

DISSERTATION

(M6X01791)



Dr. J. M. Lockheart
Julia.lockheart@uwtsd.ac.uk

Important dates to remember:

BRIEF SET:
Wednesday 3rd October 2018

DEADLINE FOR DISSERTATION HAND-IN:
Wednesday, 12th December 2018 (12pm)

FEEDBACK:
Monday, 21st January 2019

AIMS of this session:

1. To introduce the Module
2. To explain the learning outcomes and Assignment Specifications
3. Structure
4. The role of the supervisor
5. To get students to re-visit and revaluate their summer work

Learning outcomes

1. Critically analyse information and experiences, formulate independent judgments, and articulate reasoned arguments through reflection, review, and evaluation in either written or visual forms.

2. Source, navigate, select, retrieve, evaluate, manipulate, and manage information and data from a variety of sources.

3. Anticipate and accommodate change and work within 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 5,500 words, the dissertation 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 dissertation, 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?

Keep a research-writing diary and document everything! Use your diary to keep lecture notes and direct your tutorials. After the tutorials use the diary to reflect on key moments of learning and tasks you need to complete. Remember to note down the full Harvard references of all books and other resources you use as it doubles your workload to find them at the end of the process when the deadline is approaching.

Guidance

***Please note:** You submitted a dissertation proposal at the end of Level 5, however, this cannot be re-submitted in substantially the same form for assessment at level 6. You should re-visit, explore and re-write your proposal 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.

Guidance

Research and Discussion of keyword subject area

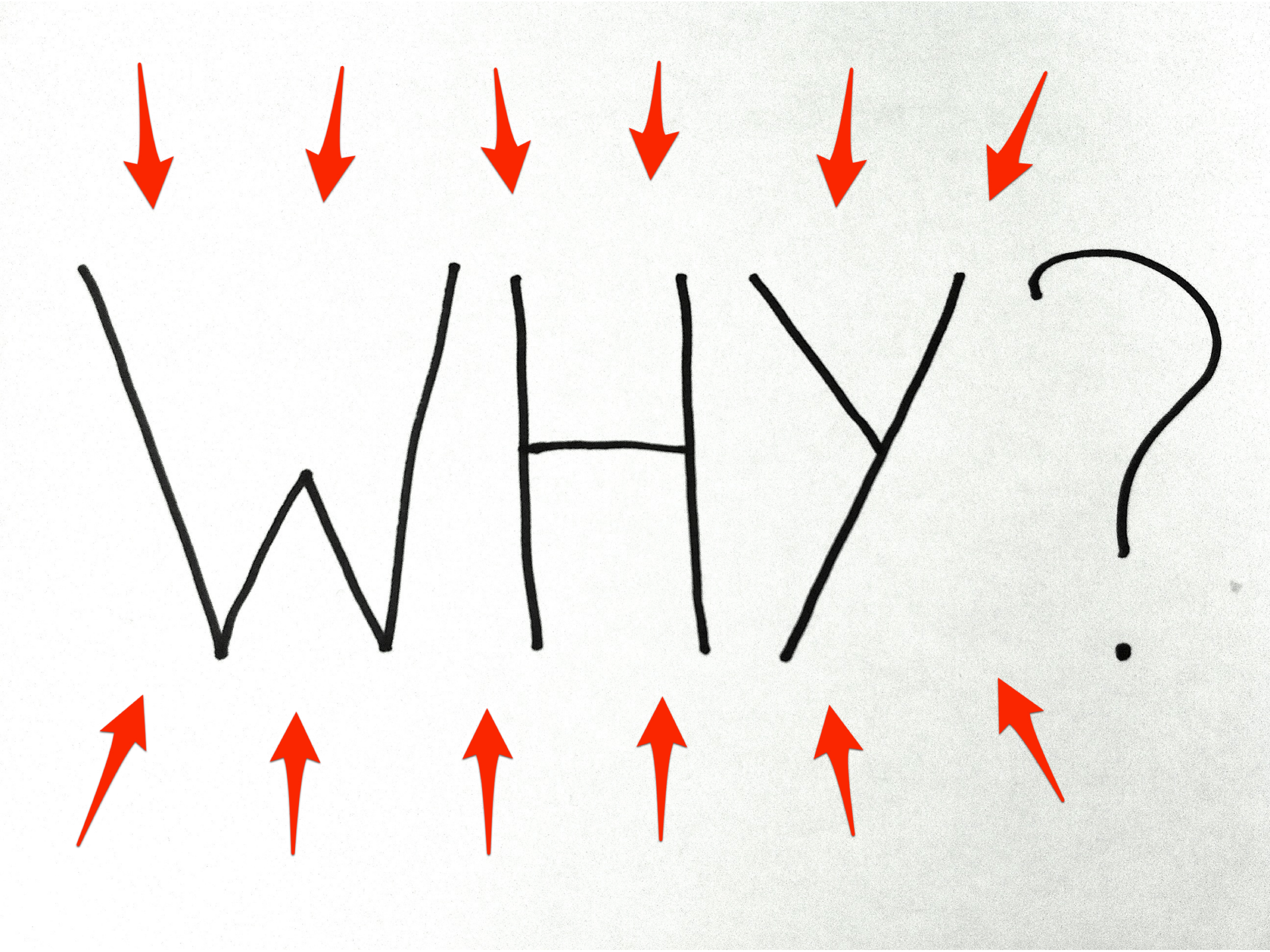
Research and Discussion of keyword subject area

Research and Discussion of keyword subject area

Leading to highly focused question



What is a dissertation?


WHY?




