



Module Name: Qualitative Research Methods within the Creative Industries

Module Code: ADAD7016

Module Tutor: Kylie Boon (kylie.boon@uwtsd.ac.uk)

Days of class: Monday 10:00-1:00. Tuesday 10:00-1:00

Venue: Fforwm building (SA1 campus) FF003/FF006 and Alex Building AAG06/AA203



Overview

This module within your **Postgraduate** journey introduces you to key concepts in relation to qualitative research. It offers both theoretical grounding and practical insight into qualitative methodologies relevant to art and design. The module encourages you to explore how research can support, inspire, and inform your creative practice, thinking and projects.

Teaching approach / structure

- Sessions combine lectures, seminars, workshops, and one-to-ones. Lectures provide foundational guidance on project proposal strategies, while seminars and one-to-ones facilitate discussion, critique, and personalised feedback aligned with readings and tasks.
- This course adopts a humanities-based approach to art and design with the goal of cultivating you as a scholarly practitioner. You will be encouraged to translate your thinking into practice/research.
- In this module, you will explore various methods and methodologies, focusing on designing an investigative approach and understanding the role of data in humanities-based art and design research. This will enhance both your creative practice and academic argumentation, strengthening your ability to engage in creative problem-solving

We kindly request that you...

- Complete self-directed tasks to stay on track with assignments.
- Pre-read materials and prepare questions for seminars to enable active participation.
- Regularly check student emails, Moodle, and Teams for updates on schedules, resources, and announcements.

LEARNING OUTCOMES

Module Learning Outcomes (from module syllabus)

- critically consider the underpinnings of qualitative research principles and be able to recognise strengths and limitations of qualitative research techniques.
- critically assess the various contexts appropriate for qualitative research and be able to apply qualitative data collection and analysis techniques in order to address a research question.

Module Structure

Week	Focus	Class Details
1	Introduction	26 Jan. Alex- AAG06. Module introduction. 27 Jan. Alex – AA203. How to approach the assignment. Hypothetical design problem and Hybrid /Netnography application. <i>Your WP.</i>
2	Using research in traditional practice.	2 Feb. Alex- AAG06. A different kind of ethnography, in traditional art and design practice. 3 Feb. Alex – AA203. How to approach the assignment. Hypothetical design problem and Ethnography application. <i>Research in area, critique.</i>
3	Integrating technology into research and practice	9 Feb. Alex- AAG06. Researching the imagination. VR class. Liminal spaces and Phenomenology. 10 Feb. Alex – AA203. Example journals. Exploring how the liminal experiment could be translated into an article. <i>Connect to practice.</i>
4	Observational practitioner	16 Feb. Fforwm SA1 FF003/FF006. Ethnography uses in spatial design. The designer's mindset and observational skills. 17 Feb. Fforwm SA1 FF003/FF006 . Rhythm analysis and psychogeography in spatial design (physical and virtual applications). <i>Complete d p1.</i>
5	Storytelling: writing and research	23 Feb. Fforwm SA1 FF003/FF006. Narrative Inquiry and Autoethnography. 24 Feb. Alex – AA203. Writing styles/example journals. Structuring your work. <i>(Methodological, creative practice, experiment design).</i>
6	The alien and AI, co-collaboration	2 Mar. Alex- AAG06. VR class. Alien Phenomenology. Design Problem. 3 Mar. Alex – AA203. Alien Phenomenology and AI. Structure work with AI. Co-collaborating with AI improve <i>(Methodological approach and lit)</i>
7	Working on the assignment	9 Mar. Alex- AAG06. Individual tutorials/seminars. 10 Mar. Alex – AA203. Writing workshop and update preparation to be presented in the immersive room.
8	Tutorials	16 Mar. Alex- AAG06. Individual tutorials/seminars 17 Mar. Fforwm SA1 FF003/FF006. <i>(how has this improve your practice)</i>
9	Assignment update	23 Mar. Fforwm SA1 FF003/FF006. Tutorials and assignment update presentation for ADAD7016 24 Mar. Fforwm SA1 FF003/FF006. Tutorials and assignment update presentation for ADAD7016
10	Tutorials and testing	20 Apr. Fforwm SA1 FF003/FF006. Tutorials ADAD7016, and testing ADAD7017 21 Apr. Fforwm SA1 FF003/FF006. Tutorials ADAD7016, and testing ADAD7017
11	Pre-assessment rehearsals ADAD7017	27 Apr. Fforwm SA1 FF003/FF006. Pre-assessments and conference rehearsals (ADAD7017)
12	Residuum Conference Week	5-8 May. Fforwm SA1 FF003/FF006. Conference week

