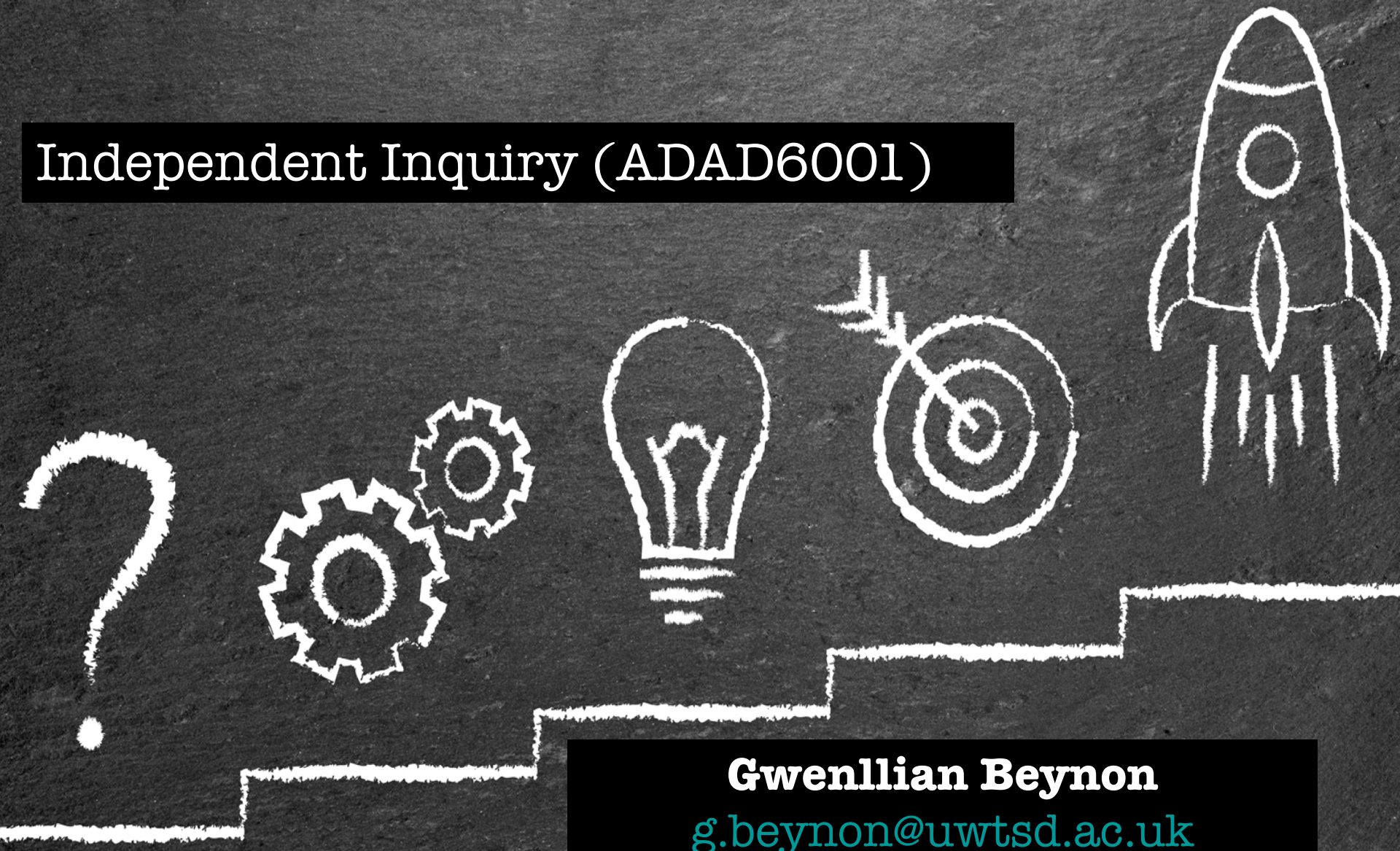
Ymholiad Annibynnol (ADAD6001C)

Independent Inquiry (ADAD6001)



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Dyddiadau pwysig i gofio:

<u>BRIFF :</u> Dydd Mercher 2il Hydref 2019

<u>Dyddiad Cyflwyno:</u>
Dydd Mercher, 11/12/2019 (12yp) Turnitin

<u>ADBORTH:</u> Dydd Llun, 22ain Ionawr 2020

Important dates to remember:

<u>BRIEF SET:</u> Wednesday 2nd October 2019

<u>DEADLINE FOR DISSERTATION HAND-IN:</u>
Wednesday, 11th December 2019 (12pm noon)

<u>FEEDBACK:</u> Monday, 22nd January 2020

AIMS of this session:

1. Cyflwyno *Modiwl Ymholiad Annibynnol* (ADAD6001C)
2. Esbonio *AMCAN(ION), DEILLIANNAU DYSGU Manylebau Aseiniad y Modiwl*
3. Esbonio rôl y goruwchwilydd
4. I werthuso ac i ail-ymweld â'ch gwaith hyd yn hyn

AIMS of this session:

1. To introduce the *Independent Inquiry* Module (ADAD6001)
2. To explain the Module *Aims, Learning Outcomes* and *Assignment Specifications*
3. To explain the role of the supervisor
4. To get you to re-visit and revaluate your summer work



Beth yw Ymholiad Annibynnol?

What is an Independent Inquiry?

Mae'r Ymchwiliad Annibynnol yn rhoi'r pwyslais arnoch chi i ddylunio ac adeiladu'n annibynnol, darn ysgrifennedig cydlynol o 6,000 o eiriau. Felly, rydych yn datblygu cwestiwn ymchwil ac yn creu strwythur i archwilio'r cwestiwn hwnnw. Mae popeth am y cwestiwn a strwythur yr ymholiad annibynnol yn agored i drafodaeth gyda'ch goruchwyliwr, gallwch defnyddio strwythur draethawd estynedig. Beth bynnag sy'n eich helpu i deimlo'n gyffyrddus gyda'ch ysgrifennu, ond mae angen i chi fod yn ymwybodol o'r gofynion canlynol: -

The *Independent Inquiry* (*II*) puts the emphasis on your to independently *design and build* a coherent piece of writing of 6,000 words. Therefore, you develop a research question and create a structure that explores that question. Everything about the question and structure of the independent inquiry is negotiable with your supervisor, but if you can employ the structure of a dissertation or extended essay. Whatever helps you to feel comfortable with your writing, but you must be aware of the following requirements: -

AMCAN(ION) y Modiwl

Gan adeiladu ar arferion ymchwil a ddatblygwyd ar Lefel 4 a 5, bydd myfyrwyr yn cynhyrchu Ymholiad Annibynnol hunangyfeiriol sy'n dangos y gallu i chwilio am wybodaeth drwy archwilio'n feirniadol cyd-destunau cymdeithasol, hanesyddol priodol / neu rai damcaniaethol cyfredol, a chyfathrebu'r archwiliad yr ymchwiliwyd ganddynt yn effeithiol.

Module Aims

Building on research practices developed at Level 4 and 5, students will produce a self-directed *Independent Inquiry* that demonstrates the ability to search for knowledge by critically exploring appropriate social, historical and/or contemporary theoretical contexts and to communicate their researched investigation effectively.

3 DEILLIANNAU DYSGU (1)

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- archwilio a dadansoddi'n feirniadol gwybodaeth a phrofiadau, ffurfio barn annibynnol, a mynegi dadleuon rhesymegol trwy adfyfyrio, adolygu a gwerthuso;

3 Learning Outcomes (1)

Upon the successful completion of this module, the student should be able to:

- investigate and critically analyse information and experiences, communicate independent judgments, and articulate reasoned arguments through reflection, review, and evaluation;

3 Learning Outcomes (2)

- creu strwythur cydlynol, a danategir gan fframwaith damcaniaethol, sy'n cyfleu eu syniadau yn briodol, ac sy'n dangos eu gallu i ddod o hyd i, i lywio, dethol, adalw, gwerthuso, adfyfyrio ar, trin, a rheoli data a ddaw o amrywiol ffynonellau;.
- rhagweld a hwyluso newid a gweithio oddi mewn i gyd-destun amwyseddau, ansicrwydd ac anghynefindra.

3 Learning Outcomes (2)

- create a coherent structure, underpinned by a theoretical framework, which appropriately communicates their ideas, and shows their ability to source, navigate, select, retrieve, evaluate, reflect on, manipulate, and manage information and data from a variety of sources;
- anticipate and accommodate change and work within the context of ambiguities, uncertainties and unfamiliarity.

Asesiad ac Adborth

Byddwch yn cael eich asesu yn ôl y 5 Meini Prawf canlynnol :

1. Sgiliau Ymgysylltu â Llenyddiaeth =20%
2. Sgiliau Gwybodaeth a Dealltwriaeth =20%
3. Sgiliau Gwybyddol a Deallusol =20%
4. Sgiliau Cymhwyso Ymarferol =20%
5. Sgiliau Trosglwyddadwy ar gyfer Bywyd ac Arfer Proffesiynol =20%

Assessment and Feedback

Your presentation will be assessed using the following 5 criteria:

1. Engagement with Literature skills =20%
2. Knowledge and Understanding Skills = 20%
3. Cognitive and Intellectual Skills = 20%
4. Practical Application Skills = 20%
5. Transferrable Skills for Life and Professional Practice = 20%

Asesiad ac Adborth

Sgiliau Ymgysylltu â Llenyddiaeth

Mae'n rhaid i'ch gwaith gael ei lywio a'i gefnogi gan ddeunydd ysgolheigaidd sy'n *berthnasol* i'r dasg/tasgau a osodwyd ac sy'n *canolbwyntio* arni/arnynt; dylech ddefnyddio adolygiadau ysgolheigaidd a ffynonellau gwreiddiol, lle bo'n briodol (er enghraifft, erthyglau ymchwil a adolygwyd a/neu ddeunyddiau gwreiddiol sy'n briodol i'r ddisgyblaeth). Dylech ddarparu tystiolaeth i ddangos eich bod wedi cael mynediad i *ystod* eang o ffynonellau, a allai fod yn academaidd, yn llywodraethol a diwydiannol; gall y ffynonellau hyn gynnwys erthyglau cyfnodolion academaidd, gwerslyfrau, erthyglau newyddion cyfredol, dogfennau sefydliadol a gwefannau. Dylech ystyried *hygrededd* eich ffynonellau; fel arfer mae cyfnodolion academaidd yn ffynonellau credadwy iawn, ond mae'n rhaid ystyried/dethol gwefannau'n ofalus iawn a dylid eu defnyddio'n gynnil. Dylai unrhyw ffynhonnell a ddefnyddiwch fod yn gyfredol, a'r rhan fwyaf wedi'u cyhoeddi o fewn y pum mlynedd diwethaf, er y gall darnau arloesol/pwysig o waith yn y maes fod yn hŷn. Rhaid i chi ddarparu *tystiolaeth* o'ch ymchwil/gwaith darllen eich hun trwy gydol eich gwaith, gan ddefnyddio system gyfeirnodi addas, yn cynnwys cyfeiriadau yn y testun ym mhrif ran eich gwaith a rhestr gyfeiriadau ar ddiwedd eich gwaith.

