**Syllabus**

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**Course title**: The image as data. Methods for analysis of visual research materials

(Introduction to Theories of Design, Art and Society. Lecture and Reading Seminar = Elméleti előadás olvasószemináriummal)

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**Course instructor(s), contact details:**

Aniko ILLES PhD

anikoilles@mome.hu

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**Code**:

M-AE-E-201-B

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**Curriculum** (program/level):

ESMA

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**Recommended semester**: 2-3

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**Credit:**

5

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**Number of class hours: 36**

**Student task hours: 114**

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**Related codes**:

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**Type**: seminar/lecture

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**Can it be an elective course?**

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**In case of an elective course what are the specific prerequisites:**

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**Course connections (prerequisites, parallels):**

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**The purpose and principles of the course:**

Introducing students to current issues and methods of designculture, critical studies, and social studies and enable them to apply this knowledge in their own fields of interest. This course focuses on qualitative research methods specialised on visual stimuli. The disciplinary background will be psychology.

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**Learning outcomes (professional and general competences to be developed):**

Knowledge: The student understands in detail the theories and terminology of design culture, their specific characteristics,

connection to and deviation from related areas and, based on these, able to comprehensively,

for the formulation and analysis of special relationships.

Ability:  The student is able to creatively integrate the connections revealed by the course into his own design work.

Attitude: Openness to a theoretical approach to design and art, independent critical thinking.

Autonomy and responsibility: The student participates independently in current research projects, in the planning and implementation of related research. Utopian thinking in 21st century contemporary art and design, Borderlands of design and art, Narrative design, Speculative design, Posthumanism

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**Topics and themes to be covered in the course:**

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The analysis of images is primarily suited to the theoretical and methodological possibilities of qualitative research. From the point of view of the source, we can talk about two fundamentally different types of scientific image analysis (of interest to psychology or sociology). One group includes the analyzes of images extracted from visual culture. Such images can be, among others, visual objects from the press or art. The analysis of these enables the examination of one focused social psychological factor. For example, the examination of national identity through the analysis of historical paintings or the examination of the social representation of certain concepts in contemporary works of art. The other group includes studies that see the possibility of extracting content in visuality that is not or is difficult to access verbally. Drawing analysis for diagnostic purposes, and examinations based on the creation of images serving the exploratory needs of scientific research. An essential element of these is that the images are prepared upon request, at the request of the examiner, and specifically for instructions concerning the examination question. Another important point here is that the finished image is not analyzed independently, but the process of making the images and the creator's personality are also taken into account during the analysis. So, the specific image is not analyzed separately from everything else, i.e. as an independent image, as in the case of the first group.

The course will discuss the above topics related to visual analyss for reseach purposes.

For example:

Pictorial representation of national identity

Patterns of eye-movements

Body, body image, and body representation

Midjourney and self-image

Collage as data

Children's drawing as data

- for scientific
- for diagnostic purposes

**Specificities of process organisation / organisation of learning**:

**Course structure, nature of the individual sessions and their timing**:

The first classes will be mainly lectures, and later group and individual tasks carried out on the class and based on homework as well. Debate, discussion, co-learning, etc. During these sessions, the goal is to learn the nature of doing research based on visual data.

**Students' tasks and responsibilities:**

There will be two task due to the 14th of March and for the 11th of April.

And there will be one closing task for the 9th of May.

The tasks will vary based on the students' interest. It will be clearly explained on class.

For example:

- analysing special patterns on INSTAGRAM
- describing festive visuality: dress codes and symbols (freetime, family and national holydays)
- ...

**Learning environment:** mainly classroom

**Assessment:**

Requirements to be met:

The presence on the classes is mandatory.

Two smaller tasks during the semester (25%-25%), one bigger task for the last class (50%).

All the tasks are needed to be written and presented as well.

Assessment criteria (what is taken into consideration in the assessment):

The goal is to learn, not to make perfect research. Consequently, the more effort results in good mark.

**Literature:**

Illes, Aniko: Pictorial Representations of National Identity. In Heller, M. – Kriza, B. (eds): *Identities, Ideologies, and Representations in Post-Transition Hungary.* Budapest: Eötvös University Press, 2012. pp. 385-400

Bodor, Peter and Illes, Aniko: Possibilities of Analyzing Visual Conduct with an Eyetracker Device – Searching for Visual Dialects. In *Poznań Studies in Contemporary Linguistics 39: Vol. 44(2)* pp. 197-213, 2008

Kende Anna, Illes Aniko: On the practice of artistic measurement of social mobility and marginalization. In: M C Manifold, S Willis, E Zimmerman (szerk.) *Culturally sensitive art education in a global world: A handbook for teachers*. 284 p. Alexandria: National Art Education Association, 2016. pp. 206-214

Illes, Aniko: Behind the Beholder's Eye: Searching for 'Expertness' in Gazing Patterns. In *20th Biannual Congress on Empirical Aesthetics, International Association of Empirical Aesthetics,* Chicago*,* August 19-22, 2008, book of proceedings

Smith, SK, Mountain, GA and Hawkins, RJ (2015) A scoping review to identify the techniques frequently used when analysing qualitative visual data*. International Journal of Social Research Methodology*, 19 (6). pp. 693-715.

Prosser, J. (1998). Image-based Research: A Sourcebook for Qualitative Researchers. London:615 UK Falmer Press.

Reavey, P. (Ed.). (2012). *Visual methods in psychology: Using and interpreting images in qualitative research*. Routledge.

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| **Other information:** |
| **Recognition of knowledge acquired elsewhere/previously/validation principle:** <br><br> No exemption from attending and completing the course. <br><br> Exemptions from the acquisition of certain competences and the completion of certain tasks may be granted. <br><br> Some tasks may be replaced by other activities. <br><br> Full exemption may be granted. |
| **Out-of-class consultation times and location:** <br><br> Based on appointment**: anikoilles@mome.hu** |