



AALBORG UNIVERSITY
DENMARK

Study Board of
Communication and Digital Media
Fall 2017

Semester description 7th semester Information Studies, Aalborg

Semester details

School: School of Music, Music Therapy, Psychology, Communication, Art and Technology (MPACT)
Study Board: Studyboard of Communication and Digital Media
Study Regulation: Regulations and curriculum for the master's programme in information technology (information studies):
http://www.fak.hum.aau.dk/digitalAssets/288/288826_ka_information-studies_2017_hum_aau.dk.pdf

Semester framework theme

Semester theme: *Analysis of ICT in Practice*

The semester consists of three modules and an elective course:
User Practice, User Analysis and Pilot Studies (project module, 15 ECTS)
ICT based Data Collection and Analysis (course module, 5 ECTS)
Professional inquiry (course module 5 ECTS)
Elective course (course module, 5 ECTS)

The overall purpose of studying Information Studies is to design and adapt well-reflected and useful ICT solutions in various contexts. The master's programme particularly emphasizes the importance of understanding what the use or introduction of ICT means to practice, as it always entails changes in organizational practices - changes which give cause to rethink, reformulate, or remediate practices in a given context. The domains relevant for this area of study are many, but the focus is on the use of ICT in practices relating to work, learning, and knowledge sharing processes within both public and private sectors.

The scope of the project work this semester is Analysis of ICT in Practice. The aim of the course, readings, and project activities within this framework is that you gain such a degree of theoretical, analytical and methodical knowledge and skills that you can complete a semester project and exam within the subject of User Practice, User Analysis and Pilot Studies. You are free to choose your empirical case and methodological approach within this framework, but the central challenge of this semester's project work is to show that you can question, evaluate and argue for your empirical and methodological choices, analytical approaches, and conclusions.

Some of you may be new to problem based project (the Aalborg PBL model). You can read more about it and watch videos about this pedagogical model [here](#) and in the course Professional Inquiry this model will be introduced and practiced in more depth.

Semester coordinator and secretarial assistance

Coordinating teacher: Ann Bygholm (ann@hum.aau.dk)

Secretariat assistance provider: Pia Knudsen (piak@hum.aau.dk)

ICT BASED DATA COLLECTION AND ANALYSIS (KDM_KA_INFORMATIONSVIDENSKAB_AAL)

Welcome to the module in ICT based Data Collection and Analysis

This module introduces theories, methods and tools within the area of ICT based Data Collection and Analysis, offering a range of possibilities of collecting large amounts of data regarding the use of e.g. web-based ICT solutions. These possibilities call for fundamental consideration of options and problems, including ethical concerns on the significance of the potentially extensive mappings of individual user behaviour. The students are expected to engage in ICT based data collection and analysis for the support of ICT user analysis and pilot studies.

The module comprises courses and excersises within the following:

- Theory and method within ICT based data collection and analysis
- Tools for ICT based data collection and analysis

You can read more about the module in the study regulation.

The course module is completed with a set, individual internal written exam (max. 10 pages) graded according to the seven-point grading scale. The student is given 7 days to complete the assignment.

The module starts Tuesday 4th of September.

We recommend that you buy the following book on research methods:

- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

(You can also use the 4th edition of Bryman's book from 2012)

Module coordinator: Mette Skov (skov@hum.aau.dk)



Nyhedsforum



Discussion Forum

Introduction to ICT based data collection and analysis

Lecturer: Mette Skov

Date and time:

The first lecture will introduce to ICT based forms of data in HCI such as big data, log data, sensor data etc.

Literature:

Boyd, D., & Crawford, K. (2012). Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, communication & society*, 15(5), 662-679. (AUB online access).

Bryman, A. (2015). *Social research methods*. Oxford University Press. Chapter 3 (Research designs)

Video-based Interaction Analysis I + II

Lecturere: Jacob Davidsen

Part one: Video-based interaction analysis: method, theory and practice

Date and time: 19th of September 8.15-10.00

In this lecture, firstly introduce a brief historical outline of the use of video for studying interaction, secondly, we discuss how video based interaction analysis can be used for studying and (re)designing practices, and thirdly we discuss how interaction can be represented in transcripts.

