

<b>Module Title:</b> Dissertation	<b>Module Code:</b> AR7406  <b>Level:</b> 7  <b>Credit:</b> 30 <b>ECTS credit:</b> 15	<b>Module Leader:</b> John Carter  <b>Additional Tutors:</b> Trish Andrews, Zoe Quick, Pat Borer & Gwyn Stacey
Pre-requisite: Architectural analysis through writing 1		Pre-cursor: None
Co-requisite: None		Excluded combinations: None
Is this module part of the Skills Curriculum? No		University-wide option: No
<b>Location of delivery:</b> Centre for Alternative Technology		
<p><b>Main aim(s) of the module:</b></p> <p>The dissertation provides an opportunity for students to explore, assimilate and synthesise learning related to a topic of their choice, which can but does not have to inform their final design project.</p> <p>The dissertation will enable students to develop appropriate theoretical and research methodologies, consider the ethical implications of their work, thoroughly investigate their chosen topic, develop a logical and coherent argument and support it with rigorously evaluated and reliable data and draw conclusions and understand their impact on the wider knowledge base and or community.</p> <p>The dissertation does not necessarily involve original research or primary material, but students may carry out a small original research project using primary material and demonstrate that they have addressed the same criteria described above.</p>		
<p><b>Main topics of study:</b></p> <ul style="list-style-type: none"> <li>• Research design principles</li> <li>• Establishing questions, aims and objectives</li> <li>• Selecting appropriate research methods (qualitative and quantitative research approaches)</li> <li>• Practical, ethical and cultural issues in research</li> <li>• Writing a research proposal</li> <li>• Managing your research</li> <li>• Research review and secondary research – investigating different resources and sources</li> <li>• Data collection - questionnaires, interviews, observations, experiments, models etc.</li> <li>• Data analysis – quantitative and qualitative methods</li> <li>• Communicating research</li> </ul>		
<p><b>Learning Outcomes for the module - at the end of this module, students will be able to demonstrate:</b> (note reference numbers e.g. GC3.1, relate to ARB criteria of accreditation)</p> <p><b>Knowledge of</b></p> <ol style="list-style-type: none"> <li>1. the cultural, social, intellectual histories, theories and technologies that influence the design of buildings (GC2.1)</li> <li>2. the influence of history and theory on the spatial, social, and technological aspects of architecture (GC2.2)</li> </ol> <p><b>Understanding of</b></p> <ol style="list-style-type: none"> <li>3. a selected subject relating to architecture and sustainability</li> <li>4. critical understanding of how knowledge is advanced through research to produce clear, logically argued and original written work relating to architectural culture, theory and design</li> </ol> <p><b>Ability to</b></p> <ol style="list-style-type: none"> <li>5. formulate a clear research question and systematically and rigorously undertake research with a clear purpose and appropriate research methods</li> <li>6. critically analyse the relationship between theory, practice and research related to a particular topic relating to architecture and sustainability</li> </ol>		

7. critically evaluate ideas using the process of writing to test, analyse, critically appraise and explain ideas, hypotheses and speculations
8. critically evaluate complex data and develop a sound and professional judgment
9. synthesise findings by applying rigorous logic, creative thinking and self-critical appraisal of the scope and rigour of the research undertaken
10. systematically organise, structure and manage an extended investigation at an advanced level for a chosen topic
11. write clearly, concisely and professionally using appropriate writing styles and referencing

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

- Lectures will introduce the principles and aims of a dissertation and guide students to develop a research proposal and dissertation outline with supporting book reviews
- Students will develop a proposal and submit it for formative and summative feedback to ensure the scope and topics covered are appropriate for the time scale available and the assignment requirements
- Workshops will provide students with the opportunity to develop writing skills, understand referencing, develop a research outline and programme, peer review other students' work
- Students will be allocated a supervisor with knowledge of their research topic
- Group and one to one supervisions will support each student with formative feedback to develop their research thinking and writing skills and develop their dissertation to their full potential.

Reading and resources for the module:

**Core**

- Walliman, N. (2006) *Social Research Methods*, London: Sage  
 Walliman, N. (2011) *Research Methods: The Basics*. Abingdon: Routledge  
 Walliman, N. (2011) *Your research project: designing and planning your work*, 3rd edition, London: Sage  
 Walliman, N. and Baiche, B. (2005) *Your research project: a step-by-step guide for the first-time researcher* 2nd edition Sage  
 Robson, C. (2011) *Real World Research*, 3rd edition, Oxford: Blackwell  
 Bryman, A. (2012) *Social Research Methods*, 4th edition. Oxford: Oxford University Press.  
 Punch, K. (2007) *Developing Effective Research Proposals*, 2nd edition, London: Sage

**Recommended**

- Bernard, H R. (2000) *Social Research Methods: Qualitative and Quantitative Approaches*, Thousand Oaks, California: Sage  
 Bryman A and Cramer, D. (2011) *Quantitative Data Analysis with IBM SPSS Release 17, 18 &19 for Windows*, London: Routledge  
 Crouch, C., Pearce, J. (2012) *Doing research in design*. Oxford: Berg.  
 Chalmers, S. (1999) *What is this thing called science?* Milton Keynes: Open University Press  
 Greenfield, T. (2001) *Research Methods for Postgraduates*, London: Arnold  
 De Vaus, D. A. (2014) *Surveys in Social Research*, 6th edition, London: Routledge  
 Fielding, J. and Gilbert, N. (2006) *Understanding Social Statistics*, 2nd edition, London: Sage  
 Gray, C. and Malins, J. (2004), *Visualising Research: A guide to the research process in art and design*, Ashgate, Aldershot  
 Greenfield, T. (2001) *Research Methods for Postgraduates* Arnold  
 Groat, L. and Wang, D. (2013) *Architectural Research Methods*, 2nd Edition, New York: Wiley  
 Hughes, J. and Sharrock, W. (1997) *The Philosophy of Social Research*, Longman  
 Leedy, P D. and Ormrod, J E. (2010) *Practical Research* 9th edition, London: Pearson  
 Moore, N. (2000) *How To Do Research* 3rd edition, Library Association  
 Preece, R A. (2000) *Starting Research: An introduction to academic research and dissertation writing* 2nd edition, London: Pinter  
 Rudestam, K., Newton, R. (2007) *Surviving Your Dissertation* 3rd edition, Thousand Oaks, California: Sage  
 Yin, R K. (2014) *Case Study Research: Design and Methods* 5rd edition, London: Sage  
 Willis, P. (1983), *Dissertation Handbook: A Guide to Research and Writing*, RIBA, London  
 Zeisel, J. (2006) *Inquiry by Design*, W.W.Norton Ltd., London and New York

<b>Assessment methods which enable students to demonstrate the learning outcomes for the module:</b>  Dissertation (10,000)	<b>Weighting:</b>  100%	<b>Learning Outcomes demonstrated</b>  1-11
<b>Indicative learning and teaching time (10 hrs per credit):</b>	<b>Activity</b>	
1. Student/tutor interaction, some of which may be online: hours 20	Lectures, Seminars, supervisions	
2. Student learning time: hours 280	Background reading and preparation, Assignment preparation	
<b>Total hours 300</b>		