Assessment and Feedback

Engagement with Literature skills: Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Asesiad ac Adborth

Sgiliau Ymgysylltu â Llenyddiaeth:

Canllawiau penodol i'r asesiad hwn :

- ✓ Dangoswch, yn glir, eich ymgysylltiad ag ystod eang o lenyddiaeth berthnasol a chredadwy.
- ✓ Defnyddiwch drafodaeth, beirniadaeth a chyfeiriadau i ddangos eich ymwybyddiaeth o ystod o ddamcaniaethau a chysyniadau.
- ✓ Defnyddiwch eich sgiliau cyfeirnodi yn glir ac yn gyson.

Assessment and Feedback

Engagement with Literature skills:

Guidance specific to this assessment:

- ✓ *Clearly show your engagement with an extensive range of relevant and credible literature.*
- ✓ *Use discussion, critique and referencing to demonstrate your awareness of a range of theories and concepts.*
- ✓ *Apply your referencing skills clearly and consistently.*

Asesiad ac Adborth

Sgiliau Gwybodaeth a Dealltwriaeth:
Canllawiau penodol i'r asesiad hwn :

- ✓ Rheoli a threfnu eich gwybodaeth ymchwil imewn fframwaith cydlynol sy'n dangos yn glir eich gwybodaeth a'ch dealltwriaeth o egwyddorion a damcaniaethau eich pwnc.
- ✓ Defnyddiwch ddadansoddiad, trafodaeth a chyfeiriadau llenyddol i ddangos eich bod yn wybodus am ystod o ymchwil ac ysgolheictod.
- ✓ Dangoswch eich gallu i ddysgu o'ch mewnwelediadau a'ch dealltwriaeth trwy ddangos sut y gallai hyn gysylltu â'ch arfer, cyfeiriad eich arfer yn y dyfodol, a / neu arferion eraill.

Assessment and Feedback

Knowledge and Understanding Skills:
Guidance specific to this assessment:

- ✓ *Manage and organise your research information into a coherent framework which clearly shows your knowledge and understanding of the principles and theories of your topic.*
- ✓ *Use analysis, discussion, and bibliographic referencing to show you are well-informed by a range of research and scholarship.*
- ✓ *Show your ability to learn from your insights and understanding by showing how this could link to your practice, the future direction of your practice, and/or the practices of others.*

Asesiad ac Adborth

Sgiliau Gwybyddol a Deallusol

Canllawiau penodol i'r asesiad hwn:

Dangoswch eich gallu i: -

- ✓ *yn annibynnol dewis ac adeiladwch maes ymchwil unigryw;*
- ✓ *creu cysylltiadau a pherthnasoedd â damcaniaethau ac arferion sy'n berthnasol i'r pwnc;*
- ✓ *gwerthuso a dadansoddi'n feirniadol y drafodaethau damcaniaethol ac arfer perthnasol;*
- ✓ *amlinellu a chyfiawnhau'r mewnwelediadau a'r ddealltwriaeth sydd wedi dod o'ch ymchwil.*

Assessment and Feedback

Cognitive and Intellectual Skills:

Guidance specific to this assessment:

Show your ability to: -

- ✓ *Independently select and build a distinctive research area or field;*
- ✓ *create links and relationships to theories and practices that apply to this topic;*
- ✓ *critically evaluate and analyse the relevant theoretical and practice-based discourses;*
- ✓ *outline and justify the insights and understanding that have come from your research.*

Asesiad ac Adborth

Sgiliau Ymarferol:

Canllawiau penodol i'r asesiad hwn:

Defnyddiwch eich sgiliau academaidd i: -

- ✓ Cymhathu a chymhwyso rheolau a meini prawf gofynnol fformat traethawd hir i'ch testun.

- ✓ Trefnwch gwybodaeth mewn i fframwaith cydlynol sy'n nodi ac yn cyfleu syniadau eraill yn glir, eich syniadau eich hun wedi'u tynnu o drafodaeth ddamcaniaethol, eich mewnwelediadau a'ch dealltwriaeth.

- ✓ Cymhwyso confensiynau cyfeirio yn gyson i weddu i'r fformat gofynnol.

Assessment and Feedback

Practical Application Skills:

Guidance specific to this assessment:

Use your academic skills to: -

- ✓ *Assimilate and apply the required rules and criteria of the dissertation format to your text.*

- ✓ *Organise information into a coherent framework which identifies and clearly communicates the ideas of others, your own ideas drawn from a theoretical discourse, your insights and understandings.*

- ✓ *Consistently apply referencing conventions to suit the required format.*

Asesiad ac Adborth

Sgiliau Trosglwyddadwy ar gyfer Bywyd ac Arfer Proffesiynol

Canllawiau penodol i'r asesiad hwn:

Defnyddiwch eich sgiliau academaidd i: -

- ✓ Cyflwynwch eich testun yn broffesiynol, gan roi sylw i gonfensiynau iaith a ramadeg.
- ✓ Cyfleu'ch syniadau mewn arddull gydlynol a chyson gan roi ystyriaeth ddyledus i'r darllenydd / gynulleidfa.
- ✓ Cymhwyso'ch gwybodaeth ysgrifennedig trwy ddangos meistrolaeth ar strwythurau ysgrifennu, megis strwythur brawddegau, paragraffu, defnyddiwch penawdau a phenodau, a defnydd priodol ac eglur o ddelweddau i wella cyfathrebu.

Assessment and Feedback

Transferrable Skills for Life and Professional Practice:

Guidance specific to this assessment:

Use your academic skills to: -

- ✓ *Present your text professionally, applying attention to the conventions of English language and grammar.*
- ✓ *Communicate your ideas in a coherent and consistent style with due consideration to the reader/audience.*
- ✓ *Apply your writing knowledge showing a command of writing structures, such as sentence structure, paragraphing, the use of headings and chapters, and appropriate and explicit use of visuals to enhance communication.*

Briff

Ar 6,000 o eiriau, mae'r ***Ymchwiliad Annibynnol*** yn ddarn sylweddol o ymchwil ysgrifenedig hunangyfeiriedig a gwneir fel myfyriwr israddedig. Mae'n rhoi cyfle i chi archwilio, yn eithaf manwl, bwnc o'ch dewis - gyda'ch goruchwyliwr.

I gwblhau'r ***Ymchwiliad Annibynnol*** byddwch yn:

- ✓ Diffinio pwnc
- ✓ Nodi deunydd ffynhonnell priodol a gwneud ymchwil angenrheidiol
- ✓ Llunio cwestiynau allweddol a gwerthuso a thrafod eich deunydd
- ✓ Trefnu deunydd yn rhesymegol er mwyn cynhyrchu dadl gydlynol
- ✓ Cyflwyno, cyfeirio a darlunio dadl i safon uchel

Brief

At 6,000 words, the ***Independent Inquiry*** is a substantial piece of self-directed written research undertaken as an undergraduate. It gives you the opportunity to examine, in some detail, a topic of your choice - with your supervisor.

To complete the ***Independent Inquiry*** you will:

- ✓ Define a topic
- ✓ Identify appropriate source material and carry out necessary research
- ✓ Formulate key questions and evaluate and discuss your material
- ✓ Organise material logically in order to produce a coherent argument
- ✓ Present, reference and illustrate an argument to a high standard

Dysgu annibynnol ar fodiwl 20 Credit

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	24	12
Dysgu'n annibynnol	176	88
Dysgu drwy leoliadau		
CYFANSWM	200	100%

20 Credit Module *Independent* Study Time

Activity type	Hours	Percentage
Scheduled learning	24	12
Independent learning	176	88
Placement learning		
TOTAL	200	100%

Brief

- ✓ Rhaid dangos, trwy ddefnyddio ffynonellau credadwy, y galli i adeiladu darn gwybodus o ymchwil sy'n dangos dealltwriaeth o faes pwnc neu faes penodol.
- ✓ Gwnewch yn siŵr bod y pwnc a ddewiswyd yn cael ei nodi yn eich cwestiwn, sydd yn ei dro yn llywio siâp eich testun trwy eich dewis o strwythur, arddull ysgrifennu a'ch defnydd o gyfeirnodi.
- ✓ Mae'r elfennau hyn yn rhan o'ch fframwaith damcaniaethol ar gyfer dod i gasgliadau gwybodus.
- ✓ Eich pwrpas cyffredinol yw dangos sut y gallai'r mewnwelediadau a'r ddealltwriaeth a gynhwysir yn y testun hwn gysylltu â'ch arfer neu arferion eraill.

Brief

- ✓ You must show, through use of credible sources, that you can build an informed piece of research that shows your understanding of a distinct subject area or field.
- ✓ Make sure that your chosen topic is identified in your question, which in turn informs the shape of your text through your choice of structure, writing style and use of referencing.
- ✓ These elements make up your *theoretical framework* through which you reach your informed conclusions.
- ✓ Your overall purpose is to show how the insights and understanding contained in this text could link to your practice or the practices of others.

Briff

Beth bynnag y pwnc, dylid i'r ymholiad fod yn seiliedig ar ***ymchwil***. Y ffynhonnell wybodaeth a syniadau fwyaf defnyddion ar gyfer ymchwil ydy llyfrau, erthyglau cyfnodolion, banciau delwedd, ffilmiau, arddangosfeydd / catalogau ac ati. Yr hyn a edrychir amdano yw gwerthusiad personol a beirniadol o ddeunydd perthnasol gwreiddiol. Mae dadl da, pwnc ymchwil neu ddadansoddiad bob amser yn cael ei ategu gan dystiolaeth.

Brief

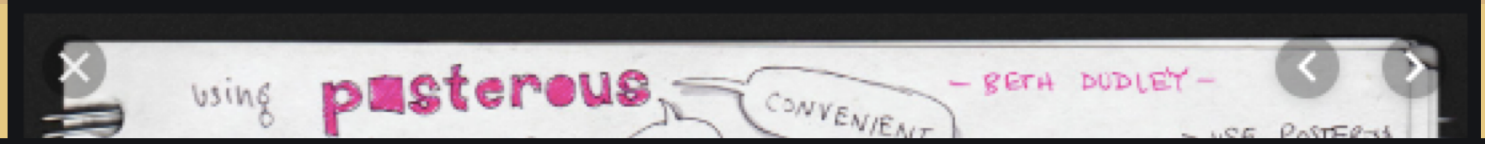
Whatever the topic, enquiry must be grounded in ***research***. Books, journal articles, image banks, films, exhibitions/catalogues etc. are the most usual source of information and ideas. What we are looking for is a personal and critical evaluation of the relevant source material. A good argument, thesis or analysis is always supported by evidence.