Literature:

	Obligatorisk litt. sideantal	Supplerende litt. sideantal	Dig. Upload
Laurier, E. (2014). The Graphic Transcript: Poaching Comic Book Grammar for Inscribing the Visual, Spatial and Temporal Aspects of Action. <i>Geography Compass</i> , 8(4), 235–248. http://doi.org/10.1111/gec3.12123	13		
Plowman, L., & Stephen, C. (2008). The big picture? Video and the representation of interaction. <i>British Educational Research Journal</i> , 34(4), 541-565.	23		
Derry, S., Pea, R., Barron, B., Engle, R., Erickson, F., Goldman, R., ... Sherin, B. (2010). Conducting Video Research in the Learning Sciences: Guidance on Selection, Analysis, Technology, and Ethics. <i>Journal of the Learning Sciences</i> , 19(1), 3–53. http://doi.org/10.1080/10508400903452884	50		

Part Two: Video-based interaction analysis: method, theory and practice

Date and time: 21st of September 10.15-12.00

In the second part, we work with ELAN - a tool for annotating and transcribing video data. The student's will be working with existing data, which should be transcribed using the tool.

Download ELAN.

Computer-assisted qualitative analysis I + II

Lecturer: Mette Skov

Date and time: Monday 25th of September at 12.30-16.15 and Thursday 28th of September at 10.15-12.00.

Empirical qualitative research often generates large amounts of data in the form of field notes, interview transcripts, data from open-ended questionnaires etc. In two lectures we will work with computer-assisted qualitative data analysis using the Nvivo software as example.

Bring your laptops and please install Nvivo beforehand (free campus license can be downloaded here: <http://www.ekstranet.its.aau.dk/software/nvivo/download-nvivo>).

Literature:

Obligatorisk litt. sideantal	Supplerende litt. sideantal	Dig. Upload
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- Bryman, A. (2016). *Social research methods*. Oxford: Oxford University Press (4th ed.). Chapter 17 (The nature of qualitative research), Chapter 18 (Sampling in qualitative research), Chapter 24 (Qualitative data analysis) and Chapter 25 (Computer-assisted qualitative data analysis: using Nvivo). 100
- Preece, J., Sharp, H., & Rogers, Y. (2015). *Interaction design: beyond human-computer interaction* (4th ed.). Hoboken NJ : John Wiley & Sons. Chapter 7 (Data gathering) and chapter 8 (Data analysis , interpretation, and presentation). 90

Quantitative data and analysis I + II

Lecturer: Tanja Svarre Jonasen

Date and time: Oct 3rd, 8.15-12 and Oct 5th, 10.15-12

The two lectures concerns quantitative data analysis. The first lecture presents the nature of quantitative research, quantitative data collection, and data analysis (statistics and visualization). The lecture also includes hands-in SPSS on the basis of data collected by the students on UX in mobile banking. The second lecture continues the exercises and the students present their work with data in SPSS.

If you haven't allready installed SPSS on your machines, please download it from software.aau.dk ahead of the first lecture.

Literature:

Obligatorisk litt. sideantal	Supplerende litt. sideantal	Dig. Upload
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Bryman, A. (2016). <i>Social research methods</i> . Oxford University Press. Chapter 7 "The nature of quantitative research, chapter 8 "Sampling", Chaper 15 "Quantitative data analysis", Chapter 16 "Using SPSS for Windows".	94 p.	
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Ethics

Lecturer: Sandra Burri Gram Hansen

Date and time: Wednesday 11th of October at 12.30-14.15

This lecture introduces some of the key perspectives of applied ethics, such as utilitarianism, deontology and ontology. Apart from a general introduction to these diverse approaches to ethics, the lecture will address ways to include ethics in the development and evaluation information systems.

Readings:

Obligatorisk litt. sideantal	Supplerende litt. sideantal	Dig. Upload
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Design." Ethics and Information Technology 9(1): 63-72.	10
Gram-Hansen, S. B. (2009). Towards an Approach to Ethics and HCI Development, based on Løgstrup's Ideas. Interact, Uppsala, Springer.	4
Davis, J. (2009). Design methods for ethical persuasive computing. Proceedings of the 4th International Conference on Persuasive Technology. Claremont, California, ACM.	8

Module evaluation

Lecturer: Mette Skov

Date and time: Wednesday 11th of October at 14.30-16.15

In this closing lecture students can ask question about the written exam and evaluate the module.

PROFESSIONAL INQUIRY

(KDM_KA_INFORMATIONSVIDENSKAB_AAL)

PROFESSIONAL INQUIRY MODULE

Edit ▾

Module description

The module presents PBL as pedagogical model *and* as a backbone of research practice. Students learn through hands on exercise and critical reflection how to make problem formulation their driver of inquiry. The course highlights how to treat a “problem” theoretically, through empirical investigation, all within the field of Information Studies. The module will use a framework we call “Professional Inquirer in the PBL way” as a map of the landscape of knowledge and skills to be acquired through the course.

