

COURSE DESCRIPTION

This course focused on the integration of research and practice to address complex problems within diverse contexts. The study and use of qualitative, quantitative, and mixed research methods appropriate for an expanded practice are addressed through discussions, case studies, writing, fieldwork, and presentations. This course responds to and interacts directly with Graphic Design Seminar (GRA6930).

INSTRUCTOR

Maria Rogal, Professor of Graphic Design

email or teams mrogal@ufl.edu **office visits via Zoom** <https://ufl.zoom.us/my/mariarogal>

office hours Wednesdays 3–4pm and by appointment. I will arrange periodic check-in meetings with students as individuals and for project groups.

COURSE MEETING TIMES AND LOCATION

Wednesdays, periods 5–7 on Zoom (link on Canvas). I am well aware of Zoom fatigue, so what and how we work on actively and a/synchronously will vary based on the tasks at hand. You should expect to devote around 10–12 hours per week to this course. Mark your calendars to attend 4 talks outside of class — each at 6:15pm: SA+AH Visiting Designer Wael Morcos (10.20) and Community Conversations for Equitable Futures (9.24, 10.15, and 11.19).

COMMUNICATION

Communicate with me via UF email or Teams chat (preferred) for public or private communication. TBT, I prefer instant messaging apps like Teams. I may not respond immediately but it is likelier your message won't get buried in the many emails I receive. I check emails once daily between Monday and Friday and not on the weekend. If, after 36 hours you still need a response, please remind me. I am happy to set up a Zoom or phone meeting with you during office hours or by appointment.

SOME PANDEMIC NOTES

There is no playbook for this global pandemic. Nor is there one for living, teaching, designing, or confronting systemic racism and inequity. So, we will have to write our own as we work this semester to codesign equitable futures—the central focus of the MxD and in our interdisciplinary project “Codesigning Equitable Futures” that offers opportunities to learn and make change.

The participatory research and fieldwork—the connecting with people in context—the stuff I love—is not an option for everyone's safety. My key priority is everyone's health and safety—that includes you, our partners, our collaborators, and extended community. If you have concerns or if we are inadvertently proposing something that creates concerns, please speak with me privately—be as urgent as you can. Because of these unknowns, our required meetings are set to be 100% virtual and remote. I ask that you be open minded towards possibilities as well as kind to each other. We just don't know what others are experiencing and, even in our own lives, things may be changing day to day.

ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. If you have any issues that might affect your performance and ability to do the work, whether formally documented or not, please let me know so I can work with you.

OBJECTIVES

- Learn how to design in a complex, intercultural environment for a diverse audience;
- Explore the diverse aspects necessary to design for ‘real world problems’ and constraints (including intercultural communication strategies, budgets, constituents’ needs and wants, feasibility, dissemination);
- Study and apply different methods to conduct design research fieldwork and visualization;
- Learn and apply research methods to achieve desired outcomes;
- Develop engaging documentation for public dissemination;
- Work directly with communities and disciplinary experts to develop innovative solutions to community-identified problems.

REQUIRED MATERIALS

- Kumar, V. (2012) 101 Design Methods: A Structured Approach for Driving Innovation in Your Organization, New York, Wiley.
- Additional readings will be provided electronically
- Access to UF's Canvas, GSuite, Google Drive, Teams, and OneDrive.
- In order for you to fully participate and meet course learning objectives, students taking graphic design courses are required to have appropriate hardware, software and access to the Internet.
- See [this website](#) for more details regarding hardware, software, specifications, and some purchasing options, including discounts for UF students.

- Because computer access is an institutional requirement, computer costs are designated as allowable costs for students who qualify for Financial Aid. Accordingly, Student Financial Affairs has added costs for access to a computer into budgets. For more information, contact your financial adviser in the Office of Student Financial Affairs directly.

FEES + EQUIPMENT USE

Materials and Supplies Fees: \$0.00. Access to the Graduate Studio and Mint Design Studio @ Infinity Hall are an option through Canvas, with appropriate social distancing. Please consider how you use materials and be conservative.

COURSE STRUCTURE

Each semester students will focus on one project in-depth. This will be a project that is in context (i.e., a real project on a real site, working with people in their spaces) and in collaboration with subject matter experts. The process will follow the program's general framework and methodology, although there will be space to alter this based on needs and constraints. The methodology is dynamic in this way.

Each week will include 2 hours of discussion and feedback which will be a time for the participants to come together to address questions of import to individuals, the project, stakeholders, and context. Throughout the course the activities will be dynamic and will be flexible enough to accommodate natural changes in progress.

