Creative Industries
Faculty of Communication & Design

Ryerson University

CRI 710 ● *Creative Industries Research Methodology* ● *Fall 2018*

Professor	Dr. Lorena Escandón	Dr. Cheryl Thompson
Section/Time/ Classroom	031 / Wednesday 9am - 12pm / DSQ22	011 / Wednesday 12pm - 3pm / POD358
	021 / Friday 9am - 12pm / EPH216	
Office/Phone/ Email	RCC357F / (416) 979-5000 ext. 543455 lorena.escandon@ryerson.ca *(preferred)*	RCC315 cheryl.thompson@ryerson.ca
Office Hours	By appointment - Thursdays 9:00 am to 12:00 pm (in person or online)	Tuesdays, 12:00 pm to 2:00 pm, or by appointment
TA/GA:	TBD	TBD

Please include "CRI710" in the subject line of all emails. Emails usually answered within 48 hours. Only Ryerson e-mail accounts to be used for communication between faculty and students. All news (announcements) posted on class D2L.

Course Description

This course asks how information about the Creative Industries can be collected and analyzed. It surveys research methods that are both useful within the Creative Industries and crucial to studying them. We will review information retrieval techniques as well as methods of data collection (audience research; content analysis; critical and textual analysis; surveys; interviews; focus groups etc.). Through practical exercises, we will develop the research skills that are required of many careers within the Creative Industries (grant, report and policy brief writing etc.) as well as in advanced graduate degrees.

IMPORTANT NOTICE - Internship Placement

In order to pass CRI710 you must successfully complete your Internship Placement **no later than the end of the Fall term i.e. December 15, 2018**. A failure in this course will prevent you from enrolling in CRI 800 in the Winter term and therefore jeopardize the possibility of graduating in the Spring. If you have questions regarding this requirement for completion of this course, please contact CRI Advising as soon as possible.

Course Objectives

By the end of the course, students will be able to:
- Understand the various professional applications of research in the CIs; [5P, 10R]
- Develop research skills, drawing in particular on methods and approaches used by professional researchers and academics; [1(a)P, 5P]

- Apply research skills, both to analysis of creative industries and to the development of creative projects; [1(b)P, 5P, 6P, 9R]
- Improve team work, communication and analysis skills. [4R]

The course introduces (I), reinforces (R) or helps students reach a level of proficiency i.e. master (P) the following Creative Industries Educational Goals:

1)… contribute productively to the Creative Industries by: a) critically analyzing and synthesizing knowledge of the cultural, economic, legal, political, and technological environments in which the Creative Industries function, and b) recommending how the Creative Industries as sectors or as individual enterprises should best manage interactions with cultural, economic, legal, governmental and technical spheres and work confidently with industry, government and community organizations in the Canadian and international contexts;	P
4) Communicate within and to creative enterprises, academia and industry effectively and persuasively in: a) verbal form, b) written form; and, c) in presentations using a range of appropriate media	R
5)… conduct research relevant to cultural and industry issues, formulating appropriate research questions and conceptual frameworks; employing data collection techniques and appropriate: a) quantitative tools and methodologies and/or b) qualitative tools and methodologies	P
6)… implement and manage projects requiring: a) problem-solving, b) team building, c) negotiation and d) collaborative work practices.	P
9) …understand the limits to their own knowledge and ability with an appreciation of a) the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations and,	R
10) act as socially responsible citizens, exhibiting behavior consistent with integrity and strong ethical mores including recognizing the need to work towards creating diverse and inclusive cultural opportunities accessible to all	R

Required Readings and Resources

- Collins, H. (2017). *Creative research: the theory and practice of research for the creative industries*. Bloomsbury Publishing.
- Additional references and resources listed in the schedule

NOTE: Students are expected to complete required readings prior to the lecture. Assigned articles and reports will be made available through the e-resources in the course's D2L shell.

Weekly Schedule (Subject to change)

WEEK 1	*Wednesday September 5, Friday September 7*

TOPICS	▪ Overview (Course outline, assignments, important dates)
	▪ Introduction -
	   o Research methods
	   o Types of research
	   o Data collection & analysis

READ	▪ Collins, H. (2017). *Creative research: the theory and practice of research for the creative industries*. Pages 9-21 (Context)

		▪ Creswell (2009). *Research Design: Qualitative, Quantitative and Mixed Approaches*. Chapter 1.
⏱	DUE	Quiz on readings
⚙	LAB	Real-life research design
🗫	DISCUSS	Your experience with research

WEEK 2	*Wednesday September 12, Friday September 14*	
📄	TOPICS	▪ Research question ▪ Formulating a hypothesis ▪ Induction/deduction
📖	READ	Collins, H. (2017). *Creative research: the theory and practice of research for the creative industries*. Pages 24-53 (Defining the research problem), 62-81 (Designing your research)
⏱	DUE	Quiz on readings
⚙	LAB	Induction / deduction exercise

