

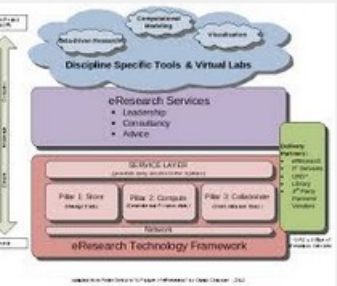
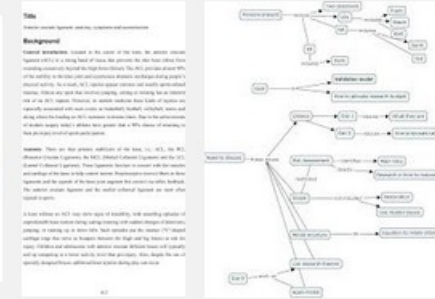
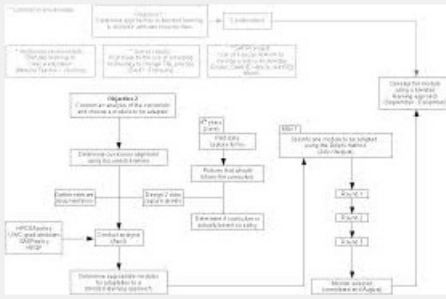
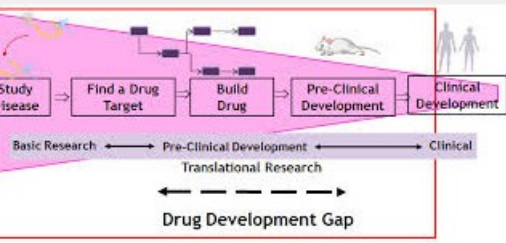
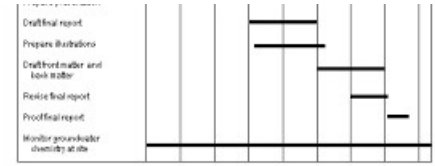
Week 9: Research design



3. What are they able to?
4. Where do we see conflict (tension/obstacles/challenges) for these insects?
5. What is the solution or change required?
6. Who will you interview?
7. What people, events, or actions will you record to:
 - a. photograph
 - b. record on audio
 - c. record on video
8. What natural sounds should you record?
9. What information material do you have?
10. What additional materials do you need?
11. What websites, stories or audio-visual material can you link to?



	• Planning / Designers	• Who plans / Designers
• Pleasure / Volume goals	• Not - primary customer segment	• Plans for sales/visiting • Response for selecting a phone • Buy data to determine customer profile
• Conference / Meeting coordinators	• Understand needs to frame focus groups (specific/related but not profitable)	• Buy data to better understand leading providers • Survey based on feedback from focus groups
• Corporate travel planners and agents	• Understand needs to frame focus groups (specific/related but not profitable)	• Buy data to better understand leading providers • Survey based on feedback from focus groups



Category	Activity	Description	Target 1	2	3	4	5
Performance and Learning	Activity 1: Merge Sort	Students implement Merge Sort in C++	✓	Basic	✓	✓	✓
	Activity 2: Quick Sort	Students implement Quick Sort in C++	✓	Basic to Intermediate	✓	✓	✓
Technical Skill and Knowledge	Activity 3: Radix Sort	Students implement Radix Sort in C++	✓	Intermediate	✓	✓	✓
	Activity 4: Bucket Sort	Students implement Bucket Sort in C++	✓	Intermediate	✓	✓	✓
Communication and Collaboration	Activity 5: Group Project	Students work in groups to design and implement a sorting algorithm	✓	Intermediate	✓	✓	✓
	Activity 6: Peer Review	Students review and provide feedback on each other's code	✓	Intermediate	✓	✓	✓
Self-Management and Learning	Activity 7: Self-Reflection	Students reflect on their learning experience	✓	Intermediate	✓	✓	✓
	Activity 8: Self-Assessment	Students assess their own performance	✓	Intermediate	✓	✓	✓

