Fall 2024 Syllabus
UNIVERSITY OF FLORIDA

COURSE INFORMATION
GRA6931C Research and Practice
Meets Tuesdays | periods 5-7 | 11:45am-3:00pm | IFH 110

INSTRUCTOR
Frederick M. C. van Amstel (he/him/his)
Personal website: http://fredvanamstel.com
Office hours: Tuesdays 09:00 AM - 11:00 AM or by appointment (link can be found in Canvas)
Preferred written communication channel: Microsoft Teams
Alternative messaging channel: fvanamstel@ufl.edu
Expected answer time: 2-6 hours within business hours (8AM-5PM)

LAND ACKNOWLEDGEMENT
Based on the Smathers Libraries's land acknowledgement: I acknowledge that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. I further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies: those of the Potano and of the Alachua Seminole. The Potano, of Timucua affiliation, lived here in the Alachua region from before European arrival until the destruction of their towns in the early 1700s. The Seminole, also known as the Alachua Seminole, established towns here shortly after but were forced from the land as a result of a series of wars with the United States known as the Seminole Wars.

PEDAGOGICAL NOTE
As a design educator, I wish to train my students to become conscious political subjects in society. Henceforth, most of my assignments request students to respectfully learn with a different kind of person, culture, or technology they are used to. With that, I cultivate an atmosphere that favors creativity as much as criticism. I address creativity through engagements with artistic movements and criticism through reading and discussing social theory. Learn more about my education profile here: https://fredvanamstel.com/about

SYLLABUS CHANGES
Please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through email & Canvas.

COURSE DESCRIPTION
Catalog description: A rotating topics 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.

LEARNING JOURNEY MAP
Students will learn why and how design research is practiced in this graduate program, in the US, and in other nations, both in industry and academic settings. Their learning journey will be characterized by developing the metacognitive skills that differentiates design research from design practice. In simpler words, students consolidate their trajectories as design researchers
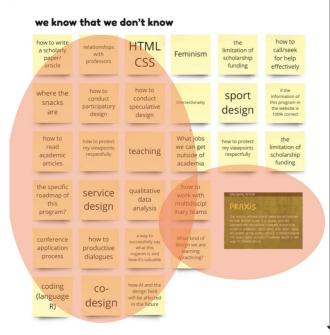
by learning how to learn and designing how to design. In fact, students won't be treated as students but mostly as design researchers engaged in a participatory learning/research activity.

The design reserchers in this course will have several opportunities to hone their metacognitive skills: lectures, codesign experiments, seminar presentations, visual diaries, writing assignment, review assignment, and book autopsy. These activities will explore several designerly ways of knowing as a means to develop critical consciousness of the main product of design research: design knowledge. Instead of learning how to apply design knowledge for designing products, design researchers will learn how to apply design products to produce design knowledge. It is the opposite of what design students typically learn in their undergraduate studies.

The course generative themes have been carefully chosen out of the knowledge gaps identified by the Critical Pedagogy Seminar hosted by the design researchers Azadeh Jalali and Lucia Londoño in Spring 2024 Graduate Seminars. In the figure below, the chosen themes are highlighted by the translucent orange bubbles.

In-class participation is crucial. Researchers who miss a class can still get the dialogical participation grade if they submit a conversation history with 20 prompts minimum in ChatGPT. ChatGPT is a generative artificial intelligence that is capable of doing college assignments at a reasonable level. Since it cannot be detected, it has become the ultimate cheating tool. Instead of ruling out its use in this course, the pedagogical approach here is to put its capabilities in check. Researchers are advised to pay attention to its biases, default answers, inability to deal with nuance, and lack of criticality. They can confront ChatGPT with these limitations to get more accurate information. Be advised: **Never take anything that ChatGPT generates for granted. To stay on the safe side, always cross-check with alternative sources.** Further details of this task can be found in Canvas.