What do I Submit



You are required to write a **7500 word** journal article for publication in the ***‘UWTSD Meta Journal’***. The article must demonstrate an in-depth critical engagement with your chosen area, blending contextual research with creative inquiry and include:

1. Analysis of Case Studies/Inspirations

Examine and reflect upon relevant artists, designers, creative practices, movements or visual/material inspirations that connect to your own developing practice/project. Critically explore their methods, processes, and underlying philosophies.

2. Methodological Reflections on Creative Practice

You must design a **practice-based response** to a complex or ‘wicked’ problem. A wicked problem is one that is difficult to define, resists straightforward solutions, and often involves ethical, cultural, or systemic entanglements. Your focus should be on how **qualitative research methods and methodologies** can be meaningfully embedded within your creative process to inform and elevate your practice.

Your submission should include:

- A **clear articulation of your creative inquiry**, including the context and nature of the ‘wicked’ problem you are addressing through practice.
- A **research-informed creative approach**, showing how qualitative methodologies (e.g. ethnography, interviews, thematic analysis, etc.) supported the development and refinement of your work.
- A **critical reflection** on the strengths and limitations of your chosen qualitative approach, and how it aligns with your disciplinary aims and creative process.
- Consideration of **how data collection and analysis was interwoven with making**, experimentation, or design development.
- Reflection on any **ethical considerations** relevant to your proposed practice and research context.

This section should demonstrate your ability to apply qualitative methods not only to investigate but also to **shape, inspire, and evolve your creative work**.

DEADLINE: 5th May 2026 (23:59).

All written submissions to be submitted via Turnitin by the deadline date. Theses submissions must follow Harvard referencing guidelines.

'Wicked' problem Examples:

Art-based example

Wicked Problem: *How can virtual reality painting or immersive film be used to explore collective memory and shared dreaming in communities experiencing displacement?*

→ *Your practice might involve creating VR memory-spaces or immersive films inspired by community stories. Using qualitative methods like interviews or dream journals, you can gather material that informs your visual and narrative choices.*

Design-based example (fashion/product)

Wicked Problem: *How can sustainable clothing or product design respond to the fast fashion crisis and help people rethink their relationship with clothing?*

→ *Your practice might involve designing garments or products using ethical materials, guided by interviews and observations. These insights can help you shape a more responsible, meaningful design that encourages long-term use and emotional connection.*

Spatial design example

Wicked Problem: *How can spatial design support wellbeing in urban environments, especially for communities that feel overlooked or disconnected?*

→ *Your practice might involve creating a public installation, pavilion, or interactive space that promotes reflection, rest, or connection. You could gather community input through interviews, story-sharing, or site-based observations, using these insights to design a space that responds directly to local needs and lived experiences.*

Tips and Advice for the Assignment:

Stay Within Scope: Aim to focus your article so that it is publishable and coherent. Avoid overloading it with too many unrelated ideas.

Analysis of Case Studies/Inspirations

Your analysis should go beyond simply describing artists, designers, or movements that influence your practice. Critically engage with their work: what methods do they use? What contexts/theories/ideas shape their practice or approach to practice? What debates or traditions do they contribute or challenge? Or can the work itself be critiqued or challenged? .

