

## Module Specification

<b>Module Title:</b>  <b>Design Dissertation</b>	<b>Module Code: EV7124</b>  <b>Level: 7</b>  <b>Credit: 60</b>  <b>ECTS credit: 30</b>	<b>Module Leader:</b> Tim Coleridge Ruth Stevenson Jane Fisher  <b>Additional tutors:</b> Bryce Gilroy-Scott Alan Owen Frances Hill Louise Halestrap Siobhan Maderson Saskia Pagella Trish Andrews John Carter
<b>Pre-requisite:</b> EV7102 Adaptation and Sustainability Concepts and Planning'		<b>Pre-cursor:</b> None
<b>Co-requisite:</b> None		<b>Excluded combinations:</b> none
<b>Location of delivery: Other</b> <b>If 'Other' please insert location here:</b>  At the Centre for Alternative Technology and distance-learning		
<b>Main aim(s) of the module:</b>		
<p>To demonstrate students' ability to plan and undertake a substantial investigation into a relevant design and research topic in depth; select appropriate advanced research methodology, display creativity and analytical skills and critically evaluate their effectiveness.</p> <p>For students to demonstrate deep and systematic understanding of the procedures and conventions of academic scholarship, integrity and enquiry.</p> <p>For students to take responsibility for the completion of the design and research investigation. Work independently within agreed guidelines, accessing appropriate levels of supervision and support as required and use advanced time management skills for the timely submission of a research dissertation</p>		
<b>Main topics of study:</b>		
<p>Students are required to choose a subject in consultation with the Module Leader and as a result of group discussions around initial ideas. Small groups or individual tutorials are given as appropriate.</p> <p><b>Workshops:</b> The process of dissertation production formally starts with participation in Dissertation Research Methods Workshop, which normally occur in October and May.</p>		

## **Learning Outcomes for the module**

At the end of this module, students will be able to:

### **Knowledge**

1. Demonstrate a deep and systematic understanding, within the specialised field of Green Building and its interrelationship with the wider concepts of environment and sustainability.
2. Plan and undertake an extended independent piece of original design and/or construction research based upon a critical evaluation of current research. Write upon a topic of their choosing within the field of sustainable design and construction.

### **Thinking skills**

3. Competently identify, set and justify the focus for the investigation and select, apply and evaluate appropriate design, construction and research methods and tools for data collection and analysis;
4. Critically interpret the research outcomes in relation to current research and advanced scholarship and draw valid conclusions from the evidence generated in order to suggest new, or alternative, concepts or approaches from congruent argument.

### **Subject-based practical skills**

5. Competently produce one or more defined artefacts from the research, responding to innovative or sectoral best practice within the field of sustainable design and construction.
6. Demonstrate the self-confidence and skills to manage the design and/or construction research in a way that is consistent with both continuing professional practice and the normal principles of research ethics.

### **Skills for life and work (general skills)**

7. Demonstrate clarity, fluency, and coherence in a variety of written forms and visual expression.

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

This is the Design Dissertation Module, which culminates the work on the MSc GB programme. Teaching and learning is by tutorial supported student work on the preparation of this major item of academic discourse. After initial seminar group meetings involving other students and the Research Methods Workshops, tuition is mainly on an individual basis. During the development of the Research Design Proposal stage, students will be invited to present their research ideas to tutors and peers and formative feedback will offered.

**Assessment methods which enable students to demonstrate the learning outcomes for the module:**

The integrated portfolio comprised:

1. Research Design Proposal (1,500 words max.)
2. Design Dissertation Portfolio (DDP) (16,500 words or equivalent)

**Weighting:**

**100%**

**Learning Outcomes demonstrated:**

1 - 7

## Reading and resources for the module:

### Core

Biggam, J (2008) *Succeeding with your masters Dissertation: A practical Step by Step Handbook* New York Open University Press (available as an eBook from the UEL library collection).

Furseth, I. & Everett, E.L. (2013) *Doing Your master's Dissertation. From Start to Finish*. Los Angeles, London, New Delhi, Singapore, Washington: DC Sage Publications Ltd (available as an eBook from the UEL library collection).

### Recommended

Anderson, J. (2002). *Thesis and Assignment Writing*. John Wiley and Sons, Chichester.

Bell, J. and Waters S (2018) *Doing Your Research Project: A Guide for First-time Researchers*. 7<sup>th</sup> Edition Open University Press, London.

Denscombe, M. (2017), *The Good Research Guide for Small Scale Research Projects*. 6th edition, Open University Press, Maidenhead.

Gray, D (2017) *Doing Research in the Real World* Sage Publications Ltd.

Groat. L.N. & Wang D (2013). *Architectural Research Methods*. 2<sup>nd</sup> edition. New York: Wiley. (\*)

Hart, C. (2018) *Doing A Literature Review* 2<sup>nd</sup> Edition, Sage Publications Ltd, London, Thousand Oaks, New Delhi and Singapore.

Murray, R. (2016) *How to write a Thesis (Open Up Study Skills)*. 4th edition. Maidenhead: Open University Press, Berkshire.

Pears R. and Shields G. (2016). *Cite Them Rite: The Essential Referencing Guide*. 10th edition. Palgrave Macmillan, Basingstoke.

Rudestam K.E. and Newton R.R. (2014). *Surviving Your Dissertation: A Comprehensive Guide To Content And Process*. 4th Edition. Sage Publications, Thousand Oaks and London.

*SAGE Research Methods: Find resources to answer your research methods and statistics questions*. (no date). Available at: <http://methods.sagepub.com/> (online access is available by signing in through Athens / UEL Institutional login. (\*)

Sharp, J. A., Howard, K and Peters, J. (2012). *The Management Of A Student Research Project*. 3rd Edition. Gower, Aldershot.

Silyn-Roberts H. (2013) *Writing for science and engineering: papers, projects & proposals: a practical handbook for postgraduates in science, engineering and technology* 2<sup>nd</sup> edition. Elsevier, London.

Thomas, G. (2015) *How to Do Your Case Study*. 2nd edition. SAGE. (\*)

Walliman, N. (2011) *Your Research Project: Designing and Planning Your Work*. SAGE. (\*)

Yin, R. K. (2014) *Case study research: design and methods*, London: SAGE Publications

**Indicative learning and teaching time (10 hrs per credit):**

**Activity**

<p>1. Student/tutor interaction: some of which may be online:  40 hours</p>	<p>Activity and hours (Defined as lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in studio/workshop, fieldwork, external visits, work based learning (not placements), formative assessment) See further descriptions in guidance.</p> <p>Project design workshop - small group lectures, and seminars to support project preparation , individual project supervision.</p>
<p>2. Student learning time:  560 hours</p>	<p>Activity (e.g. seminar reading and preparation/assignment preparation/ background reading/ on-line activities/group work/portfolio/diary preparation, unsupervised studio work etc):</p> <p>Background reading, Dissertation writing, practical research work (dictated by nature of project)</p>
<p>Total hours (1 and 2):</p>	<p>600 hours</p>