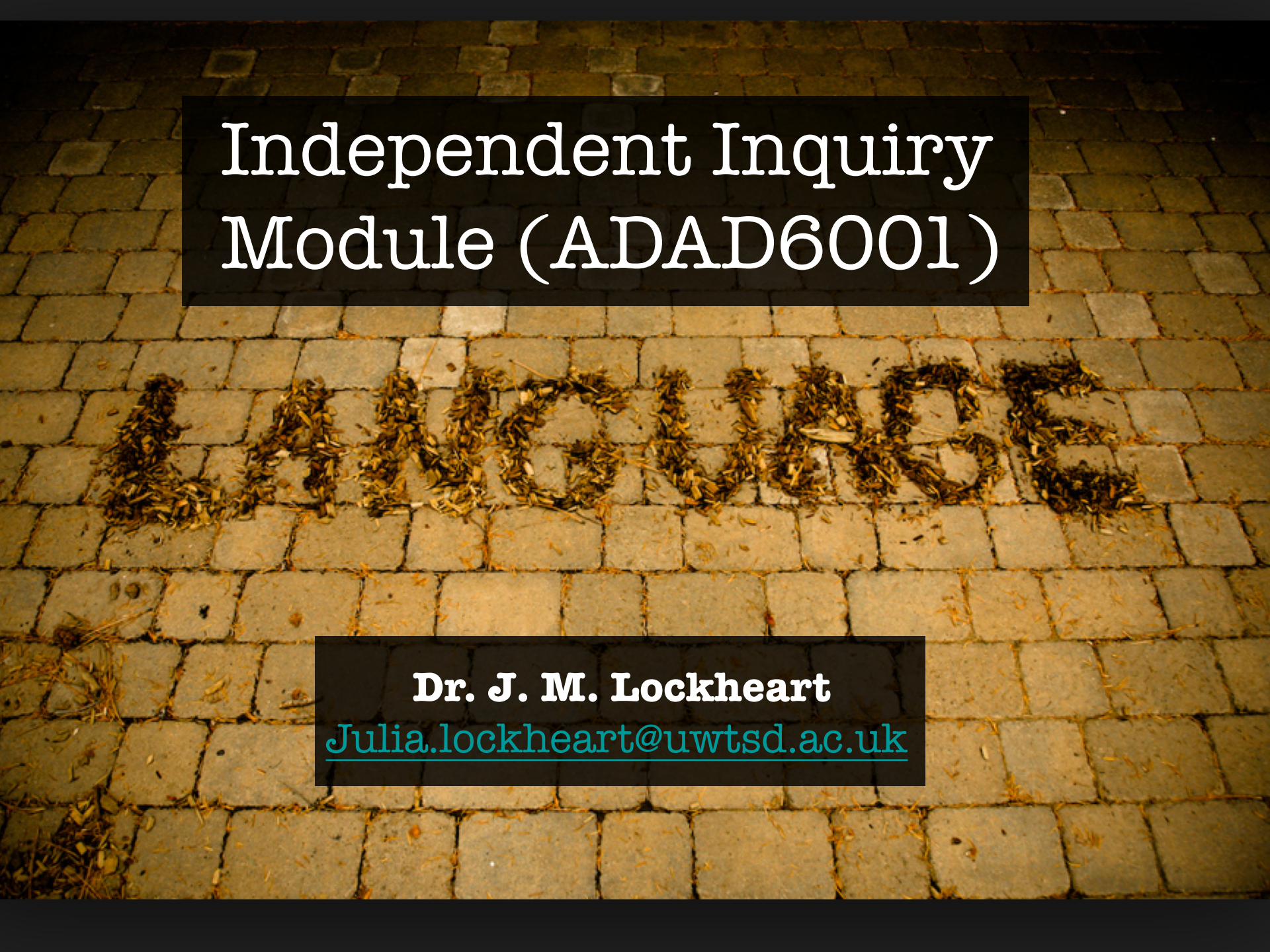
Independent Inquiry Module (ADAD6001)



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Important dates to remember:

BRIEF SET:
Wednesday 2nd October 2019

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

FEEDBACK:
Monday, 22nd January 2020

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



What is an Independent Inquiry?

The *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: -

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 Learning Outcomes

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;

- 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.

Assessment and Feedback

Your presentation will be assessed using the following five criteria:

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

Assessment and Feedback

Your presentation will be assessed using the following five 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%

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

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.*

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

20 Credit Module
Independent Study Time

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

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.

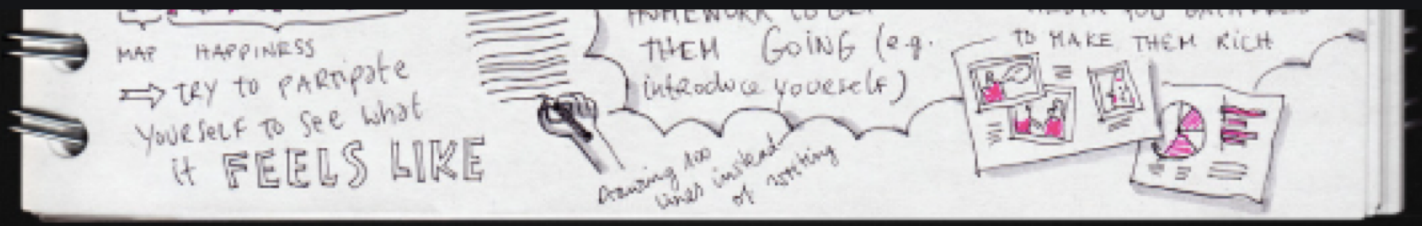
Brief

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.			



Guidance

***Please note:**
*You submitted writing discussing your proposed topic at the end of Level 5; however, **your writing cannot be re-submitted in substantially the same form** for assessment at level 6.

*You should re-visit, explore and re-write your ideas with your supervisor, rather than cutting and pasting previously assessed information into your dissertation.

*If you resubmit previously assessed information this counts as self-plagiarism and you will not receive a mark.



Questions?

The Role of the Supervisor

1. To offer advice on your *Independent Inquiry* subject
2. To ensure that you know the ‘rules’ of this Module
3. To help develop critical analysis
4. Help with written communication skills – **but NOT PROOFREAD!**
5. Encourage appropriate use and acknowledgement of source materials
6. Advise on professional presentation
7. Give appropriate feedback on the strengths and/or weaknesses of the work

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!

Why do we need to write an Independent Inquiry?




Research



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.



