



**What is an
Independent
Project?**

Learning Aims

To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline-specific in-depth project.

The // 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: -

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.

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.*

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.*

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.*

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.*

Brief

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

To complete the *Independent Inquiry* you will:

- ✓ Define a topic
- ✓ Identify appropriate source material and carry out the 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

Brief

- ✓ You must show, through your 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.

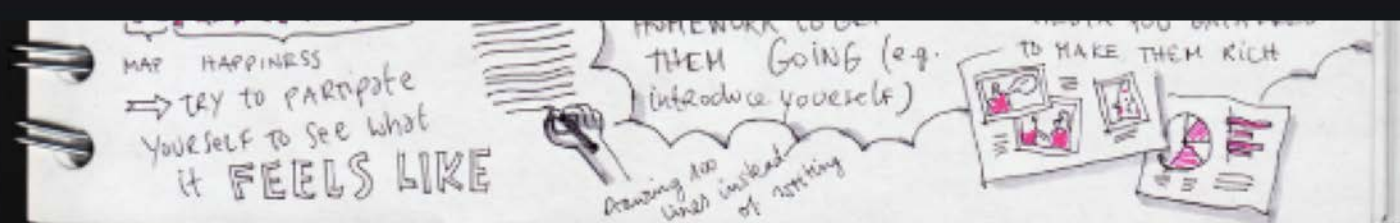
Brief

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.

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.			



**Why do we
need to write
an
Independent
Inquiry?**







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!

