



UNIVERSITY OF TORONTO
FACULTY OF INFORMATION
Knowledge Media Design Institute

- Course Outline

Pro-seminar in Knowledge Media Design – Values and Design Communities

Course Code: KMD 1002

Semester Offered: Winter 2012

Course Meeting Time: Tuesdays 6-9 pm

Course Location: Galbraith Building, Room 303

Blackboard/Website: <http://portal.utoronto.ca>

- Instructors

Instructor: Karen Smith

Contact Information: karen.louise.smith@utoronto.ca

Office Hours: Available after class or at other times by appointment at 45 Willcocks (iSouth), Rm. 334)

Instructor of Record: Peter Pennefather

Contact Information: p.pennefather@utoronto.ca

Office Hours: By appointment; 144 College St., Rm. 960

Topic: Values in Design Communities

This course is a theme-based Pro-seminar course for KMD Collaborative Program students combining lectures, public seminars, and participation in online discussions. Students who successfully complete the course will receive a Credit on their transcript rather than a specific grade. If students outside of the KMD Collaborative Program would like to take the course, they require special permission from the course Instructor.

In 2012, this course will explore the theme of values which are present in design communities such as *collaboration, openness, and participation*. An array of values are pertinent to the disciplinary traditions of KMDI collaborative units. To explore these values, this class will involve a variety of learning activities spread across four major sections of the course.

I) Introduction/theory

This section of the course will introduce foundational ideas for discussion and debate including:

- Situating values in the context of technology, society and design
- The contested and ambiguous nature of values
- Considering the values common in design communities such as KMDI

II) Values in scholarly work and design practice

This section of the course will feature *visits to*, or, *visits from* scholars or practitioners who engage with specific values in their work. An example of a scholar or work site which could be visited includes the following example:

- Openness – a scholar redesigning the scholarly publishing model to be more open.

III) Design methods in practice

Students will participate in a design jam and other activities to explore creative design methods in practice.

IV) Reading seminars

Students will deliver a seminar in groups, based on their reading of an influential book pertaining to design, research perspectives, and/or values. Student groups will assign a reading 1 week in advance to their classmates. The student seminars should be approximately 1 hour in length and include ample opportunities for class participation or discussion.

Objectives

The objectives of this course are for students:

- to critically interrogate social values within information communication technologies (ICTs) or their contexts of use
- to learn about and apply design research methods
- to interact with scholars and practitioners who engage with values in ICT related industry work or research
- to refine and develop the presentation skills to share research work

Student tasks and assignments

To successfully receive credit for this course, students are expected to:

- Participate in all tasks and assignments
- Work with a group for various tasks and contribute

All assignments in this course will be graded on a credit/no-credit basis. All students will receive a progress email from the instructor before February 27 (the last day to drop the course without academic penalty) to indicate how they are progressing in the course. Descriptions of each course component and examples of satisfactory participation are listed below.

1) Participation and ongoing engagement

Individuals and groups of students will be asked to carry out design activities and to present informally to the class most weeks. Participation and ongoing engagement requires the completion of assigned readings and active participation in design activities.

Satisfactory participation for credit could include:

- *Demonstrated preparedness for class and discussion*
- *Engagement with course materials through verbal contributions and participation in activities*

2) Design Jam: Proposal, facilitation and extension project

This group project (3-4 members) will involve proposing and pitching a design jam topic and facilitation plan. The class will subsequently vote on a winning pitch and execute it collaboratively.

Each team (3-4 members) will be expected to produce a short video (apprx. 2-3 minutes) to use during the jam with participants, to document the process, or reflect critically upon design processes. The video assignment is intended to be flexible to meet various student interests. The video assignment can also extend upon ideas initiated at the jam.

Each individual student will be expected to create an individual design jam reflection artefact in a format of their choosing (i.e. a visualization, a blog post, etc.).

Satisfactory participation for credit could include:

- *Completion of project components and participation in class and at the event*
- *Completion of a group video*
- *Completion of an individual reflection artefact*
- *Participation in final presentations and discussion*

*Students should be aware that design jams often produce materials which are released under Creative Commons and where participants share their identities through the social web. Please discuss any concerns with the instructors so accommodations can be made if necessary.

3) Reading group presentations

These presentations will be delivered by the groups on an influential book pertaining to design, research perspectives, and/or values. Suggested books are listed at the end of this document.