Research



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

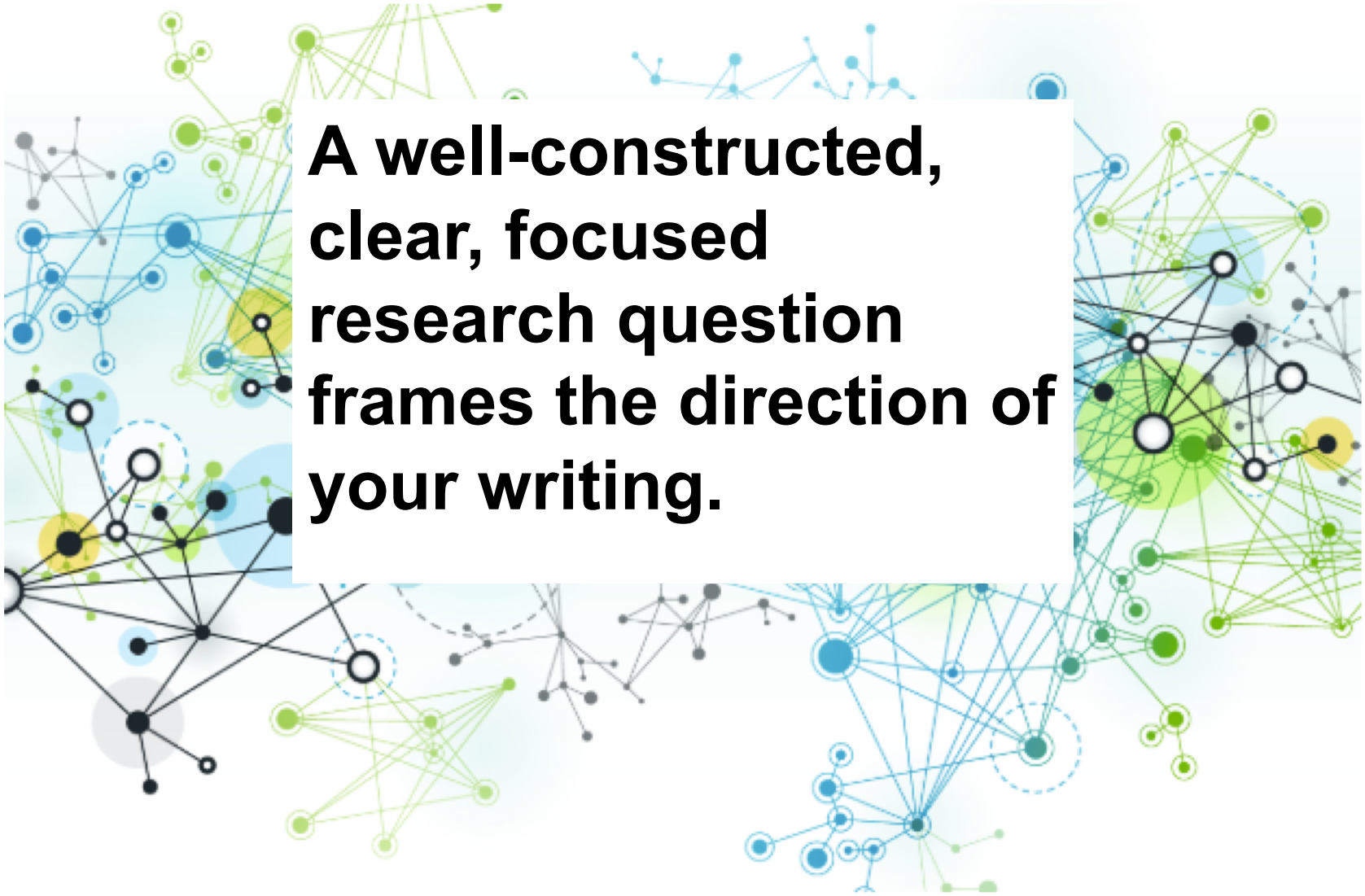


How would you define ***research***?

Structure



Structure



A well-constructed, clear, focused research question frames the direction of your writing.

Structure



Structure

Title page

Abstract (optional)

Contents page

Acknowledgements (optional)

Introduction, including statement of scope, aims / questions, context, methods, and chapter outline

Structure

Chapters - analysis of primary texts; for creative practitioners, exploration of writing / making styles that have inspired you & reflection on process

Conclusion - for creative practitioners, self-evaluation; summary of findings and implications for our understanding of the topic

Bibliography (including list of images & filmography, if appropriate)

Traditional Dissertation Structure

(with disclaimers)

Title
Abstract
Introduction
Chapter 1
Chapter 2
Chapter 3
Conclusion
Bibliography
List of Illustrations
Appendix

Title -	(Approximate word counts)
Abstract	(100)
Introduction	(700)
Chapter 1	(1000)
Sub heading 1	(400)
1	(100)
2	(200)
3	(100)
Sub heading 2	
Sub heading 3	
Chapter 2	(1000)
Chapter 3	(1300)
Conclusion	(1000)
Bibliography	
List of Illustrations	
Appendix	

Literatures

Literature Review



Structure

Literature Review

Key concepts / main arguments

What views need to be tested?

Are there inconsistencies in the literature?

Is there a gap in the knowledge or understanding or the subject?

What contribution can my research make to the field?

What type of literature is relevant to your research?

Books, magazines, journal articles, websites, documentaries, documented interviews, presentations, tutorials, conference proceedings, newspapers, other dissertations

Resources to avoid/be wary of: conversation, opinion, Wikipedia, non-peer reviewed sources, blogs, forums, non-contemporary sources (books). Opinions may not be represented as fact. However, individual perspective may be relevant to your research.

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?

Structure

Literature Review
8 – 12 sources
Step 1: find relevant sources
Step 2: read and review and summarise
Step 3: synthesize research and present subject knowledge on the area of research



