

BASC2003: Qualitative Thinking

Staff Help

Student Help

Services

My courses

UCL


Jakob Stougaard-Nielsen

My home

BASC2003_LIVE-17-18

Resources

Turn editing off



Making Value Judgements

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Lectures are on Tuesdays from 2-4pm. In weeks 6-10 they take place in Chadwick Building G07 and in weeks 12-16 in Archaeology G6 LT.

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News forum

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Seminars

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Syllabus

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Lecturecast

Edit

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Add an activity or resource

1. Introduction

2. Language and Reality

3. Language and Ideology

4. Distinctions and Values: Introduction to Bourdieu

5. Kitchen Stories: Value Judgements in Everyday Life

6. Art and the Brain

7. Authenticity: The Value of Culture

8. Qualities of Food

9. Digital Object Workshop

10. Group work presentations

6. Art: The Connoisseur of Beauty

8. Happiness: The Culture of Health

9. Utopias: Values in Imagined Societies

Resources

Assessment

Module feedback

Course Administration

Course convenors

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Dr Jakob Stougaard-Nielsen

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Course summary

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Looking for meaning in the world and making value judgements is an inescapable part of being human. It is through language that ideas of value are articulated. But the degree to which words are able to give precise meanings is open to dispute. Feelings, emotions, pre-conceptual thought exist independently of language. Attempts to quantify and measure come up against particular problems when dealing with human society, rather than the rest of the natural world. This course will introduce to qualitative methods and value judgement by studying a variety of phenomena such as taste, poetry, design, language, food and photography.

Using Digital Objects in Collaborative Student Research Projects and Assessment

Dr Jakob Stougaard-Nielsen (SELCS)



Arts and Sciences (BASc) programmes

The Arts and Sciences (BASc) degree is UCL's Liberal Arts course. The degree offers a great range of disciplines across UCL. Students combine science and humanities/social science courses according to their interests and take Core modules designed to foster interdisciplinary thinking.

The aim of the BASc is to graduate students with a breadth of knowledge, capable of working across the disciplines in our increasingly interconnected world. Our first cohort graduated in 2015 and have moved into a wide range of

Degrees

- [UCAS Y000 - BASc Arts and Sciences \(3 years\)](#)
- [UCAS Y001 - BASc Arts and Sciences with Study Abroad \(4 years\)](#)
- [Study Abroad at UCL \(Affiliate/Exchange students\)](#)

The Core Course

- 1 term; intermediate-level core course
- 2h lecture + 1h seminar weekly (taught by PGTA's)
- 50-60 students (10-15 in seminars)
- 10% affiliates
- BASC students & other disciplines
- Assessed by Digital Object (Group work, 40%)
- Assessed by 2000 words Individual Report incl. group work and self-assessment (60%)

Digital Object: What is it and Why use it?

We want the students to explore:

- How to create and carry out a small-scale research project
- How to plan and manage group work
- How to practice multi-disciplinarity and interdisciplinarity
- How to employ creativity in research
- How to write for digital media
- How to design a multi-modal presentation

Choose something that genuinely interests you, bothers you or confuses you. It is preferably based on something you do not yet understand and which you would like to understand, perhaps in order to be able to act more appropriately towards it.

“Qualitative research into everyday life materials is not just possible, ... it can be enjoyable, a personal learning experience and of high scientific quality, potentially equal to the quality of much larger research projects.”
(Svend Brinkmann)

Digital Object: What is it and Why use it?

A Digital Object is:

- Multi-modal
- Digital
- Editable
- Interactive
- Open
- Distributed (networked)



Voicethread: <http://voicethread.com>
 Storify: <http://storify.com/>
 Xtranormal: <http://www.xtranormal.com/>
 Pixton: <http://pixton.com/uk/>
 Issuu: <http://issuu.com/>
 Storybird: <http://storybird.com/>
 Weebly: <http://www.weebly.com/>
 Animoto: <http://animoto.com/>
 Prezi: <http://prezi.com>
 Wikispaces: <http://www.wikispaces.com>
 TedEd: <http://ed.ted.com>
 Google Sites: <https://sites.google.com>



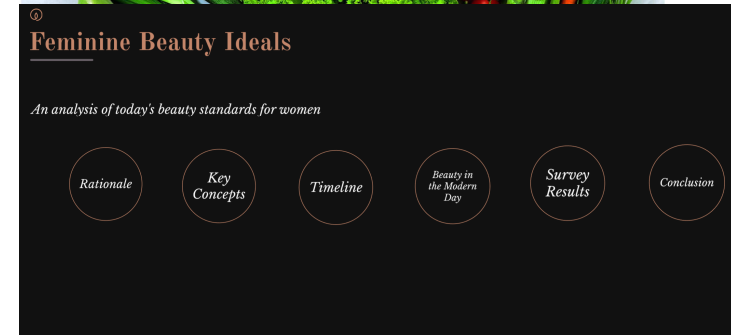
or any blog, web space or wiki site!