Cyfarwyddyd

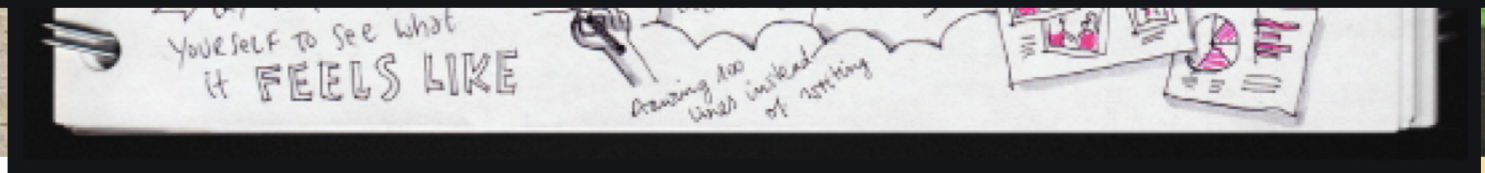
Adnabyddwch eich dewis o gysyniadau ac egwyddorion sylfaenol a myfyriwch arnynt. Pam a sut fyddai'r atebion / casgliadau rydych chi'n awgrymu yn gweithio? Meddyliwch am eich penodau fel set o themâu i'w harchwilio ar ystod o lefelau. Sut y gallai'r hyn rydych chi'n ei ysgrifennu gysylltu â'ch arfer ac effeithio arno?

Guidance

Identify your choice of concepts and underlying principles and reflect upon them. Why and how would the solutions/conclusions you may be suggesting work? Think of your chapters as a set of themes to explore on a range of levels. How might what you are writing link to and impact on your practice?



	Ways to Incorporate Ethnography	Benefits	Drawbacks	Best Uses
Mobile Ethnography	Use geo-location surveys; SMS texting or mobile cameras to collect real-time contextual information (e.g., asking respondents to text pictures of a grocery item or shelf when shopping).	Provides real-time contextual data; eliminates the need for memory recall; generates visual content (i.e., video and pictures) that can be used to illustrate findings in deliverables; allows observational research, even when the research is conducted remotely.	Respondent must have a smartphone with Internet access and a mobile camera.	Researching consumers in very specific location (e.g., patrons of a specific store or regional coffee shop).
Online Diary or Journal	Online diaries can be used as a homework assignment to collect video, photographs or other media. Further, this allows the researcher to capture an everyday task or use of a product or service in real time. Encourage use of photography and even video/Webcam entries throughout the research for richer contextual insight.	Ability to conduct research over an extended period of time; respondent can log in at their convenience; provides researcher ability to probe respondents for further detail; allows observational research, even when the research is conducted remotely.	Takes time and money to recruit qualified respondents.	When studying a product with an extended usage cycle; researching low-incidence target audiences; or conducting research in which anonymity will encourage more candid feedback, i.e., sensitive topics.
Online Community	Rather than relying only on respondent commentary, ask respondent to also post a video or photo to help illustrate their comments and responses to researcher probes. Encourage use of photography and even video/ Webcam entries throughout the research for richer contextual insight.			



Cyfarwyddyd

***Nodir:**

- os gwnaethoch gyflwyno ysgrifennu yn trafod eich pwnc arfaethedig ar ddiwedd Lefel 5; cofiwch, ni ellir ailgyflwyno'ch ysgrifennu yn yr un fformat i'w asesu ar lefel 6.
- Dylid ail-ymweld ac archwilio'ch syniadau gyda'ch goruchwyliwr ac ail-ysgrifennu, yn hytrach na thorri a gludo gwybodaeth, i'ch *Ymholiad Annibynnol,* a aseswyd o'r blaen.
- Os byddwch yn ailgyflwyno gwybodaeth a aseswyd o'r blaen, gall hyn yn cyfrif fel hunan-lên-ladrad ac efallai na fyddwch chi'n derbyn marc.

Guidance

***Please note:**

- If you submitted writing discussing your proposed topic at the end of Level 5; remember, **your writing cannot be re-submitted in substantially the same format** for assessment at level 6.
- You should re-visit and explore your ideas with your supervisor and re-write , rather than cutting and pasting previously assessed information into your independent Inquiry.
- If you resubmit previously assessed information this may count as self-plagiarism and you may not receive a mark.

Cwestiynau?



Questions?

Rôl y Goruchwyliwr

- I gynnig cyngor ar eich pwnc Ymchwiliad Annibynnol
- I sicrhau eich bod yn gwybod ‘rheolau’ y Modiwl
- I helpu datblygu dadansoddiad beirniadol
- I helpu gyda sgiliau cyfathrebu ysgrifenedig - ond NID PRAWFDDARLLEN!

The Role of the Supervisor

- To offer advice on your *Independent Inquiry* subject
- To ensure that you know the ‘rules’ of this Module
- To help develop critical analysis
- Help with written communication skills – **but NOT PROOFREAD!**

Rôl y Goruchwyliwr

- I annog defnydd priodol a sut i gydnabod deunyddiau gweriddiol
- I gynghori ar gyflwyniad proffesiynol
- I rhoi adborth priodol ar gryfderau a / neu wendidau'r gwaith

The Role of the Supervisor

- Encourage appropriate use and acknowledgement of source materials
- Advise on professional presentation
- Give appropriate feedback on the strengths and/or weaknesses of the work

Rôl y Goruchwyliwr

COFIWCH: NI fydd y goruchwyliwr yn ysgrifennu nac yn prawfddarllen eich gwaith

COFIWCH: Dim amserlen penodol y caniateir i'r goruchwyliwr eich gweld. Bydd angen i chi drefnu'r rhain gyda'ch goruchwyliwr.

COFIWCH: PEIDIWCH A BOD YN HWYR AM Y DDARLITH NA'CH CYFARFODYDD GORUCHWYLIO. MAE AMSER YN GYFYNG!

The Role of the Supervisor

REMEMBER: The supervisor will NOT write or proofread your work

REMEMBER: The supervisor is only allowed to see you in specified timeslots. You will need to arrange these with your supervisor.

REMEMBER: DO NOT BE LATE FOR BOTH THE LECTURE OR YOUR SUPERVISION MEETING. TIME IS LIMITED!

Pam bod angen ysgrifennu Ymchwiliad Annibynnol?

Why do we need to write an Independent Inquiry?





Sut byddwch chi yn diffinio ***ymchwil***?

How would you define ***research***?


Trafodwch
Disccuss



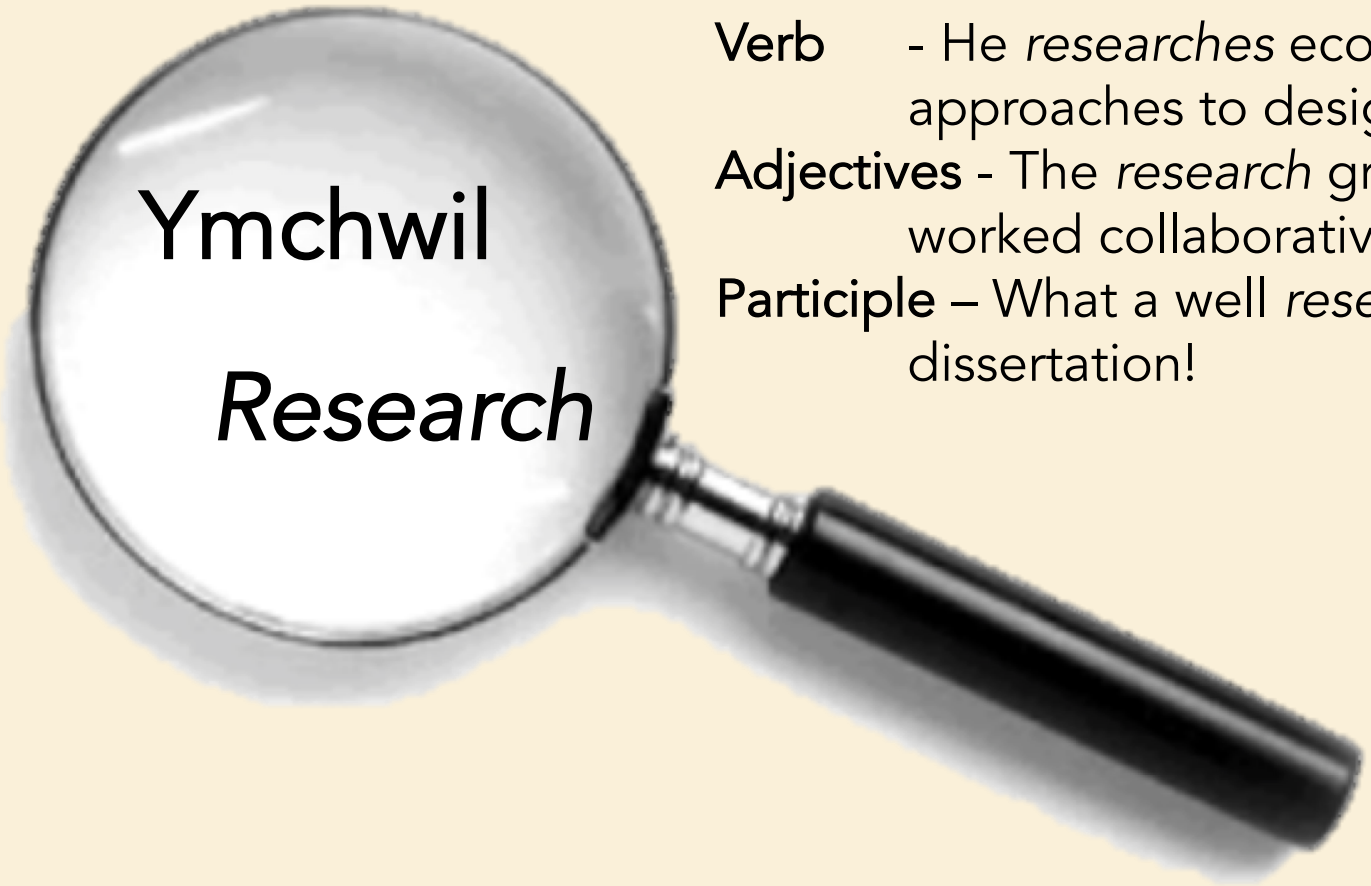
Research is…
seeing, apprehending, making sense.

Seeing again?

In French:
Re- adds intensity to a word,
chercier translates to ***search***

Re/chercier = To look/intensively

… and within an academic, scholarly world research can help you to find ethical, practical and creative ways to live better.



Noun - Her *research* is interesting
Verb - He *researches* ecological approaches to design
Adjectives - The *research* group worked collaboratively
Participle – What a well *researched* dissertation!

