

**Glasgow School of Art Course Specification**  
**Course Title: Social Science IV: Designing Reality**

*Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.*

<b>Course Code:</b>	<b>HECOS Code:</b>	<b>Academic Session:</b>
UPRD403		2023-24

<b>1. Course Title:</b>
Social Science IV: Designing Reality

<b>2. Date of Approval:</b>	<b>3. Lead School:</b>	<b>4. Other Schools:</b>
PACAAG April 2020	School of Innovation and Technology	N/A

<b>5. Credits:</b>	<b>6. SCQF Level:</b>	<b>7. Course Leader:</b>
10	10	Kirsty Ross

<b>8. Associated Programmes:</b>
BDes/MEDes Product Design

<b>9. When Taught:</b>
This course will be delivered across Semester 1 & 2 of Stage 4 and will comprise 100 notional learning hours of which 10 will be direct contact time.

<b>10. Course Aims:</b>
<ul style="list-style-type: none"> <li>To develop an understanding of the role of social science based theory, knowledge and approaches within awareness of social science research methods and their utilisation within specific projects involving multiple participants and involving a variety of methods and tools.</li> <li>To develop an awareness of multi-factor analysis of the research data arising from such research methods and its role within the design process.</li> </ul>

<b>11. Intended Learning Outcomes of Course:</b>
<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>Apply an understanding of social science methods, particularly the ethnographic approach, and the manner in which a combination of methods and research tools can inform the generation of multi-causal/factor research findings.</li> <li>Communicate the role of multi-causal/factor research material within the design process, in particular the generation and refinement of design concepts.</li> <li>Illustrate the role of social science research methods in refining and developing prototypes through a user-testing process that involves specified types or groups of users.</li> </ul>

<b>12. Indicative Content:</b>
<ul style="list-style-type: none"> <li>• Social Science research workshops</li> <li>• Field research</li> <li>• User engagement strategies</li> <li>• Ethnography as prototyping</li> </ul>

<b>13. Description of Summative Assessment Methods:</b>
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Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Project presentation by Portfolio submission	Previously formatively reviewed work re-presented in exhibition format with Project Process Journal	100	End of Course

<b>13.1 Please describe the Summative Assessment arrangements:</b>
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Deliver a design outcome in a specified format to a professional standard (competition sheets, “viva” or pitched presentation, standalone/exhibit).

Mid-Year Review as indicative grading event.

Three different summative assessment vehicles aggregated to produce Social Science component grade.

<b>14. Description of Formative Assessment Methods:</b>
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Engagement with formative assessment is a mandatory requirement.  
Individual/group tutorials, project feedback

<b>14.1 Please describe the Formative Assessment arrangements:</b>
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Mid-Year Review as *indicative grading* event

<b>15. Learning and Teaching Methods:</b>
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Formal Contact Hours	Notional Learning Hours
10	100

<b>15.1 Description of Teaching and Learning Methods:</b>
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Presentations, tutorials, individual feedback (formative)

Timetable: Available on the VLE

<b>16. Pre-requisites:</b>
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N/A

<b>17. Can this course be taken by Exchange/Study Abroad students?</b>	Yes
<b>18. Are all the students on the course taught wholly by distance learning?</b>	No
<b>19. Does this course represent a work placement or a year of study abroad?</b>	No
<b>20. Is this course collaborative with any other institutions?</b>	No

**20.1 If yes, then please enter the names of the other teaching institutions:**

N/A

**21. Additional Relevant Information:**

N/A

**22. Indicative Bibliography:**

*Visual research methods* by P. Hamilton (ed) (2006), (4 volumes)

*The future of visual anthropology: engaging the senses* by Sarah Pink (2006),

*Doing visual ethnography*, 2nd ed by Pink (2007)

Wiles, R., Crow, G., Charles, V., Heath, S. (2007) Informed consent and the research process: Following rules or striking balances? *Sociological Research Online*, 12, 2

*Designing with Care: Adapting Cultural Probes to Inform Design in Sensitive Settings* by Crabtree, Hemmings, Rodden, Cheverst, Clarke, Dewsbury, Hughes & Rouncefield (2006),

*Cultural probes* by Gaver, Dunne & Pacenti in *Interactions*, vol. 6 (1), pp. 21-29, (1999)

*Usability design methods* by Keinonen, Mattelmaki, Soosalu, Sade, (1997),

*Contextmapping: experiences from practice* by Sleeswijk Visser, Stappers, Van Der Lugt & Sanders (2005), in *CoDesign*, 1, 2, 119 – 149