



## Approaches- Scholarly Craft and Criticism

### Aim

The ResArc PhD course *Approaches* will be devoted to an introduction to and training in generic and transferable research skills with emphasis on these skills which are specific for the ADA-fields (Architecture, Design and the Arts). The course will consist of three modules with a three-fold objective: (i) orientation and positioning in broader knowledge landscapes, (ii) developing and arguing for own research design and (iii) studying, assessing and disseminating scholarly assessment in relation to architecture in the making and in the making disciplines.

### Module 1 Modes of Knowledge Production

This course module is expected to strengthen the participants' initial epistemological competence. After completing the course, the PhD students should (i) have been introduced into various existing "knowledge landscapes" as well as to some emerging trends in knowledge production, and they should (ii) be able to position their own research project within these "landscapes" or even trends.

### Module 2 Research Design

This course module will introduce its participants to the tasks of: (i) formulating a research design for his / her doctoral project, (ii) giving qualified, written support to the research design of other course participants, and (iii) training in oral and written constructive criticism.

### Module 3 Assessing Research Reviewing a Doctoral Thesis

The aim of this module is to train the doctoral students in the "art and craft" of research assessment as an inevitable part of the research profession.

## Schedule

### Approaches 2012-13

Module	Time	Aim	Venue						
1. <i>Modes of Knowledge Production</i>	Nov. 7 – 9, 2012 <table border="1" style="margin-left: 20px;"> <tr> <td>fm</td> <td>fm</td> <td>fm</td> </tr> <tr> <td>em</td> <td>em</td> <td>em</td> </tr> </table>	fm	fm	fm	em	em	em	The course module will introduce to various "landscapes of knowledge" and to some recent developments, concerning the emerging modes of knowledge production	Chalmers architecture, Gbg
fm	fm	fm							
em	em	em							
2. <i>Research Design</i>	Dec. 5 – 7, 2012 <table border="1" style="margin-left: 20px;"> <tr> <td>fm</td> <td></td> <td></td> </tr> <tr> <td>em</td> <td></td> <td></td> </tr> </table>	fm			em			The core of this module is research design and its constituent components. How to build, pursue, and assess such a design, both one's own and others'	Chalmers architecture, Gtb
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3. <i>Assessing Research – Reviewing a Doctoral Thesis</i>	Jan. 22 – 24, 2013	The module will focus on training doctoral candidates in the “art and craft” of research evaluation.	Chalmers architecture, Gtb			
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## Introduction

The course comprises of lectures, seminars, pre-course literature studies, pre-course and *in situ* assignments, discussions, assessing, reviewing and presentations.

The course will build on three modules, each addressing one of the aims as above.

### Module 1 “Modes of Knowledge Production”

#### *Schedule*

**November 7<sup>th</sup> to 9<sup>th</sup>, 2012**

#### *Aim*

The aim of this course module is to introduce the doctoral students to various “landscapes of knowledge” as well as some recent developments and emerging modes of knowledge production.

#### *Description*

This course module will discuss various “landscapes of knowledge” and some recent developments, concerning the emerging modes of knowledge production, for instance in terms of Mode 1 and Mode 2 of knowledge production and how design research could / should relate to.

### Module 2 - “Research Design”

#### *Schedule*

**December 5<sup>th</sup> – 7<sup>th</sup>, 2012**

#### *Aim*

The aim of this module is that the doctoral students should (i) learn to develop research projects as design, composed of various components and “knowledge artifacts” and to (ii) practice scholarly assessment of one’s own and others’ research design as constructive criticism.

#### *Description*

This module will mostly address training in scholarly craft and criticism as transferable and generic research skills with emphasis on field-specific skills in the architecture and design fields. “Creating an effective research design is likely to be one of the most difficult and eminently useful tasks in drafting a proposal. An effective research design links abstract and stylized concepts and questions with the empirical world’s complexities and challenges. A research design must at once be specific and highly flexible. It must be expansive enough to adapt these very complexities while still pointing you towards relevant data. The methods you use should be extensions of your substantive question and epistemological orientation. There is no single research model that one can or should follow. Numerous alternatives must always be considered and choices made.” (<http://globetrotter.berkeley.edu/DissPropWorkshop/>).

### Module 3 - Scholarly Craft and Criticism III - "Assessing a Doctoral Thesis"

#### *Schedule*

**January 22<sup>nd</sup> – 24<sup>th</sup>, 2013**

#### *Aim*

The aim is to train the doctoral students in the "art and craft" of research assessment as an inevitable part of the research profession.

#### *Description*

The object of this evaluation will be a chosen doctoral thesis. Each doctoral thesis will be studied through the "lenses" of the following issues:

- the research problem;
- the knowledge status in the field (Status Questionis);
- the "research design" of the doctoral project (the relations between the object of the research, the theoretical frameworks used, the traditional or the "by design" approach to the research);
- the way the author described and evaluated the "route mapping" of the thesis, i.e. the research method applied; whether he or she proves his / her knowledge of a relevant "method-repertoire" and whether he or she is able to argue in favor of the chosen approach; or has the researched been developed by the doctoral student him-/herself;
- the scholarly craftsmanship of the author ("akribi"), here also the communicability of the thesis;
- the importance of the topic of the project to the knowledge building in one's own field / discipline, in other words if the thesis has brought about new and original knowledge;
- the potential for continuing a further development of the results of the thesis;
- and, the value of the thesis outside the scholarly / designer community.
- article based contra monography based

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