

COOP Design Research M.Sc. Program - Description of Modules - 1

1. Semester: Design Research Lab			10 ECTS	
1	<p>Goals of learning and qualification</p> <p>In the scope of the multi-tier seminar (preliminary lab as an introduction, followed by a lab with three parts), students will gain greater knowledge of scientific work at the interface between design processes and their analytical evaluation, as well as methods of communicating the obtained findings.</p>			
2	<p>Course</p> <p>Seminary with lectures and presentations</p>	<p>Presence</p> <p>Prelab: 24 h 3 We * 8 h / We</p> <p>Lab: 96 h 12 We * 8 h / We</p>	<p>Self-study</p> <p>36 h</p> <p>144 h</p>	<p>Planned size of group</p> <p>18 Students</p>
3	<p>Topics, Content</p> <p>In this module the students systematically analyze knowledge production in design and develop appropriate formats to communicate the findings of their research. In the process, various scientific research methods and alternative concepts for illustration and visualization will be developed, put to the test in laboratory conditions and presented.</p> <p>The Preliminary Laboratory (2-3 weeks) provides access to the program. This involves a general introduction to the various positions in design research and the working practices and methods of scientific work. Selected examples of design research will be analyzed and reflected on in seminars.</p> <p>---</p> <p>The Laboratory (12 weeks) is made up of three thematic building blocks of similar size:</p> <p>1.: Design as Research 2.: Design as Education 3.: Design as Projection</p> <p>Academic Writing</p> <p>---</p> <p>About 1.: Design as Research</p> <p>This building block is dedicated to the analysis of design as a process of synthesizing practices. To this end, fundamental <u>types of knowledge</u> (cybernetics, ethnography, sociology, empiricism, etc.) will be introduced and their connections with selected design projects subsequently analyzed.</p> <p>Following an introduction to the historical, theoretical and methodical foundations, the seminar will focus on the investigation of <u>sites of knowledge production in design</u>, based on historical and contemporary examples.</p> <p>Ultimately, the focus is on <u>processes of knowledge production</u> in design: experimentation, historicization, field study, the integration of design in production, etc.</p> <p>---</p> <p>About 2.: Design as Education</p> <p>This building block focuses on analyses of the importance of design in education and knowledge architecture/information design.</p>			

COOP Design Research M.Sc. Program - Description of Modules - 2

	<p>One of the core themes is the study of <u>collective institutions</u> that were able to channel the avant-garde tendencies in design education and methodology of their time institutionally into the realization of concrete concepts, and thereby facilitated their breakthrough.</p> <p>The <u>meaning of space</u> as a “third pedagogue” presents a further subject for analysis. Based on innovative historical approaches in the region (H.A. Francke, F.W. v. Erdmannsdorff, J.H. Basedow), the focus is on the study of modern pedagogical spatial concepts.</p> <p>In addition, <u>tools of education, communication and representation</u> will be investigated, as will the status of the user between production, use and design. The relocation of education and design from the analogue to the digital world establishes the <u>code as standard</u>. Digital technologies are evolving as tools for universal structuring and as a result, traditional processes in education must be re-formatted.</p> <p>---</p> <p>About 3.: Design as Projection</p> <p>In this building block, the projective properties of design will be examined as well as their <u>strategies of anticipation and materialization</u> in order to change society.</p> <p>The goal is to gain a greater understanding of the idiosyncrasies of development and <u>design, also and especially in contrast to the scientific approach</u>. To that end, the initial focus is on clarifying the relationship between the design disciplines and the sciences and the way in which architecture and design participate in knowledge production.</p> <p>Furthermore, the question of how <u>genuine design knowledge</u> in the design disciplines is articulated and manifested out of elaborate forms of non-knowledge will be investigated.</p> <p>Based on these contexts of origin, the focus is on the epistemological meaning of design knowledge for the sciences.</p>
4	Format of teaching: Individual and group work
5	Prerequisites for participation Admission according to Examination- and Study Regulations
6	Type of exam: Design concept/ paper
7	Prerequisites for awarding ECTS: Successful participation.
8	Module grade´s share in final grade: 20%
9	Teachers Regina Bittner, Stephan Pinkau, Elke Beyer, Gernot Weckherlin, Mary Copple, Eckart Warner
10	Literature Anni Albers On Weaving Mineola New York 1993, Tactile Sensibility p 62-65, Designing as Visual Organization p 71-80 Laszlo Moholy Nagy The New Vision Fundamentals of Bauhaus Design Painting, Sculpture and Architecture Mineola New York 1975 Laszlo Moholy- Nagy From Material to Architecture Berlin 2001 (Reprint) p 20-68 Hannes Meyer, eds. by Claude Schnaidt, Bauten Projekte, Schriften, Buildings, Projects and Writings. Verlag Hatje 1965 p 90-96 Texts: Building 1928, The New World 1926 Bruce Archer Design as a discipline In: Design studies Vol 1 No 1 July 1979