(Following Kallinikos, Aaltonen and Marton, 'A theory of digital objects', 2010)

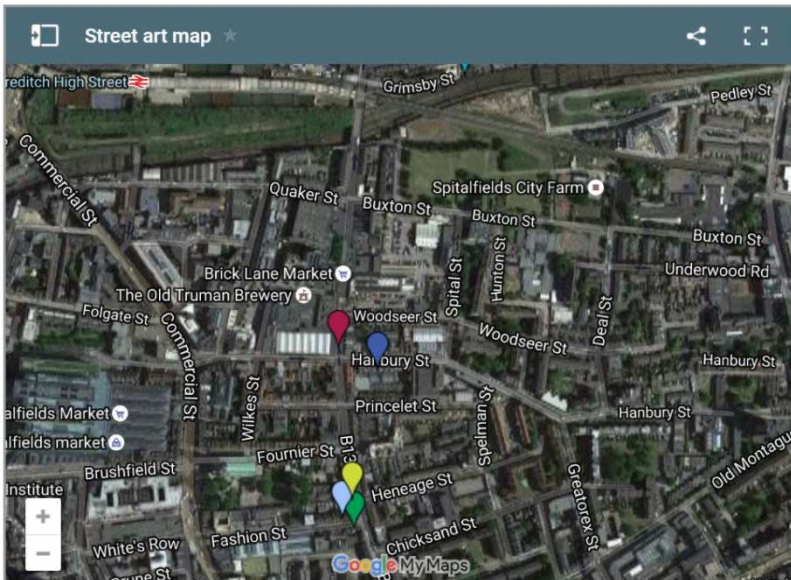


Vegetarianism and Identity

OVERVIEW VEGETARIAN IDENTITY HISTORY SOCIAL MEDIA ANALYSIS VEGETARIAN STORIES
FINAL THOUGHTS



Groups use video, word association maps, word clouds, google maps, podcasts, animations, coding, illustrations, graphs, photo documentary ... and a lot of text in various lengths and formats