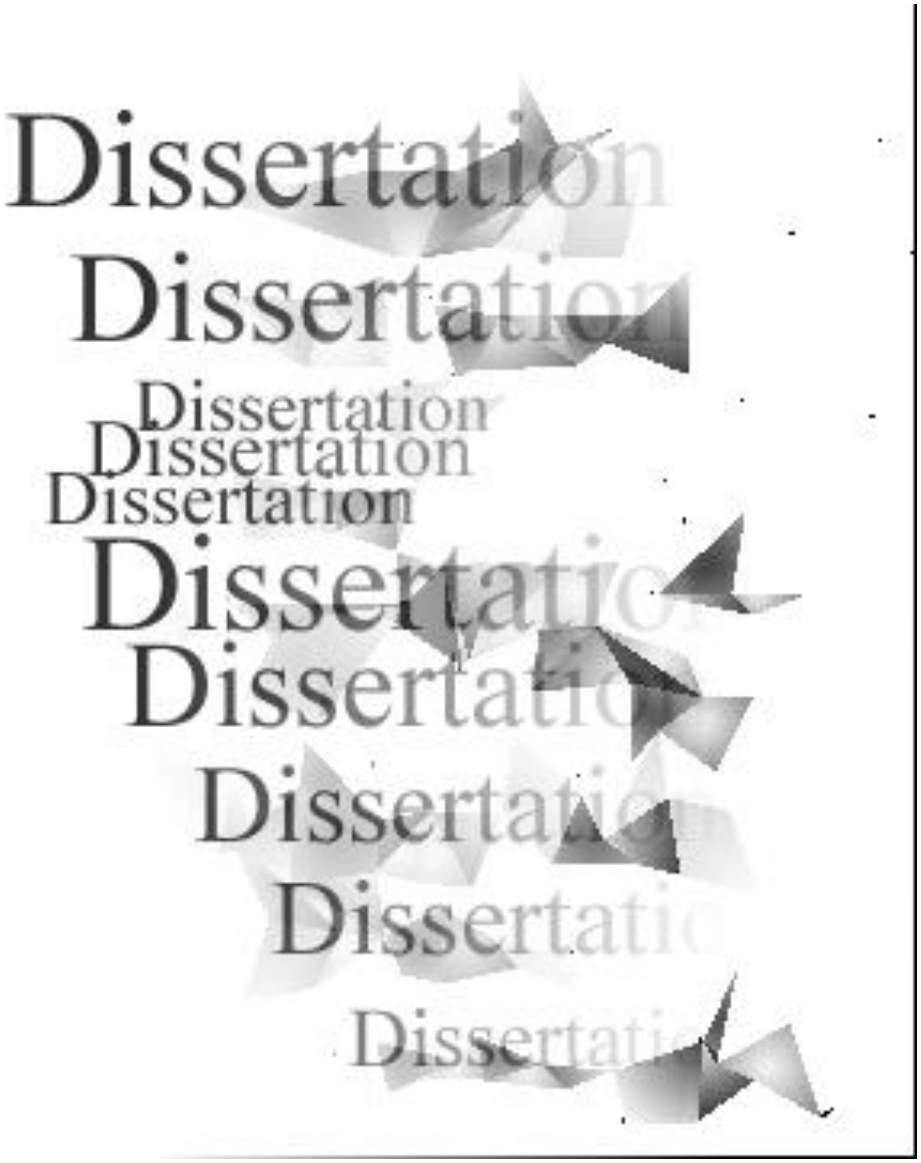
What type of literature is there that you should look at when thinking of your research?

Journal articles
Books
Conferences
Govt. and corp. reports.

Newspapers
Theses and Dissertations
Internet
CD-Rom
Magazines

Not Wikipedia !





Research Dissertation



Practice Dissertation

So WHY do we have to have a methodology?



Traditional Dissertation Structure

(with disclaimers)

Title
Abstract
Introduction
Chapter 1
Chapter 2
Chapter 3
Conclusion
Bibliography
List of Illustrations
Appendix

Title -	(Approximate word counts)
Abstract	(100)
Introduction	(700)
Chapter 1	(1000)
Sub heading 1	(400)
1	(100)
2	(200)
3	(100)
Sub heading 2	
Sub heading 3	
Chapter 2	(1000)
Chapter 3	(1300)
Conclusion	(1000)
Bibliography	
List of Illustrations	
Appendix	

Literatures + Methodology

Structure

Write what's ready to be written!

