

Design Ethnography

HCI 515 – Spring 2016

Class Meeting Time/Location:

Tuesdays: 5:45pm – 9pm

Daley 507 (Loop Campus)

Instructor: Dr. Sheena Erete

Email: serete@cdm.depaul.edu (preferred mode of communication)

Office: CDM Building Rm 710

Office hours: Tuesdays and Wednesdays 4:00pm - 5:30pm

Course Description and Objectives

This is a discussion course that focuses on topics related to ethnographic methods such as activity theory, value sensitive design, online ethnography, and reflexivity. Students will engage heavily in class discussions around such topics, sharing their experiences as well as their questions and critiques about the readings. Using concepts related to such theories, students will conduct participatory observations, interviews, and diary studies (all methods designed to engage with users "in the wild") with community partners and translate the results from those studies into design. In this service-learning course, students will work closely with their community partners to conduct ethnographic studies and design a tool, system, or process for the organization based on the results from the formative study. There may be programming required for these projects.

By the end of the quarter, you will be able to:

- Discuss different theoretical approaches to ethnography
- Properly design qualitative studies (including but not limited to creating a schedule, data collection, analysis using software)
- Translate findings from qualitative studies into design implications
- Develop and build relationships with community partners

Reading Material

- Textbook (free e-book through DePaul library):
 - Crabtree, A., Rouncefield, M., and Tolmie, P. (2012). *Doing Design Ethnography* (Human-Computer Interaction Series). London: Springer.
- Most readings are posted on the D2L course website.

Prerequisites: HCI 445 and HCI 454 and HCI 430 (*if you haven't taken one of these courses, you must receive a waiver from the professor before joining this class*)

Schedule

| Week | Topic | Theoretical Readings ¹ | Case Studies | Assignment Due ² |
|-------------|--|--|--|--|
| 1 | Overview | Textbook: Chapter 6 and 10 | --- | Selection Group (in-class) |
| 2 | Observations/Analysis; Thick Description | C. Geertz – Thick Description | Baillie – Place and Technology in the Home | Reading Reflection Research Obj. & Schedule |
| 3 | Community-Based Ethnographic Research | Berry et al. – CBPR & Ethnography | Le Dantec & Fox - Strangers | Reflections on theory & interaction design Bring Data in Analysis Tool (in-class) |
| 4 | Activity Theory | Gay & Hembrooke - Activity Centered Design–Chapter 1 | Gay & Hembrooke -Activity Centered Design–Chapter 3 | Reading Reflection |
| 5 | Mini presentations | --- | --- | Presentation of analysis and lo-fi prototypes Memo of analysis |
| 6 | Empathy in Design; Value Sensitive Design | Friedman et al. – Value Sensitive Design and Information Systems | LeDantec – Values as Lived Experiences | Reading Reflection |
| 7 | Online Ethnography Reflexivity NO CLASS (online discussion) | Hines – Virtual Ethnography | Boellstorff - Coming of Age in Second Life - Chapter 3 Rode - Reflexivity | Reading Reflection Prototypes (hi-fi) |
| 8 | Ethics in HCI; Translating Data to Design | Lassiter – Collaborative Ethnography | Dourish – Implications for Design | Reading Reflection |
| 9 | Social Shaping of Technology; Social Construction Of Technology (SCOT) | MacKenzie & Wacjman – Introductory Essay: the social shaping of technology | Gay & Hembrooke - Activity Centered Design–Chapter 2 | Reading Reflection |
| 10 | Final Presentations | --- | --- | Final Presentations |
| Exam | No Classes | | | Final Reflection (1 pg) |

¹ Readings and assignments due dates may change. Routinely check your email and D2L for updates. Any readings not from the textbook will be posted on D2L.