- **Analyse, Don't Just Descriptive:** Identify key techniques, conceptual frameworks, or material approaches in your case studies and evaluate their relevance to your own creative goals/thinking, and evaluate their value in our contemporary age.
- **Make Links to Your Own Practice:** Clearly connect these inspirations to your own thinking, how do they inform or challenge your thinking. How might their methods, ideas, or contexts shape your approach to making or researching?
- **Situate Within Wider Discourse:** Connect your chosen case studies to broader movements/ideas/theories/disciplines, or themes. This is important to position your inquiry within relevant academic and creative contexts.

Methodological Reflections on Creative Practice

This section should articulate how your creative investigation process unfolded in relation to your creative practice. You must combine methodological thinking with practical planning, rooted in qualitative theory.

- **Engage with Methodology:** Demonstrate deep understanding of qualitative methodology and methods. Go beyond technique exploring how inquiry can aid your creative work.

General Assignment Guidance

1. Understand the Module Aims and Learning Outcomes

Ensure your work responds directly to the module's purpose: to build foundational knowledge in qualitative research and support the development of your creative approach. This work also supports your contribution to the *UWTSD Residuum Conference* through the Professional Discourses module.

2. Choose a Focus: Select a case study or group of artists/designers who genuinely inspire or connect to your practice.

3. Reflect as You Research: Think about how what you discover might influence or reshape your creative direction/thinking. Make notes on methods you might adopt or adapt.

4. Contextualise Your Practice: Discuss how your own work fits into or responds to the artistic and cultural contexts of your case studies.

5. Use Visuals Thoughtfully: Include images that support your case analysis if needed, but they should be purposeful and referenced.

6. Ethics Still Matter: Even if your research is reflective or inspiration-led, consider and comment on ethical issues (e.g., representation, cultural context, positionality).

7. Engage with Methodological Literature

Read widely across qualitative research theory, especially texts related to your discipline or research context. Use methodological texts to strengthen your discussions.

8. Stay Within Scope

Ensure your article remains focused, coherent, and contributes meaningfully to your field. Avoid trying to address too many areas in one article.

9. Familiarise Yourself with Journal Conventions

Read articles from relevant academic journals to understand tone, structure, and argumentation. Pay attention to how articles integrate literature, methodology, and findings.

10. Use Academic Resources

Take full advantage of the library, research databases, and institutional tools. Seek guidance on advanced search techniques, referencing, and source evaluation.

11. Use Accurate Referencing

Follow the UWTSD Harvard referencing style consistently. Ensure all sources cited are appropriately referenced and that your reference list is complete and accurate.

12. Revise and Edit Carefully

Proofread multiple times. Review your structure, clarity, grammar, and academic tone.

Structure: You may use a structure similar to a typical academic article:

- Abstract
- Introduction (defining your topic and aims)
- Case Study/Contextual Analysis
- Methodological Reflection on Practice
- Creative Implications / Outcomes
- Ethical Considerations
- Conclusion
- References

Structure your document thoughtfully: use subheadings to guide the reader, but avoid excessive subheadings and fragmentation. Each section should flow logically into the next, giving enough space to fully develop and connect your ideas. Too many subheadings can make your work feel disjointed.

Frequently Asked Questions (FAQ) Related to the Assessment Brief

This FAQ addresses common inquiries based on the Level 7 assessment specification for the module "Qualitative Research Methods within the Creative Industries" (ADAD7016). It provides clarity on assignments, submissions, and guidelines. For unresolved questions, consult the lecturer.

1. What are the submission requirements and deadlines?

- 7500 word article: Submit via Turnitin (written elements) or Teams by 5th May 2026 (23:59).
- Provisional marks and feedback: 3rd June 2026.
- Late submissions: Capped at 50% if up to one week late; non-submission if later, unless extenuating circumstances approved.

2. How should the essay be structured?

You may consider using the following structure to assist with the essay organisation. However please see the above section on 'Tips and Advice for the Assignment' for further in-depth details.