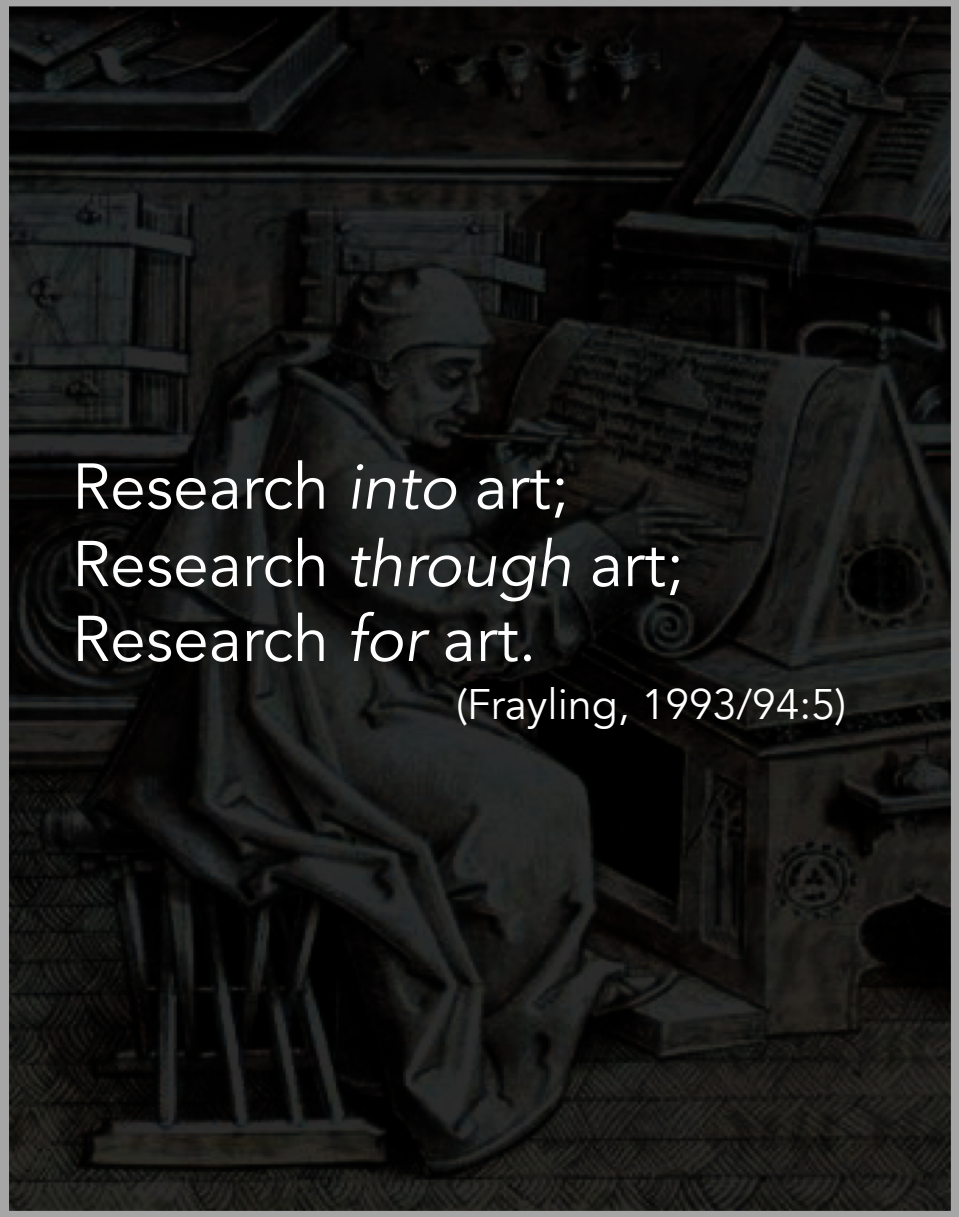
Noun - Her *research* is interesting
Verb - He *researches* ecological approaches to design
Adjectives - The *research* group worked collaboratively
Participle – What a well *researched* dissertation!

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***?



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

Writing is a tool for thought

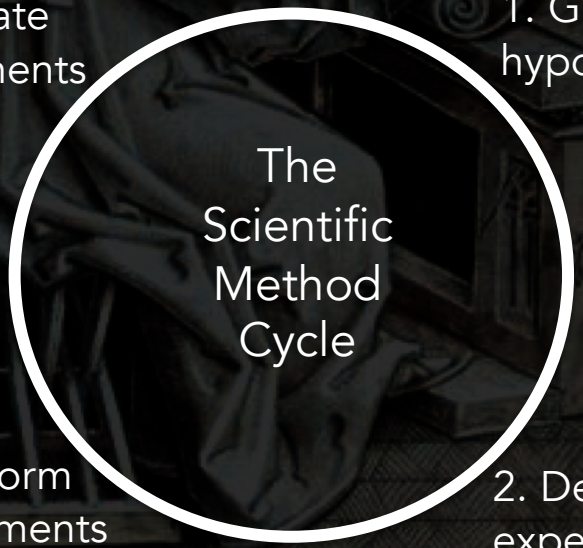


Writing your research is a creative act that resides within knowledge generation.

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.



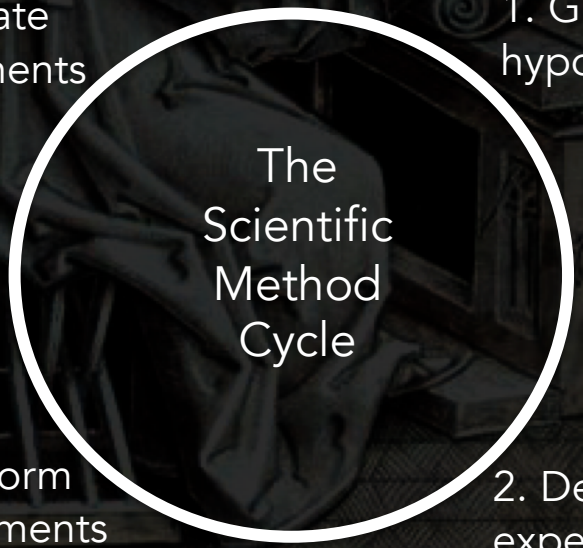
Design Methods

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.