GRADING & ATTENDANCE
Grading will be based on six elements:

- Dialogical participation (1 point per class of a 15 total)
- Pluriversal seminar presentation (5 points)
- Visual diaries evaluation (10 points)
- Writing assignment (30 points)
- Review assignment (20 point)
- Contextual reading of an entire book (20 points)

Grades will follow this pattern:

	MEANING	% SCALE	GPA
A	Consistently Exceeds ALL expectations	95 - 100%	4.0
A-		90 - 94%	3.67
B+	Meets, but does not exceed, ALMOST ALL to ALL expectations	87 - 89%	3.33
B		84 - 86%	3.0
B-	Meets MANY to MOST expectations	80 - 83%	2.67
C+		77 - 79%	2.33
C	Meets SOME to MANY expectations	74 - 76%	2.0
C-		70 - 73%	1.67
D+	Does not meet MOST or ALL expectations	67 - 69%	1.33
D		64 - 66%	1.0
D-		60 - 63	.67

E		<60	0

Attendance is required for this class. Late arrivals (after class begins) or early departures (before class is dismissed or ends) are tolerated. If you miss a class and lose the opportunity to be graded on the spot, you can submit a digital version of your work. See specific instructions for each assignment. The deadline for this is two weeks after the absence.

It is your responsibility to keep track of your attendance record in Canvas. Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies. Students who participate in official athletic or scholastic extracurricular activities are permitted twelve (12) scholastic day absences per semester without penalty. Along with more information on how UF assigns grade points, you'll find these by visiting: https://catalog.ufl.edu/graduate/regulations/

SEMESTER OUTLINE
Week 1 - 08/27/2024 - The MXD studio and field experience
Course overview. Making a Lego Serious Play model of the MXD studio/field experience and its political context. Intro to visual diaries, self-managed studio policy, and graded assignments. Walking through our social network channels (Teams, LinkedIn, Instagram, Canvas, etc). Use of AI policy. Working with faculty. Master roadmap and other UF's resources. How to download and read an academic paper. Self-reflective studying habits.

Reading assignment for this class:
Freire, P., 1983. The importance of the act of reading. *Journal of education*, *165*(1), pp.5-11. https://www.jstor.org/stable/42772842

Week 2 - 09/03/2024 - Differences between design and design research.
Peculiarities of design research knowledge, design epistemology, intellectual property, and knowledge commons. The role of visual thinking and artificial intelligence in design research.

Reading assignments for this class:
Permission to Muck About (2024), 60 minutes, by David Philip Green and Joseph Lindley. https://designresearch.works/permission-to-muck-about/

Jalali, Azadeh; Londoño, Lucia and van Amstel, Frederick M. C. (under review) Now we know: Findings from a critical pedagogy experiment on design research knowledge. *Visual Arts Research Journal.*

Week 3 - 09/10/2024 - Participant observation and interaction analysis methods
Observing in the studio X observing in the field. Watching and interpreting the recording of an interaction analysis session. Using artificial intelligence in qualitative data analsys. Choosing a physical book to read.

Reading assignment for this class:
Jordan, B., & Henderson, A. (1995). Interaction analysis: Foundations and practice. *The journal of the learning sciences*, 4(1), 39-103. https://doi.org/10.1207/s15327809jls0401_2

Week 4 - 09/17/2024 - Design research at the MXD studio and field
Each researcher will present an overview of a research paper published by a MXD former or current researcher, taking into account the author's Curriculum Vitae. Design research career prospects and trajectories.

Week 5 - 09/24/2024 - Pluriversal seminar: design research across worlds
Each researcher will present an overview of design research in a world they know well using a long-term Lego Serious Play model as a presentation device. Before that, they will share their visual thinking on the reading assignment.

Reading assignment for this class:
Noel, L.-A., Ruiz, A., van Amstel, F. M. C., Udoewa, V., Verma, N., Botchway, N. K., Lodaya, A., & Agrawal, S. (2023). Pluriversal Futures for Design Education. *She Ji: The Journal of Design, Economics, and Innovation* (Vol. 9, Issue 2, pp. 179-196). https://doi.org/10.1016/j.sheji.2023.04.002

Week 6 - 10/01/2024 - Writing design research and design languages
Overview of the MXD thesis project proposal and the writing assignment for this course. On the fly peer review of a paper. Writing with Lego Serious Play. Exchanging visual diaries.