Module title and ECTS

Professional Inquiry - 5 ECTS

Location

7th semester HCI - Study board Communication and Digital Media

Module coordinator

Heilyn Camacho hcamacho@hum.aau.dk

Teachers

Ellen Christiansen ech@hum.aau.dk and Heilyn Camacho hcamacho@hum.aau.dk

Type and language

Study module - English

Objectives

Following the study regulation (http://www.fak.hum.aau.dk/digitalAssets/288/288826_ka_information-studies_2017_hum_aau.dk.pdf) students will have the opportunity to acquire:

- *knowledge* of the connections and differences between empirical inquiry and theoretical inquiry in scientific research within the field of informatics.
- *skills* in describing and combining empirical and theoretical research
- *competences* in taking a reflective approach to the basis of scientific inquiry

Content

The master study has as its overall objective to educate graduates to become capable of adapting and developing ICT solutions to end user practices within organisational context - and reflect critically upon current practice, and develop and present alternatives. Students do not become professional inquirers by following this course module, but students can learn how to – in the course of their ongoing study practice – become professional inquirers. Professional inquiry is very much a communicative collaborative act of going back and forth over arguments, in acts of listening and questioning. Each module-session deals with one of the constituents of professional inquiry: knowing the research field, the research tools and how to critically reflect upon research. This knowledge is accumulative, the themes are linked, and students cannot skip participating actively.

The topics covered are:

- Topic 1: Professional Inquiry in the PBL way – session 1
- Topic 2: Scholarly ways of reading and writing – session 2

- Topic 4: The communicative and collaborative act of going back and forth over arguments session 5
- Topic 5: The process of problem formulation – session 6 and 7
- Topic 6: Fact checking and fact presentation – session 8

Relation to other Modules

This module offers a basis for professional inquiry in the context of problem based project work throughout the different semesters of the master programme in Information Studies

Scope and expectations

The module equals 5 ECTS points corresponding to a student workload of app. 137,5 working hours. The teachers enforce a study practice where literature is read before class, and assignments are carefully prepared.

Requirements

Completed bachelor's degree in Communication and Digital Media with specialization in Information Studies (Informationsvidenskab) or another relevant bachelor's degree or professional bachelor's degree

Participants

Students from 7th Semester of Information Studies master programme

Examination

An internal written examination in English in "Professional Inquiry". The examination is a seven-day take-home assignment on a set topic. Evaluation: pass/fail.

The assignment paper must demonstrate that the student fulfils the objectives for the module stated above. Alternatively, the examination may be completed by satisfactory and active participation in the module, which demands:

1. Attending 80% of the course sessions
2. Handing in 3 journal entries
3. Leading a critical discussion of an academic paper (as a member of a group)
4. Writing a 5 page article (following the academic criteria)
5. Active participation in the action learning session

Module activities

Face to face sessions: The course is composed of 10 2-hour face to face sessions. Each session comprises lecture, workshop, discussions led by students as detailed below.

Reflective Journal: Students should write 3 entries to a reflective journal: 1) Philosophy of PBL, 2) what is the identity of a professional inquirer – theoretical discussion, and 3) analysis of possible applications of the Lego Serious Play tool in professional inquiry

Critical reading: in groups, students will be in charge of chairing discussion about a selected paper following standards for professional Inquiry

Writing a short paper: each student is required to write a 5 page academic article. The topic will be: "What is expected from me when performing as a professional inquirer?"

✚ Session 1: Professional Inquiry in the PBL way

Edit ▼

In the first session, we introduce the students to the aim of the course and the key skills required to become a professional inquirer within the PBL approach. In the end of the session participants should be able to understand the interlink between theory, tools and data to investigate a specific field using PBL approach.

Activities:

1. Course introduction
2. Lecture by Ellen Christiansen on PBL as pedagogical method and as research approach
3. Critical discussion of a scientific article by Heilyn Camacho

Literature:

	Obligatory Number of pages	Supplementary Number of pages	Dig. upload
Kjersdam, F., & Enemark, Stig. (1994). <i>The Aalborg experiment: Project innovation in university education</i> . Aalborg: The faculty of technology and science, Aalborg University & Aalborg University Press. From page 13-17.	5		
Gudiksen, S. K., & Svabo, C. (2014). Making and playing with customer journeys. In J. Simonsen, C. Svabo, S. M. Strandvad, K. Samson, M. Hertzum, & O. E. Hansen (Eds.), <i>Situated design methods</i> (Chapter 8, pp. 139-160). MIT Press.	21		x
Piokela, E. (2005). Knowledge, knowing and problem based learning – some epistemological and ontological remarks. In: Piokela, E. and Nummenmaa, A. (editors). <i>Understanding Problem-based Learning</i> . Tampere University Press. Finland, pp 15-32	17		
	43	0	1