- Abstract
- Introduction (defining your topic and aims)
- Case Study or Contextual Analysis
- Methodological Reflection on Practice
- Creative Implications or Outcomes
- Ethical Considerations
- Conclusion
- References

Structure your document thoughtfully: use subheadings to guide the reader, but avoid excessive subheadings and fragmentation. Each section should flow logically into the next, giving enough space to fully develop and connect your ideas. Too many subheadings can make your work feel disjointed.

3. Can Generative AI be used for this assessment, and if so, how?

- Yes for research, structure, proofreading, creative materials (e.g., imagery); no for writing text.

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes X No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes X No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes X No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No X

CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes X No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes X No ☐
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☐

Please watch the videos in specific AI guidance in the Teams folder.

Academic misconduct:

<https://www.youtube.com/watch?v=gZ0lbvTsvnI>

<https://www.youtube.com/watch?v=PgG6tINads8>

4. What referencing and academic honesty guidelines must be followed?

- Use Harvard referencing with in-text citations and reference list. Credit all sources; plagiarism detected via Turnitin. Prioritise credible, recent sources relevant to practice.

5. What assessment criteria are used, and how are they weighted?

Criteria include Engagement with Literature, and Cognitive Skills. Please refer to the brief for full details. Feedback addresses these; marks provisional until Exam Board.

This FAQ is derived directly from the assessment brief. Students should refer to the original document for full details and contact module staff for personalised guidance.

Feedback

Feedback Date: 20 days after the date of assessment (provisional marks by 3rd June 2026).

Feedback supports growth by highlighting strengths and areas for improvement. It may be informal (e.g., class discussions) or formal (e.g., written comments on submissions). Engage in dialogues with lecturers via emails, Moodle, or one-to-ones. You will have opportunities to discuss feedback with your tutor to refine your practice and research.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between lecturers and students in formal classes.
- Direct questions and responses from teachers inside and outside formal classes.
- Email correspondence between teachers and students.
- Interactions between students and teachers using the module message board on Moodle.
- Informal comments and responses to pitches and presentations in classes.
- Comments and annotations added to written submissions, such as essays and reflective journals.
- Formal written feedback in response to assignments recorded on the summative
- Assessment module feedback forms.
- You will have an opportunity to discuss your feedback with your tutor.
- Feedback will be returned on assessed work within 20 working days of submission.

SEMESTER TIMETABLE

Your taught sessions will include a combination of lectures, seminars, and one-on-one meetings. Lectures will provide essential information related to the module and your assignments. Seminars will allow for discussion and the development of your work, based on mandatory readings and tasks. One-on-one meetings will track your progress and provide feedback on your work.

You should maximize your productivity and self-directed study time this semester. Make full use of facilities, workshops, and the library to complete your assignments during times when you don't have scheduled lessons.

Please note that this timetable is a general outline for the semester and may change based on class activities. Changes could include adjustments to location, time, or attendance requirements. To stay informed, regularly check your UWTSD student email and Teams platform for updates.

Semester 2 timetable MA students	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm
Monday		Time: 10:00 – 1:00 Location: Alex Building OR Fforwm Building (SA1 campus) See below for dates. Room: AAG06 OR FF003/FF006 Dates: 26/1: AAG06 Alex 2/2: AAG06 Alex 9/2: AAG06 Alex 16/2: FF003/FF006 SA1 23/2: FF003/FF006 SA1 2/3: AAG06 Alex							

		9/3: AAG06 Alex 16/3: AAG06 Alex 23/3: FF003/FF006 SA1 20/4: FF003/FF006 SA1 27/4: FF003/FF006 SA1 Module: ADAD7016 Tutor: Kylie					
Tuesday		Time: 10:00 – 1:00 Location: Alex Building OR Fforwm Building (SA1 campus) See below for dates. Room: AA203 OR FF003/FF006 Dates: 27/1: AA203 Alex 3/2: AA203 Alex 10/2: AA203 Alex 17/2: FF003/FF006 SA1 24/2: AA203 Alex 3/3: AA203 Alex 10/3: AA203 Alex 17/3: FF003/FF006 SA1 24/3: FF003/FF006 SA1 21/4: FF003/FF006 SA1					

		Module: ADAD7016 Tutor: Kylie							
Wednesday									
Thursday									
Friday		Time: 10:00 – 1:00 Location: Dynevor Building Room: AC203 Module: ADAD7017 Tutor: Timi				Time: 2:00 – 5:00 Location: Dynevor Building Room: AC203 Module: ADAD7017 Tutor: Timi			

IMPORTANT DATES!