Title
Abstract
Introduction

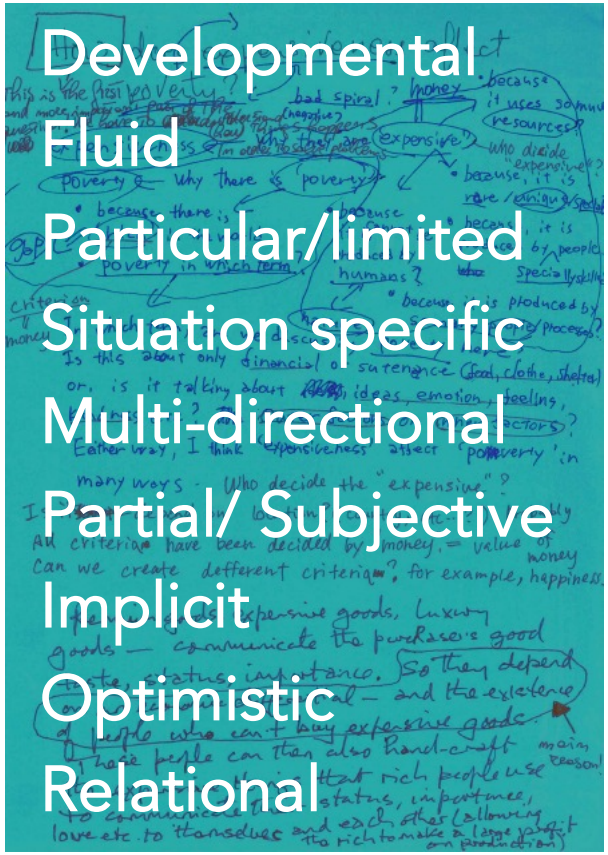
Chapter 1

Chapter 2

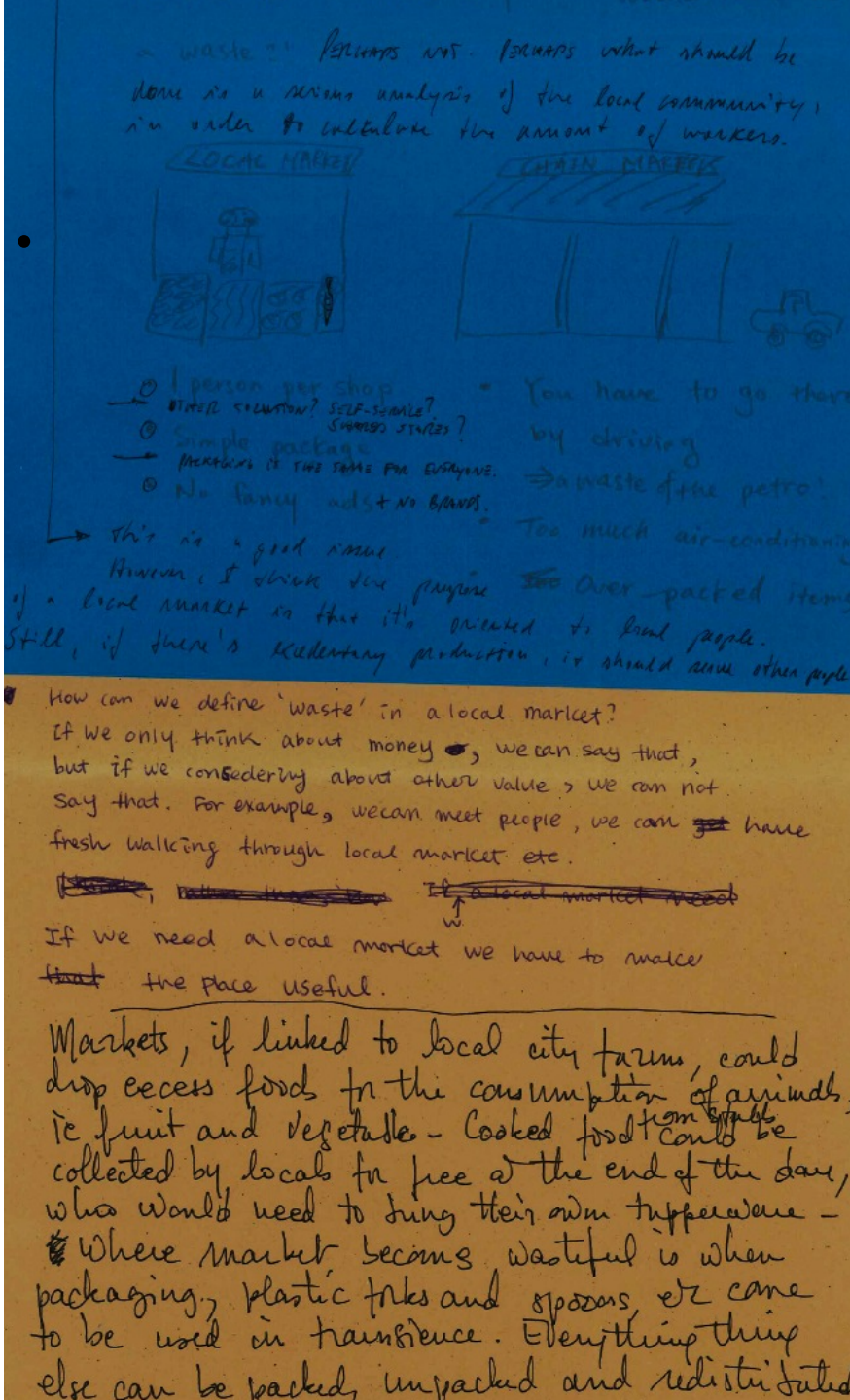
Chapter 3

Conclusion

Writing Practice is...



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



What should be in an Introduction?

INTRODUCTION

Fashion advertisement techniques in the 1920's included using "social psychology for understanding and directing consumer behaviour" in order to encourage a wider group into buying products. By studying individual's thoughts, feelings and behaviours companies were able to successfully convince society that by acquiring an item of clothing, one would experience happiness, pleasure and fulfilment in contrast to "personal failure and despair" (English, 2007, 27) This positive connotation linked to purchasing items led to an increase in consumerism where individuals are addicted to material consumption as a misleading way to reconstruct identity, build status and create new experiences. (Fletcher, 2008, 1 Undoubtedly, "over-consumption creates an ongoing cycle of appetite" as stated by Joy et all in 2012.

The term "conspicuous consumption" introduced to us by Veblen in 1899, successfully underlines the motivational role being able to display material wealth has played within society throughout the years. He argues such need to expose abundance through one's wardrobe is a response to "status anxiet 2 English, 2007) The inability to fluidly move up the social ladder frustrates individuals who are then mistakenly persuaded that such goal can be achieved through material purchases. The notion that by following the latest trend and owning the newest fashion item will reward them with a higher position within the hierarchal system is a superficial one which has been imprinted into today's consumers, resulting in fashion victims acquiring new items although these aren't a necessity. (Fletcher, 2010) Consumption is no longer conscious and about fulfilling one's emotional and psychological needs and is instead an addictive meaningless behaviour dictated by the mass-production driven fashion and textile industry. The same could be argued about design. Many designers have failed to stand strong against mass-production and are now passively designing without purpose. The importance behind the creative process of textile

Introduction

= establishes two key areas: -

1. situates the inquiry in a context

INTRODUCTION

Fashion advertisement techniques in the 1920's included using "social psychology for understanding and directing consumer behaviour" in order to encourage a wider group into buying products. By studying individual's thoughts, feelings and behaviours companies were able to successfully convince society that by acquiring an item of clothing, one would experience happiness, pleasure and fulfilment in contrast to "personal failure and despair" (English, 2007, 27) This positive connotation linked to purchasing items led to an increase in consumerism where individuals are addicted to material consumption as a misleading way to reconstruct identity, build status and create new experiences. (Fletcher, 2008, 1 Undoubtedly, "over-consumption creates an ongoing cycle of appetite" as stated by Joy et all in 2012.

The term "conspicuous consumption" introduced to us by Veblen in 1899, successfully underlines the motivational role being able to display material wealth has played within society throughout the years. He argues such need to expose abundance through one's wardrobe is a response to "status anxiet 2 English, 2007) The inability to fluidly move up the social ladder frustrates individuals who are then mistakenly persuaded that such goal can be achieved through material purchases. The notion that by following the latest trend and owning the newest fashion item will reward them with a higher position within the hierarchal system is a superficial one which has been imprinted into today's consumers, resulting in fashion victims acquiring new items although these aren't a necessity. (Fletcher, 2010) Consumption is no longer conscious and about fulfilling one's emotional and psychological needs and is instead an addictive meaningless behaviour dictated by the mass-production driven fashion and textile industry. The same could be argued about design. Many designers have failed to stand strong against mass-production and are now passively designing without purpose. The importance behind the creative process of textile

Introduction

2. establishes scope of essay states your argument / aims

and fashion has been devalued and the complications generated by over consumption are simply disregarded by today's designers.

This essay aims to identify some of the many negative impacts over consumption has had upon the fashion system including: increased levels of identity confusion amongst individuals; the loss of design craftsmanship and authenticity; the rise of disposable fashion and the environmental and social issues which have been so intensively ignored due to high demands within the fashion industry, they have almost been accepted as a normality. Chapter 2 and 3 will celebrate contemporary designer who take notice of the problematic issues raised by the industry and choose to actively engage and produce conscious designs through their practice striving to reduce consumption and/or bring back purpose to the industry. Whether it be by distancing themselves from the modern fashion demands or by incorporating sustainable methods to their creative process. (Fletcher, 2008)

As a young textile designer, I see myself as the future of the industry and I am therefore aware mass production and over consumerism have an unsatisfactory impact upon the textile and fashion industry. I hope this essay will further educate me on the issues therefore allowing me to more adequately address them and promote a more sustainable future for the industry through my practice.

