

Fall 2018

# ID 310-101: Ethnographic and Marketing Research

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# Ethnographic and Marketing Research

ID 310 / Industrial Design  
College of Architecture and Design (CoAD)  
New Jersey Institute of Technology

Credits: 3

Mondays 6-9pm, Fall 2018

Location: Weston Hall 249

Instructor: Gretchen Von Koenig

Office Hours: By appointment only

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## **Overview:**

The focus this course is to explore how various qualitative and quantitative methods can be used to gather insights that can be used to shape new products, add value to existing products or give insight to yet unexplored products or market opportunities.

This course is designed to provide students with an overview of ethnographic and marketing research methodologies that can be applied to design research. We will begin by developing a general understanding of Ethnography as a field and a science in it's own right, then transition into how designers can/do use ethnographic research in the design process. *What kind of data do I need for the design process? Who are my users? How can data be gathered? How can it be applied to the design process?*

Over the course of the semester, various methodologies will be explored and conducted as a means to lend an objective understanding of user needs, goal, motivations and frustrations. This will occur through deep observation, interviews and video projects. Various documentation deliverables will be required as well.

## **Specific Learning Outcomes:**

- Developing skills relating to ethnographic practice; deep observation, setting up and conducting interviews, understanding of "native" and "non native" etc
- The importance of understanding potential markets/cultures for new products and customers: how they work, what they do and what problem you will solve for them.
- How to integrate research into the design process, developing critical response and action into design process

## **Readings:**

1. 'Beyond Design Ethnography; How Designers Practice Ethnographic Research' by Nicolas Nova

- Excerpts will be provided via Moodle or Email

3. Various Articles and readings will be provided throughout the semester

### **Grading:**

The grading breakdown is as follows:

1. Participation & Attendance (20%)
2. Assignments (80 %)
  - Reading Response Questions: 10%
  - Reading Response Extended Answer: 10%
  - In Class Presentations/Assignments: 15%
    - i. Eating Habits: Taste of Symbol (5%)
    - ii. Infographics Presentation (10%)
  - Final Research Project: 45%
    - i. Part 1: 10%
    - ii. Part 2: 15%
    - iii. Part 3: 20%

### **Assignments:**

1. *Reading Response: One Question "Responses"*

The weeks that there are readings due, you will be required to develop one question as a response to share with the class the day the reading is due. These questions are to be open ended (ex. no true or false, no multiple choice) and can be directly related or tangential to the topic of the reading. These questions will be shared with the class at the time of attendance.

2. *Reading Response: Extended Answer (Part of Assignment Grade)*

Choose one reading from the semester to reflect on and critically apply to your studies in studio and the developing idea of ethnography in design process. The reading could be from the readings that are provided, or you can choose to read your own related article or journal to relate to studio. 1.5-2 pages. Due at any point before Week 13

3. *Research Project (Part of Assignment Grade)*

Our research project will be a three-part research project focusing on various ethnographic data research gathering. Related to the Fall Studio project, a series of small projects will help students develop an understanding of the culture or market they are designing for. Some projects will be conducted as team exercises, where each team member will be responsible for a particular element of the data collection and analysis, while others will be individual studies.

**Part 1: Deep Ethnographic Study of a Culture.** Choose a "culture" (definitions of this to be explain during class 1) that is related to your studio project and study for 30 minutes. Must produce 3 pages of ethnographic "data", to be turned in.

**Part 2: Interviews within Culture:** Choose two members of chosen culture and conduct 15 minute interviews (Extra credit of 5 points will be given for each additional interview submit, up to 2 additional interviews). Before interview is conducted, a review of selected interview questions will happen in class time. Short (5 minute) presentations will be given of findings thus far:

- New information on culture or revelations that are revealed from process.
- Qualitative & Quantitative Data findings
- Reflection on process (going “native”, did you ask the right questions, what would you have done differently, etc)
- Consider how this can effect your design in studio, consider your audience that you now know a little bit more about

**Part 3: Documentation & Design Impact:**

1. Infographic expressing data shared in part 2. One page of data expressing findings and summaries. Infographic must have the graphics considered
2. Documentation of how these findings, if any, effected final design. If not, explanation why these findings weren’t applicable to project and how you could have adapted the process to help with studio more.