- **Pre-assessments and conference rehearsals 27/4 (ADAD7017)**
- **Conference week 5-8th May**
- **Assignment deadline (ADAD7016 and ADAD7017): 5th May (23:59)**

Module Evaluation

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	70	23%
Independent learning	230	77%
Placement learning	0	0%
TOTAL	300	100%

Suggested List

Classification	Reading List
Essential	Przybylski, L. (2021) <i>Hybrid ethnography: Online, offline, and in between</i> . Thousand Oaks, CA: SAGE Publications, Inc.
Essential	Isley, C., and Rider, T. (2018) Research-Through-Design: Exploring a design-based research paradigm through its ontology, epistemology, and methodolog, in Storni, C., Leahy, K., McMahon, M., Lloyd, P. and Bohemia, E. (eds.), <i>Design as a catalyst for change - DRS International Conference 2018</i> , 25-28 June, Limerick, Ireland. https://doi.org/10.21606/drs.2018.263
Further	Kim, J.-H. (2016) <i>Understanding narrative inquiry: The crafting and analysis of stories as Research</i> . Los Angeles: SAGE.
Further	Bogost, I. (2012) <i>Alien phenomenology, or, what it's like to be a thing</i> . Minneapolis: University of Minnesota Press.
Further	Bochner, A., Ellis, C. (2016). <i>Evocative Autoethnography: Writing Lives and Telling Stories</i> . United Kingdom: Taylor & Francis.

Further	Chen, Y. (2017). Practising Rhythmanalysis: Theories and Methodologies. United Kingdom: Rowman & Littlefield International.
Further	Elliott, D. et al. (2017) A different kind of ethnography: Imaginative practices and creative methodologies. North York, Ontario, Canada: University of Toronto Press
Further	Evans, L. (2019) <i>The re-emergence of virtual reality</i> . New York, NY: Routledge, Taylor et Francis Group.
Further	Evans, L., Frith, J., Saker, M. (2022). From Microverse to Metaverse: Modelling the Future Through Today's Virtual Worlds. United Kingdom: Emerald Publishing Limited.

Useful links:

Library: <https://www.uwtsd.ac.uk/library>

Learning support: <https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/learning-support>

Extenuating circumstances:

<https://www.uwtsdunion.co.uk/extenuating-circumstances>

https://mytsd.uwtsd.ac.uk/tsd_docs/ext_circs/MyTSD_Form_Extenuating_Circumstances_STU_Guide_1.0.pdf

Wellbeing support: <https://www.uwtsd.ac.uk/experience-facilities/student-support-wellbeing/wellbeing-support>

Support needs enquiry form: [https://forms.office.com/pages/responsepage.aspx?id=-](https://forms.office.com/pages/responsepage.aspx?id=-REPTm4EBUWcuNshUjEelZFijH3poBFHmYiX168iEcJUMTZSUjBENUVISVdBVlkyQ0lPUiVUMjlHhNiQlQCN0PWcu)

[REPTm4EBUWcuNshUjEelZFijH3poBFHmYiX168iEcJUMTZSUjBENUVISVdBVlkyQ0lPUiVUMjlHhNiQlQCN0PWcu](https://forms.office.com/pages/responsepage.aspx?id=-REPTm4EBUWcuNshUjEelZFijH3poBFHmYiX168iEcJUMTZSUjBENUVISVdBVlkyQ0lPUiVUMjlHhNiQlQCN0PWcu)