

Glasgow School of Art Course Specification

Course Title: Core Research Methods: Research Primer for Architects

Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.

Course Code:	HECOS Code:	Academic Session:
PCXS103		2023-24

1. Course Title:
Core Research Methods: Research Primer for Architects

2. Date of Approval:	3. Lead School:	4. Other Schools:
Academic Council December 2023	Mackintosh School of Architecture	N/A

5. Credits:	6. SCQF Level:	7. Course Leader:
20	11	Dr. Raid Hanna

8. Associated Programmes:
This course is available to students on PGT programmes within the lead School only

9. When Taught:
Semester 1

10. Course Aims:
<p>The stage 1 research methods options have the following aims:</p> <ul style="list-style-type: none"> • Provide students with opportunities to critically develop disciplinary research methods; • Enable students to autonomously design their own research project / object/ practice with a critical grounding in appropriate research methods both relevant to their disciplinary specialization and, where relevant, enabling of trans, multi, or inter-disciplinarity; • Provide students with a rigorous understanding of research ethics as relevant to their research / practice; • Facilitate critical reflection on the relationships between forms of research and modes of practice in order to encourage robust and /or innovative applications of existing methods. <p>The RIBA charter in 1837 proposed that the advancement of architecture is linked to the acquirement of knowledge, which implies that architecture is inextricably linked to research.</p> <p>With a specific reference to architecture, the above aims may translate to issues of context, gamut and modes of research that are appropriate to architecture and building while at the same time embrace generic concepts such as rigour, originality and significant contribution to knowledge. The course intends to equip students with the intellectual skills needed to build an evidence base knowledge in architecture, enable them to originate an architectural problem</p>

worthy of research, formulate a hypothesis and devise systems to empirically test the hypothesis either quantitatively or qualitatively. The course targets various systems in buildings such as social/ psychological, technological, environmental and design where students will be given a range of 'quantitative' techniques of 'measurement' including statistics, which will systematically compare actual building performance measures with explicit performance criteria. For design research, the course's objective is to specifically highlight 'protocol analysis' and verbal segmentation of data as a methodology that can effectively deal with design cognition and approximately measure the designer's behaviour.

11. Intended Learning Outcomes of Course:

By the end of this course students will be able to:

- Utilise and apply a range of research resources and methods effectively to research problems;
- Understand and articulate the principles underpinning research at postgraduate level; How to identify problems that are researchable
- Demonstrate an understanding of the relationships between research and practice;
- Initiate, organise and conduct research projects effectively and efficiently.
- Critically demonstrate an understanding and negotiation of the role of ethics in design research

12. Indicative Content:

- Introducing research skills for postgraduate students
- Conceptualising a research question
- Recognising the difference between 'a research question' and 'a research problem'
- Understanding research resources
- Finding and managing information
- Mapping the context
- Developing and managing a project of research
- Practice as research
- Disseminating research outcomes

13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Portfolio	Portfolio to contain 4 minor research assignments, mainly in diagrammatic form (20% of total mark), and the main research essay (80% of total mark). These assignments will cover various aspects of architectural research from design research and post occupancy evaluation to building science and creativity measurements.	100% (20% + 80%)	Semester 1 Week 12

13.1 Please describe the Summative Assessment arrangements:

Students on this course will be assessed on their ability to:

- conceptualise and present a research problem;
- write a succinct statement for a research problem;
- devise a research 'hypothesis' and state how it can be measured;
- utilize appropriate methods and tools when conducting a research project;
- situate their projects of research within a research context;
- demonstrate a level of depth in the analysis of works, practitioners, ideas and/or debates appropriate to postgraduate level

14. Description of Formative Assessment Methods:

Engagement with formative assessment is a mandatory requirement.

Verbal feedback throughout the duration of the course.

14.1 Please describe the Formative Assessment arrangements:

Formative assessment will take place through research assignments set during the duration of the course and will allow a monitoring of progression towards the meeting the course LO's for summative assessment. This will happen around week 6 and will cover the critical awareness and understanding of the topics delivered.

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
24	200

15.1 Description of Teaching and Learning Methods:

The course is 12 weeks in duration, and its sessions are 2 hours per week. Offered on Wednesdays.

16. Pre-requisites:

N/A

17. Can this course be taken by Exchange/Study Abroad students?	Yes
18. Are all the students on the course taught wholly by distance learning?	No
19. Does this course represent a work placement or a year of study abroad?	No
20. Is this course collaborative with any other institutions?	No
20.1 If yes, then please enter the names of the other teaching institutions:	
N/A	

21. Additional Relevant Information:

This course introduces students taking taught postgraduate programmes at the Glasgow School of Art, especially in architecture, to a range of core research skills, from originating research questions and formulating hypotheses to methods of utilizing visual and written sources. The ways in which postgraduate study differs from undergraduate, and the significance of research to this distinction, will be explored. Central to the course is the importance of research inquiry for practitioners, and the notion of practice as a form of research.

22. Indicative Bibliography:

Bowden, I. and Rüedi Ray, K. (2014), *The Dissertation: A Guide for Architecture Students*, Routledge, London.

Creswell, J. W. (2012) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, Sage Publications, London.

Cross, N. (2007), *Designerly Ways of Knowing (Board of International Research in Design)*, Springer, Berlin.

Fielding, J. and Gilbert, GN (2006), *Understanding Social Statistics*, Sage Publications Ltd, London.

Grout, L. and Wang, D. (2013), *Architectural Research Methods*, 2nd edition, John Wiley and Sons, New Jersey.

Leach, N. (editor) (2014), *Space Architecture: The New Frontier for Design Research*, *Architectural Design (AD)*, Vol. 84, Issue 6.

Leedy, P. and Ormrod, J E (2015), *Practical Research: Planning and Design*, 11th Edition, Pearson Education Ltd., London.

Popper, K. (2002), *Conjectures and Refutations: The Growth of Scientific Knowledge*, Routledge, London.

Schon, D. (1990), *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*, Jossey-Bass Higher Education Publisher, CA.

Temple, N. and Bandyopadhyay, S. (2007), *Thinking Practice: Reflections on Architectural Research and Building Work*, Black Dog Publishing, London.