

# IDUS215 | Contextual Research Methods

**Mission Statement of the College:**

The Savannah College of Art and Design exists to prepare talented students for careers in the visual and performing arts, design, the building arts, and the history of art and architecture. The college emphasizes learning through individual attention in a positively oriented environment.

**Quarter/Year:**

Winter, 2006

**Course Number, Title, and Section:**

IDUS215, Contextual Research Methods

**Course Description:**

This course presents the techniques necessary to conduct relevant and useful research of a novel domain in context. Students are expected to gain knowledge and expertise to contribute to the design process in user-centered products and systems in which user, goals and task needs are given primary importance

**Prerequisite (s):**

IDUS212 Model and Prototype Development

**Professor's Name:**

Jon Kolko

**Department:**

Industrial Design

**School:**

Design

**Phone number:**

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**E-mail:**

jkolko@scad.edu

**Online:**

[http://facultypages.scad.edu/~jkolko/\\_IDUS215\\_ContextualResearchMethods/index.php](http://facultypages.scad.edu/~jkolko/_IDUS215_ContextualResearchMethods/index.php)

**Office Hours:**

Monday/Wed, 3:00pm – 5:30pm [*By Appointment*]

Friday, 11:00am – 3:00pm [*By Appointment*]

Saturday & Sunday [*By Appointment*]

**Course Goals:** The following course goals articulate the general objectives and purpose of this course:

- Experience various contextual research methods, including Contextual Inquiry, Interviews, Focus Groups, and Questionnaires
- Develop and practice unique and innovative user research methodologies
- Learn how to synthesize large quantities of user research

**Course Outcomes:** The following course outcomes indicate competencies and measurable skills that students develop as a result of completing this course:

- Conduct contextual research and task analysis
- Model the observed user’s behavior in various visual manners
- Synthesize gathered research using various techniques
- Create design criteria based on quantitative and qualitative data

**Required Text(s):**

1. Karen Holtzblatt, Jessamyn Burns Wendell, Shelley Wood, **Rapid Contextual Design : A How-to Guide to Key Techniques for User-Centered Design.** 2004. Morgan Kaufmann Publishers, Inc. ISBN 0123540518
2. Mike Kuniavsky, **Observing the User Experience.** 2003. Elsevier Science. ISBN 1558609237

**Recommended Text(s):**

None

**Required Materials:** Students must provide all materials necessary to pursue their work in each class. Work submitted not using appropriate materials will not be accepted. The student shall submit work as directed by the Professor and/or as detailed in the class schedule or handout.

**Grading Opportunities:**

(Graduate students are required to complete additional work to earn graduate credit in elective 300 and 400-level courses)

1	Interviews, Contextual Inquiry, Presentation	20%
2	Work Modeling, Task Analysis, Presentation	20%
3	Questionnaires, Surveys, Presentation	15%
4	Focus Group	10%
5	Final Documentation	15%
6	Midterm	10%
7	Class participation, teamwork and review of reading assignments	10%
	<b>Total:</b>	<b>100%</b>

### **Learning Support Resources:**

- **Learning Assistance Center:** Peer tutors at the center provide students with assistance on a walk-in basis. One-on-one peer tutoring is available upon request. This service is free to all enrolled SCAD students. Requests are handled through the Student Employment Office at the Turner House Express office. For more information, please contact [sdorsey@scad.edu](mailto:sdorsey@scad.edu), or phone 912.525.8776
- **Jen Library:** A focal point for information, study and research, the Jen Library is located at 201 E. Broughton Street. Also, SCAD subscribes to Material Connexion, an online materials database featuring over 1,400 materials originating from a large spectrum of industries. Students can access the Jen Library resources and Material Connexion through an electronic resources link on MySCAD. For more information, contact the Jen Library in Savannah at 912.525.4700 or on-campus at 5-4700. The Jen Library at SCAD-Atlanta may be reached at 404.253.3110 or on-campus at 3-3110. The Jen Library is also accessible online at <http://www.scad.edu/jenlibrary/>.
- **Writing Center:** For assistance with course-related writing assignments, contact the Writing Center located in the Jen Library at 912.525.4707 or e-mail [write@scad.edu](mailto:write@scad.edu).
- **SCAD Helpdesk:** The Help Desk is the first point of contact for any assistance or request concerning college technology. The hours of assistance while classes are in session are: 6am -10 pm, M-F, and 1pm - 10pm Sat/Sun. Contact the help desk by phone from an on-campus phone at 5-4567, from the residence hall at 912.525.4567 or by email at [helpdesk@scad.edu](mailto:helpdesk@scad.edu). SCAD computer users are encouraged to visit the help desk web site at <http://helpdesk.scad.edu>

