

## Research Paper Circles

For each research paper reading this semester, your team will assume the following roles:

**(1) Summarizer.** Prepare a brief summary of the paper. Your group discussion will start with your 2 minute statement that covers the key point, main highlights, and general idea of today's reading assignment.

**(2) Methods & Results Analyzer.** Assess the methods used and results described. Do the methods appear appropriate and how rigorous were they? What are alternate ways in which the research could have been conducted? What interesting results are presented, why are they interesting, and what questions do they raise?

**(3) Connector: Research.** How does this work connect to other research discussed in class and other research in the field? *Hint: To find related research, scan the paper's references list, use Google Scholar to find articles that have cited the paper, or conduct keyword searches in the ACM's Digital Library (search within the Special Interest Group: SIGCHI).*

**(4) Connector: Practice.** How does this work connect to the textbook readings discussed in class and what implications does it have for interaction design in practice? How might what is presented in the paper impact how practitioners/companies conduct formative studies to envision future technologies, design innovative user interfaces, and evaluate such systems? *Hint: you may want to visit user experience or UI design blogs to look up hot topics in industry that relate to the reading.*

These roles will help kick-off your in-class discussions. However, all students are expected to participate fully in the circle discussions, no matter the role they assumed during the week.

Roles & Developing Discussion Questions: Each week, teams must decide which student will take on each role listed above. (Teams of 5 will have two students assigned to one of the roles.) *Note: team members are expected to rotate roles each week.*

Each student should review his or her role expectations and carefully read the assigned paper for the week. In addition, *all students are expected to bring at least one discussion question to class.* These questions should be thought-provoking questions that can help the group more deeply consider, critique, and reflect upon important aspects of the paper.

In-class discussions: In class, teams will be given time to discuss the paper, assuming the roles described above and covering the discussion questions mentioned above.

Large-group discussion leaders: Additionally, each week one team will lead the class in a larger discussion of important themes, ideas, or questions in the reading.