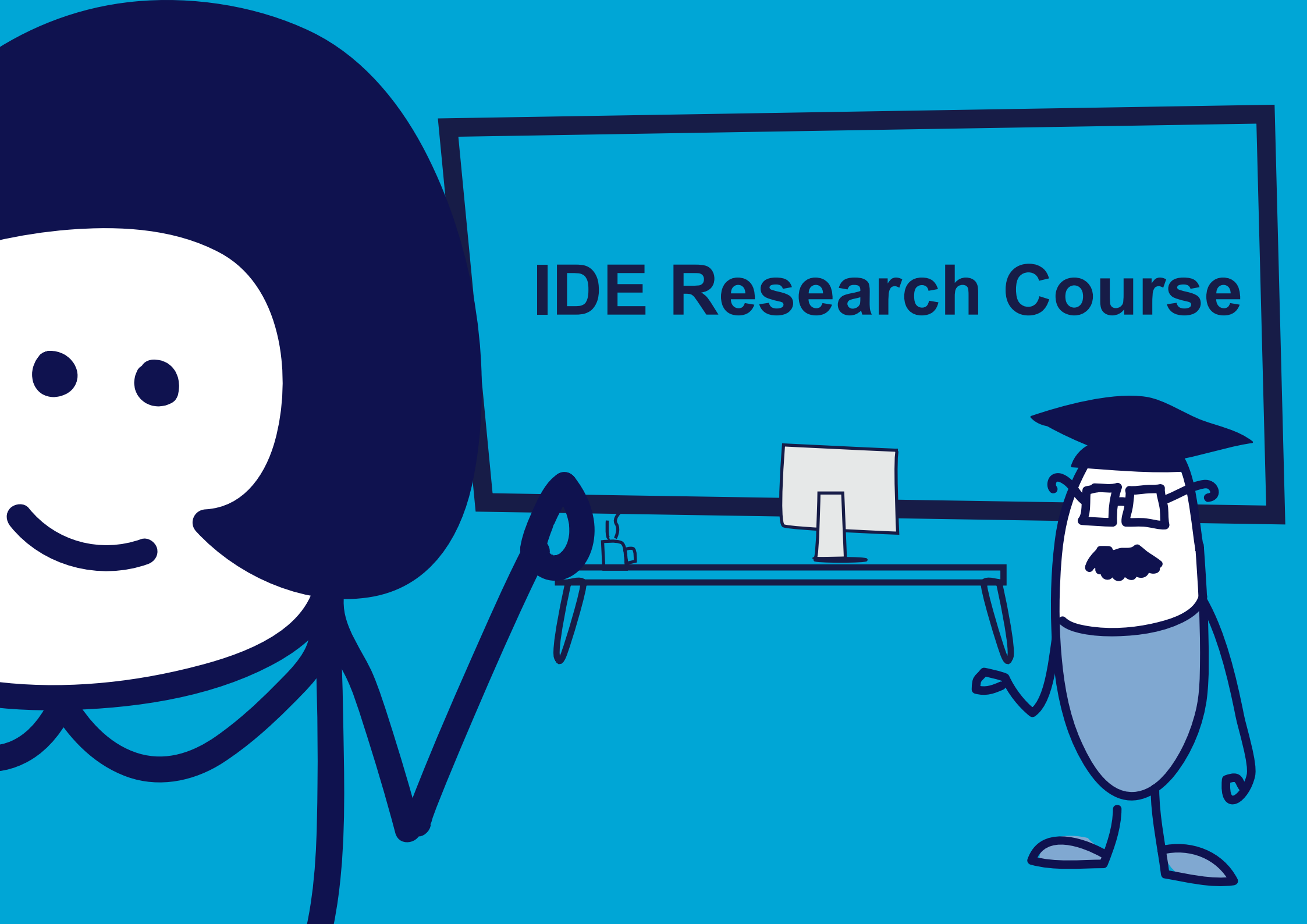

IDE Research Course

DESCRIPTION

The IDE Research Course is mandatory for all PhD candidates at the IDE faculty, and it is recommended that they take it during the first year of their project, together with their peers who belong to the same cohort.

The course aims to help the PhD candidates to find a position within the field of design research, to learn about the research culture(s) in the IDE field, to get familiar with the wider research community at IDE, and to strengthen their peer network, especially within their own cohort.

The course provides an overview of the variety of research approaches in design research by involving researchers who present examples of successful research practices. It focuses on research skills related to the work of the PhD candidates themselves, and on the research spectrum present at IDE.

The course is organized in ten half-day modules during which it is strived to maximize interaction between students and researchers. The team of 2-4 researchers who moderate the session and present examples and best practices is different for each session. The ten sessions are distributed over a total time span of about 6 weeks. Students are supposed to spend about 6 hours per module, including preparation. This totals up to 5 Graduate School credits.

MODULES DESCRIPTION

MODULE	TITLE	DESCRIPTION
1	IDE & the field	introduces IDE and the design discipline. Addressed topics include the main research perspectives people, technology and organization, the juxtaposition of research and design, the history of the design discipline and related research and education as well as the place of IDE within the Dutch, European, and World research landscapes.
2	Paradigms & Worldviews	is about the big picture - the worldviews and philosophies underlying traditions and developments in physical sciences, social sciences, engineering, humanities, art, and design. All of these deal with different types of questions and apply principles such as reductionism systems thinking, etc.
3	Approaches	aims to create awareness of spectra of approaches and values that occur in design research, and how to find one's place therein. This includes discussion of what it means when a sequence of studies forms a 'program' and how larger projects are subdivided into manageable research topics. Important distinctions here are the ones between natural and artificial, quantitative and qualitative, visual and verbal, discovery and justification, theory-driven and phenomenon driven. These distinctions have an impact on research methods, such as theory-driven hypothesis testing, constructive prototyping and organization case studies.
4	Goals & Questions	explores the why and how of research goals and questions. In that context, it addresses plans for methods, theory forming, designing design and validation. Key concepts are reasoning from research question to methods, data collection, analysis and conclusions - to be further explored in the modules following up on this one.
5	Getting Data	revolves around the collection of data from observation and measurement, by intervention and experiment, through construction and reflection. An important consideration here is the focus on either quantitative research, qualitative research, or mixtures – for instance where qualitative observations are converted to (quasi-)quantitative.

