

Partner Module specification

Module Code:	ARA701
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Module Title:	Research Methodology
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Level:	7	Credit Value:	20
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Cost Centre(s):	GAAA	JACS3 CODE:	K110 AID	K340 GD
		HECoS code:	100583 AID	100590 GD

Faculty	Faculty of Arts, Science and Technology	Module Leader:	Alan Hughes
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Scheduled learning and teaching hours	80 hrs
Guided independent study	120 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Architectural Interior Design	✓	<input type="checkbox"/>
MA Garden Design	✓	<input type="checkbox"/>
Pre-requisites		
None		

Office use only

Initial approval: 03/09/2019

Version no:2

With effect from: 03/09/2019

Date and details of revision:

Version no:

Module Aims

The aim of this module is to enable students to develop a critical understanding of research through the evaluation of methods and theories relevant to a particular design discipline. Students will be able to demonstrate the evaluation of a range of methods to develop, collect, structure and present existing advanced knowledge in a self-selected specified subject area.

Through exposure to the seminar programme the student will conduct a critical review of existing knowledge in order to consider potential material for dissertation stage and to this end will produce a written proposal which will consider their existing knowledge and that which they wish to investigate further. This self-directed systematic approach to the identification of a suitable project topic will facilitate the formulation of the plan and methodology in preparation for the dissertation stage.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Evaluate and apply primary and secondary research theory	6	
		5	
		1	
2	Reflect critically upon, prioritise and evaluate relevant existing published researched material	9	
		2	
3	Justify research methodologies to meet the challenge of the MA Dissertation stage	6	
4	Develop a personal bibliographical resource to inform and support continual professional development	8	
		4	

Transferable skills and other attributes

Written, oral and visual communication
Research and learning skills
Information management
Collaborative and individual working method
Learning management
Presentation of an original application of learning

Derogations

None

Assessment:

Indicative Assessment Tasks:

The student will be expected to provide critical evaluations of the seminar material detailing a comprehensive understanding of primary and secondary sources. The sources of information will be expected to be collated then presented as an appendix. Notation and reflection is expected to be evidenced through words, diagrams and sketches as is appropriate to the development of advanced knowledge.

The written work will explore and consolidate the theoretical basis on which subsequent work will be founded.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1, 2	Coursework	60	
2	3, 4	Report	40	2500

Learning and Teaching Strategies:

Lectures, seminars, visits and workshops will require students to critically analyse examples of design focused research through written and further exploratory means.

This module operates through a series of tutor led presentations that discuss theories underpinning the practice of research activity. The students are expected to contribute to the seminars linked to the presentations and to explore and develop links and relevant application of theory to their own practice with design outcomes evidenced and reflected in the practical projects. The emphasis shifts from tutor led seminars to student led seminars as the potential for the research methods to inform practice develops in the student mind.

On the basis that research skills are common to most areas of academic activity, this module is delivered to a combined group of MA students from both faculties. Initially,

students are required to submit a written analysis and critique of an existing research paper, looking specifically at the methodology involved. In the latter stages of the module students produce a written proposal of potential dissertation subjects, showing how they intend to structure and execute the work. They are also required to include a prioritised literary review.

Syllabus outline:

Based on a critical analysis of precedents and approaches to design research, students will be expected to develop their own research methods applicable to Architectural Interior Design and Garden Design.

Indicative content

Critical Writing – analysis of the academic paper
Evaluation of past and contemporary design methodology and theory
Critical awareness and analysis of relevant texts and processes
Dissertation Proposal – independent knowledge acquisition

To ensure currency and relevance this module is reviewed annually as a response to the availability of new research, investigation and publications.

Indicative Bibliography:

Essential reading

Pallasmaa, J: (2012) *The Eyes of the Skin*, 3rd Edn. Wiley-Academy
97801119941286

Sparke, P. Brown, P. et al (Ed) (2018) *Flow: Interior, Landscape and Architecture in the Era of Liquid Modernity*. Bloomsbury, London. 978147256799

Recommended reading

Bachelard, G. (2014) *The Poetics of Space*. Penguin, London.

Hollis, E. (2013) *The Memory Palace: A Book of Lost Interiors*. Portobello Books. London.

Moore, C, Mitchell W & Turnbull, W. (1989) *The Poetics of Gardens*. MIT Press U.S.A.

Calvino, I. (1997) *Invisible Cities*. Vintage, London.

Potter, S: (2011) *Doing Post Graduate Research*. 2nd Edn. Sage, London.

Turner, Tom: (2014) *Landscape Design History and Theory* (Gardenvisit.com) (amazon digital)

Ross, S. (2001) *What Gardens Mean*. University of Chicago Press. Chicago.

Weinthal, L. (Ed) (2011) *Towards a New Interior: An Anthology of Interior Design Theory*. Princeton Architectural Press, New York.

Other reading

Zeisel, J: *Inquiry by Design: Environment, Behaviour, Neuroscience in Architecture, Interior, Landscape and Planning*. (W.W.Norton revised edition)

Boettger, T: (2014) *Threshold Spaces: Transitions in Architecture*: Birkhauser, Basel.

Jackson, J.B: (1994) *A Sense of Place* Yale University Press, Newhaven.

Menin, S (Ed): (2011) *Constructing Place: Mind and Matter*. Routledge, UK.

Merleau-Ponty, M: (2000) *The Primacy of Perception* Northwestern University Press, Illinois.

Itten, Johannes: *Design and Form*. New York: (Van Nostrand Reinhold 1975).

Scott,F: (2008) *On Altering Architecture*: Routledge, UK.

Zumthor, P: (2010) *Thinking Architecture*. 3Rd Edn. Birkhauser, Basel.

<https://zeyneparsel.files.wordpress.com/2013/10/placeattachment-final.pdf>