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Research	Following Grant applications
Year 1: Literature	
Year 2: Lit	
Year 3: Lit	
Summer 1: Lit	
Summer 2: Lit	
Summer 3: Lit	
Summer 4: Lit	
Summer 5: Lit	
Summer 6: Lit	
Summer 7: Lit	
Summer 8: Lit	
Summer 9: Lit	
Summer 10: Lit	
Summer 11: Lit	
Summer 12: Lit	
Summer 13: Lit	
Summer 14: Lit	
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Summer 100: Lit	

Letter of Application (Work Experience)

When applying for a work experience placement always 'sell yourself' to your prospective employer. Whilst also giving your prospective employer information, or any other job, that interests you and shows your interest.

As the first letter is to ask for more information, give it to a parent or teacher to send you. After that, the letters with the company, keep the letter as well as you can.

Do not be afraid to phone the company for information you do not find in the letter, to confirm the address or to check if the letter is received.

When you are asked to write a letter of application, you should be given a list of questions to answer. These are the questions that you should answer in your letter of application.

1. What are your interests and hobbies?

2. What are your strengths and weaknesses?

3. What are your achievements?

4. What are your career aspirations?

5. What are your reasons for wanting to work experience?

6. What are your reasons for wanting to work for this company?

7. What are your reasons for wanting to work in this industry?

8. What are your reasons for wanting to work in this area?

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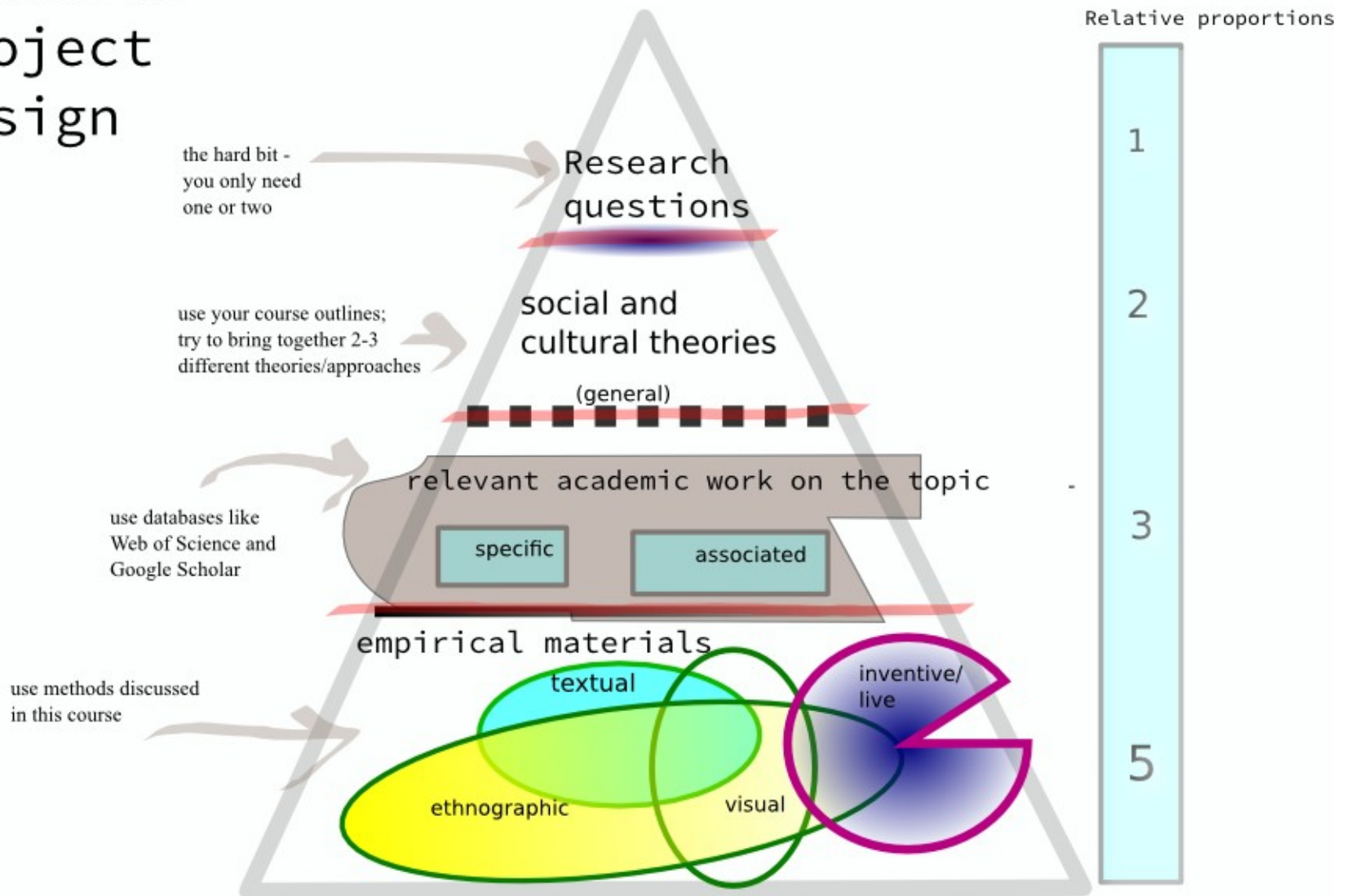
Overview

