Glasgow School of Art Course Specification
Course Title: Core Research Methods: People and Context

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:
PCXS105		2023-24

1. Course Title:
Core Research Methods: People and Context

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG August 2023	School of Innovation and Technology	By special request only

5. Credits:	6. SCQF Level:	7. Course Leader:
20	11	Dr. Mafalda Moreira

8. Associated Programmes:
This course is available to students on PGT programmes within the lead School, with some availability to other Schools by special request only

9. When Taught:
PGT Semester 1

10. Course Aims:
Design Innovation Research Methods will introduce students to the core concepts of design innovation research. In particular, it will outline the key offerings of relevant philosophical and theoretical domains; highlight links between theory and practice, practice and research; emphasise the importance of ethics; and explore appropriate approaches to communicating work effectively. In common with all PGT Stage 1 Core Research Methods electives this course aims to: • 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. In specific terms the present course aims to:

- Introduce a range of relevant philosophical and theoretical perspectives pertaining to the field of design innovation;
- Provide an in-depth, structural outline of a wide range relevant research methods and techniques, as well as enable critical reflection on the relationship between research and practice;
- Explore the importance of ethics in design innovation research, as well as its application;
- Introduce a range of communication strategies within design innovation research, as well as highlight the significance of each.

11. Intended Learning Outcomes of Course:

By the end of this course students will be able to:
- Demonstrate critical knowledge of relevant philosophical and theoretical perspectives pertaining to the field of design innovation;
- Critically discuss research methods and techniques relevant to the practice of design innovation, including examples linking theory and practice;
- Demonstrate an appreciation and negotiation of the role of ethics in design innovation research;
- Communicate the value of applying design innovation research methods and techniques.

12. Indicative Content:

The course content is designed to introduce students to a range of philosophical, theoretical, practical concerns relevant to the conduct of research within the field of design innovation.

Through a series of lectures and workshops, the course will cover:
- Relevant philosophical and theoretical domains pertaining to design innovation;
- Appropriate approaches to conducting research in design innovation, including the methodologies of practice-based and practice-led research, practice and literature surveys, the construction of engagement methods, the framing of design experiments, fieldwork, and modes of analysis;
- The role of ethics when conducting research;
- Appropriate modes of communication of research, including textual, visual and artefactual, as well as the possible links which may be drawn between each.

13. Description of Summative Assessment Methods:

On this course, students will be assessed on their ability to:
- Demonstrate critical knowledge of relevant philosophical and theoretical perspectives pertaining to the field of design innovation;
- Demonstrate critical knowledge of research methods and techniques relevant to the practice of design innovation, as well as an ability to draw links between research and practice;
- Demonstrate an appreciation and negotiation of the role of ethics in design innovation research;
- Communicate the value of their application of design innovation research methods and techniques.

Students will have the option of one of the two following methods of assessment:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)

Essay	A 3500 word written essay (this should include visual material, e.g., diagrams and mappings, as well as a bibliography).	100	End of Semester 1
or			
Portfolio	An annotated portfolio of research material, including a 1000 word contextualising statement.	100	End of Semester 1

13.1 Please describe the Summative Assessment arrangements:

For this course, assessment of student work will consist of either:

- A 3500 word essay, which presents the personal account of the outcome of a group design innovation research project. The text may include such aspects as the student's motivations, theoretical perspective, method(s) applied, decision-making, findings along with a reflection on the value of their project and its outcome. The document should contain visual material such as photographs, diagrams and mappings. It should also be appropriately designed, with consideration being given to the overall layout and aesthetic.

- A portfolio of research work—submitted in both a booklet/journal format as well as digitally— which contains the personal outcome of a group design innovation research project along with a 1000 word contextualising statement outlining the student's motivations, theoretical perspective, method(s), decision-making, findings along with a reflection on the value of their project and its outcome. The portfolio should be appropriately designed, with consideration being given to the layout and overall aesthetic.

14. Description of Formative Assessment Methods:

Engagement with formative assessment is encouraged as a key learning moment.
Formative assessment and feedback will be provided through defined tutorial discussion and feedback throughout the course duration. Specific structured, formative feedback will be provided at Weeks 6 and 12.

14.1 Please describe the Formative Assessment arrangements:

Formative feedback will be offered in the following forms:

- Interim review sessions, where groups will present their progress to staff;
- Peer note taking, wherein students will transcribe staff feedback, providing a retrievable record of the staff's interim feedback;
- Structured peer review sessions, wherein students will be encouraged to initiate a critical discussion focusing on the successes and challenges they face in conducting the design innovation research.

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
24	200

15.1 Description of Teaching and Learning Methods:

Traditional lecture formats introduce key methodologies and methods relevant to the practice of design innovation, explore key concepts, and when relevant host guest speakers presenting their research-based practice. This aims to set foundational knowledge for studio projects and the subsequent development of the student's self-initiated Stage Three Project.

Tutorials intend to support students during the course assignment and develop the student's discursive and critical thinking skills.

This course is supported by Canvas (a virtual learning environment tool) for the dissemination, discussion and access to relevant information pertaining to the course, and signpost to other relevant teaching and learning platforms used by GSA.

16. Pre-requisites:

N/A

17. Can this course be taken by Exchange/Study Abroad students?	No
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:

N/A

22. Indicative Bibliography:

Crotty, M. (1998) *The foundations of social research: meaning and perspective in the research process,* SAGE Publications, London.

Holmlid, S. and Segelström, F. (2015) 'Ethnography by design: On goals and mediating artefacts', *Arts and Humanities in Higher Education*, pp. 134–149. doi: 10.1177/1474022214560159.

Mauthner, N. and Doucet, A. (2016) 'Reflexive Accounts and Accounts of Reflexivity in Qualitative Data Analysis', *Sociology (Oxford)*, pp. 413–431. doi: 10.1177/00380385030373002.

https://gsa.keylinks.org/new-ui/hierarchy/list/790