Researching

Looking something up

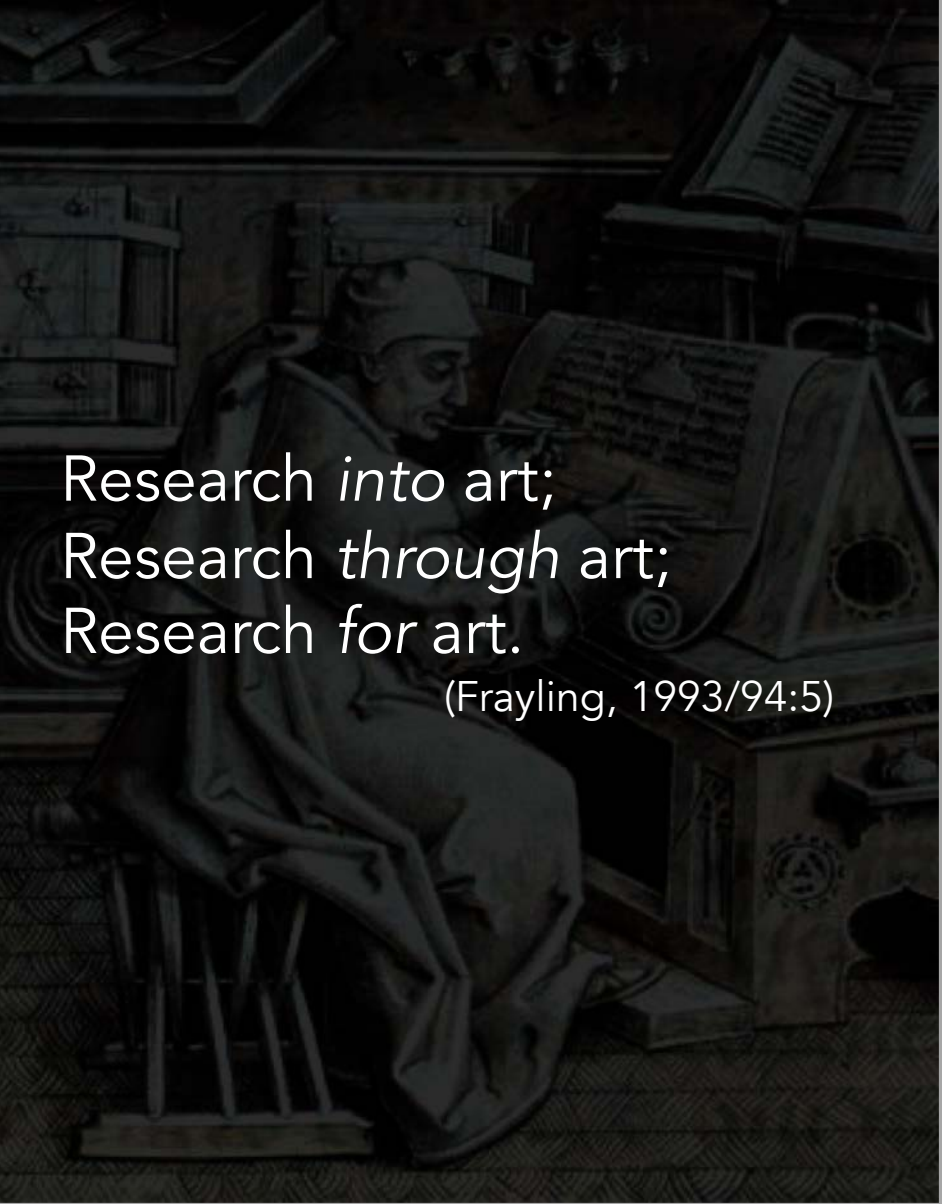
Gathering what is readily available

Identifying potential clients: 'Market research'

Social surveys or archival investigations: Academic research



How would you define *research*?



Research *into* art;
Research *through* art;
Research *for* art.

(Frayling, 1993/94:5)

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

Writing is a tool for thought



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

An exploration of current problems/solutions and question finding for your design 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.

4 Evaluate
experiments

1. Generate
hypothesis

The
Scientific
Method
Cycle

3. Perform
experiments

2. Design
experiments

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.

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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

R H E T O R I C A L P H A S E

author



productive
question or
ordinary
idea by the
student



rigorous
researching
+ gathering
into a topic



careful
editing into
plausible
arguments

TEXT



ensuring
clarity /
literacy /
veracity /
form etc.

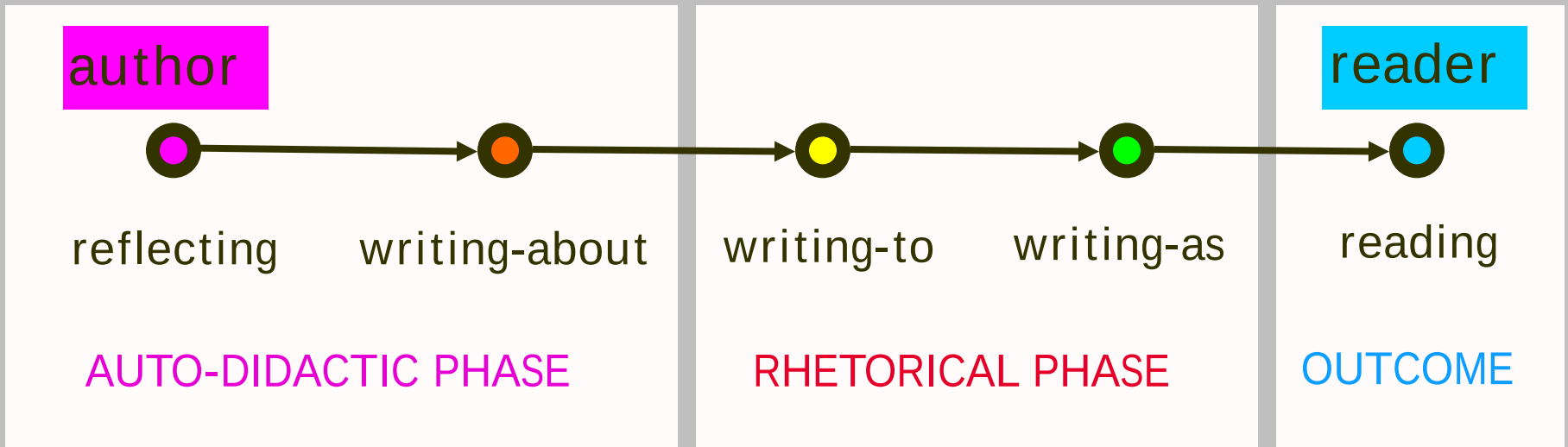


reader

blind marking
by an impartial
reader
(= an unknown
examiner)