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

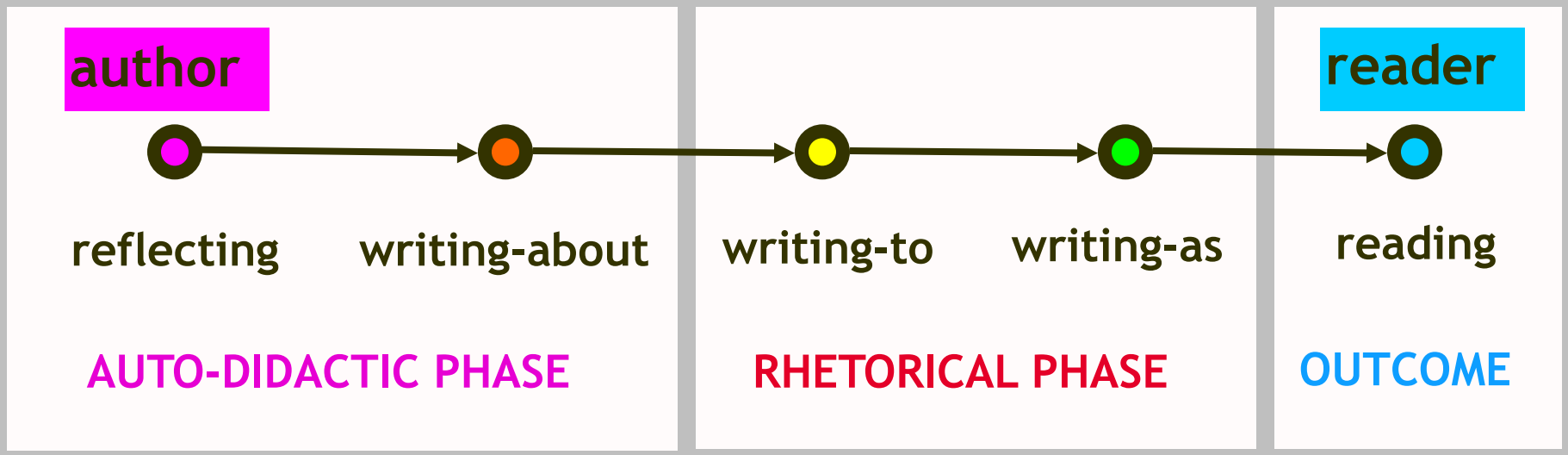
author → **TEXT** → **reader**

- 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)