COOP Design Research M.Sc. Program - Description of Modules - 3

<p>Abraham A. Moles Products: Their Functional and Structural Complexity In: Ulm 6 Journal of Hochschule für Gestaltung 1962</p> <p>Tomas Maldonado and Gui Bonsiepe Science and Design In:Ulm 10/11 Journal of Hochschule für Gestaltung 1964</p> <p>Victor Papanek Design for the real world. New York 1971 (first published)</p> <p>H. Kumar Vyas Design History: An Alternative Approach. In: Design Issues. Volume 22 Number 4 Autumn 2006</p> <p>Aldo van Eyck Miracles of Moderation Zurich 1976</p> <p>Alison and Peter Smithson Ordinariness and Light Cambridge MIT Press 1970,p 39-60</p> <p>Amos Rapaport House Form Culture New York 1969 chapter 3 socio cultural factors and house form p 46- 82</p> <p>John Turner The Squatter Settlement. An Architecture that works In: Architectural Design 1968</p> <p>Arjun Appadurai Introduction. Commodities and the politics of value In: Arjun Appadurai (eds) The Social Life of things. Commodities in cultural perspective. Cambridge 1988</p> <p>Tim Ingold Bringing Things to Life- Creative Entanglements in a world Materials. Working Paper 15 University of Aberdeen July 2010</p> <p>Pierre Bourdieu The Berber House In: Julian Thomas eds. Interpretative Archeology. A Reader London New York 2000 p 493-509</p> <p>Daniel Miller Materiality. An Introduction</p> <p>Emma Shjecliff Amy Twigger Holroyd Making with Others.Working with textile craft groups as a means of research In: Studies in Material Thinking 5/2016 Vol 14</p> <p>Kristina Lindström and Asa Stahl Inviting to co-articulations of issues in designerly public engagement</p> <p>Nicola Wood Chris Rust Grace Horn A Tacit Understanding: The Designers Role in Capturing and Passing on Skilled Knowledge of Master Craftsmen In International Journal of Design Vol 3 No 3 2009</p> <p>Albena Yaneva The Making of a building. A pragmatist approach to architecture Bern 2009 Introduction p 23-35, Chapter 3, p 113-136</p> <p>---</p> <p>Michael Polany, The Tacit Dimension, Chicago 2009, pp 3-25</p> <p>Tim Ingold, Making- Anthropology, Archaeology, Art and Architecture, Routledge, 2013; Ch1: Knowing from the Inside; Ch2: Materials of Life</p> <p>Martin Heidegger (transl.: Albert Hofstadter): Poetry, Language, Thought, New York, 1975; Ch4: Building Dwelling Thinking</p> <p>Rudolf Laban: Choreutics 1966 Introduction pp3-9</p> <p>David Kahneman: Thinking, Fast and Slow, Penguin, 2012; Part 1: Two Systems</p> <p>Richard Sennett: The Craftsman, Penguin, 2009; Ch 2</p> <p>Oliver A. I. Botar: Sensing the Future: Moholy Nagy, Media and the Arts, Zurich, 2014; pp. 16-39</p> <p>Donald Schoen... Designing as Reflective Conversation with the Materials of a Design Situation; New York, 1992</p> <p>Richard Sennett: The Open City; http://www.richardsennett.com/documentdownload.axd?documentresourceid=2, Zugriff 20.11.2018</p> <p>Christopher Alexander: A Pattern Language, New York, 1977</p> <p>Hannah Arendt: What Freedom and Revolution Really Mean; lithub, https://lithub.com/never-before-published-hannah-arendt-on-what-freedom-and-revolution-really-mean/, Zugriff 16.10.2020</p>