EXPECTATIONS OF DESIGNERS

- Students will take responsibility for organizing projects, researching to find data/sources of information, documenting and sharing information, and work together with the client-partner and key stakeholders to complete project work.
- Class sessions focus on the work at hand and establish an environment to do this in the most respectful, creative, and efficient manner.
- Our main goal is to be agile and flexible in order to meet project/work needs, acknowledging these may change based on interactions, the design process, and research findings.
- In taking on a project, we make an agreement with the client-partner and a commitment to finish what we agree to, within reason and with respect.
- We work to establish a relationship of trust. To do this, we treat everyone with whom we interact with the respect that we want for ourselves, keeping in mind that respect may look and act different in different contexts.

PREFERRED ZOOM INTERACTIONS

- Set up your Zoom account through ufl.zoom.us and create your profile including your name and a professional profile image.
- Should you have any privacy concerns and not want to use an image, please typeset your name or use a designed icon.
- Note that we will Zoom with client-partners and stakeholders, so the image you project also reflects the team.
- Video and Audio are normally turned off for your privacy when you enter the Zoom room so you have to turn them on manually.
- Seeing your live image is comforting and inspiring but let me know if you don't feel the same and need to keep your camera off.
- Keep your microphone on mute unless you are speaking. Pressing the space bar is a great shortcut to unmute temporarily.
- Turn off your camera if you need to step away.
- Think **SMART CASUAL** — we aim to present ourselves as professionals.
- If you are not able to participate using video and voice, need assistive devices, or have other concerns, please reach out as soon as you are able.

UF ZOOM NOTES ON RECORDING AND PRIVACY

- Our class sessions, including client meetings, may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live.
- Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.
- If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.
- Students who un-mute during class and participate orally are agreeing to have their voices recorded.
- If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.
- As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

TOPICAL OUTLINE

As research and practice-based course using an iterative and non-linear process, the topics below will be incorporated into project work throughout the semester. The major vertical topics include the following, with sub-topics identified below. Additional content will be incorporated as needed, for example content specifically important to the design or a project.

Mindset	Prof. Development	Design: Research + Making	Communication
Positionality	Planning	Methods Application	Presentation
Context	Outreach	Visualizing Research	Documentation

Equity Respect Reciprocity Empathy	Agreements Studio Life Building Networks	IRB + Ethical Engagement Process Codesign Iterative Making Production	Collaboration/Teamwork Reflection Exchange/Participation
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COURSE SCHEDULE

This course is organized into seven units of two weeks each, with deliverables due at the end of each unit. The purpose of this structure is to have a consistent rhythm throughout the semester, to consistently reflect, and to plan to develop a portfolio of materials that doesn't just consist of a final work product.

See end of document.

HOW I TEACH + CLASS METHODS

This is a professional practice class. My goal is to facilitate a highly interactive environment similar to a professional design studio. You will work on real world projects and assignments with a particular structure. This should also be flexible enough to allow you

to thrive and succeed individually and as a group, prioritizing responsibility, professionalism, independent thinking, autonomy, and a proactive client-designer relationship. I will provide extensive feedback and support. My goal is to expose you, both theoretically and practically, to the current and future needs and expectations of the design profession. One goal I have is to identify and maintain standards of excellence in all aspects of interactions.

GRADING + EVALUATION

UF grading policies for assigning grade points are located here: catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

The purpose of grading and evaluation is to pinpoint the strengths and weaknesses of one's performance. Information on current UF grading policies for assigning grade points is online here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

To aid in the assessment process, each student will write and submit his/her own thoughtful self-assessment and meet with the instructor twice during the semester to discuss your class experience and performance.

Your final grade is calculated by adding the total points earned and dividing them by the total number of assigned projects. Your final grade will be assigned based on a combination of self, peer, client/partner, and instructor assessments of your performance in the following categories:

Participation 12 course sessions	x 15 pts each	180
Group Meetings 12 sessions	x 15 pts each	180
5 individual Meetings	X 10 pts each	50
Work Product	Mindset	200
x measure of biweekly contributions	Professionalism	200
10pts x 13	Design Research + Making	200
	Communication	200
Speakers x 4	Reflection (20 pts ea) + 10	90
Journal		200
Process Book		300
Terminology/Concepts		100
Community Collaboration	Engagement	100
TOTAL / 2 = 1,000 scale (see below)		2000

Here is another way to look at earned grades...

EXPECTATIONS OF PARTICIPATION + INTERACTIONS

Participation by all members is critical to a positive and productive learning environment.

EXCELLENT TEAM MEMBER... 10

Consistently demonstrates excellent and exemplary preparation; has analyzed readings and other material (e.g., visual resources, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of material. Contributes in a very significant way to ongoing discussions and critiques. Responds very thoughtfully to other students' comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates consistent active involvement.

This is likely to result in the following semester grades: A, A–

A GOOD TEAM MEMBER... 8

Demonstrates good preparation: knows readings and other materials well—has thought

through implications of them. Offers interpretations and analysis of material to class.

Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.

This is likely to result in the following semester grades: B+, B

SATISFACTORY PARTICIPANT... 7

Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement. You have not earned the confidence of the community.

This is likely to result in the following semester grades: B-, C+, C

NEEDS IMPROVEMENT WHEN... 6

Student is present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates infrequent involvement in discussion. Demonstrates basic preparation: knows readings and other materials, but does not show evidence of trying to interpret or analyze them. Proposes very limited ideas during critiques or within a group. Works on outside work during meetings. You do not have the confidence of the community and aren't contributing to the studio.

This is likely to result in the following semester grades: C-, D+, D, D-

UNACCEPTABLE... > 5 - 0

Student is barely present or disruptive. Does not respond or does not offer much. Rare involvement in discussion. Does not demonstrate basic. Is not prepared. You do not have the confidence of the community and aren't contributing to the studio.

This is likely to result in the following semester grades: D-, W

GRADING SCALE

A	1000-940	exceptional work	C	760-730	average, borders inadequate
A-	930-900	superior work	C-	720-700	below average work
B+	890-870	very good work	D+	690-670	barely meeting criteria
B	860-830	above average work	D	660-630	not meeting criteria
B-	820-800	slightly above average work	D-	620-600	not meeting much criteria
C+	790-770	adequate, average work	E	590-00	failure to meet most criteria

CLASS ATTENDANCE, MAKE-UP EXAMS AND OTHER WORK

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF GRADES AND GRADING POLICIES

[Available here](#)

ONLINE COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

TECHNICAL ISSUES

To resolve technical issues, [visit the helpdesk website](#) or call 352-392-4357.

FACE TO FACE INTERACTIONS (F2F)

You are not required to meet face to face in this course this semester. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions should you choose to go into the studio or shared space.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

· If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#). Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

UF HONOR PLEDGE

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

CAMPUS RESOURCES: HEALTH AND WELLNESS

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

CAMPUS RESOURCES: ACADEMIC RESOURCES

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

COURSE SCHEDULE

This course is framed in 2-week modules with work products in each of the 4 categories delivered and reflection.

wk	Date	All	Group 1	Group 2
1	9.2	Semester Course Introduction: Horizontal Methods Subject Matter and Partner Opportunity Positionality Group Work – Radical Candor	Presentation of ongoing project with research findings, missed and new opportunities, next steps Weekly 1-hour group meeting with instructor	IRB Overview Review of Raw Materials Weekly 1-hour group meeting with instructor
2	9.9	Learning to do fieldwork Remote Methods for codesign Visualizing research Interviews: Remote Considerations Reflection Assignment Planning	Revising Proposal and Project Plan Weekly 1-hour group meeting with instructor	Planning and Framing Opportunities—Develop plan schematic Research Introductions Research Questions Weekly 1-hour group meeting with instructor
3	9.16	Storytelling Reading Individual meeting with instructor	Follow bespoke project plan with weekly check-ins with partner and stakeholders Weekly 1-hour group meeting with instructor	Iterative research, practice, and design activities as determined on project plan Weekly 1-hour group meeting with instructor
4	9.23	Speaker, Equitable Futures Reflection Assignment		Iterative research, practice, and design activities as determined on project plan Visualize Research Findings Weekly 1-hour group meeting with instructor
5	9.30	Presentation of research findings, project work, and considerations to date.		Iterative research, practice, and design activities as determined on project plan Weekly 1-hour group meeting with instructor
6	10.7	Individual meeting with instructor. Presentation of research findings, project work, and considerations to date.		Iterative research, practice, and design activities as determined on project plan Weekly 1-hour group meeting with instructor
7	10.14	Speaker, Equitable Futures Reflection Assignment		Iterative research, practice, and design activities as determined on project plan Weekly 1-hour group meeting with instructor
8	10.21	Process Diagram and Research Findings Presentation		Iterative research, practice, and design activities as determined on project plan Weekly 1-hour group meeting with instructor
9	10.28	Design and Production Client Check-in Reflection Assignment Individual meeting with instructor		Iterative research, practice, and design activities as determined on project plan Weekly 1-hour group meeting with instructor

10	11.4	Process Book Draft Due	Finalize project work	Weekly 1-hour group meeting with instructor
11	11.11	No class meeting W	Production (estimated)	
12	11.18	Speaker, Equitable Futures Reflection Assignment Individual meeting with instructor		Finalize Project Weekly 1-hour group meeting with instructor
13	11.24	Presentation Delivery Submit final documentation and materials Group meeting but no class	Delivery	Delivery
14	12.2	Final Materials Presentation		
15	12.9	Individual meetings with instructor		

This schedule is based on projected plans and objectives which may change to support learning related to project needs.