

## Project 2. Photo Documentation of an Everyday Activity

**Text Due Jan 31, 2013**

**Reviews Due Feb 5, 2013**

**Goal:** To learn how to attend to the details of the everyday world.

## Procedure

1. Choose an activity to document
2. Obtain informed consent
3. Take photos
4. Choose two photos to describe
5. Describe the photos

## Criteria to consider when choosing an activity

- Interesting to you
- Accessible
- Observable
- People in interaction with
  - One another
  - Material environment

## Anticipate coming assignments

- Look ahead in the course. This could be a good time to make contact with a community that will provide the data for the remainder of the class projects.
- Consider 102C connection

## Obtain Informed Consent

- **You must obtain the informed consent of participants in the activity before you take photos.**
- The procedures for obtaining informed consent are described on the [informed consent page](#). (Link at the bottom of the course website.)
- You must turn in the signed informed consent form(s) in lecture or section by January 31.
- While you are obtaining that consent, also find at least one participant in the activity who will agree to talk to you about the activity later.

## Obtain a Camera

- If you don't already have access to a camera, buy a disposable camera.
- If the activity you have chosen takes place indoors or at night, be sure your camera has a flash.

## Take Pictures

- Take pictures of the activity.
- Try to capture interesting aspects of the activity and the social and material environment in which it takes place.
- Shoot at least 15 frames.
- Shoot both wide and close.
- Consider cognitive aspects of the activity

## Process the Images

- Upload the images to your computer.
- If you used a film camera, get the film processed. Use a quick turn-around service, so you can get on to the fun part of the assignment.

## Choose two images to analyze

- Carefully examine your pictures and choose 2 of them that you find most interesting.
- The two you choose should be different from each other in some way.
  - Wide/tight, social/material, state/process, before/after, front/back...

## Describe the two photos

- Stick close to the data and pay attention.
- Look for evidence of cognitive activity.
- REFER to concepts from readings and lectures.
- USE the concepts from readings and lectures.
- What can you infer from what you see?
- How do things go together in the photo?
- What, where, who, when, how?
- Hopefully, you will see things in the study of your photos that you did not see while observing the event live.

## Write up the description

- **Maximum 800 words of text.**
- Insert links to your **two photos** in your text so that the photos appear in the text on CPR.
- Bring the **signed informed consent forms to lecture or to section before Jan 31.**
- Additional figures and tables (if they contribute to the description) can also be linked.
- See the Documents tab of the course website for instructions for linking photos and documents in CPR.

## Grading Rubric

- When evaluating texts, look for these features
  - Clear and detailed description of the DATA (images and notes), not of the activity.
  - Analysis and reflection
  - Cognitive interpretation and insight
  - Good USE of concepts from readings and lectures
  - Clear references to readings and lectures
  - Good overall structure and organization
  - Clear writing with few or no grammatical and spelling errors