[✚ Add an activity or resource](#)

✚ Session 2: Scholarly ways of reading and writing

Edit ▼

In this session, we focus on reading and writing skills. We will work with tips and tricks to help students meet scholarly standards. *At the end of the session, participants should be able to answer the question: Minimum form criteria for referencing a paper as part of professional inquiry.*

Activities:

1. Intro to reading, reading practice, sharing
2. Intro to writing, writing practice, sharing

Literature

	Obligatory Number of pages	Supplementary Number of pages	Dig. upload
Neil Selwyn, Learning, Media and Technology (2013): 'So What?' ... a question that every journal article needs to answer, Learning, Media and Technology, pp 1-5.	7		
Johanson, L. (2007). Sitting in Your Reader's Chair: Attending to Your Academic Sensemakers. Journal of Management Inquiry, 16(3), 290-294	5		
Papadakis E. (1983). Why and What for?: the basis for writing a good Introduction. Materials Evaluation. Vol 41. pp 20-21	2		
Richard Scriven, (1984) "Learning Circles", Journal of European Industrial Training, Vol. 8 Issue: 1, pp.17-20	4		
Maria Gardiner & Hugh Kearns (2012) The ABCDE of Writing: Coaching high-quality high-quantity writing. International Coaching Psychology Review ! Vol. 7 No. 2 September 2012	12		
	30	0	0

[+](#) Add an activity or resource

[+](#) Session 3: The identity of the professional inquirer (part one)

[Edit](#) ▼

Session 3 and 4 aims to get a deeper theoretical and practical understanding of the field of professional inquiry and the skills and competences of a professional inquirer. In the end of the sessions participants should be able to answer the question: What is expected from you when performing as a professional inquirer?

Activities session 3:

1. Lecture by Ellen Christiansen on "Problem oriented approach to theory" (30 minutes)
2. LSP workshop by Heilyn Camacho: Identifying the key concepts, skills and competences of professional inquiry (one hour)

Literature

	Obligatory Number of pages	Supplementary Number of pages	Dig. upload
Mackenzie, N., & Knipe, S (2006). Research Dilemmas: Paradigms, Methods and Methodology. Issues in Educational Research, 16(2), 193-205	12		
Schön, D. (1983). The Reflective Practitioner : How professionals think in action (New ed.). Aldershot: Arena. Chapter 2: From Technical Rationality to Reflection in Action, pp 21-75	54		
Hamby, B. (2013). "Willingness to inquire: the cardinal critical thinking virtue". Ontario Society for the Study of Argumentation Conference. May 22 nd – 25 th). University of Windsor.	15		

Baldwin, J. (1982) The creative process. In: Creative America, Ridge Press. Download here		2	
Tremmel, R. (1993) Zen and the Art of Reflective Practice in Teacher Education In: Harvard Educational Review, Vol. 63, Iss. 4, 1993-12, pp. 434-459. Plus – for the enjoyment of it the novel: Robert A. Pirzig: Zen and the Art of Motorcycle Maintenance	23		
	104	2	0

[+ Add an activity or resource](#)

Session 4: The identity of the professional inquirer (part 2) [Edit](#)

Activities session 4

1. Lecture by Ellen Christiansen on “Problem oriented approach in practical work as inquirer” (30 minutes)
2. LSP workshop by Heilyn Camacho: building the systemic landscape of the professional inquiry field (one hour)

[+ Add an activity or resource](#)

Session 5: The communicative and collaborative act of going back and forth over arguments [Edit](#)

In this session students will put to practice the knowledge acquired in session 2: reading and writing within the academic community. In this session three groups will be in charge of doing a critical discussion of a paper within the topic of “methods for professional inquiry”. Feedback will be provided after each presentation. The aim is to generate and steer an academic discussion about the different methods.

Activities

1. Groups discussion (three groups)
2. Feedback from Heilyn Camacho and Ellen Christiansen

Literature:

	Obligatory Number of pages	Supplementary Number of pages	Dig. upload
Marquardt, M., & Yeo, Roland K. (2012). <i>Breakthrough problem solving with action learning: Concepts and cases</i> . Stanford, California: Stanford Business Books. Pages 30-60	30		
Schön, D. (1983). <i>The Reflective Practitioner: How professionals think in action</i> (New ed.). Aldershot: Arena. Chapter 5: The Structure of Reflection-in-Action, pp. 128-168	40		
Kensing, F. & Greenbaum, J. (2012) Having a say in: Simonsen & Robertson eds. <i>Routledge International Handbook of Participatory Design</i> , Routledge, pp.21-36	15		

