

## Module Specification

### Module Summary Information

1	<b>Module Title</b>	Personal Research
2	<b>Module Credits</b>	40
3	<b>Module Level</b>	7
4	<b>Module Code</b>	LAN7342

5	<b>Module Overview</b>
<p>This module has been designed to address the wider cultural, physical and contextual issues in order to situate design in a far broader context than personal experience and to encourage critical thinking within design theory and practice.</p> <ul style="list-style-type: none"> <li>• It encourages awareness of the extent to which a wide range of other perspectives contribute to design decision-making.</li> <li>• It provides the opportunity for you to investigate a number of theoretical and practice-based issues.</li> <li>• The theoretical and philosophical issues are expressed through the study of theory underpinning landscape and how it informs the studio work of the Masters Landscape Architecture programmes.</li> <li>• By applying these investigative frameworks and critical approaches you will be able to build up new knowledge about contemporary design processes and culture in landscape architecture, and potentially explore these through the Design Thesis Project in LAN 7345 and articulate policy published by the Landscape Institute.</li> <li>• It provides the opportunity for you to present your work in a professional context to a wider audience.</li> </ul> <p>The foundation of this module is to promote research-based inquiry into cultural contextual issues that inform and provide an intellectual context for Landscape Architecture.</p> <p>This module provides an opportunity for you to develop a deeper investigation into a field of inquiry or perspective on a subject area of your choice. This exploration and investigation <b>may</b> feed through and inform your Design Thesis Project LAN 7345. The communication of ideas is an important part of professionalism and the formats selected for the presentation of your research hones these skills to a high level, using experiential learning techniques.</p> <p>Exploring the constructed and imagined landscape as a reflection of, and in relationship to its cultural context, through the analyses of its formal qualities and criticism, the module develops critical and analytical thinking as an integral component of design, and explores the boundary between design practice and theory of design.</p> <p>Collating and digitally publishing (internally) the findings will help the school define academically led research and considerably widen the scope of design practice, generate theory to inform practice and develop expertise in research through and by design as an alternative to the more traditional methods of research. The aim is to develop expertise, confidence and a passion to contribute to an emerging field that will inspire further study at a masters and PhD level.</p>	

The assessment will encourage you to prepare a professional presentation and the opportunity to present in a more formal manner to your colleagues and tutors. Preparing and editing the information for publication will give you greater expertise in a range of value in the work place, a range of options for presentation and encourage you to use a variety of communication tools such as Pecha Kucha, academic posters, and written conference papers. Working together as a cohort will further develop your technical skills and the group dynamic.

<b>6</b>	<b>Indicative Content</b>
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The module provides an opportunity for the students to select a research topic that is of academic interest and relevant to landscape architecture and in an area where they can carry out extensive research and use presentation formats that allow for critical evaluation of the subject.

The module is supported by a selection of lectures and discussions from a number of guest speakers and experts from within the university and beyond, delivered across the MA modules. Guest speakers will focus on the design process and design thinking, encourage an inquisitive and speculative attitude towards design and the research base builds on the Landscape Institute policy and encourages you to take a contemporary view of how Our Common Future (Brundtland 1987) is embedded into the theoretical components of the design process. The spectrum of study is wide, and includes a range of topics representing the interests of PhD students, post docs and staff of the faculty for example, research methodologies in design, health and wellbeing, site survey, quality and spatial regional design, low carbon and different modes of landscape representation.

The discussion of work progress is tutorial based. The assessment is divided in 2 PARTS, equally weighted, and the students will be supported throughout the assignment with continuous tutorial support and feedback in each of the staff contact sessions so that we assist you in developing your approach to progress on the module.

<b>7</b>	<b>Module Learning Outcomes</b>
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**On successful completion of the module, students will be able to:**

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| <b>1</b> | Carry out research tasks that demonstrate high levels of intellectual activity and originality which are defined by strong theory, insight and critical reflection, including critical analysis of literature, case studies and methods as well as formulation of opinion from relevant theoretical positions drawn from contemporary and historical thinking. |
| <b>2</b> | Synthesize information, draw independent conclusions and apply theory, philosophy and critical evaluation to all stages of the design process.   |
| <b>3</b> | Articulate sophisticated ideas and to communicate findings using a range of presentation techniques to a wide range of audiences, in a compelling and succinct manner, visually, verbally and professionally.  |
| <b>4</b> | Engage in self-directed research, to achieve independent thinking and manage tasks and assignments in a professional manner.   |

8 Module Assessment			
Learning Outcome			
	Coursework	Exam	In-Person
1 – 4	X		

9 Breakdown Learning and Teaching Activities	
Learning Activities	Hours
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	70
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	30
<b>Private Study (PS)</b> includes preparation for exams	100
<b>Total Study Hours:</b>	200