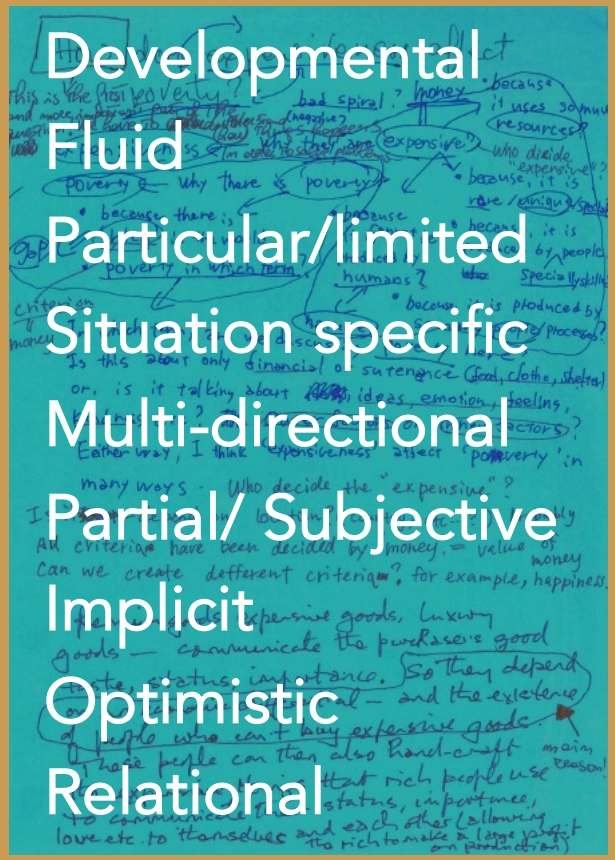
traditional academic approach



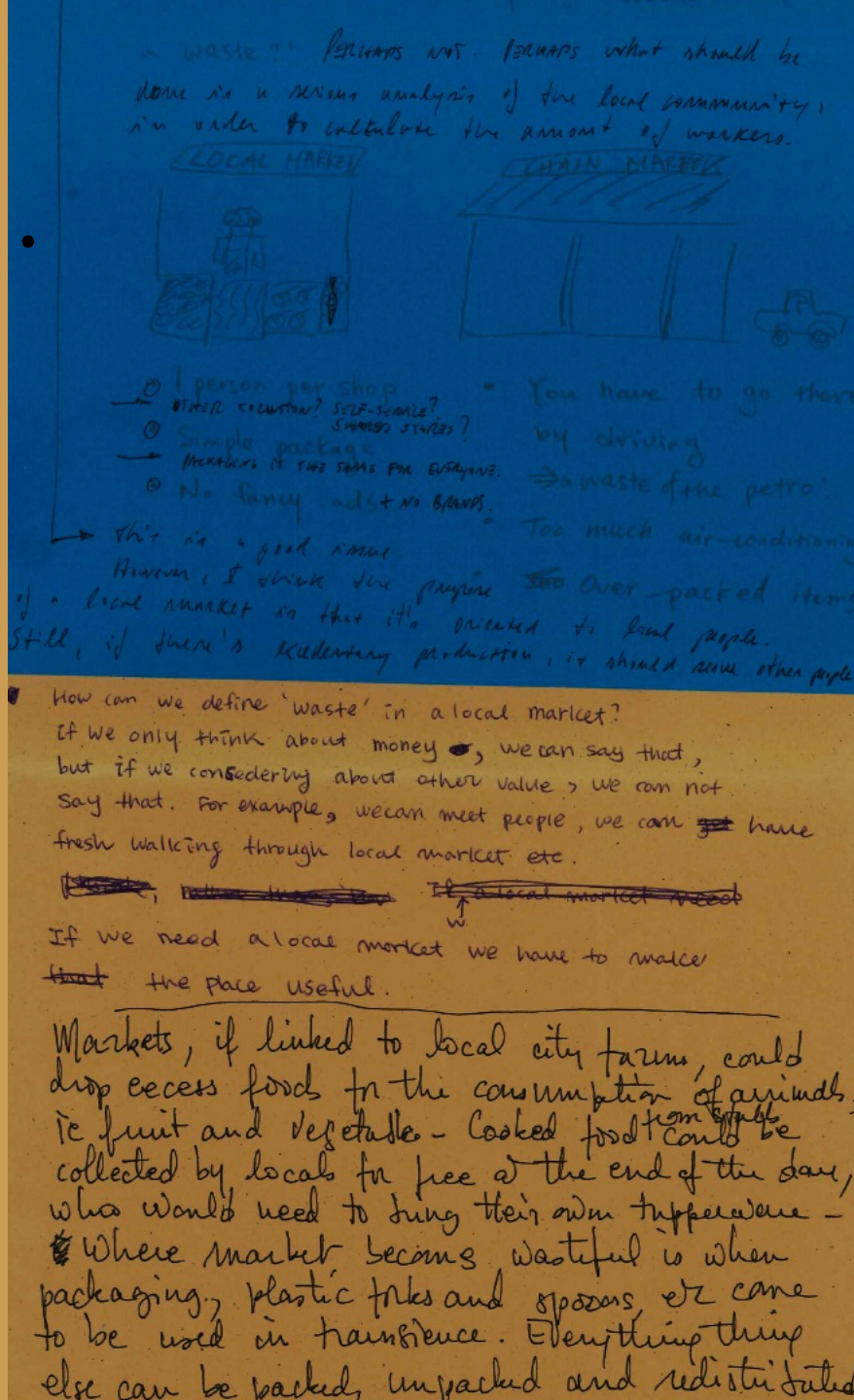


a more author-centred approach

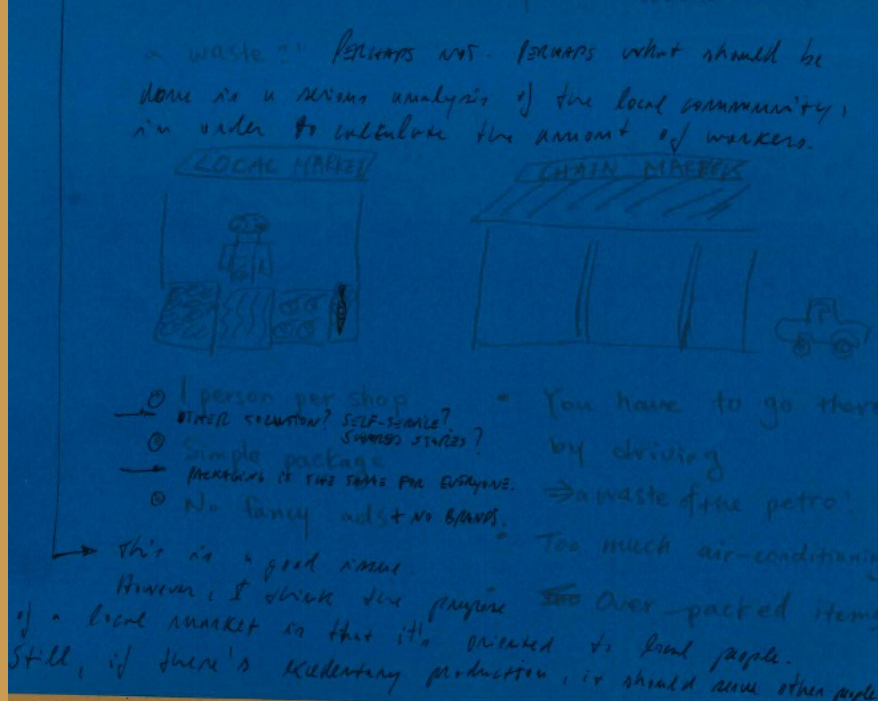
Writing Practice is…

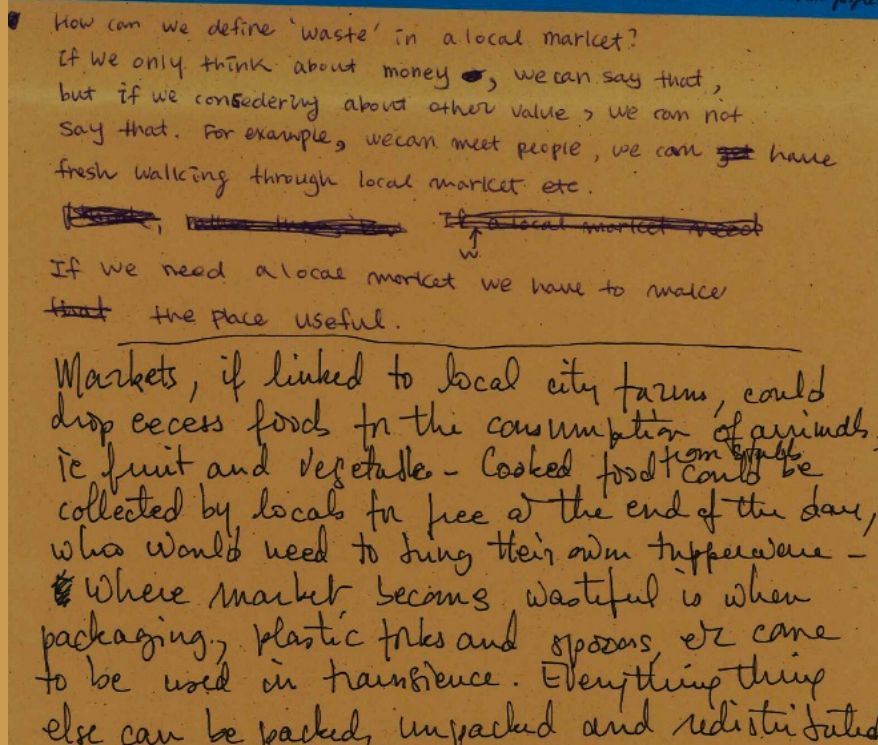