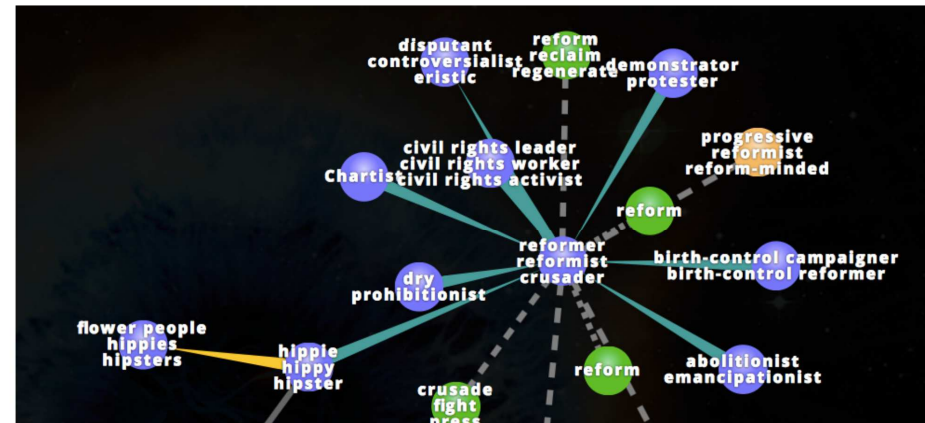


INTERVIEWS

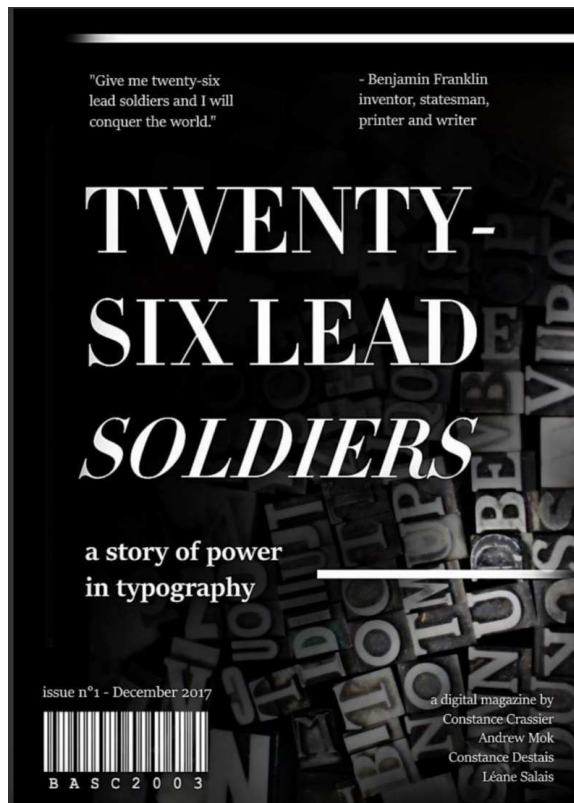


What is a hipster?

In order to understand the meaning of the word 'hipster', we first looked at its 'academic' linguistic context. Through visuwords.com, a website which uses data from linguistic students and official dictionaries, we were able to generate a word association map.



Using a digital magazine format to present a project on ‘power in typography’



MAKING VALUE JUDGEMENTS

typography

is everywhere we look: on our screens, in the streets, in the magazines, in our books. It represents the material support of language and because it carries with it a specific history and culture, it is emotionally charged. Like the voice and aspect of an orator can influence our perception of their speech (and vice-versa), typography mediates a certain image of what it describes and of its user/creator. And yet, we are often unaware of its importance and feel its effects unconsciously. We project onto its object the values embedded in the typography, and it is therefore important to understand how typography acquires its meaning and influences our judgements. The consequences of such influence can be trivial: we may want to eat at a restaurant rather than at another simply because the font used in the menu looks more appealing, or more accurately matches an expectation of ours. However, this example shows that associating specific meaning to typography can instill in our minds particular values that impact our actions and cause discriminatory behaviour. As a means of influence over our judgement, it is a powerful tool and will be manipulated by interested parties to gain influence and direct opinions.

Power, hierarchy, identity, ideals and cultural capital are key notions in understanding the important role of typography. Power in our case is symbolic and refers to influence over others' judgements. Cultural capital refers to acquired assets of an individual, such as the education, behaviour, intellect, and experiences, all of which are often linked to social class. Cultural capital is linked to identity but also to power, as one form of cultural capital can appear superior to and more desirable than others.

26 LEAD SOLDIERS : TYPOGRAPHY AND POWER

We will here define the term "typography" as

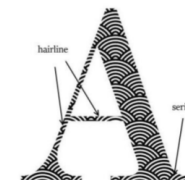
the "process of design, production, and visual organization of letterforms" with the intention of sharing and repeated use - so either for a press or for digital use.

- *Typographic landscaping: creativity, ideology, movement*, Jürlehed & Jaworski.

The terms typeface and font will here be used interchangeably and refer to the product of the typographic process, that is to say a set of characters with a coherent style. We restrict our analysis to the fonts designed for the latin alphabet, and their evolution in Western Europe.

In this magazine, we will first discuss how fonts can acquire meaning and value. We will then see how typography is a means to exhibit and reinforce personal ideals through its embodiment of values such as authenticity, cultural identity and political stance. We will also question the existence of "neutral" fonts through the study of typography's "standardisation". Finally, typography's capacity of creating hierarchy, not only between cultures and values, but also between messages, will be examined and accompanied by case studies of real advertisements.

The very basic vocabulary that we shall use inside this magazine:
Actual typography anatomy is much more complicated.



A Qualitative Investigation of Guilt

BACKGROUND

DEFINING THE QUESTION

LITERATURE

CASE STUDIES

THEMES



BACKGROUND

What is the social phenomenon?

Guilt is an exploration of the constructions of guilt by the media; in the context of incidences of sexual offence in the US and the UK. As a group, we found ourselves drawn to the concept of personal culpability and guilt whilst reviewing cases of the Supreme Court but quickly became fascinated with the potential variation in perceptions of guilt fashioned by individuals, associated parties and most notably the media.