Satisfactory participation for credit could include:

- *Active participation in a reading group*
- *Active verbal contributions to a seminar (1 hour) delivered by your group*
- *Facilitation of discussion or participation opportunities for your classmates during the seminar*

4) Individual reflection

These reflection pieces are intended to allow individual students to highlight their intellectual contributions and reflect on one or more course themes. Reflection papers should be 5-7 pages, double-spaced. As a guideline, students should draw upon 5-7 course readings within their reflection.

Students may propose an alternative scholarly writing project of their choosing (i.e. write a review for a scholarly journal, define a key theme or value which is central to your research).

Satisfactory participation for credit could include:

- *Completion of a reflection which draws effectively upon class readings or a suitable alternative*

Grading

Assignment	Weighting	Due Date	Type of evaluation
1) Participation and ongoing engagement	10%	Ongoing -see week by week schedule-	Individual evaluation (Credit or no-credit)
2) Design Jam	55%		(Credit or no-credit)
Design jam proposal an pitch	20%	Feb 7	Group evaluation (Approximately 3-4 members)
Design jam video	20%	Variable	Group evaluation (Approximately 3-4 members)
Design jam reflection	15%	April 10	Individual evaluation
3) Reading group presentation	25%	Variable	Group evaluation (2-4 students) (Credit or no-credit)
4) Individual reflection	15%	April 10	Individual evaluation (Credit or no-credit)

**Should questions arise about students not meeting the expectations to receive credit for the course, meeting(s) may be necessary to discuss and review assignments, relevant course materials, and contributions. Students who are unable to demonstrate their involvement and engagement in components of the course may not receive credit for those components which may put their overall credit for the course at risk.

Schedule

Week 1 – Introduction – Jan. 10, 2012

Bolter, J. David, and Diane Gromala. 2003. Introduction in *Windows and mirrors: interaction design, digital art, and the myth of transparency*. Cambridge, Mass.: MIT Press. (e-book)
<http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=9906&mode=toc>

Cross, N. (2006). *Designerly ways of knowing*. London: Springer. Ch. 1. Designerly ways of knowing pp. 17-33
(e-article) <http://books.scholarsportal.info/viewdoc.html?id=/ebooks/ebooks0/springer/2009-12-01/1/1846283019>

Friedman, B. (1996). Value-sensitive design. *Interactions*. 3(6) (Dec. 1996): 16-23. (e-article)
<http://doi.acm.org.myaccess.library.utoronto.ca/10.1145/242485.242493>

Design Activity:

Drawing upon the work of Mary Flanagan, this week will introduce a design constraint activity focused around the modification of an existing consumer product to exemplify values in design.

Week 2 – Obsolescing Obsolescence through Digital Media Design – Jan. 17, 2012

Lecture by: Peter Pennefather
○ Readings to be assigned

Week 3 – Controversies in a Design Community's Values – Jan. 24, 2012

Bannon, L. (2006). Forgetting as a feature, not a bug: the duality of memory and implications for ubiquitous computing. *CoDesign*, 2(1), 3-15. Available online from: <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.104.1707>

Design Jam Handbook. (n.d.) Available online from:
http://www.designjams.org/wiki/Design_Jam_Handbook

Kling, R. (1991). Cooperation, coordination and control in computer-supported work. *Communications of the ACM*. 34 (12) 83-88. (e-resource)
<http://portal.acm.org/citation.cfm?id=125396&dl=GUIDE>

Design Activity:

Design Jam brainstorming

- ❖ Guest visit by: Marie-Eve Belanger
ThingTank Co-ordinator (<http://www.ddimit.org/>)
 - Marie-Eve will be introducing the basics of design jams to help us prepare our class event

Week 4 – Representing Design Ideas – Jan. 31, 2012

Bødker, S. (2000) Scenarios in user-centred design—setting the stage for reflection and action. *Interacting with Computers*. 13 (1). 61-75. (e-article)
http://resolver.scholarsportal.info/resolve/09535438/v13i0001/61_siudtsfraa

Johansson, M. (2006). Collaborative sketching: co-authoring future scenarios with bits and pieces of ethnography. *CoDesign*, 2(3), 179-189. (e-article)
<http://dx.doi.org/10.1080/15710880600909331>

Suchman, L.. & Trigg, R. (1991). Understanding video as Practice for design and reflections. *Design at work: cooperative design of computer systems*. Eds. Joan M. Greenbaum, Morten Kyng. Pp. 65-90. [Available PDF in Blackboard, and Inforum: 004.21 D457D - Course Reserves - [check availability](#)]

Student Reading Seminar #1**Week 5 – Users – Feb. 7, 2012**

Feenberg, A. (n.d.) *From information to communication: The French experience with videotex*. Available online at: <http://www.sfu.ca/~andrewf/VID.htm>

Oudshoorn, N., & Pinch, T. (Eds.). (2003). *How Users Matter: The Co-Construction of Users and Technologies*. Cambridge: The MIT Press.