Frolunde, L. (2014). Reflexive Learning through Visual Methods. In J. Simonsen, C. Svabo, S. M. Strandvad, K. Samson, M. Hertzum, & O. E. Hansen (Eds.), <i>Situated Design Methods</i> (Chapter 9, pp. 161-180). Cambridge, MA: MIT Press	19		
	94	0	1

[+ Add an activity or resource](#)

Session 6: The process of problem formulation (part 1)

[Edit](#) ▼

In this session, we focus on tools to support the problem formulation process. In the end of the session participants should be able to answer the question: What tools to use when to develop a proper problem formulation, that is a problem formulation that can guide professional inquiry and develop as the work progresses

Activities:

1. Introduction to the tools for problem formulation (Lead by Heilyn Camacho)
2. Hands on activities (Lead by Heilyn Camacho)

Literature:

	Obligatory Number of pages	Supplementary Number of pages	Dig. upload
Marquardt, Michael (2014). <i>Leading with questions: how leaders find the right solutions by knowing what to ask</i> . John Wiley and Sons		150	
Chenai, R. (2011). <i>Ten Steps for Conceptualizing and Conducting Qualitative Research Studies in a Pragmatically Curious Manner</i> . <i>The Qualitative Report</i> , Vol. 16, No. 6. pp 1713-1730	18		
Van Gelder, T. (2015). <i>Using Argument Mapping to Improve Critical Thinking Skills</i> . In: Barnett, R and Davies, M (editors). <i>The Palgrave Handbook of Critical Thinking in Higher Education</i> , pp. 183-192	11		
Brandt, E., Binder, T. & L. Sanders (2012). <i>Tools and Techniques in: Simonsen, J. & Robertson eds. (2012) Routledge International Handbook of Participatory Design</i> , Routledge, pp. 145-182	37		
	66	150	0

[+ Add an activity or resource](#)

Session 7: The process of problem formulation (part 2)

[Edit](#) ▼

Once again we focus on practicing the professional inquirer skills, this time on the knowledge acquired in session 5 and 6. Students will participate on an action learning session with the aim to practice critical thinking, reflection in action, asking questions and finding the right question. The session will evolve around a specific problem based

Activities:

1. Action learning session lead by Heilyn Camacho

Literature

	Obligatory Number of pages	Supplementary Number of pages	Dig. upload
Revans, R. (1998). ABC of Action Learning (Review edited of 1983 edition ed.). London: Lemons & Crane.	120		

+ Add an activity or resource

+ Session 8: Fact checking and facts presentation

Edit

The topic for this session is fact checking and fact presentation. *In the end of the session participants should be able to answer the question:* How to argue sufficiently, within PBL framework, for the methods chosen?

Activities

1. Lecture by Ellen Christiansen on "The concept of truth in professional inquiry"
2. Critical review of a paper written by a former student lead by Heilyn Camacho

Literature:

	Obligatory Number of pages	Supplementary Number of pages	Dig. upload
Bryman, A. (2016) Mixed methods research, in Social Research Methods, Oxford University Press, pp. 634-660	26		
Greene, J., Caracelli, V., & Graham, W. (1989). Toward a Conceptual Framework for Mixed-Method Evaluation Designs. Educational Evaluation and Policy Analysis, 11(3), 255-274	20		
	46	0	0

+ Add an activity or resource

+ Session 9 and 10

Edit

These are two follow up meetings to check out with the students whatever they are using the knowledge acquired in the course for their semester project. The group is divided on two sub-groups and one teacher is assigned to each group.

+ Add an activity or resource



USER PRACTICE, USER ANALYSIS AND PILOT STUDIES

(KDM_KA_INFORMATIONSVIDENSKAB_AAL)

General

User Practice, User Analysis and Pilot Studies

Lecturers: Pernille Andersen, Anne Marie Kanstrup, Ann Bygholm

Course description:

This module introduces theories and methods relevant for analysis of user practice, user-system interaction, and for pilot studies related to ICT innovation, design and development. The course activities are planned as a series of lectures, casework and discussions, and will help the student in

- Gaining knowledge about the theoretical and methodological issues of studying human practices especially in the context of technology use within different domains.
- Evaluating, choosing and reflecting on strategies and methods of user analysis, and collecting and analyzing data.

There will be a recurring case that we work with throughout the course. The module as a whole is completed through an external, combined written and oral examination based on a project report prepared by one or more student(s). The project report requires a minimum of 15 pages per student and may not exceed 20 pages per student (max. 30 pages in individually prepared reports).

Recommended literature

The textbook for the course is:

Nicolini, Davide (2012). *Practice Theory, Work, and Organization – An introduction*. Oxford University Press. (available for download at Aalborg university library)

Additional literature appears from the description of the individual course sessions.