COOP Design Research M.Sc. Program - Description of Modules - 4

<p>Blume, E.; Felix, M.; Knapstein, G.; Nichols, C.: Black Mountain College, Spector, 2015; pp. 98 - 109</p> <p>Oppenheimer Dean, A.; Hursley, T.: Rural Studio Samuel Mockbee and an Architecture of Decency; New York, 2002</p> <p>---</p> <p>Evans, R.: Translations from Drawing to Building, London, 1997</p> <p>Fuller, B.: Your Private Sky; Zurich, 1999: pp. 126-141</p> <p>Daniel Defoe: An Essay Upon Projects, new edition (Tredition), Hamburg, 2013</p> <p>Marcel Mauss: Techniques of the Body, 1935</p> <p>Jonathan Swift: Gulliver's Travels</p> <p>Sir Francis Bacon: The New Atlantis, new edition CreateSpace, 2010</p> <p>Thomas Albert Sebeok: "You Know My Method": A Juxtaposition of Charles S. Peirce and Sherlock Holmes</p> <p>Krausse, Joachim: The Miracle of Jena in: WorldArchitecture, IssueNo20, Nov1992</p> <p>Josiah McElheny Hrsg.: Glass! Love!! Perpetual Motion!!!: A Paul Scheerbart Reader, Chicago, 2014</p> <p>---</p> <p>Heynen, Hilde. "Space as Receptor, Instrument or Stage: Notes on the Interaction Between Spatial and Social Constellations." International Planning Studies 18, no. 3-4 (November 2013): 342-57.</p> <p>Sailer, Kerstin. "Through the Lens of Social Activities-Understanding Space." In Raummaschine. Exploring Manifold Spaces, edited by Sabine Hansmann and Finn Geipel, 118-22. Berlin: Jovis Verlag, 2019</p> <p>---</p>
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COOP Design Research M.Sc. Program - Description of Modules - 5

1. Semester: Theory and Methods			5 ECTS	
1	<p>Goals of learning and qualification</p> <p>The participants acquire an overview and foundational and broader knowledge of design research, knowledge types and the methods of various scientific disciplines.</p> <p>In addition, the participants should be able to confidently apply the techniques and rules of scientific work and to subsequently deploy these in the framework of their Master's thesis.</p>			
2	<p>Course</p> <p>Seminary, lectures</p>	<p>Presence</p> <p>Lectures: 30 h 15 We * 2 h / We</p> <p>Seminary: 30 h 15 We * 2 h / We</p>	<p>Self-study</p> <p>90 h</p>	<p>Planned size of group</p> <p>18 Students</p>
3	<p>Topics, Content</p> <p>The module of Theory und Methods (15 Weeks) consists of a lecture series and accompanying seminars.</p> <p>It offers an overview of the history of modern design research in the 20th century; here, discourses, projects and concepts of research through design will be introduced and explored in depth in seminars and reading assignments.</p> <p>Further, it deals with the practical approach to preparing a research project with the necessary tools, techniques, software applications and work procedures.</p> <p>In a final examination the participants are then required to demonstrate argumentatively one of the approaches put forward in the context of the scientific discourse on research through design.</p>			
4	<p>Format of teaching: Individual and group work</p>			
5	<p>Prerequisites for participation</p> <p>Admission according to Examination- and Study Regulations</p>			
6	<p>Type of exam: Term paper</p>			
7	<p>Prerequisites for awarding ECTS:</p> <p>Successful participation in 80% of the lectures minimum</p>			
8	<p>Module grade's share in final grade: 10%</p>			
9	<p>Teachers</p> <p>Gernot Weckherlin, Michael Hohl</p>			
10	<p>Literature</p> <p>Morris, William (1890): News from Nowhere, or an Epoch of Rest. Alexander Street Press, Boston.</p> <p>Lambourne, Lionel (1980): Utopian Craftsmen. The Arts and Crafts Movement from the Cotswolds to Chicago. Astragal Books, London.</p> <p>Lethaby, William R. (1922): Form in Civilization. Oxford University Press, London.</p> <p>Blakesley, Rosalind P. (2006): The Arts and Crafts Movement. Phaidon, London.</p> <p>Otto Wagner (1988) (Introduction and translation by Harry F. Mallgrave): Modern Architecture. A Guidebook for his Students to this Field of Art. Getty Center for the History of Art and the Humanities, Santa Monica CA.</p>			