Chapter 1

- What is this chapter about?
- Is it intended to provide a historical or theoretical overview?
- Are you introducing key terms and words? If so, for what purpose?
- Is it a summary of literatures?
- Does your dissertation require a methodology? If so, should it occupy this position in your text?

Body of essay

provides evidence / analyzes primary sources
- each paragraph focuses on and develops one idea / topic
- paragraphs should be linked in logical sequence
- secondary sources should be used to argue with or against (don't rely on secondary sources to make your main points or use them as the basis for your structure; create your own structure)

Structure

What should be in the chapters?

Title
Abstract
Introduction

Chapter 1

Chapter 2

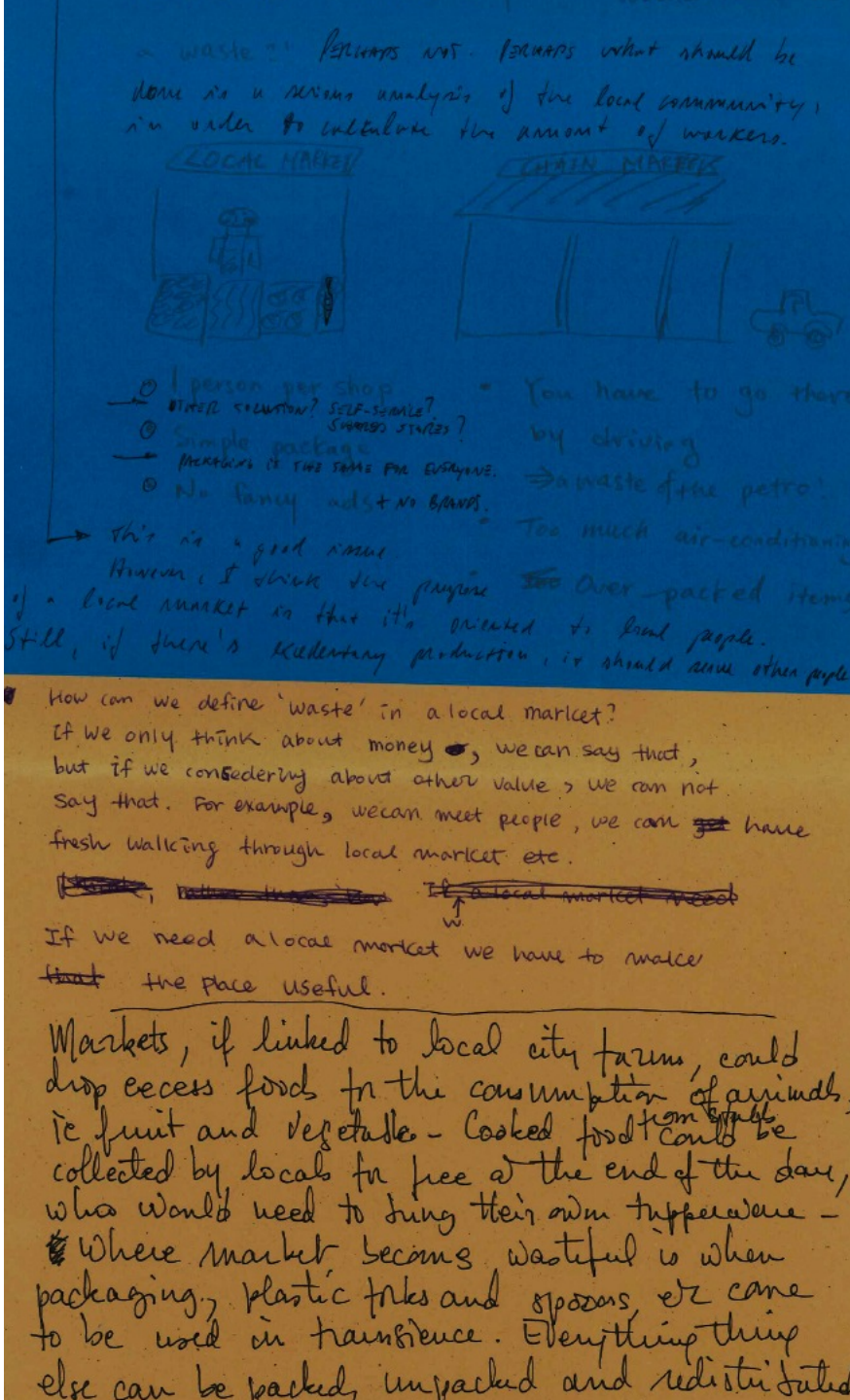
Chapter 3

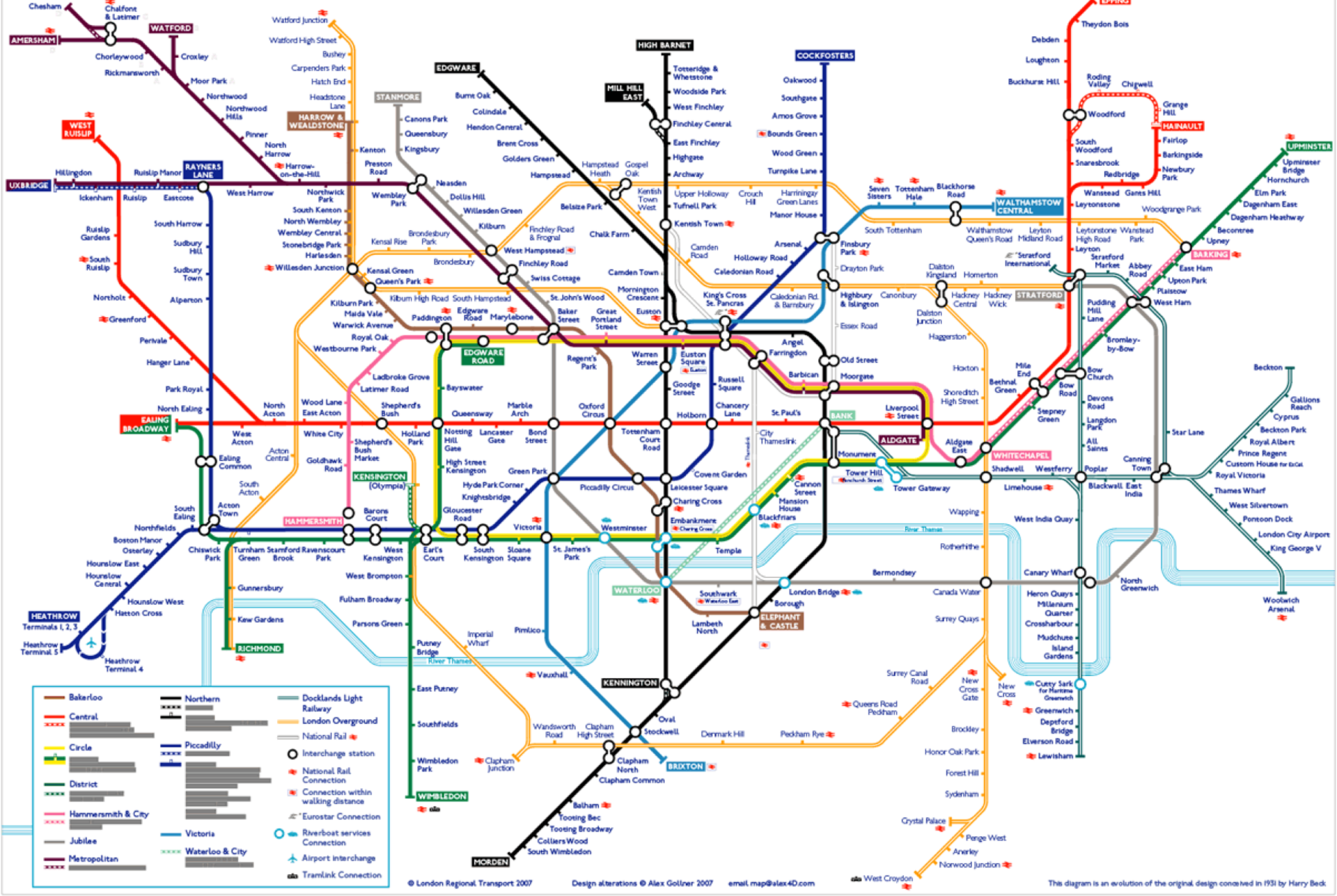
Conclusion

Chapter-by-Chapter Structure

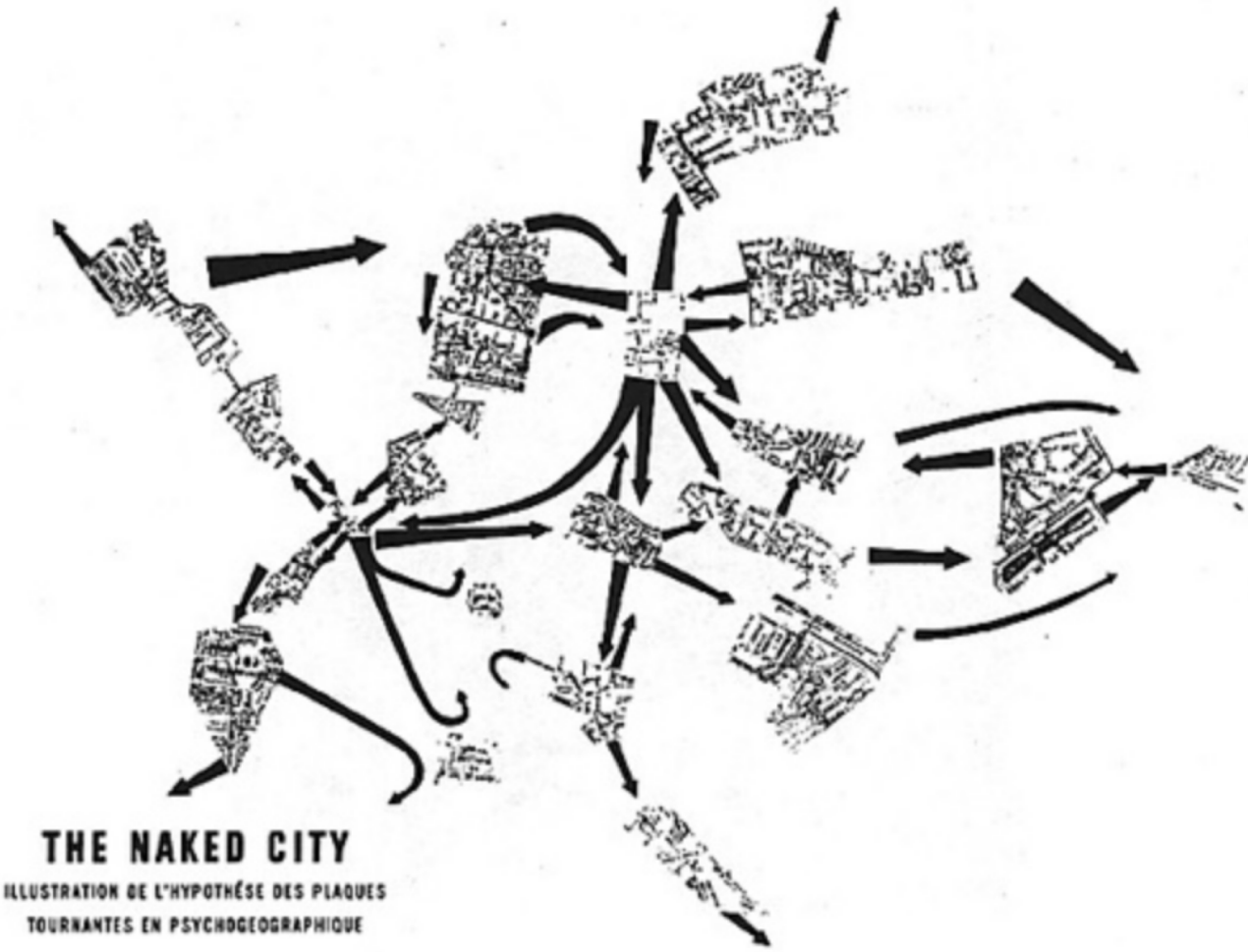
- Number your chapters (e.g. Chapter 1, Chapter 2 …) you may give them individual titles
- Each chapter should be devoted to a specific aspect of the overarching argument of your dissertation
- Each chapter should have its own very short overview/context Introduction, Body of Evidence, and Conclusion (i.e. each chapter is a kind of essay in its own right)
- Interweave the threads between chapters, e.g. signpost how the next chapter develops the concerns of the present chapter