Reading Guide

In some of the lessons, we will zoom in on articles for more thorough examination. The reading guide (see below) consists of a set of questions that you should use when reading those texts (and a good guide to reading all of them as well).

For articles via "AUB link" you need to be logged in through AUB and for others to access/be on AAUs network or VPN.

Below a list supplementary literature (something you could read not should)


Rogers, Y., Sharp, H., & Preece, J. (2007). *Interaction Design: Beyond Human Computer Interaction*. (accessible online through Aalborg University Library and at the university bookstore)


Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative inquiry* (10), 837-851.


Klein, H. K., & Myers, M. D. (1999). A set of principles for conducting and evaluating interpretive field studies in information systems.

Dourish, P. (2004). *Where the action is: the foundations of embodied interaction*. The MIT Press.

Orlikowski, W. J., & Iacono, C. S. (2006). *Desperately Seeking the 'IT' in IT Research: A Call to Theorizing the IT Artifact* (pp. 19-42). Chichester, UK: John Wiley & Sons Ltd.

 Announcements

 Nyhedsforum

 Reading guide and general material

Topic 1


Understanding users and use practices

v/Ann Bygholm

This class introduce the concept of practice, and discuss why a practice based approach is valuable in relation to ICT innovation, design and development. Also, it situates the programme of Information Studies within these traditions

Literature:

	Mandatory lit. no of p.	Sec. lit. no of p.	Dig. upload
Nicolini, Davide (2012). <i>Practice Theory, Work, and Organization – An introduction</i> . Oxford University Press.: Chapter 1 +2 (p. 1-43)	43		
Hirschheim, R., & Klein, H. K. (1989). Four paradigms of information systems development. <i>Commun. ACM</i> , 32(10), 1199–1216. doi:10.1145/67933.67937.	17		
Chapter 3 'Social Computing' in Dourish, P. (2004). <i>Where the action is: the foundations of embodied interaction</i> . The MIT Press. (p. 55-97)	43		
Chapter 1: 'Introduction - situated design' in. Greenbaum, J., & Kyng, M. (1991). <i>Design at Work</i> . New Jersey: Lawrence Erlbaum.	24		
	(127)		

 texts and slides

Topic 2

2. Understanding users and use practices


v/Ann Bygholm

In this lecture we discuss practice as tradition and community. Furthermore techniques to acquire, represent and analyze data on use practices is also presented.

Literature:

	Mandatory lit. no of p.	Sec. lit. no of p.	Dig. upload

Nicolini, Davide (2012). <i>Practice Theory, Work, and Organization – An introduction</i> . Oxford University Press.: Chapter 4 (p 77–102).	26
Lave, J. & Wenger, E. (1991) <i>Situated Learning. Legitimate peripheral participation</i> . Cambridge: Cambridge University press.	125
Holtzblatt, K & Beyer, H. (2017) <i>Contextual Design</i> , Cambridge: Morgan Kaufmann. kap 1-4	105 (256)

 Texts and and slides

Topic 3


Understanding users and use practices

v/Ann Bygholm

in this lecture we focus on understanding practice as activity . We also work more with techniques from Contextual Design to represent and analyze data

Literature:

	Mandatory lit. no of p.	Sec. lit. no of p.	Dig. upload
Nicolini, Davide (2012). <i>Practice Theory, Work, and Organization – An introduction</i> . Oxford University Press.: Chapter 5 (p 103-133)	31		
Holtzblatt, K & Beyer, H. (2017) <i>Contextual Design</i> , Cambridge: Morgan Kaufmann. kap 5-6-7	98 (129)		

 texts and slides

Topic 4

4. Understanding users and use practices


v/Ann Bygholm

Continuing our examination of practice theory - focus on practice as accomplishment. We also continue our work with techniques to represent and analyze data on use practices

Literature:

	Mandatory lit. no of p.	Sec. lit. no of p.	Dig. upload

Nicolini, Davide (2012). <i>Practice Theory, Work, and Organization – An introduction</i> . Oxford University Press.: Chapter 6 (p 134-161)	28	
Nicolini, Davide (2012). <i>Practice Theory, Work, and Organization – An introduction</i> . Oxford University Press.: Chapter 9 (p 134-161)	30	
Holtzblatt, K & Beyer, H. (2017) <i>Contextual Design</i> , Cambridge: Morgan Kaufmann. kap	24	
	(82)	

 texts and slides

Topic 5


Participatory Inquiry - Introduction

v. Pernille V. K. Andersen

This class introduces different principles and practices of Participatory Inquiry. In specific we will discuss different mind-sets and approaches towards participatory inquiry and the consequences hereof in terms of how people are invited into jointly explore, discuss, and define a problem.