Byddwn yn trafod yr elfen yma ym mhellach am y Gymraeg



Researching

- Looking something up
- Gathering what is readily available
- Identifying potential clients: ‘Market research’
- Social surveys or archival investigations: Academic research

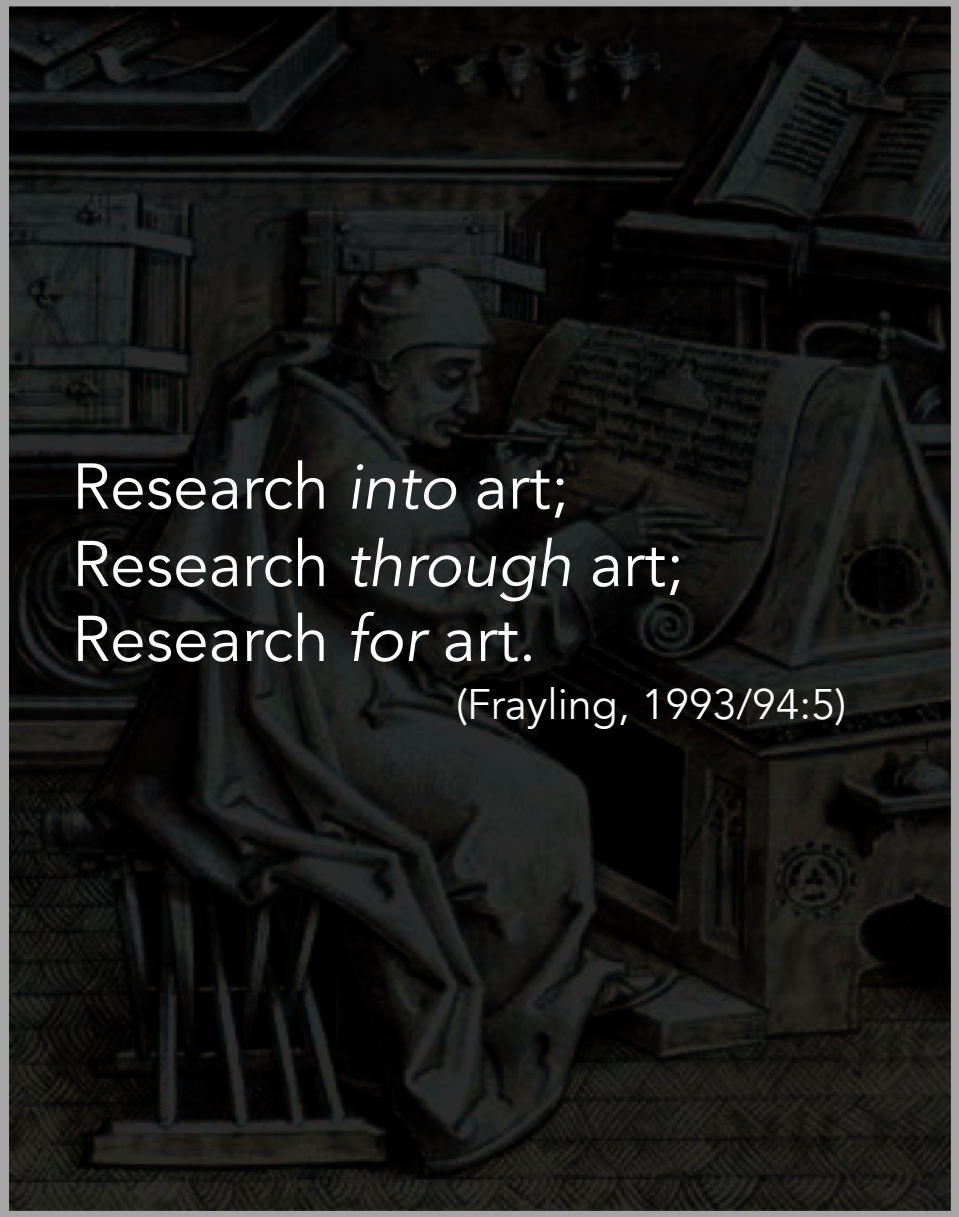
ymchwiliaf: ymchwilio

[*ym-+chwiliaf: chwilio*]

bg.a.

Gwneud ymchwil (i), gwneud ymchwiliad trylwyr a chyfundrefnol, gwneud ymholiadau neu ymchwiliad (swyddogol), chwilio am wybodaeth yn ffurfiol, astudio’n ofalus, archwilio:

to research, make researches, investigate (officially), inquire, study carefully, examine.



Nid rôl **ymchwil** yw disgrifio ond i ganiatáu y weithred o wneud.

Offeryn meddwl yw ysgrifennu

The role of ***research writing*** is not to describe but to allow the act of making.

Writing is a tool for thought



Mae ysgrifennu'ch ymchwil yn weithred greadigol sy'n rhan o gynhyrchu gwybodaeth.

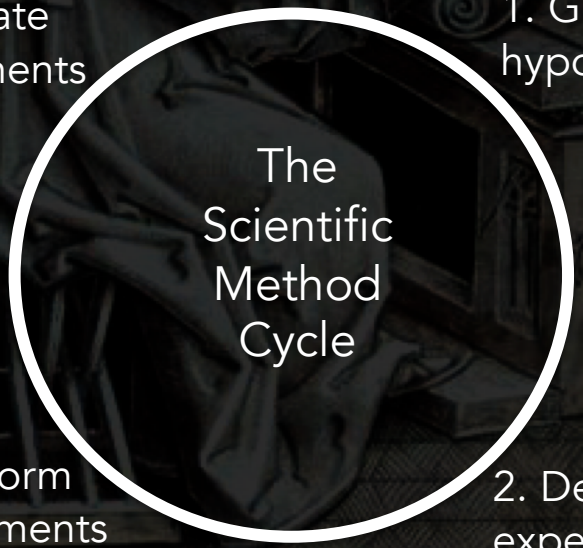
Archwiliad o broblemau / datrysiadau cyfredol a chanfod cwestiynau ar gyfer eich cyd-destun creadigol…

Writing your research is a creative act that resides within knowledge generation.

An exploration of current problems/solutions and question finding for your creative context…

The Scientific Method

1660 foundation of the Royal Society. Given a Royal Charter by Charles II. Designed a method by which all experiments could be tested.



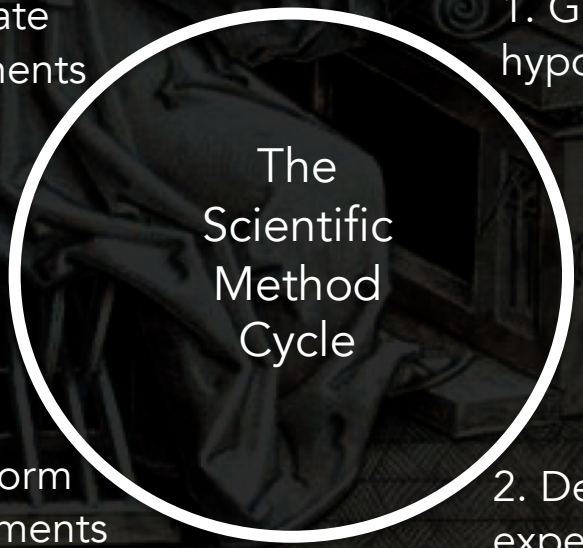
Design Methods

In 1836 a Government School of Design in London and other Schools of Design in manufacturing centres around the country set up in the style of the mechanics institute (Frayling, 1990:4).

In Science the role of writing is to communicate experiments that can be tested and further peer reviewed anywhere.

The Scientific Method

1660 foundation of the Royal Society.
Given a Royal Charter by Charles II.
Designed a method by which all experiments could be tested.



Art and Design Methods

1960 & 1970 – Government reports introduced 'complementary studies' to DipAD/BA (hons)
- awarded 15% of the total degree
- Students examined, but the mode of examination is not stated.

Theoretical staff were brought in from subjects such as Art History, Linguistics, and the emerging Cultural Studies.

No writing model exists for communicating A&D knowledge

In Science the role of writing is to communicate experiments that can be tested and further peer reviewed anywhere.



Monastic, truth-oriented knowledge

text-based knowledge for purpose of validating / fortifying a belief



Crafts-guilds, result-oriented knowledge

task-based knowledge that facilitates situated actions /judgements

Wood's (2000) epistemological tension between theory + practice

RHETORICAL PHASE

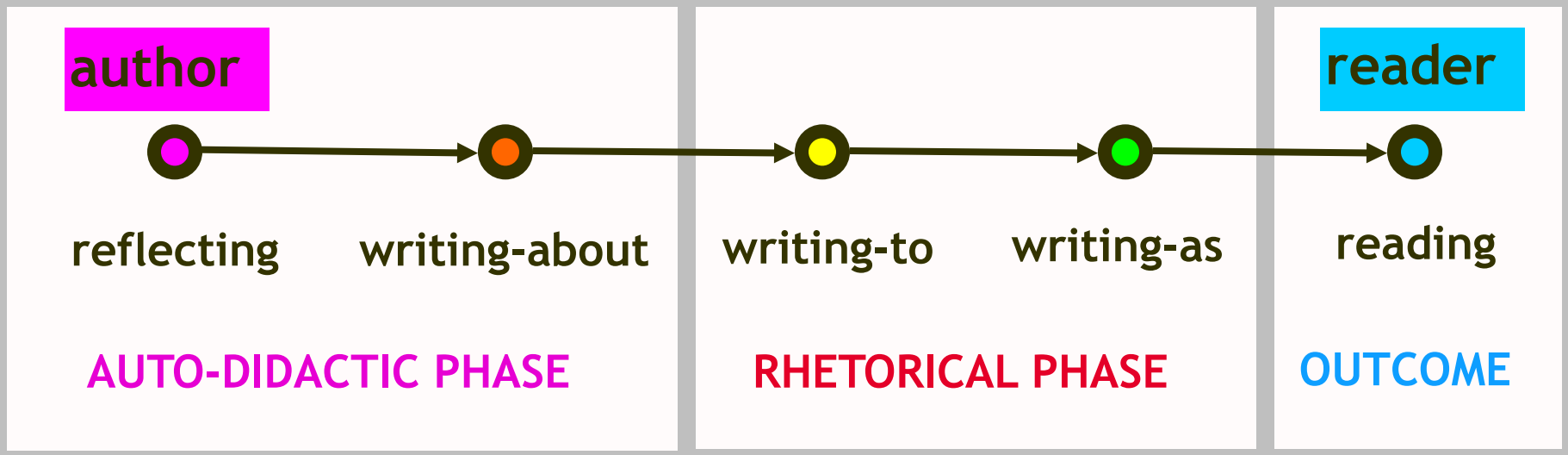
author → **TEXT** → **reader**

- productive question or originary idea by the student
- rigorous researching + gathering into a topic
- careful editing into plausible arguments
- ensuring clarity / literacy / veracity / form etc.
- blind marking by an impartial reader (= an unknown examiner)





