 (Synchronous)

Netnography: Doing Ethnography Online

Book Chapters: Hammersley, M., Atkinson, P.. (2007). *Ethnography. Principles in Practice.* Routledge. (At own Pace) (See Bibliography)

SESSION 10 (LIVE IN-PERSON)

Participant Observation (Synchronous)

Becoming part of a user-group/ Gaining rapport

Book Chapters: Hammersley, M., Atkinson, P.. (2007). Ethnography. Principles in Practice. Routledge. (At own Pace) (See Bibliography)

SESSION 11 (LIVE IN-PERSON)

Ethics and Fieldwork (Synchronous)

Book Chapters: Hammersley, M., Atkinson, P.. (2007). Ethnography. Principles in Practice. Routledge. (At own Pace) (See Bibliography)

SESSION 12 (LIVE IN-PERSON)

Debriefing Fielddata (Synchronous)

Book Chapters: Hammersley, M., Atkinson, P.. (2007). Ethnography. Principles in Practice. Routledge. (At own Pace) (See Bibliography)

SESSION 13 (LIVE IN-PERSON)

Debriefing Fielddata (Synchronous)

Content Analysis

Book Chapters: Hammersley, M., Atkinson, P.. (2007). Ethnography. Principles in Practice. Routledge. (At own Pace) (See Bibliography)

SESSION 14 (LIVE IN-PERSON)

Presentation of Individual Research Topic 1 (Synchronous)

SESSION 15 (LIVE IN-PERSON)

Presentation of Individual Research Topic 2 (Synchronous)

BIBLIOGRAPHY

Compulsory

- Hammersley, M., Atkinson, P.. (2019). *Ethnography Principles in Practice*. 4. Routledge. ISBN 1138504459 (Digital)
Ethnography Textbook

EVALUATION CRITERIA

Evaluation Criteria

Criteria	Percentage	Comments
Class Participation	20 %	Critical Participation
Individual Presentation	30 %	Knowledge of Subject and Presentation Style
Individual Essay	30 %	Individual Research Paper
Final Exam	20 %	Exam of Material Covered

I. Class Participation: This includes knowledge and critical assessment of the materials covered in class.

II. Individual Presentations: Students must present one (or more) of the research technique/s covered in front of the class.

III. Individual Work: Students demonstrate mastery of the scientific method and scientific writing in an individual research paper.

IV. Final Exam: Students demonstrate knowledge of the theoretical concepts covered by the professor and other student

PROFESSOR BIO

Professor: **MICHAEL LEUBE**

E-mail: mleube@faculty.ie.edu

Dr. Michael Leube

Email: mleube@faculty.ie.edu

Office Hours: 12:30 - 14:00, SG-215, Segovia

Leube is an anthropologist working on the complex relationship of people and objects. His research for the last ten years has been focused on investigating humanitarian design as well as the circular economy. For him design represents the important link between the theory provided by the human sciences and practical social innovation. He is convinced that only when everyone is involved in the design process and innovation, production and consumption is truly open can society become sustainable. Leube holds a Ph.D. in Anthropology (Thesis: "Culture and Evolution: Comparison of British Social Anthropology, American Cultural Anthropology and Vienna's Kulturkreislehre") from the University of Zagreb, an M.A. in Anthropology/ Human Biology from the University of Vienna and a B.A. in Anthropology/ Religious Studies from the University of California at Berkeley.

OTHER INFORMATION

Technology in the Classroom – The course does not require the regular use of laptops unless you are using them to take notes. If I catch you using the laptop inappropriately during class, I will give you a warning. If you get caught a second time, you will be kicked out of the classroom and marked as absent for that day. I am very strict about this. The use of mobile phones will not be permitted under any circumstances during this course.

Attendance – Attendance is mandatory. Missing more than 9 class sessions will result in an automatic fail of the course. If you are unable to make it to a session, I appreciate an email letting me know, but absences will only be excused for extraordinary circumstances and with valid evidence documenting your absence.

I will ask students who do not come to class prepared to be active and engaged to leave the classroom. These students will be marked as absent. For asynchronous sessions, attendance will be assessed depending on your participation in group discussion forums and/or submission of the deliverables for that session.

I will answer emails sent M-F within 24 hours, but if you write me after 5 pm on Friday (with the exception of a true emergency), I reserve the right to respond on Monday morning.

Per University Policy:

Each student has 4 chances to pass any given course over two consecutive academic years (regular period and July retake period). Failure to pass students who do not comply with the 70% attendance rule during the semester will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course next academic year). Grading for retakes will be subject to the following rules:

- Students who failed the subject in the first regular period will have to do a retake in July (except those not complying with attendance rules who are banned from this possibility and must automatically re-enroll the following year).
- Dates and location of the July retakes will be posted in advance and will not be changed under any circumstances. Please take this into consideration when planning your summer. In the event that you decide to skip the opportunity to re-sit for an exam during the re-take period, you will need to enroll in the course again for the following academic year and pay for the corresponding costs.
- The maximum grade that a student may obtain in the re-take exam is 8 out of 10.
- Students in the 3rd call will be required to attend 50% of the classes. If there is a schedule overlap, a different option will be discussed with the professor in order to pass the subject.
- Students failing more than 18 ECTS credits after the June-July re-sits will be asked to leave the program.

Students with Special Needs:

To request academic accommodations due to a disability, please contact Jessica Tollette via email at: jessica.tollette@ie.edu.

Student Privacy Statement:

At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

Decisions about Grades:

Decisions about grades are made very carefully, and are final at the end of the course. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments before the last session of the course. Any disputes regarding grades must be resolved before the final session. "Extra credit" or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

ACADEMIC INTEGRITY

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

What is academic integrity? When you do the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic Integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations are defined as Cheating, Plagiarism or other violations of academic ethics.

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

- a. An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- b. Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- c. Unauthorized co-operation or collaboration.
- d. Tampering with official documents, including electronic records.
- e. The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- a. Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- b. Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- c. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

Other violations of academic ethics include:

- a. Not acknowledging that your work or any part thereof has been submitted for credit elsewhere.
- b. Misleading or false statements regarding work completed.
- c. Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.