Literature:

	Mandatory lit. no of p.	Sec. lit. no of p.	Dig. upload
Heron, J., & Reason, P. (1997). A participatory Inquiry Paradigm. <i>Qualitative Inquiry</i> , vol. 3(3) 274-294	21		0
Steen, M. (2013). Co-design as a process of joint inquiry and imagination. <i>Design Issues</i> , 29(2), 16–28. (Online access via aub.aau.dk)	12		0
Sanders, E. B.-N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. <i>CoDesign</i> , 4(1), 5–18. https://doi.org/10.1080/15710880701875068 (Online access via aub.aau.dk)	13		0

 texts and slides


Topic 6


Participatory Inquiry - introduction to tools and techniques of participatory inquiry

v. Pernille V. K. Andersen

This class will give an introduction to tools and techniques of participatory inquiry. Focus will be on tangible and visual artefacts/techniques and their communicative, mediating and generative qualities. We will discuss how artefacts can be used in different settings to access and collect data as well as to challenge knowledge derived

	Mandatory lit. no of p.	Sec. lit. no of p.	Dig. upload
Muller, M. J., & Druin, J. A. (2012). Participatory Design. The Third Space In J. A. Jacko (Ed.), <i>The Human-Computer Interaction Handbook 3rd Edition</i> : CRC Press. (p. 1125-1153)	28		1
Simonsen, J., & Robertson, T. (Eds.). (2013). <i>Routledge international handbook of participatory design</i> . New York: Routledge (Chapter 7, p. 145-181)	36		1
Anne Marie Kanstrup, Pernille Bertelsen, and Jacob Østergaard Madsen. 2014. Design with the feet: walking methods and participatory design. In <i>Proceedings of the 13th Participatory Design Conference: Research Papers - Volume 1</i> (PDC '14), Vol. 1. ACM, New York, NY, USA, 51-60. DOI: http://dx.doi.org/10.1145/2661435.2661441 (Online acces via sub and http://dl.acm.org/citation.cfm?doid=2661435.2661441)	9		0

 texts and slides

 Muller & Drin, 2012

 Simonsen & Robertson, 2013

Topic 7


Participatory Inquiry - Design Games

v. Pernille V. K. Andersen

In this class we will explore the concept of design games as a tool, a mind-set and a structure for user involvement in participatory inquiry. We will explore and discuss fundamental principles of how to design and use different forms of design games as a way to facilitate participatory inquiry.

	Mandatory lit. no of p.	Sec. lit. no of p.	Dig. upload
Brandt, E. (2006). <i>Designing exploratory design games: a framework for participation in Participatory Design?</i> Paper presented at the Proceedings of the ninth conference on Participatory design: Expanding boundaries in design - Volume 1, 57-66 , Trento, Italy	10		0

Vaajakallio, K., & Mattelmäki, T. (2014). Design games in codesign: as a tool, a mindset and a structure. <i>CoDesign</i> , 10(1), 63–77. https://doi.org/10.1080/15710882.2014.881886	15	0
Gray, D., Brown, S., & Macanujo, J. (2010). <i>Gamestorming: A Playbook for Innovators, rulebreakers, and Changemakers</i> , O'Reilly Media.	40	40

 texts and slides

 Gray, Brown & Macanujo, 2010 (chapter 2)

 Gray, Brown & Macanujo, 2010 (chapter 1)


Topic 8

Participatory Inquiry - Cultural Probes

v. Pernille V. K. Andersen

In this class we will address cultural probes as an exploratory research method and a provocative instrument. We will explore different ways in which cultural probes can be applied to inspire new forms of self-understanding and communication about users own practices, thoughts and interactions.

	Mandatory lit. no of p.	Sec. lit. no of p.	Dig. upload
Mattelmäki, T. (2005). Applying probes – from inspirational notes to collaborative insights. <i>CoDesign</i> , 1(2), 83–102. Online access from: http://www.tandfonline.com/doi/full/10.1080/15719880500135821	19		0
Graham, C., Rouncefield, M., Gibbs, M., Vetere, F., & Cheverst, K. (2007). How probes work (p. 29 - 37). ACM Press. https://doi.org/10.1145/1324892.1324899	9		0
Brown, M., Tsai, A., Baurley, S., Koppe, T., Lawson, G., Martin, J., ... Arunachalam, U. (2014). Using Cultural Probes to Inform the Design of Assistive Technologies. In M. Kurosu (Ed.), <i>Human-Computer Interaction. Theories, Methods, and Tools</i> (Vol. 8510, pp. 35–46). Cham: Springer International Publishing. Online access from: http://link.springer.com/10.1007/978-3-319-07233-3_4	11		0

 texts and slides

Pilot studies: introduction


v. Anne Marie Kanstrup

This class is an introduction to pilot studies.