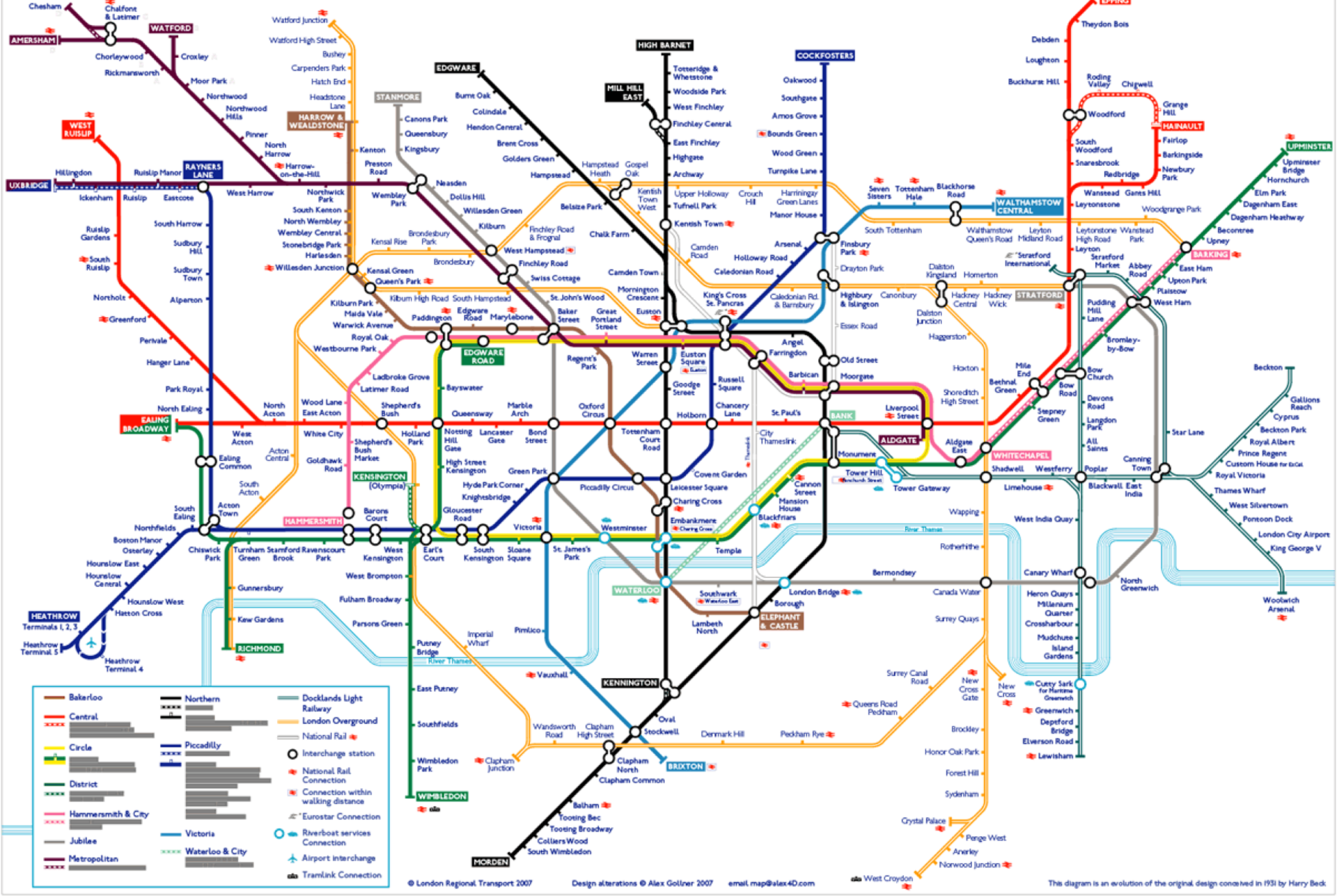
Lockheart & Raein (2012) No one expects the design inquisition. *Journal of Writing in Creative Practice.*



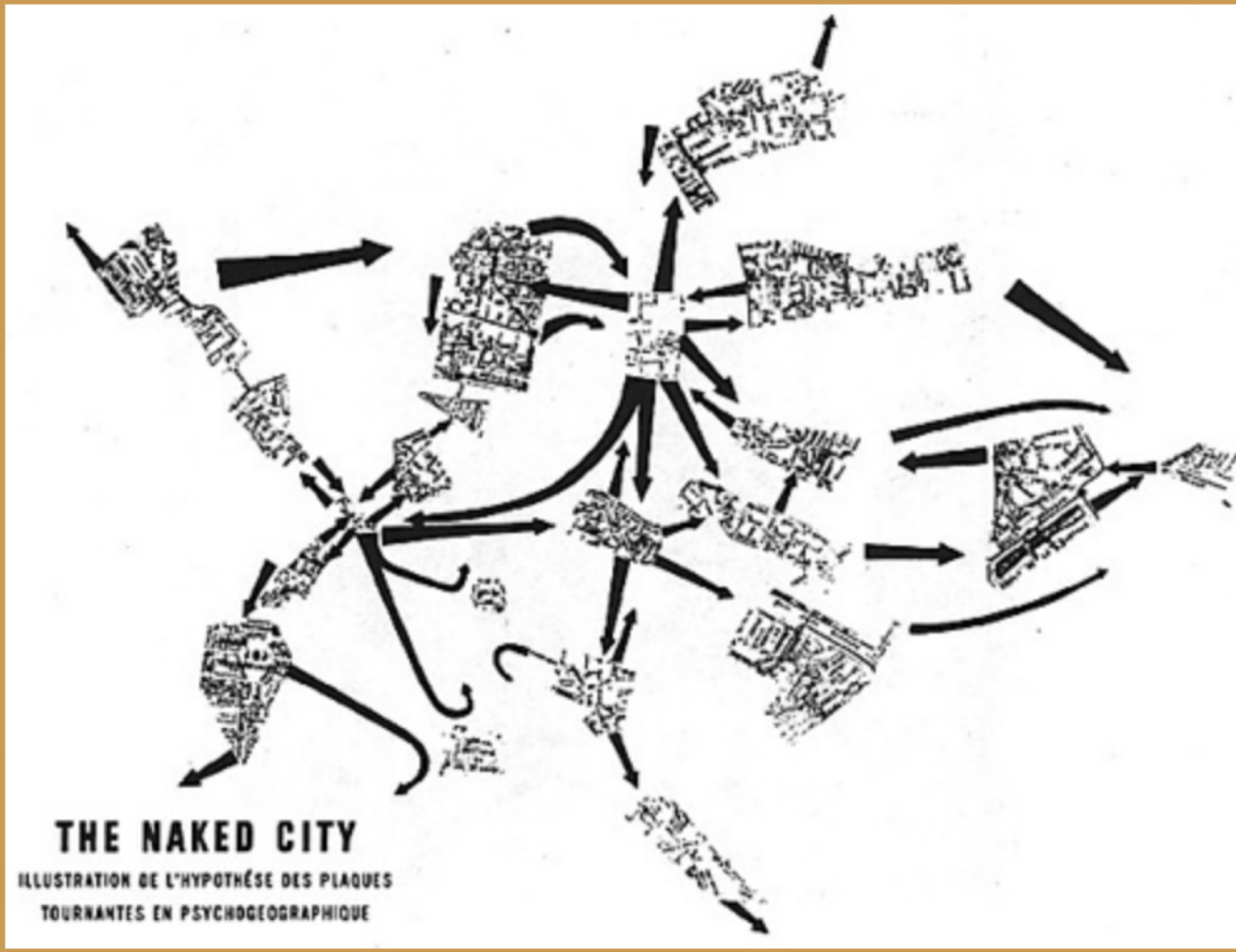
Use maps, diagrams and images to build your ideas …





