

**FDA139**

## **Qualitative Research in HCI: A Practice, Problem-Based Approach - HMI721 (HMI)**

### **Recommended for**

Graduate students.

### **The course was last given:**

New course.

### **Goals**

Students will understand the trade-offs between resources, methods, and problem. In the course, students will work through the strengths and weakness of qualitative research as it currently that applies to problems that characterize the HCI literature. The course will be an opportunity for students to conceptualize, design and carry out a study to address a question of interest.

This course will be a laboratory, practical course. In it, students use the literature on qualitative research as a basis to carry out pragmatic (hands on) work. In class, students will carry out a series of short term qualitative research exercises and projects.

### **Prerequisites**

HMI721, a graduate research methods course or instructor's permission.

### **Organization**

Seminar.

### **Contents**

This course is intended to advance students' competence in the "practical" aspects of qualitative research. The course will work through issues related to interpreting, utilizing, and (especially) the conduct of qualitative research. As such, the course will have for students pragmatic (improve research skills) and analytic (advance the notion of what constitutes a "problem" in the HCI literature) yield. The intention is to provide a strong, analytic toolbox - one that class members can apply to problems of their own. The aim of the course is to give students the kind of confidence and competence in qualitative research that will enable them to design, carry out and publish qualitative research in the area of human computer interaction.

Given the breadth and depth of the qualitative literature, the course will focus on selected methodological and research issues. Among them will be how can students of HCI make sense of the "individual", "organization" and "work". The course will also focus on how ethnography and related qualitative methods can help inform practical, empirical design and development.

### **Literature**

As assigned.

### **Teachers**

James M. Nyce.

### **Examiner**

James M. Nyce.

**Schedule**

Spring 2003.

**Examination**

Class work will include assigned readings, seminar participation (2 points) and one research paper (1-3).

**Credit**

2 + 3 credits.

**Comments**

Intensive course (May 2003). Maximum fifteen participants.