WEEK 3	*Wednesday September 19, Friday September 21*	

📄	TOPICS	▪ Literature review
		   o Finding the gap
		   o Determining keywords, sources, scope
		   o Moving from annotated bibliography to literature review

📖	READ	▪ Berg, S.H., & Hassink, R. (2014) Creative Industries from an Evolutionary Perspective: A Critical Literature Review. *Geography Compass* 8/9: 653-664. ▪ Collins, H. (2017). *Creative research: the theory and practice of research for the creative industries*. Pages 104-127 (Managing the research process)
⏱	DUE	▪ Quiz on readings ▪ Select general topic area, and research team ▪ Create of group on D2L for your team
⚙	LAB	▪ Problem definition ▪ Define keywords for your research
🗫	DISCUSS	Q&A session on Berg and Hassink reading

WEEK 4	*Wednesday September 26, Friday September 28*	

📄	TOPICS	▪ Research methods
		   o Audience research
		   o Focus groups
		   o Interviews
		   o Surveys
		▪ Guest speaker: James Nadler - Professional research in CIs

📖	READ	▪ Beasley, B.A. (2010) Weight Watching: The Ethics of Commodifying Appearance for Profit," in *Ethics and Entertainment: Essays on Media Culture and Media Morality*, eds. Howard Good and Sandra L. Borden (Jefferson, North Carolina: McFarland & Company), 297-309. ▪ Carr, D. (2013). *Giving viewers what they want*. New York Times. http://www.nytimes.com/2013/02/25/business/media/for-house-of-cards-using-

		big-data-to-guarantee-its-popularity.html
		▪ Collins, H. (2017). *Creative research: the theory and practice of research for the creative industries*. Pages 128-155 (Managing the research process)
		▪ Hooghe, M. (2002) Watching Television and Civic Engagement: Disentangling the Effects of Time, Programs, and Stations. *Press/Politics* 7.2: 84-104.
⏰	DUE	▪ Quiz on readings
		▪ Annotated bibliography (individual)
		▪ **Friday before class:** Two questions for James Nadler
🗫	DISCUSS	▪ Case study: Celebrity Culture
		▪ Case study: Reality Television
		▪ Q&A with guest speaker

WEEK 5	*Wednesday October 3, Friday October*
📄 TOPICS	▪ Research methods
	○ Ethnography / Observation
	○ Content analysis
	○ Discourse analysis
	○ Visual analysis
📖 READ	▪ Guest, G., Namey, E. & Mitchell, M. (2013). *Participant observation.* In *Collecting qualitative data* (pp. 75-112). 55 City Road, London: SAGE Publications Ltd doi: 10.4135/9781506374680.n3
	▪ HALL, S. (1980). Encoding/decoding. *Culture, media, language: Working papers in cultural studies, 1972-79*. Available here: http://people.southwestern.edu/~bednarb/media-culture/articles/hall-encoding.pdf
⏰ DUE	▪ Quiz on readings
	▪ Data collection instrument design (team)
🗫 DISCUSS	Share findings from Ethnography / Observation exercise

Study Week	*Wednesday October 10, Friday October 12*
⚠ **No classes**	**Recommended:** begin Literature review and design of Data collection instrument(s)

WEEK 6	*Wednesday October 17, Friday October 19*
📄 TOPICS	Research ethics
📖 READ	▪ Collins, H. (2017). *Creative research: the theory and practice of research for the creative industries*. Pages 82-85 (The influence of ethics)
	▪ Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada, *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, December 2014. http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/
	○ Core principles (p. 1-8); What research requires REB review? (p. 13-18); Research risks and benefits (p. 20-23); Consent process (p. 25-40, p.46-47); Inclusion (p. 49); Confidentiality (p. 57 - 63)
	▪ RYERSON REB GUIDES
	http://www.ryerson.ca/research/resources/ethics/human/#1

		o REB Guidelines for Participation Recruitment
		o REB Guidelines for Internet-Based Research
		o REB Guidelines for Incentives Reimbursement
		o REB Guidelines for Conflict of Interest
		o REB Guidelines for Confidentiality and Anonymity
		o REB Consent Assent Form Template**
		▪ Case study: "The Story" - The Stanford Prison Experiment: http://www.prisonexp.org/
		▪ Case study: Facebook 's mood manipulation experiment https://www.theatlantic.com/technology/archive/2014/06/everything-we-know-about-facebooks-secret-mood-manipulation-experiment/373648/
⏰	DUE	▪ Quiz on readings ▪ Literature review (team)
📺	SCREEN	Alvarez, K.P. (2015) *The Stanford Prison Experiment*. USA: IFC Films.
🗫	DISCUSS	*The Stanford Prison Experiment* movie
⚙	LAB	Begin work on your team's Ethic application

