

Unfortunately, the types and content of inquiry that constitute the discipline of architecture tend to reify themselves behind conceptual firewalls/barriers that prevent a robust and holistic discourse from emerging. Thus we will discuss this range of latent aspects in generating new knowledge in any discipline, such as the range of assumptions about the material and human reality that underlie different systems of inquiry, research design and strategy, and research quality.

The remainder of the course will systematically consider a wide array of specific research tactics – data collection and data analysis methods - that can be utilized in generating knowledge in different domains of architecture.

Course Readings

The readings provide general discussions of various research tactics and published examples of each. It is highly **recommended** referring to the following text, available in the **Hatch Library Reserve**, for research strategies & tactics.

Linda Groat & David Wang (2002) Architectural Research Methods. New York: John Wiley & Sons, Inc.

You may also refer to the following texts, available at KU Libraries, too.

Robert Sommer & Barbara Sommer (2002) A Practical Guide to Behavioral Research: Tools and Techniques. New York: The Oxford University Press.

Henry Sanoff (1991) Visual Research Methods in Design. New York: Van Nostrand Reinhold.

John W. Creswell (2003) Research Design: Qualitative, Quantitative, and Mixed Method Approaches. 2nd Edition. Thousand Oaks, CA: Sage Publications.

John Zeisel (1981) Inquiry by Design: Tools for Environment-Behavior Research. Monterey, CA: Brooks/Cole Publishing Co.

Copies of other **recommended** readings on specific research **examples** are available on the **Course Blackboard**. Information on how to use Blackboard is available at:

http://www.ku.edu/~ids/docs/Blackboard-Student_Essentials.doc

Course Assessment

Assessment is based on a semester-long research project and class participation. Your performance will primarily be assessed by the quality of your research project and the level of your engagement in it, evaluated in an on-going basis.

Research Project: This is the key assignment of the class, which is designed to help you understand how to conduct a research project and to advance your thinking about your own research interests in a 'hands-on' manner. The project is especially designed to go hand-in-hand with your Comprehensive Studio. You are given a research question to investigate, derive design principles from the study, to apply those principles into your own Studio project, and to test the validity of your design decisions or design hypotheses.

The research project should be undertaken in **groups**. Each group should have **four** members, ideally from the same Comprehensive Studio. I expect a very high quality final product, and the final grades will be equally distributed among the group members. If you want to see different weightings be assigned to reflect each member's level of contribution, each group should discuss that with the instructor before May 10, 2011.

The research project is conducted in several stages, and there will be a **series of submissions** to take you on this path step by step. You will be given specific instructions on how to work on these assignments. Each submission will be assigned a letter grade and the final grade will reflect the cumulative effect of these. However, it is expected that you will continue to improve these different steps of the project, so that your effort is clearly reflected in the final report, which will be noticed and rewarded.

All submissions should be in 8.5 x 11 **PDF versions sent to the Teaching Assistant via e-mail by 09.00pm on the day of the submission.** Names of the Group members and the submission title should be clearly identified on the cover page. Include a list of sources of reference, if any.

Grading: The Research Project will get 90% of the final grade, which will be determined as follows:

Initial Observation:	15%
Interview Data:	15%
Simulation- Phase 1:	15%
Simulation – Phase 2:	15%
Design Implications:	15%
Design Hypotheses:	15%
Class Participation:	10%

Participation: This includes your participation in class discussions and your enthusiastic participation in the **debriefing sessions** with the instructor. Since this subject of research methods is an unfamiliar territory to you, it is important to keep an on-going discussion with your instructors regarding your understanding of the subject. Consequently, a greater degree of ‘coaching’ is necessary. Thus, it is imperative to utilize the in-class meetings, assigned debriefing sessions, and the instructors’ office hours to the fullest.

Attendance: Attendance at all class meetings is mandatory. Three absences without prior

approval will drop your final grade by one grade point.

Schedule of Classes & Submissions

February 02	Introduction & Assignments
February 09	Experiments, Simulation & Observation Techniques (Group+ Question+ Building)
February 16	Interviewing Techniques
February 23	Group Work / Debriefing (Initial Observation Due)
March 02	Q 1- Simulation Workshop
March 09	Group Work / Debriefing (Interview Data Due)
March 16	Group Work / Debriefing (Q1- Simulation 1 Due) (Q 2 - Design Principles Due)
March 23	SPRING RECESS
March 30	Group Work / Debriefing (Q1- Design Principles Due)
April 06	Q2 - Simulation Workshop
April 13	Group Work / Debriefing (Q2 - Simulation 1 Due)
April 20	Discussion Session 1 (Q1 & Q2 Design Hypotheses Due)
April 27	Group Work / Debriefing (Q 1 & Q 2 – Simulation 2 Due)
May 04	Discussion Session 2
May 11	Research Report (Final) Due