### **SCAD Attendance Policy:**

There are no excused absences. The accumulation of more than four absences will result in the student's failure for the class.

### **Additional Attendance Policy:**

If you are absent or late for a presentation, you will receive a 0 on the entire assignment being presented.

### Grading Standards:

Letter grade:	<b>A</b>	<b>Excellent</b>	Work <b>greatly exceeds</b> expectations in scope, quality, and execution, while successfully meeting all assigned objectives and fulfilling required criteria
Letter grade:	<b>B</b>	<b>Good</b>	Work <b>exceeds</b> expectations in either scope, quality or execution, while successfully meeting all assigned objectives and fulfilling required criteria
Letter grade:	<b>C</b>	<b>Average</b>	Work successfully meets all assigned objectives and fulfills required criteria
Letter grade:	<b>D</b>	<b>Passing</b> (undergraduate only)	Work does not meet all assigned objectives or fulfill required criteria, or work is sub par in terms of scope, quality or execution
Letter grade:	<b>F</b>	<b>Failing</b>	Work fails to meet objectives, and is sub par with regard to scope, quality and execution

### Incomplete:

A grade of incomplete may be granted to students who have suffered serious personal illness or critical, emergency circumstances during the academic term, resulting in failure to complete all assignments by the end of the quarter. Please refer to the college catalog for additional information.

### Grading Standards

1. Clear visual presentation of all stages of work will be essential. Students should portray material in an open graphic manner that invites participation by other class members.
2. All papers should be neatly typed. No handwritten papers will be accepted.
3. A grade will be determined for each assignment in accordance with the General Assignment Assessment System. An assignment is considered late when it is not handed in at the **beginning of the class session within which it was due**. Late assignments will be **reduced 50% immediately; no work will be accepted more than two days late, including weekends**.
4. Students may request interim grades at any time so that they may track their performance. All grades will be agreed with the student as a fair and reasonable assessment. If the student does not agree with the grades, this will be recorded.
5. Students will be advised individually of the grades that they have achieved, together with an explanation of how the grade has been determined. The grade is confidential between each student and Professor, but the student's work may be used in class on a learning and comparative basis.