Reading assignment for this class:
João Ferreira (2020) Writing Is Seeing - towards a Designerly Way of Writing, *The Design Journal*, 23:5, 697-713, https://doi.org/10.1080/14606925.2020.1806521

Week 7 - 10/08/2024 - Pattern-based codesign and virtual exchange
Pattern language in architecture, interface design, and participatory design. Producing shared design spaces. Experiment with design card decks.

Reading assignment for this class:
Leitner H. (2015). "Working with Patterns: An Introduction." In Bollier, D., and Helfrich, S. (Eds.). Patterns of Commoning. Levellers Press. https://www.researchgate.net/publication/305618591_Working_with_Patterns_An_Introduction

Week 8 - 10/15/2024 - Representing contradictions in expansive designs
Identifying contradictions through qualitative data analysis. Representing contradictions through imagery, games, theater, and other means.

Reading assignment for this class:
Phan, Hien; Van Amstel, F. M. C. (under evaluation). The contradiction of diversity in design student body. *Diseña Journal.*

Week 9 - 10/22/2024 - Dealing with the contradiction of race in design research
Design thinking and codesign. Design toolkits. Producing shared design activities. Experiment with the Racism Untaught Toolkit.

Reading assignment for this class:
Mercer, L. E., & Moses, T. (2023). Chapter 1: The Framework. In: *Racism Untaught: Revealing and Unlearning Racialized Design*. MIT Press.

Week 10 - 10/29/2024 - Life cycle of in design research
Overview of the processes of data generation, collection, analysis, theorization, writing, and publication. Emphasis on data analysis.

Reading assignment for this class:
Costa, N., Patrício, L., & Morelli, N. (2018, June). A designerly-way of conducting qualitative research in design studies. In *ServDes2018: Service Design Proof of Concept (p. 164).* Linköping University Electronic Press. https://vbn.aau.dk/ws/portalfiles/portal/307052443/13.pdf

Pontis, S. (2018). Chapter 7: Making sense of field data. *Making sense of field research: a practical guide for information designers.* Routledge. p. 129-168

Week 11 - 11/05/2024 - Artificial Intelligence (AI) in qualitative data analysis
How to use Whisper and chatGPT for qualitative data analysis. Visual diaries are handed in for evaluation.

Reading assignment for this class:
Morgan, D. L. (2023). Exploring the use of artificial intelligence for qualitative data analysis: The case of ChatGPT. *International journal of qualitative methods*, 22. https://doi.org/10.1177/16094069231211248

Week 12 - 11/12/2024 - Peer review in design research
Delivery of the research paper draft. What is peer review. How to write a good review. Conferences, journals, committees, and other venues. Peer review process starts. Researchers submit their papers. Visual diaries are returned.

Reading assignment for this class:
Jessica Barness, Dan Wong, Aaris Sherin, Robin Landa, Alex Girard (2020). Basics of Peer Review for Communication Design Scholarship. *Design Incubation.* https://designincubation.com/wp-content/uploads/2021/01/Design-Incubation-White-Paper-Peer-Review.pdf

Aaris Sherin, Jessica Barness, and Robin Landa (2020). Advice to Authors Navigating Peer Review. *Design Incubation.* https://designincubation.com/wp-content/uploads/2020/12/White-Paper-Peer-Review-Advice-Final.pdf

Week 13 - 11/19/2024 - Book festival
Each student present a contextual book reading and a codesign project interpretation based on the book's concepts. Researchers revise their peer's papers.

Week 14 - 11/26/2024 - Holiday

Week 15 - 12/03/2024 - Last day of class - Evaluation and reflection
Peer review ends. Reflection and evaluation of the learning journey. Strategic planning of future publications. Updating the Rumsfeld/Zizek Matrix. Updating MXD LSP model.

UF POLICIES THAT APPLIES TO THIS COURSE
Generative Artificial Intelligence (AI) policy (Regulation Number: 4.040): "A Student must not submit as their own work any academic work in any form that the Student purchased or

otherwise obtained from an outside source, including but not limited to: academic work in any form generated by an Entity; academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work. […] This includes but is not limited to generative artificial intelligence, large language models, content generation bots, or other non-human intelligence or digital tools."