Grading

After this course, you will be able to describe complex theories around qualitative methods. You should also be able to design qualitative studies that effectively answer your research questions and transform your findings into design implications. The best way to learn these skills is to practice. Hence, half of your grade will be based on your class participation about theories and the other half will be based on your group project. Below describes how you will be evaluated:

- 20% - Class Participation
- 21% - Weekly Reflections (7)
- 9% - Discussion Lead (1 class period)

- 50% - Community-Based Research Project*
 - 5% - Raw Qualitative Data – Observations/Interviews
 - 10% - Memo of Analysis and Lo-fi Prototype
 - 5% - Hi-fi prototype
 - 10% - Final Presentations
 - 5% - Evaluation from Community Partner
 - 15% - Final Prototype

*Your individual performance on the team will be evaluated by your teammates. This evaluation will determine how your team's project grade will be applied to your final grade.

**See D2L for descriptions of the assignments and grading rubrics.

Grading Scale

There is a total of 100 available points (see assignments for distribution).

| | |
|------------|------------|
| 95 - 100 A | 74 - 77 C |
| 90 - 94 A- | 70 - 73 C- |
| 88 - 89 B+ | 68 - 69 D+ |
| 84 - 87 B | 64 - 67 D |
| 80 - 83 B- | 60 - 63 D- |
| 78 - 79 C+ | |

Policies

- *Attendance:* You are expected to attend all classes and participate in class activities as scheduled. This is a discussion course so attendance is mandatory.
 - Emergencies do happen. However, you must attend at least eight classes to pass. If you are unable to meet this expectation, let me know.

- *Readings:* You are expected to read all of the required readings BEFORE class and to participate in class discussion.

- *Assignments:* Weekly reflections are **due by 11:59pm** on the day **BEFORE** class. Most other assignments are due during class (but you should come to class prepared). Don't count on creating the assignments during class.
- *Late assignments:* Late assignments will be accepted **ONLY** if you (1) contact me at least 12 hours before the due date and (2) turn in the assignment within three days of the due date. In emergency situations, alternative arrangements may be agreed upon at my discretion.
- *Email:* Email is the preferred means of communication between faculty and students enrolled in this course outside of class time. My email is serete@cdm.depaul.edu. Please put "[HCI 590] <insert your subject>" in the email subject field. To ensure that you receive my emails, please make sure your email listed under "demographic information" at [CampusConnect](#) is correct.
- *Anti-slacker Rule:* 50% of your final grade is based on your group project. Therefore, it is imperative that you significantly contribute to your team project. In **EXTREME** cases, if group members have clear evidence that another member is not contributing in a substantial manner to the project, they can formally fire that team member. First, the team should formally communicate their concerns and evidence of lack of engagement with me via email, copying all the members other than the one in question. I will then send **ONE** written warning to the team member. If the team member in question still does not participate in a satisfactory manner, the group should send me another email with evidence of lack of participation and again explaining the circumstances. The team member will then receive written notification from me that they have been fired. A fired member will still be required to submit the same assignments on the syllabus on the same topic as their former group. A fired group member will automatically lose 40% of the points on **ALL** subsequent submissions for the project.
- *Plagiarism:* It is your professional responsibility to ensure that all submitted work is your own. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials, please read DePaul's policy on plagiarism and other academic integrity violations at: <http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/for-students/>
- *Student rights:* You have rights as a student. To learn about these rights please read DePaul's policies for students regarding student rights, located at <http://www.depaul.edu/university-catalog>
- *Incomplete:* An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented. Any incomplete request must be made at least two weeks before the final and approved by the Dean of the College of Computing and Digital Media. Consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.
- *Resources for Students with Disabilities:* If you feel you need an accommodation based on the impact of a disability, feel free to contact me privately to discuss your specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact me as early as possible in the quarter (preferably the first week of class). Also, make sure that you have contacted the Center for Students with Disabilities (CSD) at: Student Center, LPC, Suite #370 Phone number: (773) 325.1677 Fax: (773) 325.3720 TTY: (773) 325.7296