**Schedule of Classes:**

#	In Class	Out Of Class	Date	
1	Lecture: Introduction to Contextual Research Methods	Develop focus for inquiry; meet with team, discuss direction Read Holtzblatt, Chapter 4	Thu	1/5
2	Lecture: Ethnography: Gathering Data (Contextual Inquiry, Interviews, Observation)	Conduct interviews and contextual research Read Holtzblatt, Chapter 5	Tue	1/10
3	Lecture: Ethnography: Analyzing Data (Contextual Design)	Conduct interviews and contextual research Read Holtzblatt, Chapter 6	Thu	1/12
4	Work in class	Finalize documentation and presentation	Tue	1/17
5	<b>Assignment 1 [Ethnography] Due</b>	Develop transcription, contextual design models Read Kuniavsky, 303-340	Thu	1/19
6	Lecture: Ethnography: Analyzing Data (Task Flow Analysis)	Continue development of contextual design models; begin task flow models Read Kuniavsky, 303-340	Tue	1/24
7	Lecture: Questionnaires and Surveys: Gathering Data	Continue synthesis and understanding of results; documentation and presentation development Read Kuniavsky, 340-366	Thu	1/26
8	Lecture: Questionnaires and Surveys: Analyzing and Presenting Data	Continue synthesis and understanding of results; documentation and presentation development	Tue	1/31
9	<b>Assignment 2 [Modeling] Due</b> Review for midterm;	Begin questionnaire development Study for midterm	Thu	2/2
10	<b>Midterm</b>	Continue questionnaire development; begin conducting survey Read Kuniavsky, Chapter 9	Tue	2/7
11	Review Midterm; Work in class	Continue conducting survey; Analyze questionnaire results; documentation and presentation development Read Kuniavsky, Chapter 9	Thu	2/9
12	Lecture: Focus Groups	Analyze questionnaire results; documentation and presentation development Read Kuniavsky, Chapter 16	Tue	2/14
13	<b>Assignment 3 [Quantitative] Due</b>	Begin plan for focus group	Thu	2/16
14	Lecture: Unique Methodology Creation	Execute focus group according to plan	Tue	2/21
15	Work in class	Continue gathering data; begin analyzing gathered data	Thu	2/23
16	Work in class	Finalize deliverables	Tue	2/28
17	<b>Assignment 4 [Focus Group] Due</b>	Begin final documentation	Thu	3/2
18	Lecture: Writing an Executive Summary	Analyze results; documentation and presentation development	Tue	3/7
19	Work in class	Finalize deliverables	Thu	3/9
20	<b>Assignment 5 [Final Documentation] Due</b>		Tue	3/14

**Field Trip (s):** A field trip will be announced.  
**Extra Help Session (s):** As necessary and by appointment.  
**Conference (s):** As necessary and by appointment.

**Right to Use Artwork:**

The college reserves the right to use student work and photographs or videotapes of students and their work for display, documentation, instruction and in publications or other materials about the college. Only SCAD faculty or authorized staff may remove work from displays

**Academic Integrity:**

Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff, and fellow students. In speaking with members of the college community, students must give an accurate representation of the facts at hand. In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student's own effort is considered dishonest. Students may not submit the same work for more than one class. A student may be suspended or expelled for academic dishonesty. Please refer to the Student Handbook for additional information regarding the policy on academic integrity.

**Americans with Disabilities Act:**

In compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, SCAD offers integrated educational services to assist students with disabilities to obtain a college education. For more information on services for students with disabilities, please contact the coordinator of disability services at 525-4665, e-mail [disability@scad.edu](mailto:disability@scad.edu), or visit the Center for Student Counseling and Disability Services in the American Building, room 416.

**Classroom Building Safety — Evacuation Information:**

It is important that each student familiarize himself or herself with the most appropriate route to emergency exits in the classroom building. Emergency exits are indicated on charts posted in classrooms, hallways, or in the stairwells. Should a drill or emergency occur that would require evacuation, the class is to meet in a predetermined location away from the building. Professors will take attendance in an effort to account for all students.

**Classroom Building Safety — College Identification Badges:**

All students must present a valid SCAD photo ID card to enter all college buildings. Additionally, all faculty and staff are to wear visible identification badges whenever on college property. These procedures are intended to help ensure the safety of all students and college personnel at SCAD.

**Classroom Building Safety — Material Safety Data Sheets:**

The College is committed to providing a safe environment for students and staff. This commitment is reflected in the development of Material Safety Data Sheets (MSDS) on file in each building. Chemicals and solvents utilized in the building must have an MSDS on file. Please consult the MSDS log before using any chemicals or solvents. The departmental administrative assistant can advise students of the location of the building log. Students and staff who wish to use chemicals and solvents not currently in the MSDS log, must provide appropriate MSDS information to the departmental administrative assistant and receive approval for use.