Non-Discrimination Policy (Regulation Number 1.006): "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to nondiscrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." https://policy.ufl.edu/regulation/1-006/

Multicultural environment: The Center for Inclusion and Multicultural Engagement http://www.multicultural.ufl.edu/ has the following offices to provide student support and foster a multicultural campus environment: Office of Lesbian Gay Bisexual Transgender Queer+ Student Engagement, Office of Black Student Engagement, Office of Hispanic-Latinx Student Engagement, and Office of Asian Pacific Islander Desi Student Engagement.

Harassment: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. More information at http://www.hr.ufl.edu/eeo/sexharassment.html

Title IX: it is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality. Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy. You can also find details of specialist support services at the end of the syllabus. You might not need them, but you might know someone who does. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender- based misconduct, harassment, or discrimination. https://titleix.ufl.edu

Academic Freedom and Responsibility: "In the development of knowledge, research endeavors, and creative activities, the faculty and student body must be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence. The faculty must be free to engage in scholarly and creative activity and publish the results in a manner consistent with professional obligations. A similar atmosphere is required for university teaching. Consistent with the exercise of academic responsibility, a teacher must have freedom in the classroom in discussing academic subjects selecting instructional materials and determining grades. The university student must likewise have the opportunity to study a full spectrum of ideas, opinions, and beliefs, so that the student may acquire maturity for analysis and judgment. Objective and skillful exposition of such matters is the duty of every instructor." https://policy.ufl.edu/regulation/7-018

Academic integrity: if you use words, images, or ideas that are not your own, you must cite them. Claiming the work of others as your own is a serious breach of professional ethics and will result in a failing grade in this class. The UF Honor Code specifies a number of other behaviors that are in violation of this code and the possible sanctions.

Academic honesty: the act of lying, cheating, or stealing academic information so that one gains academic advantage is strongly discouraged. As a University of Florida student, you are expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. These can include: cheating, copying ideas, plagiarism, bribery, misrepresentation, conspiracy, or fabrication. You can find UF's Student Conduct Code, here.

Course evaluations: 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.

Disruptive behavior: All member(s) of the University who intentionally act to impair, interfere with, or obstruct the mission, purposes, order, operations, processes, and functions of the University shall be subject to appropriate disciplinary action by University authorities for misconduct, as set forth in the applicable rules of the Board of Regents and the University and state law governing such actions. Be advised that you can and will be dismissed from class if you engage in disruptive behavior. For more information, visit: https://policy.ufl.edu/regulation/1-008/

Student Privacy: There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, see https://registrar.ufl.edu/ferpa/

In Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. For more information, visit: https://aa.ufl.edu/policies/in-class-recording

REQUIRED MATERIALS
Students studying in the Design and Visual Communications MFA program are required to have appropriate hardware, software, and access to the Internet and perform design and design-related tasks, including access to UF's Canvas, UF GSuite/Google Drive, Teams, OneDrive, and Adobe Creative Cloud. 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. Adobe CC Discounted for Students is a special UF student pricing on a one-year subscription to the entire Adobe Creative Cloud Suite. To purchase your Adobe CC Discounted for Students subscription, please log in at https://portal.helpdesk.ufl.edu and if eligible to purchase click on

"Eligible, take me to OnTheHub" button. The service will run for one year from the time the software is activated. Distribution is provided by Kivuto/OnTheHub who is an authorized distributor for Adobe not affiliated with UF Computing Help Desk.

With questions related to your computer system and technology in the Graphic Design area, you can contact our Lab Technician, Michael Christopher (mchristo@ufl.edu). He can help diagnose problems and provide solutions.

All course readings are posted on Canvas.

UF RESOURCES
Students Requiring Accommodation: 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's important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Teaching Center: General study skills and tutoring. https://teachingcenter.ufl.edu/ or Broward Hall, 352-392-2010 or to make an appointment 352-392-6420.

Mental health support: The university has several services to support student's mental health. If you or a friend is in distress, please contact U Matter, We Care at umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student. If you need guidance yourself, please see the Counseling and Wellness Center: https://counseling.ufl.edu/services/ or 392-1575.

Writing. If you are struggling with writing in English, please seek guidance from the Writing Studio at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

Career Connections Center: Career assistance and counseling services. https://career.ufl.edu/ Reitz Union Suite 1300, 352-392-1601.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. https://cms.uflib.ufl.edu/ask