**Syllabus:**

Date	Topics In Class	Assignment Due (listed on the day they are due)
9/10 Week 1	1. Introduction / Syllabus Review	
9/17 Week 2	<i>Introduction to Ethnographic Studies: Ethnography as a Social Science &amp; it's relationship in design</i> <ul style="list-style-type: none"> <li>● Discussion/Questions on Ethnography Primer</li> <li>● Review: Eating Habits</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Assignment Due:</b> <ul style="list-style-type: none"> <li>○ Eating Habits: Taste or Symbol</li> </ul> </li> <li>● <b>Assigned Reading:</b> <ul style="list-style-type: none"> <li>○ Ethnography Primer, AIGA</li> <li>○ Beyond Design Ethnography</li> </ul> </li> </ul>
9/24 Week 3	<i>Ethnographic Ethics + Observational Note Taking</i> <ul style="list-style-type: none"> <li>● Discussion/Questions on Reading</li> <li>● Alice Goorman as case study</li> <li>● Qualitative Observation &amp; Research</li> <li>● Activity on Note Taking</li> <li>● Go Over Research Project: Part 1 + Handout</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Assigned Reading:</b> <ul style="list-style-type: none"> <li>○ Pick 2 Readings from selections, 1 from each column (Arguments &amp; Defense) To be given out in class and via email.</li> <li>○ Discovery Research</li> </ul> </li> </ul>
10/1 Week 4	<i>CLASS TRIP: Union Square</i> <ul style="list-style-type: none"> <li>● Video response questions/Discussion</li> <li>● Exercise</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Assigned Podcast:</b>  <a href="#">Coal Hogs Work Safe - 99 Percent Invisible</a>            Suggested: <a href="#">How Cultures Drive behavior TED Talk</a></li> </ul>
10/8 Week 5	<i>When Ethnographers Were Needed &amp; Class Presentations</i> <ul style="list-style-type: none"> <li>● Discussion on Readings</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Assignment Due</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Presentation of Observations</li> </ul>	<ul style="list-style-type: none"> <li>○ Research Project Part 1: Deep Observation (3 pages and sketches/documentation/etc)</li> <li>● <b>Assigned Reading:</b> Selections from Politics of Design (PDFS in Drive) <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Ethnic Typography</li> <li>3. Nike Allah</li> <li>4. Cultural Differences</li> </ol> </li> </ul>
10/15 Week 6	<i>Designing Interviews</i> <ul style="list-style-type: none"> <li>● Review Reading</li> <li>● Exercise: In class Question forming</li> <li>● Assigned: Research Project Part 2: Interviews</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Assigned Reading:</b></li> <li>● The Ethnographic Interview - Spradley</li> </ul>
10/22 Week 7	<i>Ethnographic Data Documentation &amp; Theories of the Everyday</i> <ul style="list-style-type: none"> <li>● How to document and understand data:</li> <li>● Presentation of Infographic Research</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Assigned Reading:</b> <a href="https://designschool.canva.com/how-to-design-infographics/">https://designschool.canva.com/how-to-design-infographics/</a></li> <li>● <a href="https://www.behance.net/gallery/5252099/International-NY-Times-Ethnography-Study-1">https://www.behance.net/gallery/5252099/International-NY-Times-Ethnography-Study-1</a></li> <li>● Bring in (3) Infographics to present to class, identify what you like about them and related them back to ideals of infographics as presented in assigned reading</li> </ul>
10/29 Week 8	<i>Guest Speaker TBD</i>	<i>Reading TBD</i>
11/5 Week 9	<i>Market Research Analysis</i>	<ul style="list-style-type: none"> <li>● <b>Assigned Reading:</b> <ol style="list-style-type: none"> <li>a. Pairs of 2 presenting chapters in Hidden Persuaders</li> </ol> </li> </ul>
11/12 Week 10	<i>Market Research Analysis &amp; Tactics</i>	<ul style="list-style-type: none"> <li>● <b>Assigned Reading:</b> <ol style="list-style-type: none"> <li>a. Pairs of 2 presenting chapters in Hidden Persuaders</li> </ol> </li> </ul>
11/19 Week 11	<i>Behavior Analytics &amp; Case Studies:</i> <ul style="list-style-type: none"> <li>● Review how corporations manage these processes</li> <li>● Workshop / Sketch / Ideate how you can apply their processes to your designs <ul style="list-style-type: none"> <li>○ What impacts can your findings have on your design</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <i>WEEK 9 Readings TBD</i></li> </ul>
11/26 Week 12	<i>Considering Viral - Marketing and Responses</i>	<ul style="list-style-type: none"> <li>● <b>Assigned Reading:</b> <ul style="list-style-type: none"> <li>○ <a href="http://99percentinvisible.org/episode/the-trend-forecast/">http://99percentinvisible.org/episode/the-trend-forecast/</a></li> </ul> </li> <li>● <b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>○ Excerpts from "Contagious, Why Things Catch On"</li> </ul> </li> </ul>
12/3 Week 13	Student Presentations - TBD	<ul style="list-style-type: none"> <li>● Research Project Part 3: Documentation &amp; Design Process</li> </ul>