traditional academic approach

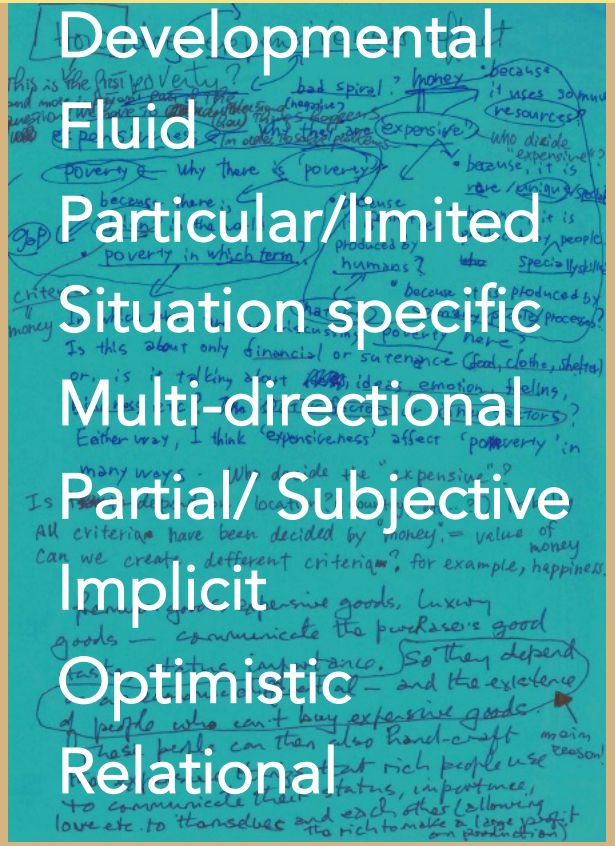




a more author-centred approach

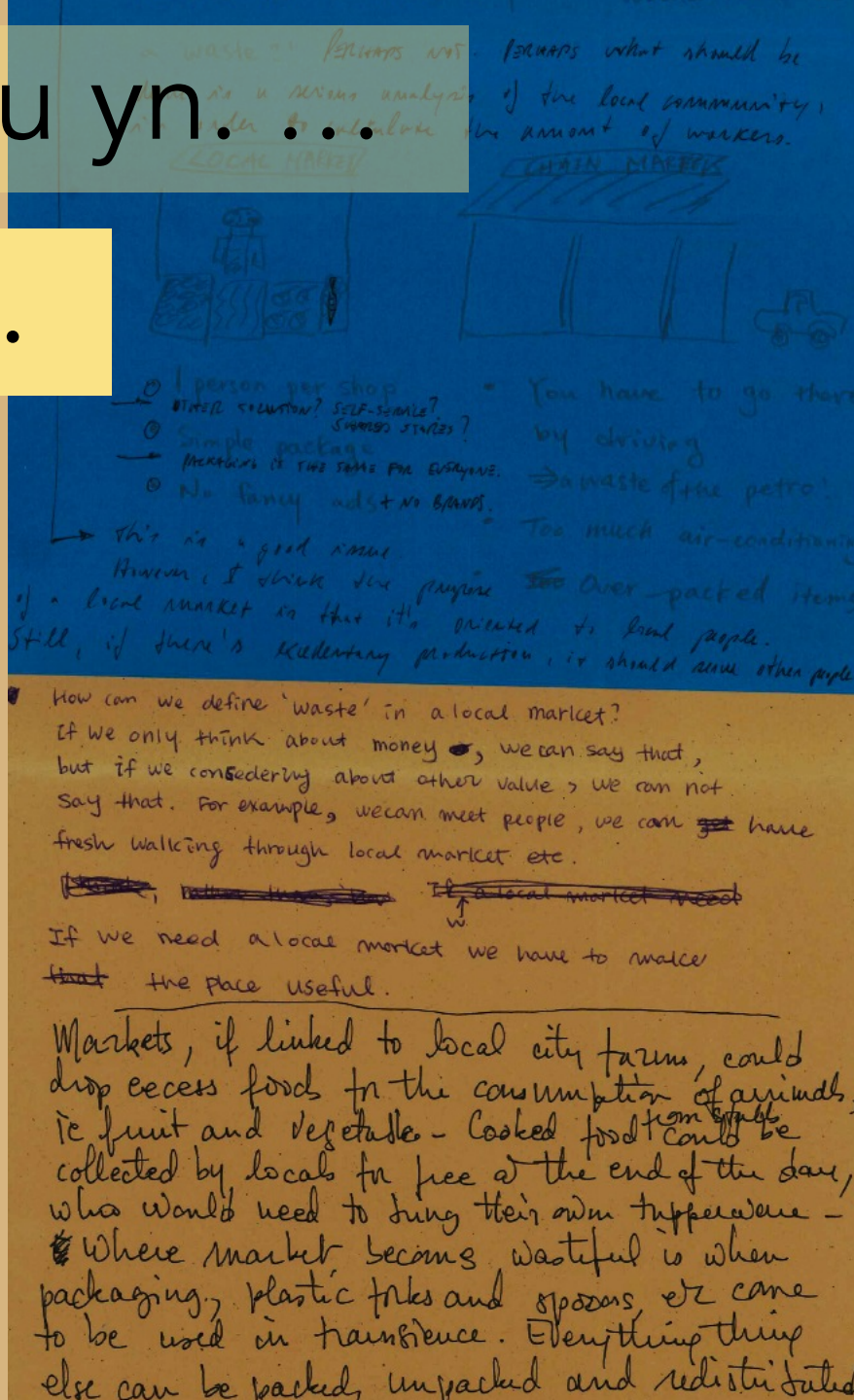
Mae arfer ysgrifennu yn. . .

Writing Practice is…



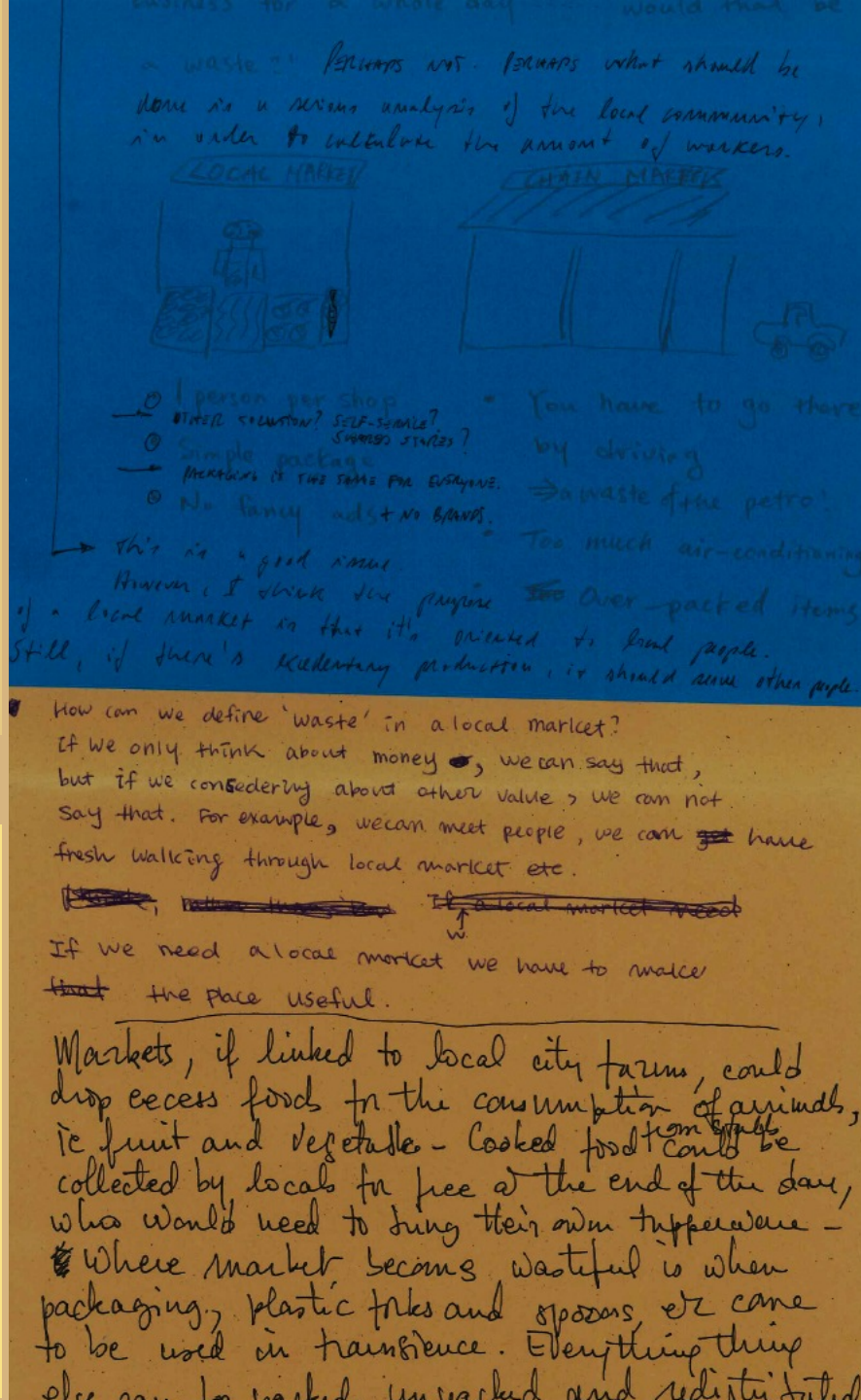
Developmental
Fluid
Particular/limited
Situation specific
Multi-directional
Partial/ Subjective
Implicit
Optimistic
Relational