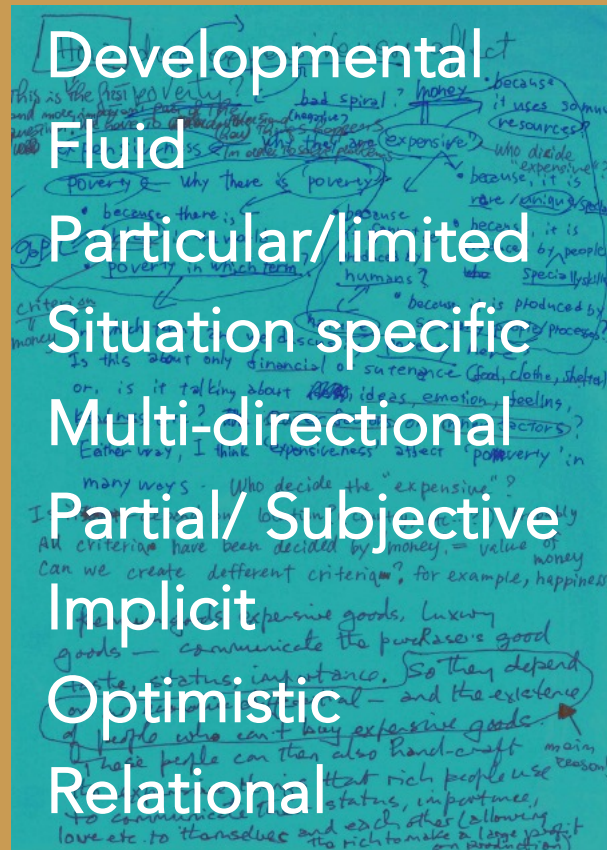


traditional academic approach

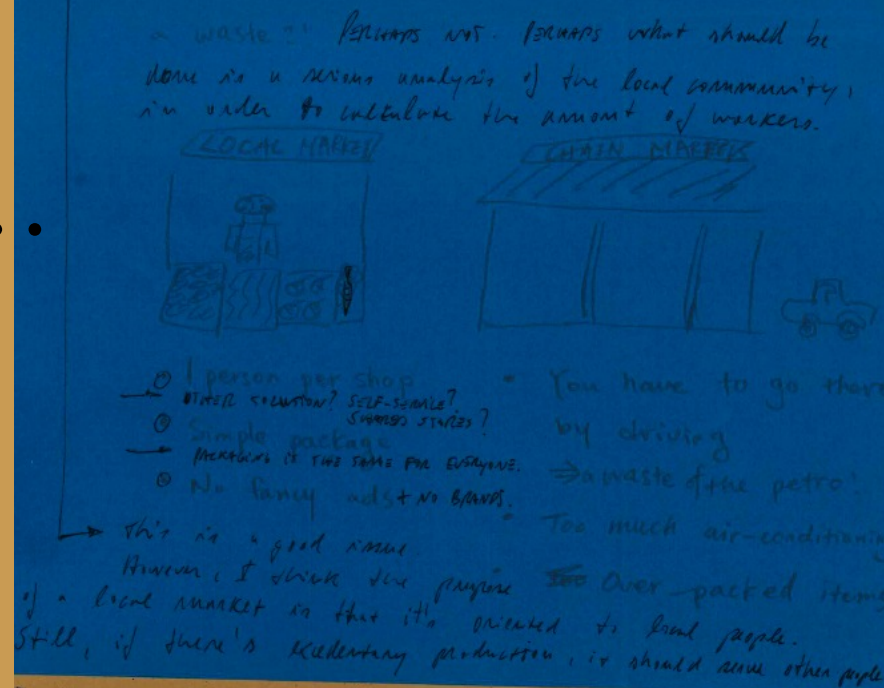


a more author-centred approach

Writing Practice is...



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



How can we define 'waste' in a local market?
If we only think about money, we can say that, but if we considering about other value, we can not say that. For example, we can meet people, we can have fresh walking through local market etc.

~~If a local market meet~~
If we need a local market we have to make that the place useful.

Markets, if linked to local city farm, could drop excess food for the consumption of animals, i.e. fruit and vegetable. Cooked food could be collected by locals for free at the end of the day, who would need to bring their own tupperware - Where market becomes wasteful is when packaging, plastic forks and spoons, etc came to be used in transience. Everything thing else can be packed, unpacked and redistributed.

Use maps,
diagrams and
images to build
your ideas ...

a waste = perhaps not. perhaps what should be done is a serious analysis of the local community, in order to calculate the amount of workers.

LOCAL MARKET



CASH MARKET

- 1 person per shop
- Other creation? SELF-SERVICE? SHOPS STALLS?
- Simple package
- Members of the same for everyone.
- No fancy ads + no brands.