12/10 Week 14	Student Presentations – TBD	<ul style="list-style-type: none"> <li>• Reading Response: Extended</li> </ul>

**Grading Criteria:**

**Assignments :**

As per the policies of the School of Architecture and Design, all assignments must be uploaded to Kepler by the deadline. Any work not uploaded to Kepler will receive a failing grade. Any work that is not uploaded to Kepler will not be counted toward the final grade for the semester (meaning: it will be included as a zero in the final grade calculation).

Participation and Attendance: Class participation is required and expected. A student who fails to fulfill the participation requirement on more than two occasions during the semester will receive a grade reduction of one-half letter grade for each additional class where there is no participation. For example, if a student completes assignments and earns an average of 86 (B) on all work for the course but does not participate in three classes during the semester, the final grade will be a 76 (C). For excused absences (medical, psychological, etc), legitimate documentation must be provided by the student to the instructor and appropriate University staff at the onset of any issues that may impact their class performance. The University is under no obligation to offer special dispensation to students who present documentation after the end of the semester.

**Format:**

This class will be in a seminar format. Students will be expected to share their knowledge and opinions of lectures, required readings and related materials. This is a course based primarily on class discussion therefore class attendance is required. To facilitate discussion each student should bring three discussion questions to class each session. The questions can be points of interest you feel need to be highlighted or better explained, or just something you found interesting. The questions do not need to be lengthy, they just need to show that you have read the assigned material and thought about the topic in a critical manner. Randomly, I will ask students to share their question(s) with the class and collect the questions.

**Policies:**

Disabilities: Students with any form of disability should inform me during the first week of class so that I may make reasonable accommodations where necessary. You are also required to visit the Counseling Center to certify the need for these accommodations and provide the requisite documentation. The appointment should be made within the first week of classes.

Syllabus: This syllabus serves as a general outline. I reserve the right to deviate from any part of the plan as necessary. Students will be notified of any such modifications.

Late Assignments: Late assignments will not be accepted

Grade Disputes for Assignments: If a student has a grade dispute, they should submit a one-page memo to the instructor presenting evidence for their case. The instructor will review and re-grade the original assignment. This review can create a grade increase, but may also create a grade decrease based on the new overall evaluation.

Course Grade Appeals: Grading is done at the sole discretion of each faculty member. A student who wishes to appeal a grade must write a formal letter to the Dean of the College of Architecture and Design specifying the course number, term, year and faculty member, AND reasons for the appeal. The Dean then refers the matter to the Associate Dean for Academicis who in turn appoints an ad hoc committee to review the student's work and the manner of grading. Full details of the appeals procedure and required documentation can be obtained from the academic advisor Sasha Corchado.

Violations of Academic Integrity : Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion. At a minimum, a work that involves a violation of academic integrity will receive an automatic grade of zero.