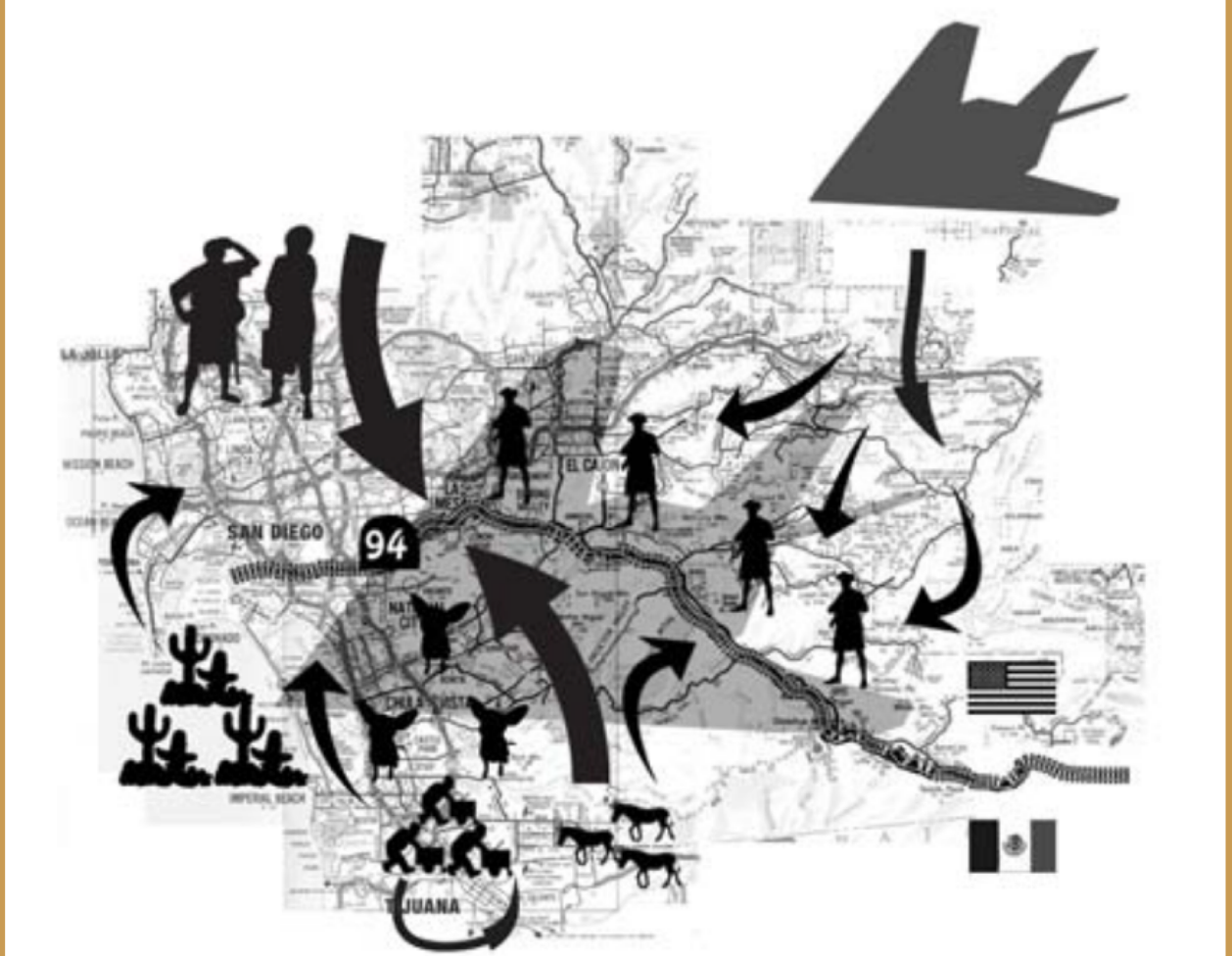


… the process of devising whole systems or environments



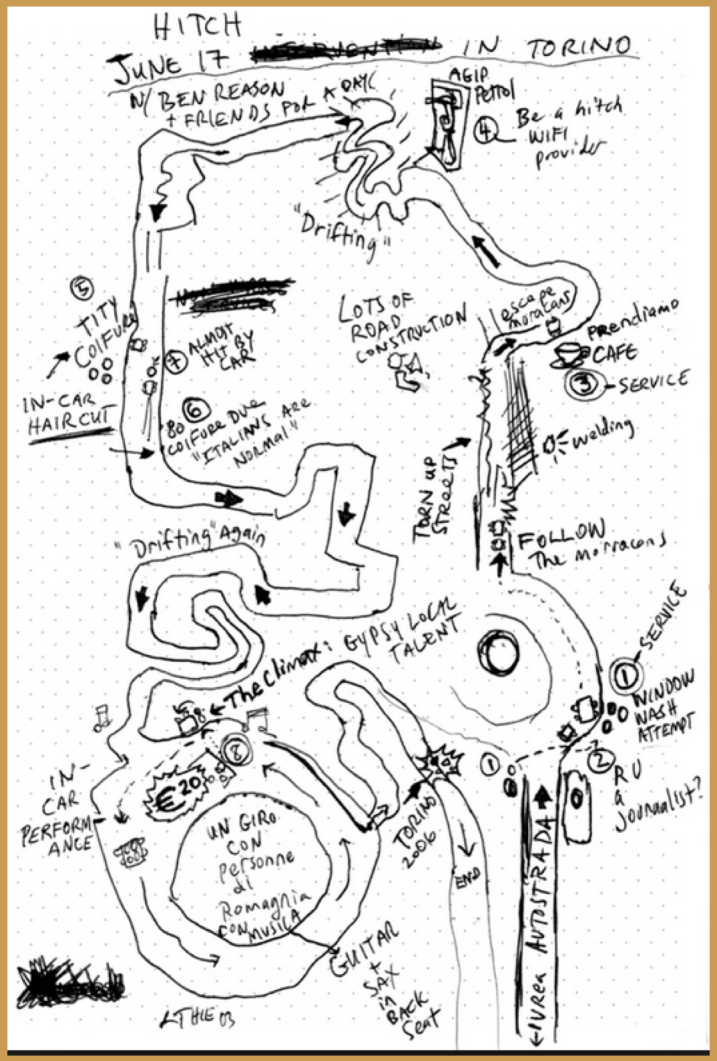
“The map is not the territory”