WEEK 7	*Wednesday October 24, Friday October 26*	
📖	READ	▪ Kolko, J. (2015) *Design Thinking comes of age*. Harvard Business Review. https://hbr.org/2015/09/design-thinking-comes-of-age ▪ Waloszek, (G). (2012) *Introduction to Design Thinking*. https://experience.sap.com/skillup/introduction-to-design-thinking/ ▪ Brown, T. & Wyatt, J. (2010). *Design Thinking for Social Innovation*. Development Outreach. World Bank. © World Bank. https://openknowledge.worldbank.org/handle/10986/6068
⏰	DUE	▪ Quiz on readings ▪ Ethics application (team)
⚙	LAB	**DESIGN THINKING JAM**

WEEK 8	*Wednesday October 31, Friday November 2*	
⏰	DUE	Mid-project reflection (individual)
⚙	LAB	**FIELD WORK -** Time to gather data as a team: focus groups, interviews, etc.

WEEK 9	*Wednesday November 7, Friday November 9*	
📄	TOPICS	▪ Data analysis o Excel data analysis add-ins o NVIVO
📖	READ	▪ Collins, H. (2017). *Creative research: the theory and practice of research for the creative industries*. Pages 164-179 (Analysing data) ▪ Lewins, A. & Silver, C. (2007). *Coding schemes, coding frames*. In Using software in qualitative research (pp. 92-117). London, : SAGE Publications Ltd. DOI: 10.4135/9780857025012.d94 ▪ NVivo Getting Started Guide: http://download.qsrinternational.com/Document/NVivo11/11.4.0/en-US/NVivo11-

		[Getting-Started-Guide-Starter-edition.pdf](#)
⏰	DUE	▪ Quiz on readings ▪ Preliminary individual data collection ▪ Download NVivo virtual machine (and register)
⚙️	LAB	Analysis in action: Excel & NVivo workshops utilizing teams' data* *Data sets will be provided for teams without qualitative or quantitative data*

WEEK 10	*Wednesday November 14, Friday November 16*

📄	TOPICS	▪ Result presentation (preliminary, conclusions, insights)
		      o Charts / Graphs
		      o Presentation Structure
		      o Pitching

📖	READ	▪ Collins, H. (2017). *Creative research: the theory and practice of research for the creative industries*. Pages 180-187 (Writing and drawing conclusions)
⏰	DUE	Quiz on readings
🗨️	DISCUSS	"When would you use this?": Analyzing different visual aids

WEEK 11	*Wednesday November 21, Friday November 23*

⏰	DUE	**Draft of final research report**
⚙️	LAB	Team mentoring

WEEK 12	*Wednesday November 28, Friday November 30*

⏰	DUE	▪ **Monday before class:** Visual aids for final presentation ▪ End-of-project reflection
🎤	PRESENT	**Final presentations**

Final Research report	December 9

Assignments, Evaluation, Marking

Assignment	Due Date *Start of class unless noted*	% of Final Grade
Individual assignments		
Class participation	Every class	10
1. Quiz on readings	Weeks 1, 2, 3, 4, 7, 9, 10	10
2. Annotated bibliography	Week 4	10
3. Mid-project reflection	Week 8	10
4. Original Data collection (primary)	Week 9	10
5. Original Data collection (secondary)	Week 9	10
6. End of project reflection	Week 12	10
Team assignments		
7. Data collection instrument design	Week 5	2

8. Literature review	Week 6	5
9. Ethics Application & Consent Form	Week 7	3
10. Final presentation	Week 12	10
11. Final research report	December 9	10
*Non-graded **required** activities*		
Select research topic	Week 3	
Register team on D2L	Week 3	
Submit questions for guest speaker	Week 4	
Download NVivo virtual machine	Week 9	
Final report draft	Week 11	
	Total	**100**

Additional details / information on assignments may be posted on the Course D2L. Different sections may assign students for team projects in different ways. Professors reserve the right to (re)assign students to balance numbers and skills.

Individual assignments

Class participation
- You must be present for at least 8 classes in order to pass the course.

1. Quiz on readings
- A Quiz on assigned readings will be available on D2L on Weeks 1, 2, 3, 4, 7, 9, 10. Complete the quiz individually before class.

2. Annotated bibliography
- 1000 - 1500 words; 1.5 spaced; 12-point font
- Each team member must review 5 sources that will be utilized as references for the research report; the reviewed sources must be unique for each team member.