- Interview – Fish?
- Revisiting research questions
- Finishing the online project
- Essay question (again)
- Preparation for presentations

Exercise: research questions checklist

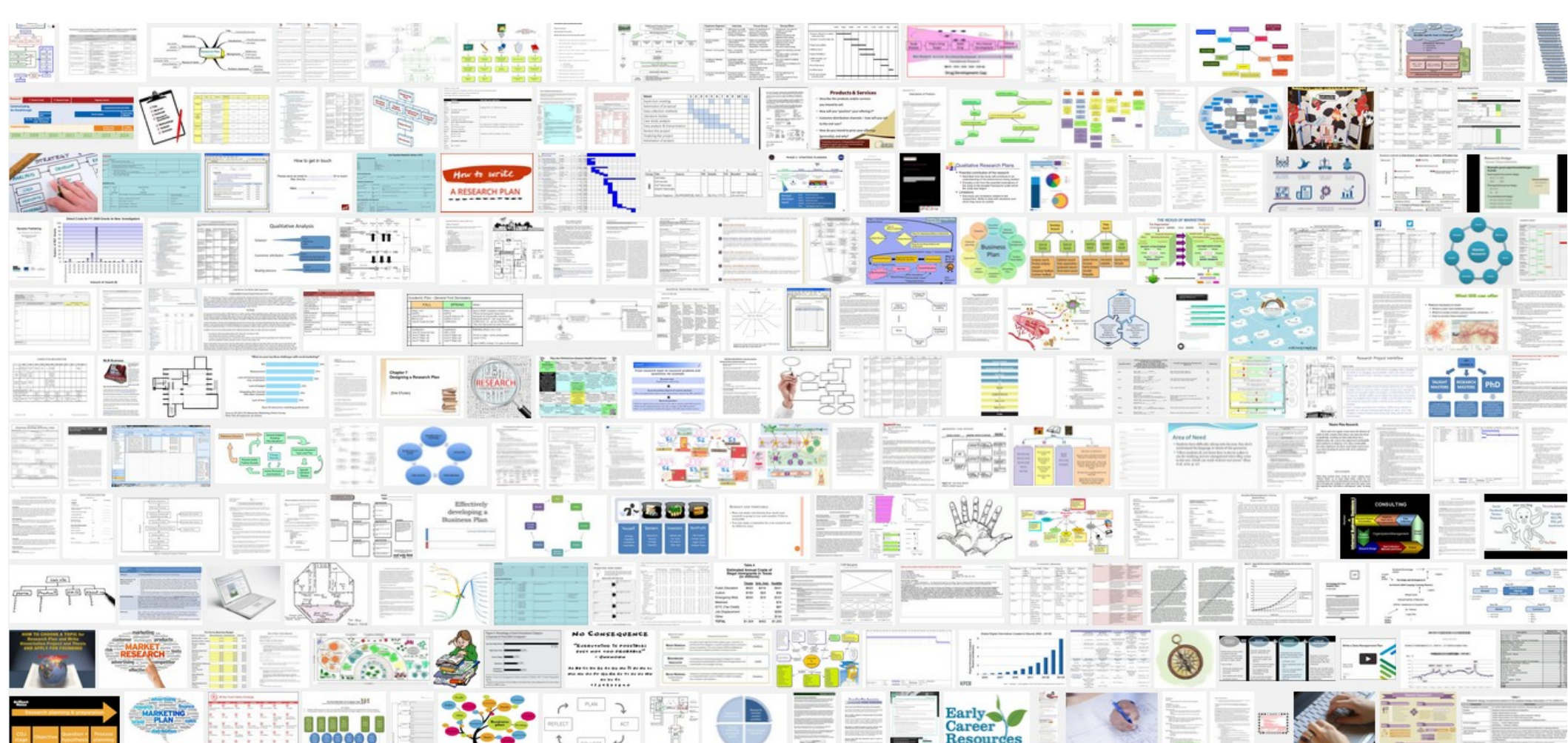
- 1.Does the question connect to current problems or approaches in media and cultural studies?
- 2.Does the question have any built-in assumptions about culture, media, power, experience, values, etc.?
- 3.Are the terms used in the question well-defined?
- 4.Is the question empirically researchable?
- 5.Does the question have the potential to contribute something new?