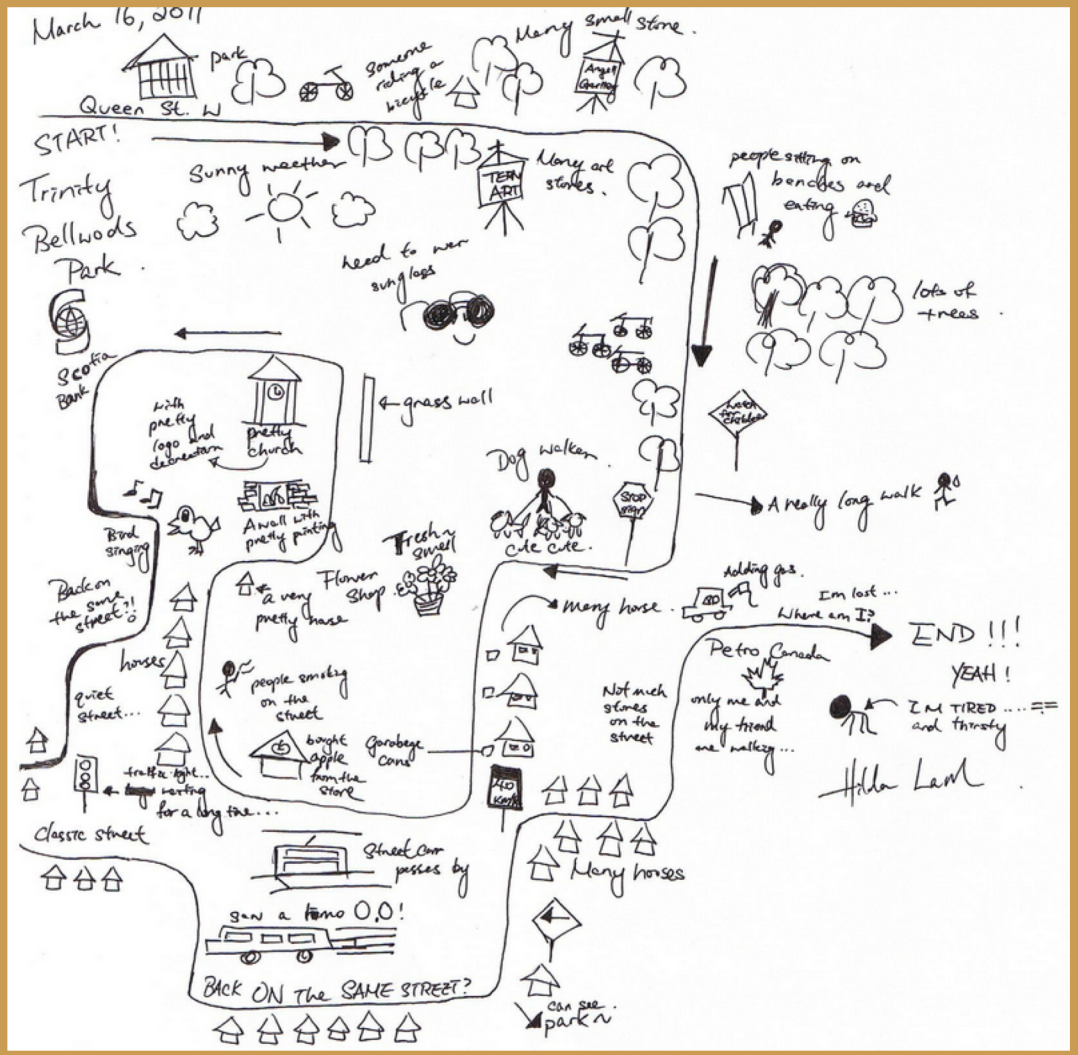
(Korzybski / Borges)



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)

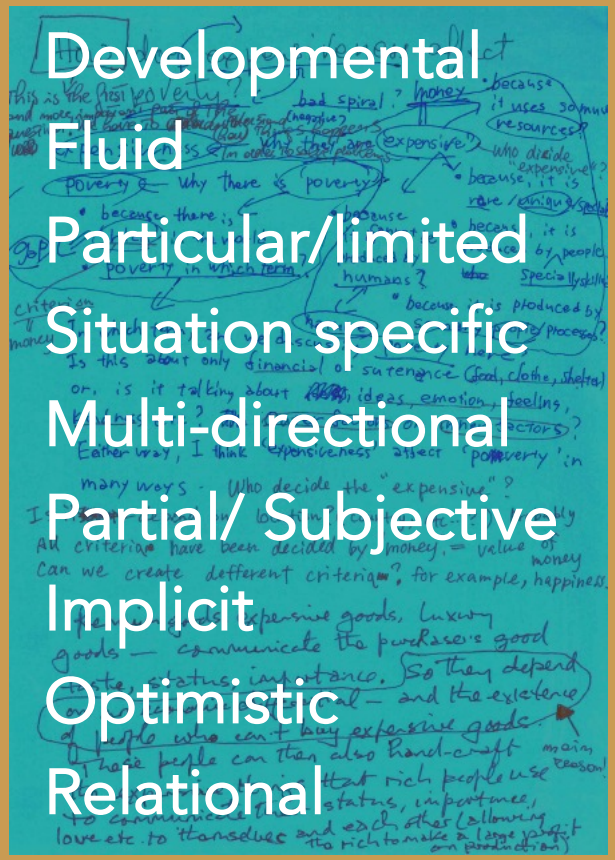
solution-focused (Cross, 1982)