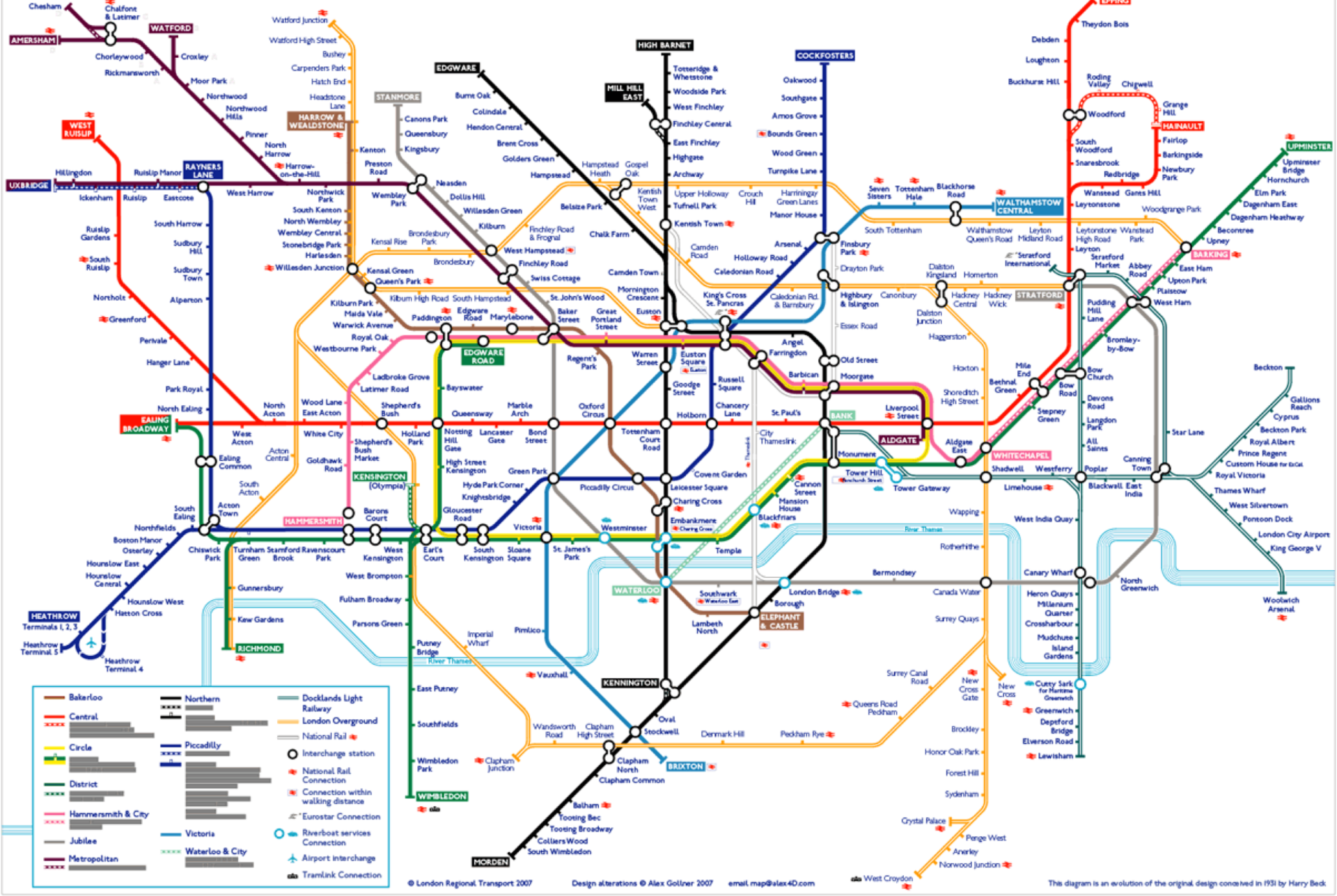
Lockheart & Raein (2012) No one expects the design inquisition. *Journal of Writing in Creative Practice.*



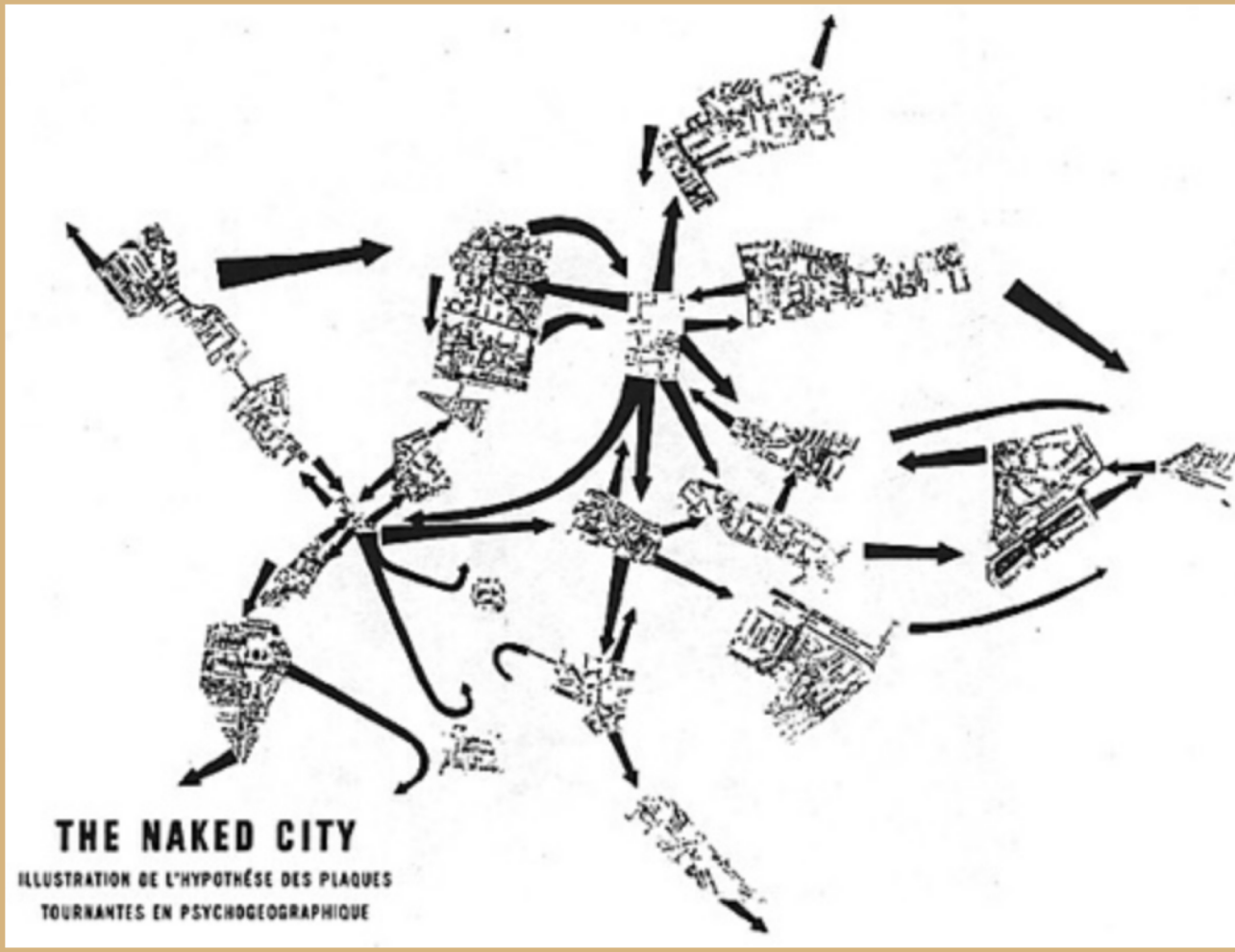
Defnyddiwch mapiau, darluniau a delweddau i adeiladu eich syniadau…

