

Module Specification

Module Summary Information

1	Module Title	Appreciative Design Inquiry
2	Module Credits	40
3	Module Level	7
4	Module Code	ARC7443

5	Module Overview
<p>This module will engage you in Experiential Learning. Taking as a starting point that “There are two goals in the experiential learning process. One is to learn the specifics of a particular subject, and the other is to learn about one’s own learning process.” (Kolb & Kolb, 2008: 58). The Experiential Learning Model (ELM) developed by Roger Fry and David Kolb, presents a systems view in which learning is composed of four ‘concrete’ elements, namely:</p> <ol style="list-style-type: none"> 1. Concrete experience 2. Observation and reflection on the concrete experience 3. Formation of abstract concepts based on the reflection 4. Testing new concepts <p>This module will introduce you to a range of quantitative & qualitative methodologies relating to advanced research practice. This knowledge will underpin a plan that you will develop, for an action-based research project. By taking an experiential learning approach, you will develop a deep and meaningful self-directed investigation. This evidence-led design study will include authoritative secondary sources and critically sound primary research.</p> <p>Project Focus 1</p> <p>Concrete experiences: This module will engage you with the formation of a key design-related ‘Research Question’ that will act as a stimulus to the establishment of an innovative ‘Design Hypothesis’. In-depth research activities will be designed to challenge normal design conventions and established thinking in relation to the design principles, processes and practice.</p> <p>Project Focus 2</p> <p>Observation and reflections on concrete experiences: A key aim for the module is to get you to creatively explore the evolutionary Appreciative Inquiry research approach and methodology (Cooperrider, 2008). By investigating how innovative approaches are used by others in their creative process, you will be able identify key trends that are emerging in relation to interior design practice and define your own design process experiences and actions. You will demonstrate your reflective practice and evaluations by creating a visual and/or written diary that illustrates and defines the critical and creative journey that you have been on, and the impact that this has had on you as a designer.</p> <p>Project Focus 3</p> <p>Formation of abstract concepts based on reflection: The production of a professionally produced and academically well-reasoned Appreciative Design Inquiry artefact, will define/illustrate how you have conducted yourself as a designer/researcher and how your concepts and innovative ideas have been formed, refined and framed with an aim to push the existing boundaries for the design profession.</p>	

Project Focus 4

Testing new concepts: The social nature of the design system in which you work will enable you to consistently engage in participatory and collaborative engagements that will act as a test bed for you to transmit and transform your concepts and share the reflective insights and fresh perspective that you have framed about your own Praxis.

“Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it.” Kolb (1984, 41)

Key attributes:

These attributes can be developed into a framework for you to achieve a better understanding of your unique practice and will act as a template for future professional development plans.

1. Reflexivity – reflecting on your best and worst practice in the context of the creative studio and how your approach, influences and impacts on the development of working relationships, design processes, and innovative concepts.
2. Criticality – evaluating and challenging your own professional and creative praxis and how this critical approach, influences and impacts on the development of working relationships, design processes, and innovative concepts.
3. Enthusiasm - inspiring and motivating others in the context of the creative studio and how your approach, influences and impacts on the development of working relationships, design processes, and innovative concepts.
4. Knowledgeable – maintaining current, credible perceptions, discoveries and repeatable practice approaches in the context of the creative studio and how your knowledge impacts on the development of working relationships, design processes, and innovative concepts.
5. Evolving – committed to a process of continual professional development for yourself and the cultivation of a system of support the community of practice shared by students/mentors/lecturers within the Creative Studio.

Employability ‘Added Value’ Learning Opportunities:

‘Toolbox’ Skill: A key aspect of this particular module will be a focus on ‘Information Literacy’ -skill building, related to the manner by which information is considered, selected, managed and communicated as a critical and creative narrative. In particular way that these skills can augment the research and design process, practice and aid the communication of innovative design thinking and the development concepts.

‘Enrichment’ Experience: A key aspect of this particular module will be the focus on ‘Employability-experiences’ and opportunities that add additional value to the postgraduate experience by linking with the broader creative community through the medium of exhibitions or other forms of collective ‘showcase’ opportunities. This will be facilitated by the course to underpin to this Module’s delivery.