Preparations for the class: read the two texts and bring your notes on (a) what are important arguments for conducting pilot/case studies (Flyvbjerg's text can help you with answers to this question) and (b) what is important when you design a pilot study (Yin's text can help you with some answers to this question).

literature

	Mandatory lit. no of p.	Sec. lit. no of p.	Dig. upload
Bent Flyvbjerg: "Five Misunderstandings About Case-Study Research". <i>Qualitative Inquiry</i> , Vol. 12(2): 219-245. Sage. Doi: 10.1177/1077800405284363. Online access via aub.aau.dk.	26		0
Robert Yin: "Case study research: Design and Methods", SAGE: Thousand Oaks, Calif. 2014. Chapter 2 ("Designing Case Studies") pp. 25-65. Copy available in Moodle.	30		30

 texts and slides

Pilot studies: methods and examples

v/ Anne Marie Kanstrup

At this class we examine 4 examples of studies of the use of information systems in practice.

Preparations for the class: it is important that you read the literature BEFORE the class as we will do exercises based on our readings. The four papers are all interesting studies of the use of various information systems in diverse types of context - nice readings. When reading make notes about (a) the research question that the authors investigate, (b) the methods/approach used to investigate the research question, (c) the results from the study and (d) limitations.

literature

	Mandatory lit. no of p.	Sec. lit. no of p.	Dig. upload
Wanda J. Orlikowski (1992). "Learning From Notes: Organizational Issues in Groupware Implementation". CSCW'92 Proceedings of the 1992 ACM conference on Computer-supported cooperative work. Pages 362-369. ACM, New York. Doi: 10.1145/143457.143549. Online access via aub.aau.dk.	8		0
Anne Marie Kanstrup & Ann Bygholm (2015). "Monitoring Technology Meets Care Work: Challenges of monitoring wet-beds in a nursing home". <i>Studies in Health Technology and Informatics</i> , vol. 215, 157-167. Doi: 10.3233/978-1-61499-560-9-157. Online access via aub.aau.dk.	10		0

Course: User Practice, User Analysis and Pilot Studies (KDM)
 Rui Zhou et al. (2017). "Navigating Media Use: Chinese Parents and Their Overseas Adolescent Children on WeChat". *DIS'17*, ACM, New York, pp. 1025-1037. Doi: 10.1145/3064663.3064701. Online access via aub.aau.dk

12

https://www.moodle.aau.dk/course/view.php?id=22369

Kristen Shinohara & Josh Tenenber. 2007. "Observing Sara: A Case Study of a Blind Person's Interactions with Technology". *ASSETS'07*, ACM New York, pp. 171-178.

8

0

 texts and slides

Pilot studies: analysis and exercise

v/ Anne Marie Kanstrup


At this class we will first focus on analysis of qualitative empirical results and second start working with your exercise - your own pilot study design.

Preparations for the first part of the class: Read the two texts. Reflect on/make notes on (a) the value of a framework to support critical investigations of information systems (Bardzell's text can help you with some answers for this) and (b) the value of a (inductive) thematic analysis (Braun and Clark text can help you with some answers for this question).

Preparations for the second part of the class: Read the paper by Kanstrup & Bertelsen to understand the background for the MOVE-application. At the class you will be presented to the MOVE application and start working with designing a pilot study for this application. Bring all your notes from this course as you are expected to combine theoretical elements and methods you have been presented for.

Liliterature

	Mandatory lit. no of p..	Sec. lit. of p.	Dig. no upload
Bardzell J. (2011). 'Interaction criticism: An introduction to the practice'. <i>Interacting with Computers</i> , 23: 604–621. Online access via aub.aau.dk.	18		0
Virginia Braun & Victoria Clark (2006): "Using thematic analysis in psychology". <i>Qualitative Research in Psychology</i> , Vol. 3(2): 77-101. Doi: 10.1191/1478088706qp063oa. Online access via aub.aau.dk.	24		0
Kanstrup, AM & Bertelsen, P (2016). "Bringing New Voices to Design of Exercise Technology: participatory design with vulnerable young adults". <i>PDC'16</i> , vol. 1. ACM, New York, 121-130. Doi: 10.1145/2940299.2940305.	10		0

 texts and slides

Pilot studies: presentation and feedback

v/ Anne Marie Kanstrup, Pernille Viktoria Andersen, Ann Bygholm

No readings but mandatory presentation on class of the exercise you have worked on since last class.