6	Analyses, Discovery & Justification	dives into the what-and-how of deriving claims from research by means of generalization, justification and iteration.
7	Research Ethics and Data Management	addresses issues that come with the need to manage and store data for possible further use and sharing for others to allow for verification of claims. How can it be assured that this is done in an ethically sound way? What is needed in terms of permissions, forms, dealing with committees, privacy, and informed consent? How to make a data management plan, how to deal with the GDPR, ethical procedures, HREC, practices to contribute to open data?
8	Communication and Visualization	aims to raise understanding and awareness to make the right choices when it comes to the different forms and applications to communicate findings - statistics, explorative and summative presentation, structuring information and providing visualizations – as well as providing pointers to tools that can assist therein.
9	Dissemination and Impact Strategy	addresses communication at a higher level - how to select and schedule outlets and communities, what are the core design journals, what are the different types of publications to choose from, what forms of coauthoring to consider, why and how consider open access? Key concepts include authorship, the distinction between a monograph and a paper-based thesis and forms of output - i.e., not just papers but also prototypes, databases, software, patents, designs, exhibitions.
10	Personal Research Presentation	concludes as an interactive session to facilitate the participants in creating something to show off their research identity and to help them to reach out to the world. The emphasis is on creating and maintaining a personal webpage, for instance on the IDE website, or on LinkedIn: what will people find out about you when they look you up right now, what is there to improve, how to create the right impression and get the right audience hooked.

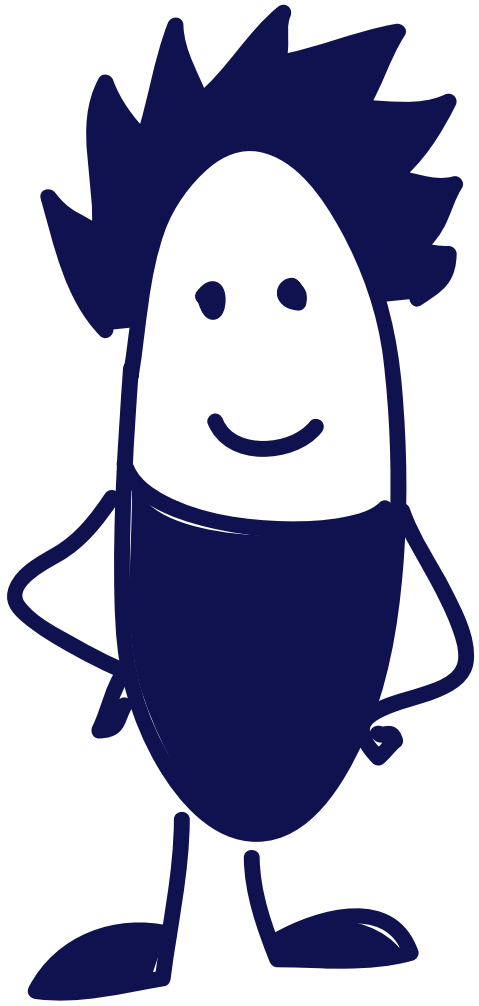
DELIVERABLES & KNOWLEDGE EXCHANGE

At the beginning of the course, the students prepare a “vignette”, a short, illustrated description to tell the other students and the teachers who they are, what their backgrounds and interests are and what their research topics are, accompanied by a selfie.

For this, and for sharing smaller pieces of information, such as deliverables and assignments, a Miro Board is used. Bulky content, such as reading material and session recordings are shared using Microsoft Teams.

After each of the modules, the students are asked to add a personal takeaway message to the Miro Board, which is arranged as a matrix, with each column representing a student and each row representing a module.

There is no grading of the deliverables: students who have completed their vignette and have created ten meaningful takeaway messages pass the course.



LECTURERS

The following lecturers have contributed to the IDE Research Course.

Achilleas Psyllidis
Anne Kranzbühler
Annemiek van Boeijen
Bregje van Eekelen
Caspar Chorus
David Keyson
Dirk Snelders
Elif Özcan
Elisa Giaccardi
Ellis van den Hende
Erik Jan Hultink
Evangelos Niforatos
Froukje Sleeswijk Visser
Gerd Kortuem
Giulia Calabretta
Haian Xue
Himanshu Verma
Holly McQuillan
Ingrid Mulder
Jeff Love
Jos Kraal
Julia Candy
Kaspar Jansen
Lianne Simonse
Maarten Wijntjes
Marc de Kool
Marco Rozendaal
Natalia Romero Herrera
Nazli Cila
Paul Hekkert
Peter Lloyd
Peter Vink
Pieter Jan Stappers
Ruth Mugge
Senthil Chandrasegaran
Stella Boess
Sylvia Pont
Valentijn Visch
Wilfred van der Vegte
Willemijn Elkhuizen

graduateschool-ide@tudelft.nl