Independent Research
(including Presentation in Class)

Swiki Location: Independent Research

Objectives of the "Independent Research Activity"

1. opportunity to engage in **self-directed learning** in the context of an **independent research exploration**

    1.1.   this work is more conceptual than the course **project** and it is intended to *complement* the experience of the course project

    1.2.   it can be related to the course project, but it does not have to be!

2. please form *three* teams (each approximately with the same number of participants) focused respectively on: design, learning, collaboration. These are broad topics and you should define a focus for your investigation by finding and defining more specific topics in your area of investigation. Possible themes for more specific research topics are:

    2.1.   social creativity

    2.2.   meta-design

    2.3.   end-user development

    2.4.   distributed intelligence

    2.5.   ……………………………….

3. some suggestions:

    3.1.   for your information gathering process use materials from the course, books, articles, opinion pieces, the WWW,

    3.2.   interview people (e.g., faculty members, PhD students, friends, colleagues at work, ..) about their insights and perspectives

4. **interaction between teams:** the different teams should interact with each other and see how their findings and work processes can profit from each other

Some Suggested References

the references below can help you to get you started — but you can also use as starting points some of the papers that we have discussed in class! You should not limit yourselves to these resources.

Design

- Norman, D. A. (1993) Things That Make Us Smart, Addison-Wesley Publishing Company, Reading, MA.
- National-Research-Council (2003) Beyond Productivity: Information Technology, Innovation, and Creativity, National Academy Press, Washington, DC.

Learning
- Bruner, J. (1996) *The Culture of Education,* Harvard University Press, Cambridge, MA.
- Gardner, H. (1991) The Unschooled Mind, Basic Books, New York.

Collaboration
- Bennis, W. & Biederman, P. W. (1997) Organizing Genius: The Secrets of Creative Collaboration, Perseus Books, Cambridge, MA.
- Salomon, G. (Ed.) (1993) Distributed Cognitions: Psychological and Educational Considerations, Cambridge University Press, Cambridge, United Kingdom.

Design/Learning/Collaboration
- Brown, J. S., & Duguid, P. (2000) The Social Life of Information, Harvard Business School Press, Boston, MA.
- Florida, R. (2002) The Rise of the Creative Class and How It's Transforming Work, Leisure, Community and Everyday Life, Basic Books, New York, NY.

remark from Gerhard: if groups what to take a look at these books: I have them and you can borrow them for some time

Assessment

1. your contribution to this major aspect of the course will be assessed as follows:
   - 1.1. your work material submitted, including
      - 1.1.1. your **"mastering"** of the theme chosen by you
      - 1.1.2. your **originality** (i.e., just copying phrases from different sources will not do)
   - 1.2. your presentation in class
2. your work will be evaluated as a **team effort** — so hopefully all team members will act as "good contributors" to the collaborative effort!

Timetable

due date – posting in the Swiki	objective	remarks
2/9	articulate your interest; discuss collaboration	find other students with whom you want to work and who would like to work with you
2/23	one page statement	name and describe: ▪ the members of your group ▪ the topic category ("first come – first serve"): design, learning, or collaboration ▪ the more focused area of research within your topic ▪ indicate a strategy how you will conduct your research activities
3/14	first 1-3 page progress report	describe the progress you have made (your information gathering phase should be completed) any modifications to the original plan plan for things remaining to be done
4/4	second 1-3 page progress report and discussion in class	refine and extend the documents/ideas/work of the first progress report
4/18	3-5 page final report; post everything in the Swiki	communicate your research in writing to the other students and instructors copies of your presentation materials (e.g., slides)
April 18 and 20	class presentation; each team will have 2/3 of class session (ie approx 45 minutes)	design a presentation providing the foundation for a class discussion use your creativity to make this something other than just a straightforward lecture-style presentation of your paper followed by discussion discuss how your findings relate to some of the other topics discussed in the class