Research project design



Making a research plan

- Why do you need a plan at all? Why not just do the research? Regard plan as place to do thinking/design of a project



Exercise: the research plan

- Look at the variety of visual forms and organisations of research (Google images?) and choose one to imitate for your project
- Select key examples, approaches/methods and organise them in a research plan for a project that would last **3 months**
- Document the research plan online.

Methods overview

	images	texts	places/things	people	organisations
semiotics	X	X	X		
compositional analysis	X		?		
discourse analysis of documents	X	X			X
discourse analysis of institutions/practices			X		X
ethnography of audiences			X	X	X
ethnography of media objects	X	X	X		
participatory methods	X		X	X	X

Assessment of the online project

Assessment criteria for the online group research project

1. The blog should show regular and frequent contributions from all members of a research throughout the course.
2. The contents of the blog should document the development of the research project beginning from choice of topic, through framing of questions, consideration of relevant academic work, design of research, examples of materials, objects, things, and events relating to the project, and critical, theoretically and methodologically informed writing about how the research group carried out the project.
3. The blog should demonstrate the research group has a considered and practiced with a range of different research methods and approaches, and this range of methods should include visual, textual, and audiovisual analysis, ethnographic and interview techniques, as well as consideration of medium specificity. It may also include activist, participant, and other kinds of critical practice such as photography, video-making, sound recordings, etc.
4. Effective research blogs will make use of the many different blogging possibilities of displaying images, writing entries, tagging entries to organise them, linking to other sources (including other blogs), and feedback through comments.

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Presentations (week 10)

- 12-15 minutes;
- 8-10 slides
- Everyone presents some part of the project

Typical presentation structure (12-15 minutes)

- Title-introduction – framing remarks
- Topic and research question
- Related work – overview
- Plan of research
- Concrete examples
- Conclusion
 - Implications
 - Remaining questions/problems

Essay question discussion

- Nick Couldry wrote in 2000: 'cultural studies is an expanding space for sustained, rigorous and self-reflexive empirical research into the massive, power-laden complexity of contemporary culture' (Couldry, 2000, 1). Critically analysis what this claim means for media and cultural studies research in 2014/2015. Drawing on the various interpretative, textual, visual, observational and participatory methods discussed in the course, describe some of the ways your group research project could address the challenges of empirically researching contemporary culture today. You will need to spend some time in your essay describing what your research was about, but this description should mainly serve to highlight your analysis of the challenges of contemporary research.
- Why this quote from Couldry?
- What has it got to do with media? It talks about culture ...
- What are the hard parts of this question?