→ This is a good name

However, I think the engine of a local market is that it's needed to find people. Still, if there's redundancy production, it should allow other people

You have to go there by driving
⇒ a waste of the petrol
Too much air-conditioning

Over-packed items

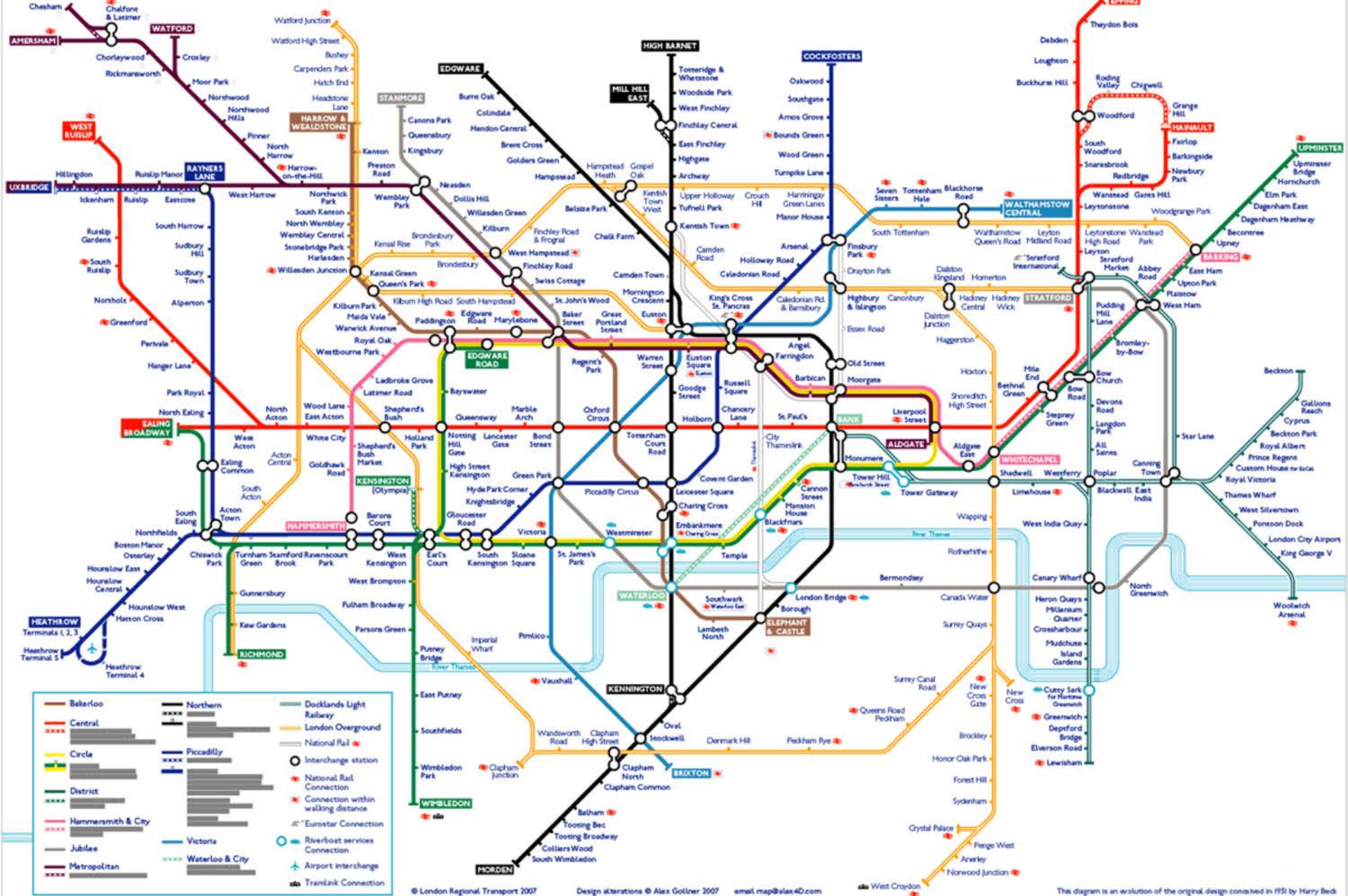
How can we define 'waste' in a local market?