- Chapter I, Introduction (e-resource)
<http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=9957&mode=toc>
- Chapter 1 Non-Users Also Matter: The Construction of Users and Non-Users of the Internet, by Sally Wyatt

Design Activity:

Design Jam proposal pitches.

Student Reading Seminar #2**Week 6 – Feb. 14, 2012**

- ❖ Guest Lecture by: Stian Haklev
PhD Candidate, OISE
 - Stian is one of the founders of Peer2Peer University (<http://p2pu.org>)
 - Readings to be assigned

Student Reading Seminar #3

Week 7 – Reading Week – Feb. 21, 2011

No class

Week 8 – February 28, 2011

- ❖ Guest Lecture/Field Trip with: Terry Costantino
 - Terry is a Principal at Usability Matters <http://www.usabilitymatters.com/> and also a PhD Candidate in the Faculty of Information

Dourish, P. (2006). Implications for Design. CHI 2006. ACM. Montreal, Canada.
doi>[10.1145/1124772.1124855](https://doi.org/10.1145/1124772.1124855)

Iversen Et al. (2010). Rekindling Values in Participatory Design. Participatory Design Conference. ACM. Sydney, Australia. doi>[10.1145/1900441.1900455](https://doi.org/10.1145/1900441.1900455)

Week 9 – Design Jam Preparation – March 6, 2011

Design Activity:

Time will be designated in this class for groups to work on their design jam contributions.

Student Reading Seminar #4

Week 10 – Reflection and Design – March 13, 2010

Schön, D. A. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books. Chapter 3

Sengers, P, Boehner, K., David, S., & Kaye, J.J. (2005). Reflective design in Proceedings of the 4th decennial conference on Critical computing: between sense and sensibility. ACM. Pp. 49-58. (e-resource)
doi>[10.1145/1094562.1094569](https://doi.org/10.1145/1094562.1094569)

Student Reading Seminar #5

Week 11 – Design Jam I - March 20, 2012

Week 12 – Design Jam Week II - March 27, 2012

Week 13 – Group Work Session - April 3, 2012

Week 14 – Final presentations – April 10, 2012

Suggestions for reading group books:

“Foundational”

Alexander, C. (1977). *A Pattern Language: Towns, Buildings, Construction*. Oxford University Press.

Cross, N. (2006). *Designerly ways of knowing*. London: Springer. (e-article)
<http://books.scholarsportal.info/viewdoc.html?id=/ebooks/ebooks0/springer/2009-12-01/1/1846283019>

Suchman, L.A. (2007). *Human-machine reconfigurations: Plans and situated actions* (2nd ed.). Cambridge; New York: Cambridge University Press. [Inforum: 004.019 S942H - Course Reserves - [check availability](#)]

“New titles”

Bærenholdt, J. O., (2010). *Design research: synergies from interdisciplinary perspectives*. New York: Routledge. [Robarts: H62 .D454 2010X - [check availability](#)]

Bimber, T. De Michelis, G. Ehn, P et al. (2011) *Design Things*. MIT Press

Gabrys, J. (2011). *Digital Rubbish: A Natural History of Electronics*. University of Michigan Press.

Lima, Manuel. (2011). *Visual Complexity: Mapping Patterns of Information*. Princeton Architectural Press.

Miller, Daniel (2011). *Tales from Facebook*. Polity Press.

“Design Education”

Laurel, B. (2003). *Design research: Methods and perspectives*. Cambridge, Mass.: MIT Press. [Inforum: 745.2 D457D – Course Reserves - [check availability](#)]

“Users”

Oudshoorn, N., & Pinch, T. (Eds.). (2003). *How Users Matter: The Co-Construction of Users and Technologies*. Cambridge: The MIT Press.