3. Mid-project reflection
- 500 - 600 words; 1.5 spaced; 12-point font
- Each team member must compose a personal reflection on the research work performed in the course that demonstrates critical thinking and analysis. The reflection should answer:
    o What have you learned about research methods in the C.I.?
    o What have you learned about ethics?
    o What would you have done differently with your team in terms of research planning?
    o Other comments or insights

4. Original Data collection (primary)
- Complete **two of the following**:
    o Apply a survey to 10 subjects in person, or 50 online (share a link to your social media)
    o Interview 1 subjects
    o Host 1 focus group with at least 4 participants (can be performed by up to three team members)
    o Perform 2 hours of ethnographic observation

- For the surveys and interviews, raw data must be submitted. For focus groups and observation, submit field notes.

5. Original Data collection (secondary)
- Each team member must review the adequate data sources for the research, and collect relevant information for their team's question. Examples: open databases, social media, websites, reviews, newspapers, etc.

6. End-of-project reflection
- 500 - 600 words; 1.5 spaced; 12-point font
- Compose a personal reflection on the research work performed in the course that demonstrates critical thinking and analysis. The reflection should answer:
  - o What did you learn?
  - o How were the insights different from one data collection method to the other?
  - o What would you do differently?
  - o How can you apply research methods in your professional practice?
  - o Conclusions, other comments and insights

Team assignments

7. Data collection instrument design
- Submit your data collection instruments (survey and/or interview questions, themes to be explored in a focus group, protocol for ethnographic research, audience research, content or textual analysis).

8. Literature review
- Once the individual annotated bibliographies have been graded, consider the feedback to integrate the different references and write a well-structured literature review. This will form the basis of your research project.

9. Ethics Application & Consent Form
- Teams are required to complete an ethics application and consent form to be able to perform research on human subjects. Given that the objective of the course is to learn to apply qualitative research methods, such as interviews, surveys, ethnography, and focus groups, **all teams will need to submit an application**, including the consent form(s) to be signed by participants.

10. Final presentation
- Teams must present their findings in 10 minutes.
- Some suggested elements for the presentation:
  - o Problem definition
  - o Research strategy
  - o Results
  - o Conclusions / insights
  - o Next steps
- Be creative in the use of visual aids!

11. Final research report
- 5000 – 6000 words; 1.5 spaced; 12-point font

- Teams must write a report on the research performed. Required report components:
    - Problem
    - Literature Review
    - Ethics
    - Research Methods
    - Results
    - Analysis
    - Conclusion

Handing in Papers / Late Policy / Other Relevant Information

- Show respect for your fellow students.
- Arrive on time (*before* 10 minutes after the hour). Be ready to start.
- Do not indulge in side conversations in class. Disruptive students will be asked to leave.
- We reserve the right to adjust a student's overall mark if he/she interferes with their colleagues' learning.
- **NO eating** in class.
- It is the student's responsibility to contact the professor or the Academic Manager, Student Affairs (Paula) or the Student Affairs Assistant (Angella) promptly concerning any situation that may have an adverse impact upon his/her academic performance. Any considerations (e.g. medical or compassionate) must be requested well in advance.
- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented;
- Check with your professor to see if they require hard copies or not of the assignments.
- Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. Students who do not want their work submitted to this service must, by the end of the second week, consult with the instructor to make alternate arrangements.
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned. Not all materials submitted for marking will be returned, so make extra copies for your records.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper.
- Allow for technical glitches. Missed presentations without permission will result in a 0.
- Grades are posted on the D2L.
- On occasion guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so.

Computers and other electronic devices are allowed in class to take notes, mark up lecture slides and do quick internet searches of relevant materials.

Students on Facebook or YouTube or watching the hockey game or texting distract not only themselves but also their colleagues. Any student who gratuitously "multitasks" will not be allowed to use electronic devices in the classroom.

No electronic recording of any segment of lectures / sessions without the express prior

agreement of the instructor.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online (ryersoncreative.ca) to the 2018/19 Creative Industries Student Handbook for specific information with respect to the following policies:

- Policy #60: Student Code of Academic Conduct
- Policy #61: Student Code of Non-Academic Conduct
- Policy #134: Undergraduate Academic Consideration and Appeals
- Policy #157: Ryerson's E-mail Accounts for Official Communication
- Policy #159: Academic Accommodation of Students with Disabilities

Icons from www.flaticon.com
Chat Icon made by Freepik
Clock Icon made by Smashicons
Conference Icon made by Freepik
Danger Icon made by Freepik
Document Icon made by Smashicons
Edit tools Icon made by Prosymbols
Gear Icon made by Freepik
Open book Icon made by Zlatko Najdenovski
TV screen Icon made by Zlatko Najdenovski