If we only think about money, we can say that, but if we considering about other value, we can not say that. For example, we can meet people, we can ~~see~~ have fresh walking through local market etc.

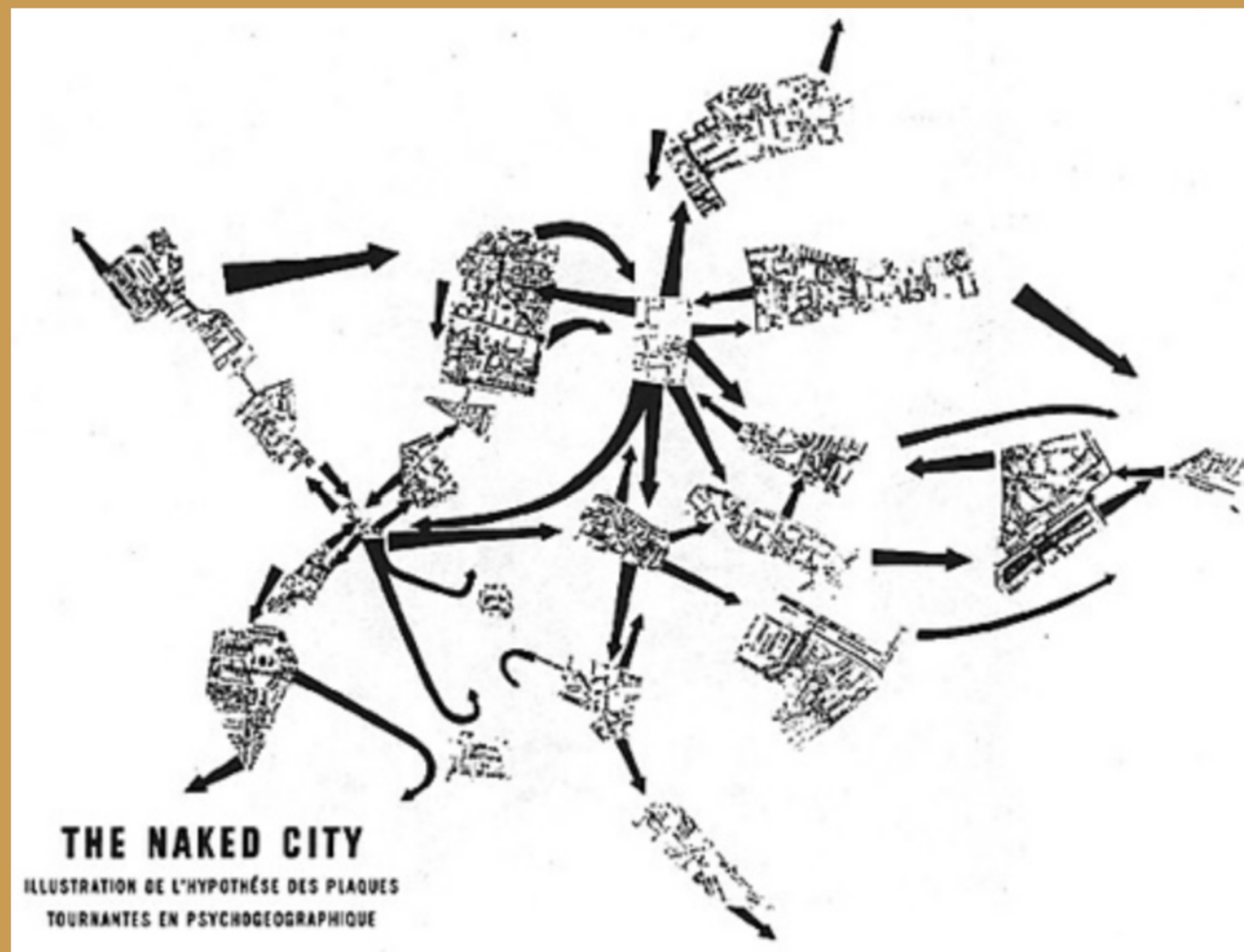
~~It's a local market need~~

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... the process of devising whole systems or environments



“The map is not the territory”

(Korzybski / Borges)



Psycho-geographic maps identify the psychological space you encounter

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,

Design Reasoning

Deductive – based on observational evidence associated with science

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

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).

If you haven't yet...

GET IT STARTED...