requires

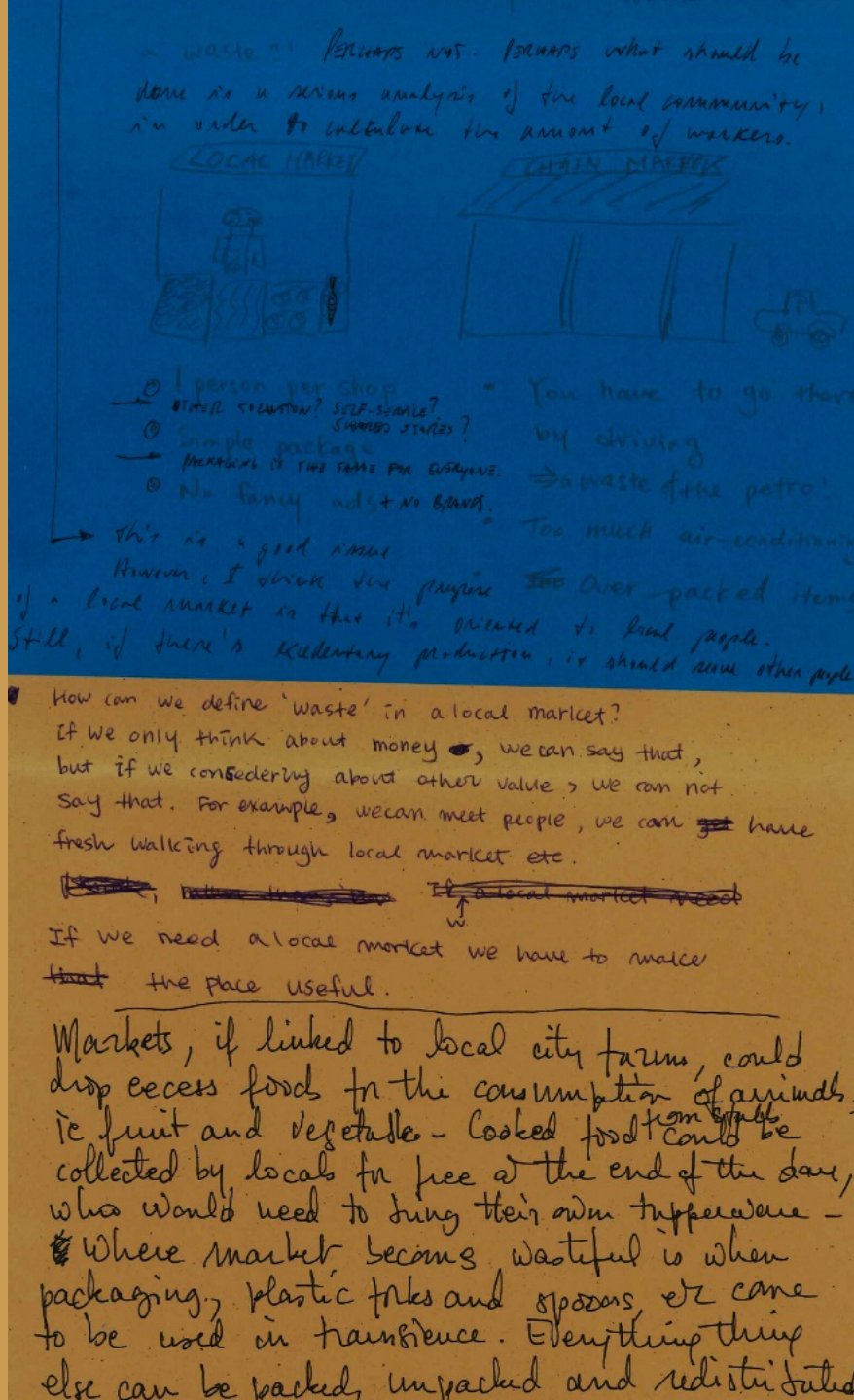
sensemaking (Weick, 2007)

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

So WHY do we have to have a methodology?



Literature Review



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?

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?


What type of literature is there that you should look at when thinking of your research?

Journal articles
Books
Conferences
Govt. and corp. reports.

Newspapers
Theses and Dissertations
Internet
CD-Rom
Magazines

Not Wikipedia !



Re-visiting and revaluating 1

Brainstorming

- 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?

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

Re-visiting and Revaluating 2

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

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

If you haven’t yet…

GET IT STARTED…

Workshopping your ideas so far…

Succedaneum

Take it in turns to explain your dissertation idea and question to your partner.

5 minutes each.

succedaneum

Origin

LATIN
succedere
come close after

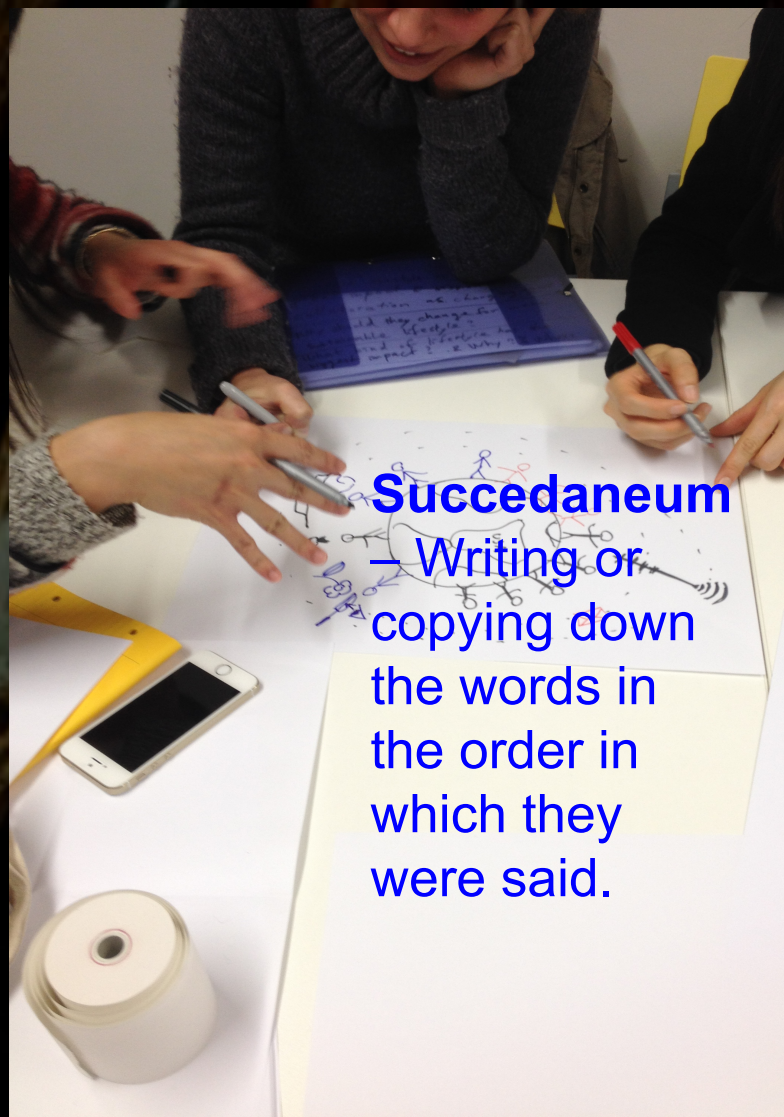
LATIN
succedaneus
following after

MODERN LATIN + ENGLISH
succeed

succedaneum

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

= succeed



Succedaneum – Writing or copying down the words in the order in which they were said.

DEADLINE FOR DISSERTATION HAND-IN:

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



Questions?