Use maps, diagrams and images to build your ideas …



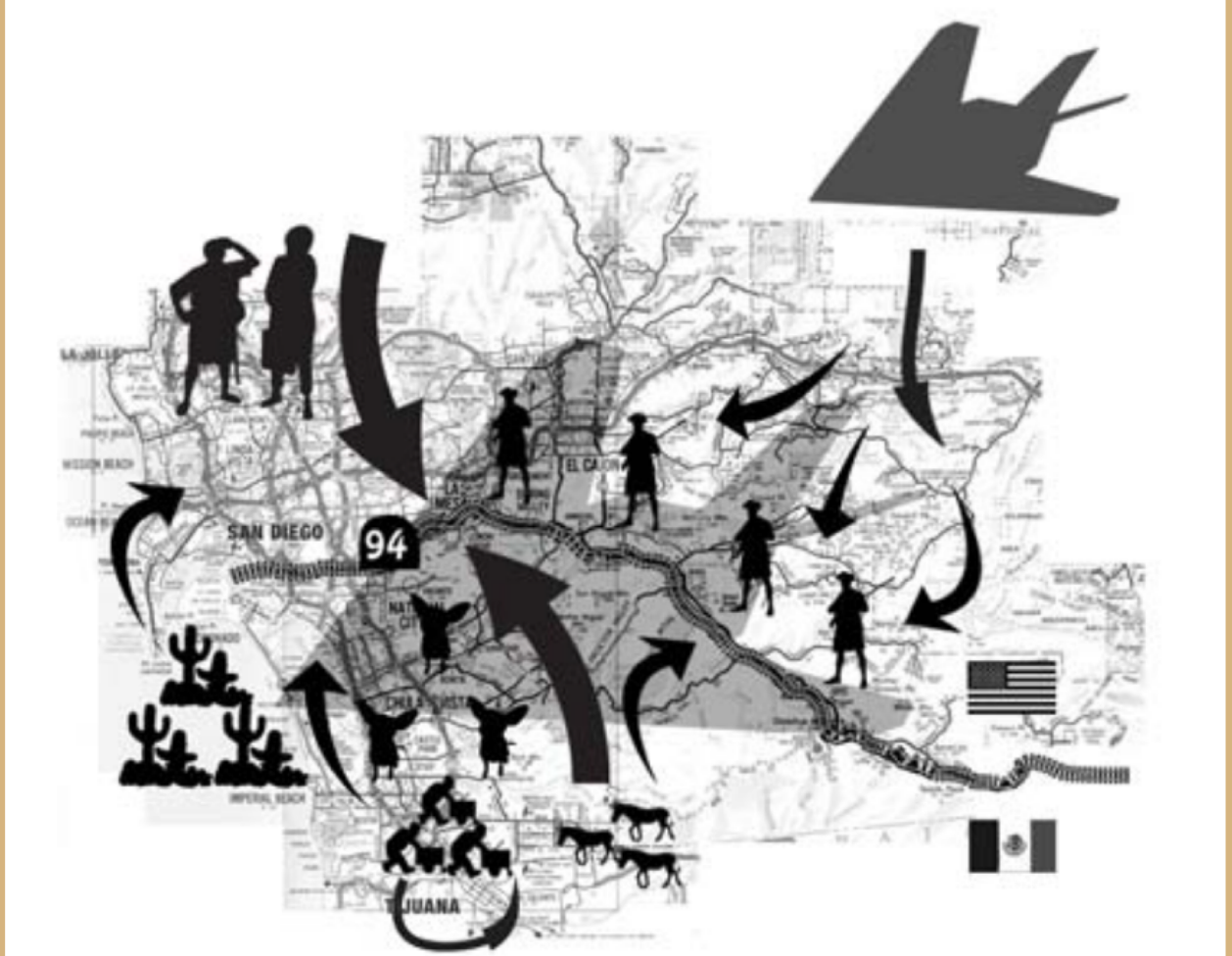


… the process of devising whole systems or environments



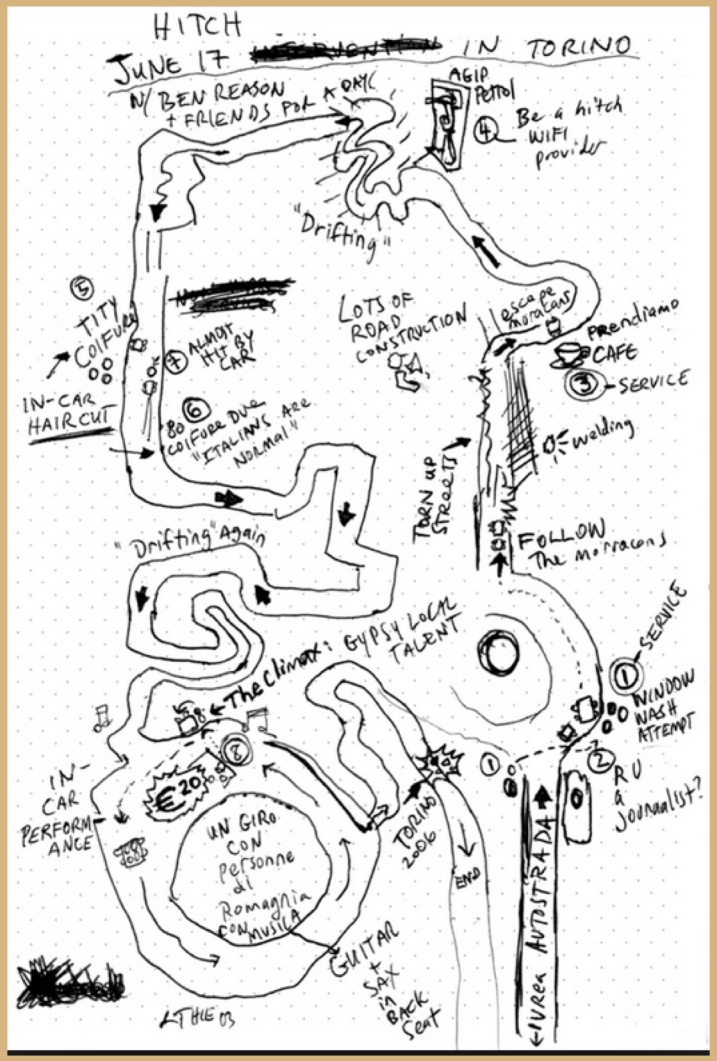
“The map is not the territory”

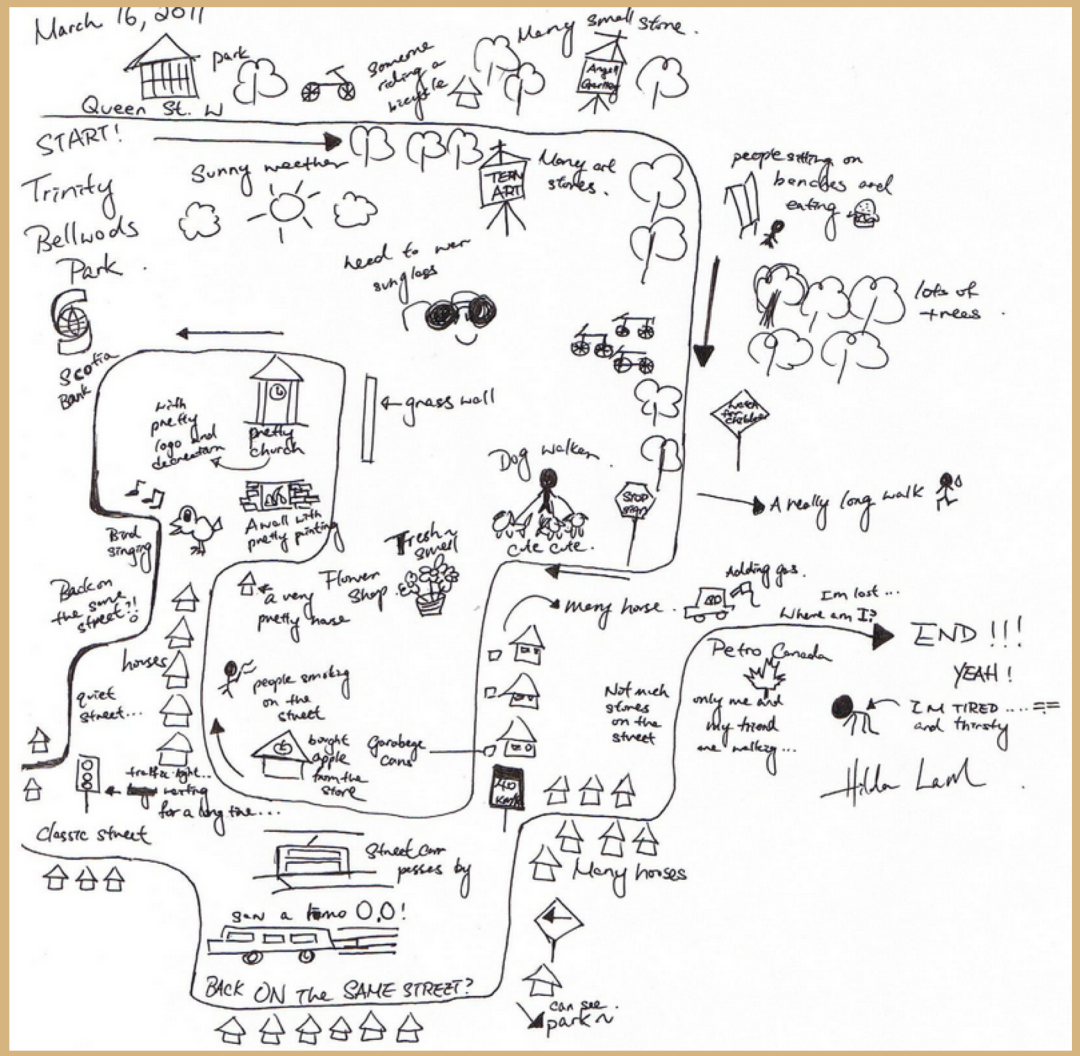
(Korzybski / Borges)



Psycho-geographic map of the San Diego/Tijuana Border region.

Psycho-geographic maps identify the psychological space you encounter





Psycho-geographies encourage you to highlight the most meaningful aspects of a journey

Designerly ways of knowing – Nigel Cross (1982)

Design is a third area of knowledge and should be taught alongside science and the humanities.

Design is a language and system of codes formed through designers' ability to locate the relationships between the artificial environment and human needs.

Designerly ways of knowing – Nigel Cross (1982)

> "Designerly ways of knowing are embodied in these codes" (Cross, 1982:25)

and are manifest as tacit knowledge -

> "they know it in the same way that a skilled person 'knows' how to perform that skill" (Cross, 1982:25).

Designerly ways of knowing – Nigel Cross (1982)

- Designers tackle 'ill-defined' problems.
- Their mode of problem-solving is 'solution-focused'.
- Their mode of thinking is 'constructive'.
- They use 'codes' that translate abstract requirements into concrete objects.
- They use these codes to both 'read' and 'write' in 'object languages'. (Cross, 1982:29)

Design Reasoning

Deductive – based on observational evidence associated with science

Inductive – reasoning derived from general principles that forms arguments associated with philosophy or mathemetics

Abductive – manifesting objects that do not yet exist. Can't be derived from general principles and cannot be observed in the world focused on finding solutions to problems we find in the world.

ill-defined problems (Cross, 1982, Buchanan, 1992)

wicked problems (Rittel and Webber, date)

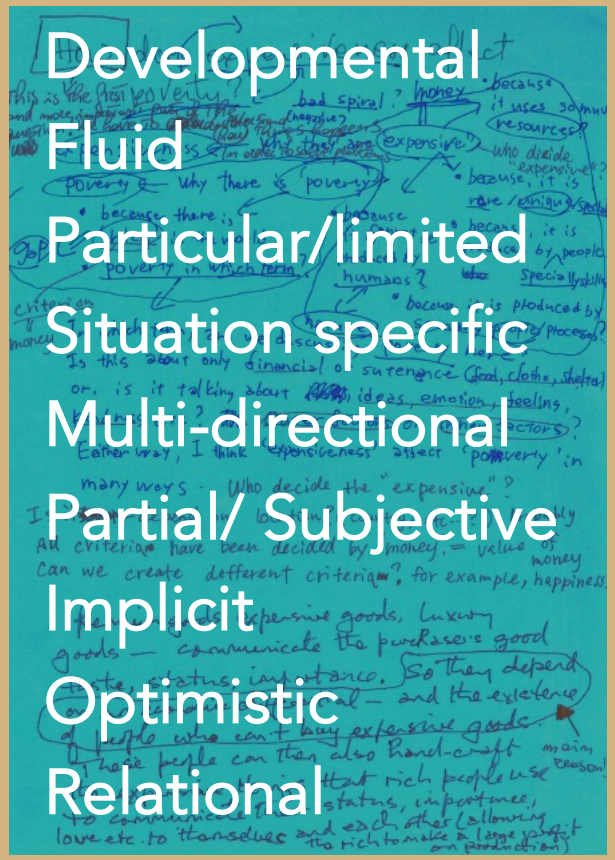
solution-focused (Cross, 1982)