Use maps, diagrams and images to build your ideas …



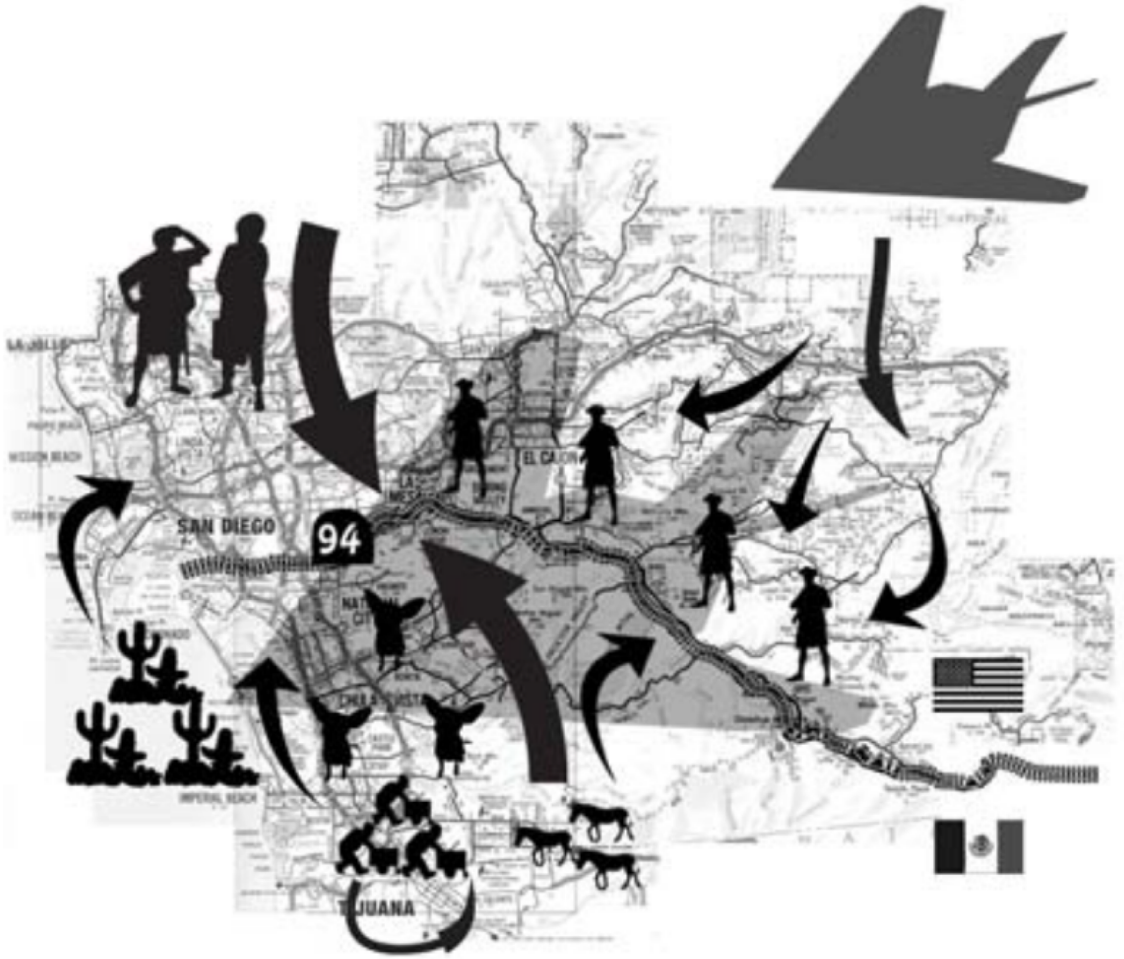


… the process of devising whole systems or environments



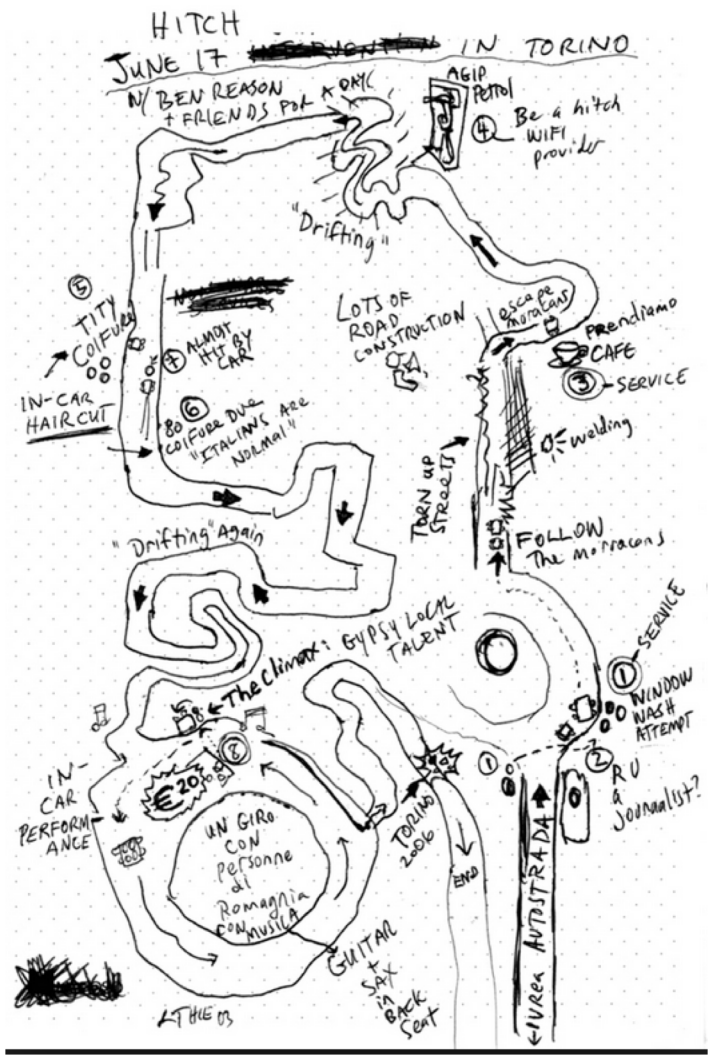
“The map is not the territory”