‘Super-Studio’: A creative, collaborative learning environment, which is designed to dynamically respond to and services the needs of student community connected to the Birmingham School of Architecture and Design. Super Studio will host and facilitate a series of inspirational, supportive, instructional, mentoring and coaching for you in your endeavours to:

- pursue excellence whether that be academically, professionally or practically
- develop knowledge and skills about a range of design and academic practices
- learn about other interdisciplinary and trans-disciplinary design approaches
- develop employment skills along with focused career and continual professional development plans
- explore the potential of international engagement for inspirational travel, study, exchange and competition

Relationship with course Philosophy and Aims:

Philosophically and practically, in this module you will address the choices that you have about how you would like to shape your own transformational learning experience. You will select a topic that fascinates you, a mode of assessment and an operational method. By seeing the assignment as a learning system that is an inter-play of factors, perspectives and relationships, the act of designing can be appreciated as a dynamic learning endeavour, that in itself acts as a catalyst for positive change. The trans-disciplinary scope of this module will enable you to take a new orientation as a designer. By being reflective during the design process, you will gain a positive appreciation about how by changing your mindset, approach, or methods, you can improve your agency and achieve an enhanced level of creative experience.

As you proceed through the module, your project will evolve in unpredictable ways. By reflecting on these changes, you will be able to chart your unique creative journey and transformation as an interior designer.

MA IAD Course Aim 2

The course aims to develop an evidence-informed, interior design practice-led approach by linking the critical analysis of trends and features seen in interior architecture to the conception and fabrication of future-focused design proposals and new theory.

MA IAD Course Aim 4

The course aims to cultivate a culture of self-reflection that will empower you to have enhanced learning experiences whilst you create and apply innovations in practice, with a focus on Praxis as a vehicle for the development and articulation of ever evolving personal and professional career plans.

Learning, Teaching and Assessment Strategy

This taught module is delivered in Trimester 2, over a substantial period (refer to Moodle - Year Plan). The activities that make up this scheme of work (refer to Moodle - Module Schedule) include field trips, lectures, seminar/workshops and tutorials, as well as periods of self-directed study.

The module is led by a Module Tutor and other specialist tutors, mentors and coaches. This team will guide and support you to achieve your goals on a weekly basis by presenting:

- briefings that define the specific conditions, and operational controls/policies, and principles that underpin the assignment
- lectures which are designed to inspire and inform you
- seminars that focus on the review and discussion related to examples/case, studies and key issues related to the module
- appreciative inquiry workshops
- a range of group, buddy and one-to-one tutorials
- field trips relative to your topic

Moodle will act as a vibrant online platform for your learning. This tool will act as learner-centred flipped classroom resource, which will activate you to engage in teaching and learning in advance of your tuition. This will enable you to spend more time during the session developing your high order thinking skills, problem-finding, collaboration, co-design and wicked problem solving with your tutors, mentors and peers.

Learning and Teaching Methods include:

Group orientated methods: briefings, lectures, seminars, group tutorials, peer presentations, role-play, appreciative inquires, buddy tutorials and alumni mentoring.

Self-determined methods: action-based learning, reflective practice, peer mentoring, Super-Studio, library research/resources, primary research, field trips and individual tutorials.

Formative appraisal: During the module there will be a range of on-going opportunities to review your progress in formative appraisals. These will take place in the studio as individual, buddy and group tutorials and will enable you to participate in self and peer assessment exercises. This will enable you to evolve your reflective practice skills as well as preparing you for the formal summative assessment at the end of the module.

6	Indicative Content
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During the module you will be shown how to formulate strategic management plans for your unique Appreciative Design Inquiry (Cooperrider, 2008) and be instructed how to apply formal academic conventions to communicate your own judicious 'Design Hypothesis' – ultimately leading towards the framing of creative design opportunities. Predictive critical thinking will be focused specifically on the near horizon and longer-term future perspectives for specific Interior Design Sectors.

7	Module Learning Outcomes
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On successful completion of the module, students will be able to:

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| 1 | Critically engage with both Design Process and Appreciative Inquiry theories, models and frameworks. |
| 2 | Synthesise interior architecture and design proposals that communicate design-led critical explorations and experimental design processes for distinct audiences/stakeholders. |

8	Module Assessment		
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Learning Outcome	Coursework	Exam	In-Person
1 and 2	X		

9	Breakdown Learning and Teaching Activities	
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Learning Activities	Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	120
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	200
Private Study (PS) includes preparation for exams	80
Total Study Hours:	400