<https://guiltinthemedia.weebly.com/>

Assessment criteria: Presentation

Criteria	A. 70+	B. 60-69	C. 50-59	D. 40-49	F. 39-
Presentation and technical competence	The DO sustains clarity of presentation in terms of its general presentation and the integration of and connection between individual parts. If audio-visual elements are included: Faultless to excellent in: pace, audibility/visibility, recording quality. Texts are written in grammatically correct English and in a mature style appropriate to academic writing. Texts contain few type errors. Referencing, where appropriate, is accurate and consistent.	The DO demonstrates overall clarity of presentation in terms of its general presentation and the integration of and connection between individual parts, although some aspects of the DO may be less well integrated. If audio-visual elements are included: Generally well presented but some issues in any of pace, audibility/visibility or recording quality. Texts are written in grammatically correct English, although there may be some errors and stylistic lapses. Texts contain relatively few type errors. Referencing, where appropriate, is generally accurate and consistent.	The DO is lacking in overall clarity of presentation in terms of its general presentation and the integration of and connection between individual parts, while some parts of the DO may be well connected and integrated. If audio-visual elements are included: Competently presented but some major issues in any of pace, audibility/visibility or recording quality. Text is mostly written in acceptable English, although it may be clumsy in places, with frequent grammatical and stylistic lapses. Texts are marred by type errors. Referencing, where appropriate, is uneven in quality.	The DO lacks overall clarity of presentation both in terms of its general presentation and the integration of and connection between individual parts. If audio-visual elements are included: Very poor in either pace, audibility or recording quality. Presentation seriously impeded. English is competent only at a rather basic level, with possible interference from other languages, and problems of expression may impede the development of a coherent argument. Texts are marred by frequent type errors. Referencing, where appropriate is haphazard and of consistently poor quality.	The DO shows little or no attention to presentation in terms of its general presentation and the integration of and connection between individual parts. If audio-visual elements are included: unintelligible; a very dull presentation. Uninspired and hard to listen to. Texts are carelessly presented and littered with type errors. Referencing, where appropriate, is extremely haphazard and completely disregards conventions.

Student Experiences

“ Throughout the creation of the digital object I have also developed further transferrable skills, such as website building, which I had not attempted before. I have a better understanding of the respective limitations of qualitative and quantitative methods, and am able to apply the methods and mindsets of different disciplines to a research question with greater confidence. I can carry out discourse analysis, think critically about academia, and judge objectivity and its limitations. My thinking is more multidisciplinary, and the group work we carried out benefitted from similar approaches from all the team members.

Student Experiences

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To conclude, I believe that, when individuals from a variety of backgrounds, nations, and degrees come together to work towards the same objective, the learning curve couldn't be any steeper and the environment emerging from this composition is incredibly enriching as well as intellectually stimulating.

Digital Object Collection

- The paradox of the hipster (<http://ucl2017.wixsite.com/thehipster>)
- What is 'good' street art (<http://an-exploration-of-street-art.weebly.com/>)
- A story of power in typography (<https://issuu.com/andrewmok/docs/typography-do>)
- Social media and values (<http://instagram.com/follow4basc>)

Student Experiences

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Coming into the project I was worried about the group-work component, as I have had mixed experiences in the past. However, my experience this time was incredibly positive, and I am extremely grateful for the hard work and constant support of my team members. I wasn't sure how this project would contribute to my learning experience when I started, but I have learnt valuable skills and I have expanded my knowledge and understanding, as well as being reminded again of the values of an interdisciplinary team. I have also learnt to consider digital content in a very different way, analysing speech and the use of images, the choice of language and the meaning behind what is in front of me, as well as questioning whether or not it is authentic.

Student Experiences

“ This group work taught me a lot, as I was able to see other people’s perspective, and learned to value socio-cultural differences amongst individuals. It was interesting to be able to speak to vegetarians first-hand, and connect their ideas to content we had discussed previously in lectures. Through creating a Digital Object rather than a traditional essay, I was able to engage with our topic at a much deeper level and gathered a lot of meaningful insight. I believe that I contributed well to the Digital Object overall, and was able to meet deadlines we had set as a group. However, I experienced some technical difficulties with audio and video quality of the interviews. Unfortunately this could not be fixed, as we did not want to re-film interviews and lose important insights or authenticity of answers.

Student Experiences

“ As a group, we learnt first of all how to be organized and work as a team, how to respect our peers but also how to comply with the timeline we implemented. Personally, I usually prefer working by myself as my shyness- my principal weakness-makes it difficult for me to impose my ideas. However, I was surprisingly comfortable with this group, probably because I was inspired by this topic and that all the members tried to make everyone share their thoughts.