requires

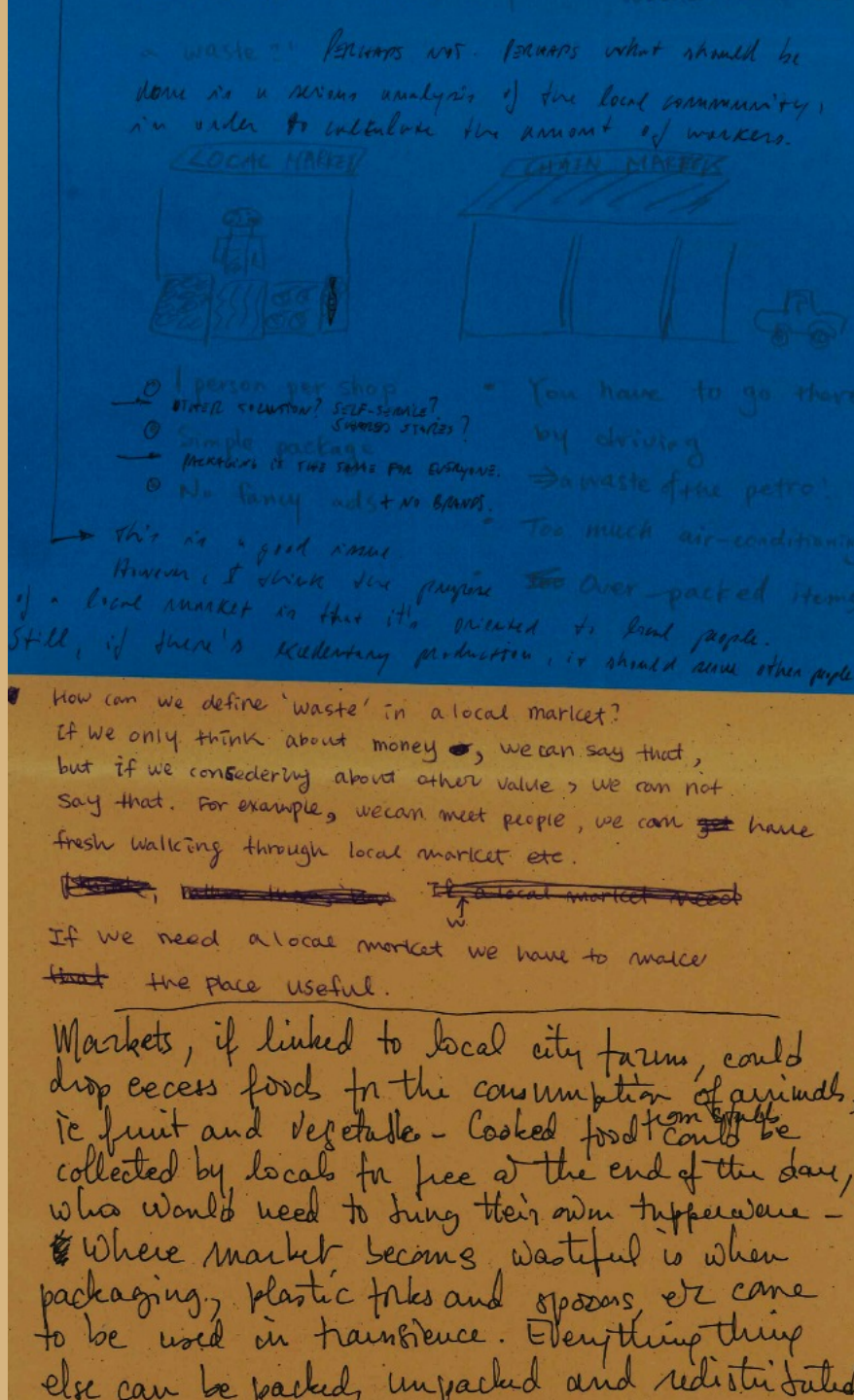
sensemaking (Weick, 2007)

communities of practice (Wenger et al, 2002).

Design Writing is…



Lockheart & Raein (2012) No one expects the design inquisition. *Journal of Writing in Creative Practice.*







Text based Research

Practice based Research

Adolygiad llenyddol



Literature Review

Beth ydym yn gwybod eisoes yn y faes uniongyrchol?

Beth yw nodweddion *cysyniadau allweddol* neu'r prif ddadleuon a chanfyddiadau?

Beth yw'r perthnasedd rhwng y cysyniadau, y dadleuon a'r canfyddiadau allweddol yma?

Beth yw'r damcaniaethau?

Ble mae'r anghysondebau?

What do we already know in the immediate area?

What are the characteristics of *key concepts* or the main arguments and findings?

What are the relationships between these key concepts, arguments and findings?

What are the existing theories?

Where are the inconsistencies?

Unrhyw ddiffygion eraill yn ein gwybodaeth a'n dealltwriaeth?

Pa safbwyntiau sydd angen eu profi (ymhellach)?

Pa dystiolaeth sy'n ddiffygiol, yn amhendant, yn gwrthgyferbyniol neu'n rhy gyfyngedig?

Pa gyfraniad y gellir disgwyl i'm gwaith ei wneud?

Any other shortcomings in our knowledge and understandings?

What views need to be (further) tested?

What evidence is lacking, inconclusive, contradictory or too limited?

What contribution can my work be expected to make?



Ble gellir ymchwilio pan yn ystyried eich ymchwil?

What type of literature could you look at when thinking of your research?

- Journal articles
- Llyfrau
- Conferences
- Adroddiadau cwmniau/ llywodraeth

- Newspapers
- Theses and Dissertations
- Internet
- CD-Rom
- Magazines

- Papurau Newydd
- Treithodau academaidd
- WE
- didigol
- Cylchgtonau

Maybe Not Wikipedia.

- Journal articles
- Books
- Conferences
- Govt. and corp. reports.

Efallai dim Wicipedia.



Ailedrych ac ail-werthuso 1

Taflu syniadau

- Dechreuwch feddwl am y broses ysgrifennu
- Ydy'r pwnc yn ddigon cryf?
- Mireinio'ch pwnc

Ymchwil

- Pam mae Ymchwil mor bwysig?
- Sut y gellir ei ddefnyddio?

Re-visiting and revaluating 1

Ideas Generation

- Start thinking about the writing process
- Is the topic strong enough?
- Refine your topic

Research

- Why is Research so important?
- How can it be used?

Ailedrych ac ail-werthuso 2

Dadansoddiad

- Pa bwnc penodol yw'r gorau i'w ddadansoddi?
- Dewisiadau… dewisiadau… dewisiadau…

Synthesis

- Cyfuno elfennau i fynegi syniadau
- Dadansoddwch ymchwil i wella syniadau
- Deunydd ymchwil cyfoes

Re-visiting and revaluating 2

Analysis

- What particular subject is the best to analyse?
- Choices… choices… choices…

Synthesis

- The combining of elements to express ideas
- Analyse research to improve ideas
- Up-date research material

Ailedrych ac ail-werthuso 3

Datganiad Pwnc a Datganiad Traethawd Ymchwil

- Ysgrifennwch ddatganiad pwnc - am beth ydych am ysgrifennu?
- Culhau'r pwnc?
- Ysgrifennwch baragraff byr yn amlinellu syniadau pellach am y cynnwys

Re-visiting and Revaluating 3

Topic Sentence and Thesis Statement

- Write a topic statement – what is this writing about?
- Narrow the topic?
- Write a short paragraph outlining further ideas about the contents

Ailedrych ac ail-werthuso 4

Amlinellwch y Traethawd Hir

- ‘Darnau’ neu ‘rhannau’ sylweddol ym mhob pennod
- Ydy’r cyfan yn addas ac yn ‘gweithio’ gyda’i gilydd?

Dyfyniadau

- Dyfyniadau, rhestrau darllen, ac ati yw'r rhain - i'w trafod yr wythnos nesaf

Re-visiting and Revaluating 4

Outline the Dissertation

- Sizeable ‘chunks’ or ‘portions’ within each chapter
- Does it all ‘fit’ and ‘work’ together?

Citations

- These are quotes, reading lists, etc. – to be discussed next week

Os nad ydych wedi dechrau eto ...

EWCH ATI…

If you haven’t yet…

GET IT STARTED…

Gweithio ar eich syniadau mor belled….

Workshopping your ideas so far…

scrībendum

Esboniwch eich ymholiad annibynnol a'ch cwestiwn i'ch partner.

5 minutes yr un.

Take it in turns to explain your Independent inquiry idea and questio to your partner.

5 minutes each.

scrībendum

(Yr hyn a geir mewn) cyflwr neu ffurf ysgrifenedig, ysgrifeniad, gwybodaeth ysgrifenedig, llawysgrif, arysgrif, llawysgrifen, gwaith llenyddol, llythyr, dogfen, gwrit, gweithred, tystysgrif; mesur (seneddol); bil (am nwyddau, &c.); rhagnodyn ysgrythur; hefyd yn *ffig*.:

a writing, written state or form, written information, manuscript, inscription, handwriting, literary work, letter, document, writ, deed, certificate; (parliamentar bill; bill (for goods, &c.); prescription; scripture; also fig.

succedaneum

= succeed

Origin

LATIN
succedere
come close after

↓

LATIN
succedaneus
following after

MODERN LATIN + ENGLISH (succeed)

↓

succedaneum

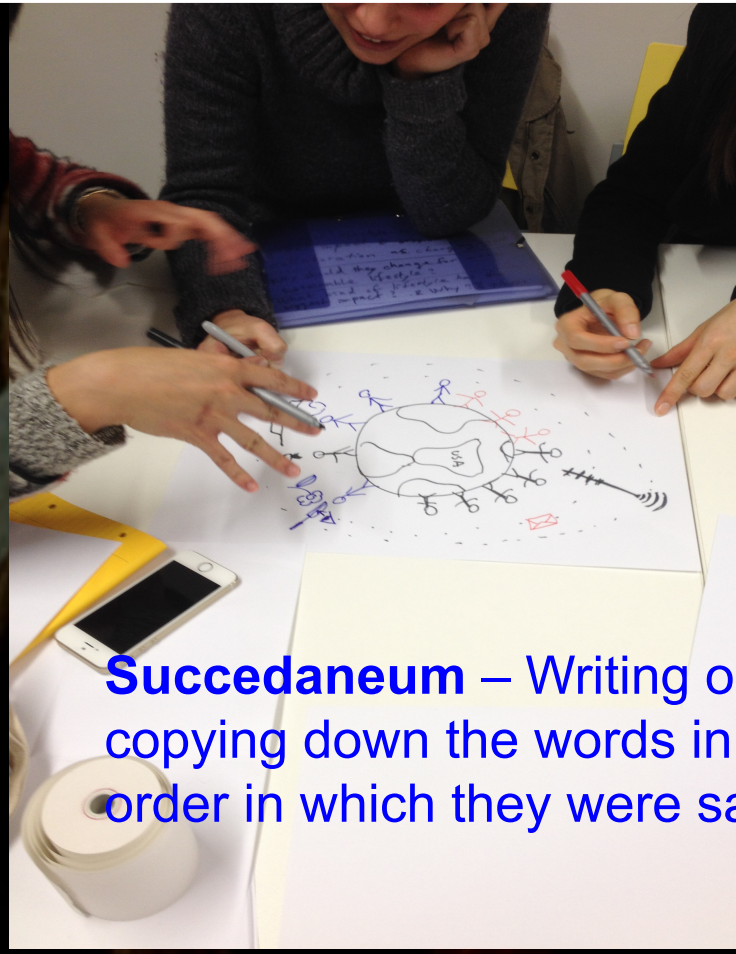
early 17th century: modern Latin, neuter of Latin *succedaneus* 'following after', from *succedere* 'come close after' (see succeed).

llwydd[1],

eg. ll. *llwyddon*, *llwyddau*, a hefyd fel *a*.

Llwyddiant, ffyniant, cyflwr llwyddiannus, tyciant, lwc, gwynfyd, dedwyddwch; dawn bendith; un ffodus; llwyddiannus, ffyniannus, yn peri llwyddiant neu ffyniant:

success, prosperity, good fortune, luck, felicity, happiness; gift, blessing; fortunate one; ?successful, prosperous, promoting success, giving prosperity.



Succedaneum – Writing o
copying down the words in
order in which they were sa

Dyddiad CYFLWYNO:

Dydd Mercher, 11eg Rhagfur 2019
12:00yp (Amser cinio)

DEADLINE FORHAND-IN:

Wednesday, 11th December 2019
12:00pm (noon)

Cwestiynau?



Questions?