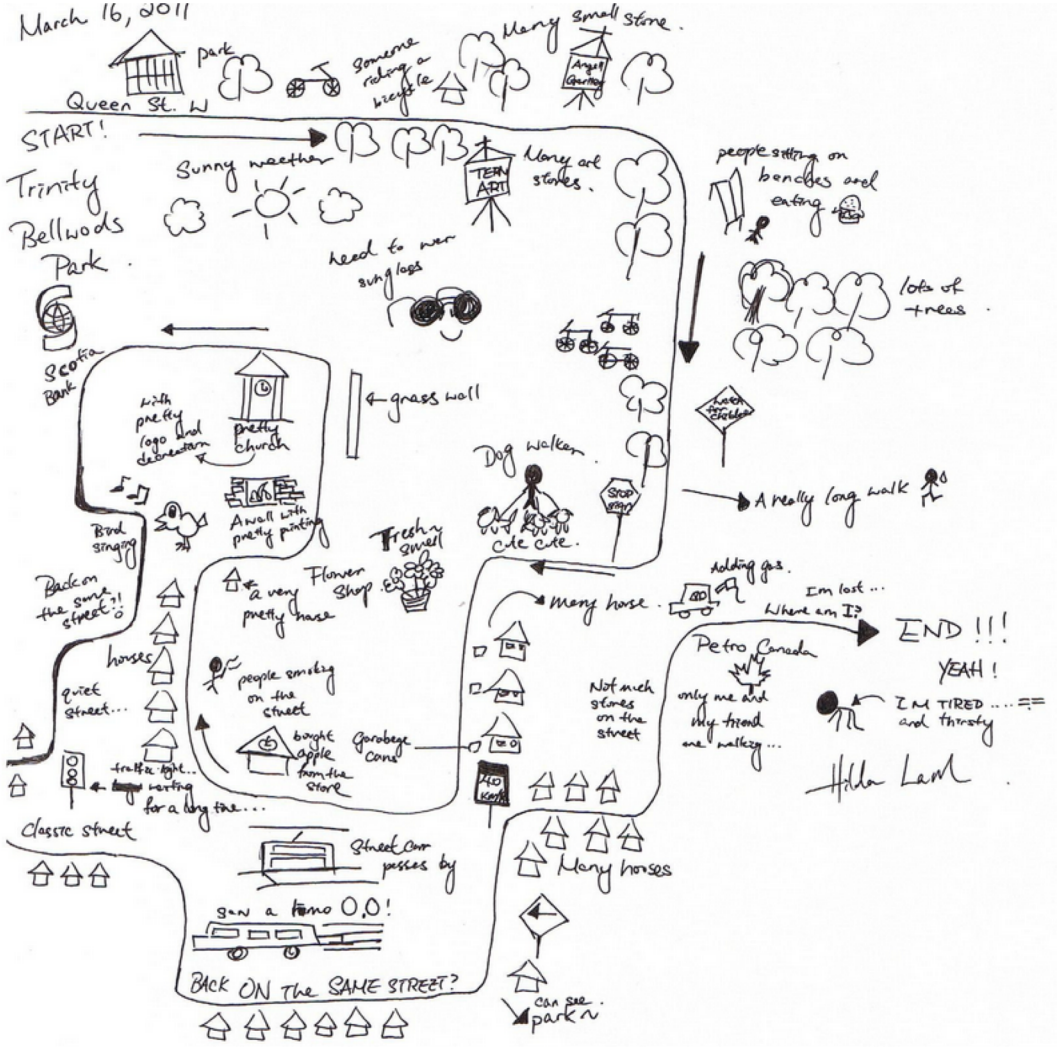
(Korzybski / Borges)



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

Structure

What should be in the conclusion?

Title
Abstract
Introduction

Chapter 1

Chapter 2

Chapter 3

Conclusion

Conclusion

- summarizes findings & underlines your ‘verdict’
- elaborates wider implications

Example Conclusion

CONCLUSION:

It is clear in comparison to other creative industries, such as product design and architecture, the fashion and textile industry has been considerately slow at tacking mass production and blind consumption issues. (Black, 2012) In fact, the industry has taken a real beating and has been left almost shattered in relation to its true value within society. As mentioned, mass production has confused consumers as well as designers and the beauty behind original, innovative, eco-friendly designs has been buried under the fast-fashion demands and overconsumption. The current fashion system is bad all round. According to Black (2012), it is bad for the designer; bad for the environment; bad for the workers and without a doubt, bad for the wearer.

Societies taste for authenticity has been polluted by the pressure to be in trend which has resulted in fashion homogeneity. Yamamoto was brave enough to go as far as to say cheap fashion has made the majority look ugly. (Allwood, 2017) A designer's creativity has been restricted to trend forecasting where rebelling against the season's tendencies could result in a career defeat.

Although designers and labels such as Viktor and Rolf, Margot Selby and UNMADE should be celebrated for having made their intentions clear and chosen to deviate from the mainstream by designing purposively. Positive change will only be truly noticed if a wave of others rises to follow their footsteps towards a more sustainable industry and also decide to design with a conscious. Considering not only the concept behind a piece but its material qualities, durability and connection to the wear. (Fletcher, 2008) Essentially, society needs more designers willing to be adventurous, innovative and aiming to produce zero waste.

There needs to be a new definition of fashion where priority lays on developing real solutions to lifestyle and resource challenges other than insisting on promoting a romanticised image of fashion where the supply chain is treated as non-existent. Ideally,

Example Conclusion

damage to the environment due to textile and fashion production should be kept to a minimal or awareness to the problems caused by industry should be made available to consumers therefore resulting in conscious consumption.

Ultimately the implications deriving from textile production will only be resolved by a society which is actively involved with fashion and textiles, and by establishing a strong connection between designer, clothing and wearer. (Black, 2012) As Vivienne Westwood suggest, the future of fashion is meaningful, and individuals should "buy less, choose well and make it last" other than uncontrollably attempting to quench one's insatiable thirst for commodities.

The Role of the Supervisor

1. To offer advice on your Dissertation 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!

Re-visiting and revaluating 1

Brainstorming

- Start thinking about the Dissertation 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 Dissertation about
- Narrow the topic?
- Write a short paragraph outlining further ideas about the Dissertation

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

GET IT STARTED…

DEADLINE FOR DISSERTATION HAND-IN:

Wednesday, 12th December 2018 12:00pm



Questions?