COOP Design Research M.Sc. Program - Description of Modules - 6

<p>Muthesius, Hermann (1994) (transl. and introduction of first ed. 1902 by Stanford Anderson): Style Architecture and Building-Art. Getty Center for the History of Art and the Humanities, Santa Monica CA.</p> <p>Burckhardt, Lucius (1987): The Werkbund. Hyperion Press, London.</p> <p>Schwartz, Frederic J. (1996). The Werkbund: Design Theory and Mass Culture Before the First World War. New Haven (Conn.).</p> <p>Karl-Ernst-Osthaus-Museum Hagen und Kaiser-Wilhelm-Museum Krefeld (1997): Das Schöne und der Alltag – Deutsches Museum für Kunst in Handel und Gewerbe. Ausstellungskatalog, Pandora Snoeck-Ducaju & Zoon, Gent. [in German]</p> <p>Bergdoll, Barry; Massey, Jonathan, eds. (2018): Marcel Breuer. Building Global Institutions. Lars Müller Publishers, Zürich.</p> <p>Alexander, Christopher: Notes on the Synthesis of Form (1977) Harvard Univ. Press Cambridge (Mass.).</p> <p>Alexander, Christopher; Silverstein Murray; Ishikawa, Sara (1977): A Pattern Language. Towns, Buildings, Constructions. Oxford Univ. Press, New York.</p> <p>Anderson, Stanford (1984): "Architectural Design as a System of Research Programs", Design Studies 5, pp. 148–150.</p> <p>Popper, Karl R.; Kegan, Paul (1963): Conjectures and Refutations. The Growth of Scientific Knowledge. Routledge London.</p> <p>Kuhn, Thomas S. (1962): The Structure of Scientific Revolutions. University of Chicago Press, Chicago.</p> <p>Lakatos, Imre (1978): The Methodology of Scientific Research Programs. (edited by John Worrall and Gregory Currie), Cambridge University Press, Cambridge.</p> <p>Feyerabend, Paul (1975): Against Method, Verso, London.</p> <p>Rittel, Horst W. J.; Webber, Melvin M. (1973): "Dilemmas in a General Theory of Planning", Policy Sciences 4, pp. 155–169.</p> <p>Schön, Donald A. (1983): The Reflective Practitioner. How Professionals Think in Action. New York: Basic Books.</p> <p>---</p> <p>Booth, Colomb and Williams (2008), "The Craft of Research", University of Chicago Press</p> <p>Downton, Peter (2003), "Design Research", "Design Research", RMIT Press</p> <p>Gauntlett, David (2007), "Creative explorations: new approaches to identities and audiences", Routledge</p> <p>Murray, Rowena, (2007), "How to write a thesis", Open University Press</p> <p>Potter, Stephen (2006), "Doing postgraduate research", Open University Press</p> <p>Wisker, Gina (2008), "The postgraduate research handbook: succeed with your MA, MPhil, EdD and PhD", Palgrave</p>

COOP Design Research M.Sc. Program - Description of Modules - 7

1. Semester: Master Talk / Research Colloquium I				5 ECTS
1	Goals of learning and qualification The students acquire knowledge about the range of scientific subjects, knowledge types and methods of analysis from the spectrum of the course of study. In the discursive character of the colloquium, the participants learn the techniques and skills of scientific discourse and gain practice in the representation and defense of the findings of their own research.			
2	Course Master Talk, Colloquium Research Colloquium Seminary	Presence Lecture, Colloquium: 30 h 15 We * 2 h / We Seminary: 30 h 15 We * 2 h / We	Self-study 90 h	Planned size of group 18 Students
3	Topics, Content In the Master Talk, guest researchers present their research approaches and theories. In subsequent or specially arranged colloquiums, the discussion will focus on the scientific questions of invited guests and the interim findings of student projects from the modules 'Preliminary Lab'/'Design Research Lab'. The Research Colloquium Seminary provides the students with the essential academic skills in research and writing. The overall aim is to build up trust in their own capacities of handling academic texts by familiarizing them with the associated scholarly processes, as well as to train their capability to engage critically with a subject. This includes practicing: (1) basic reading comprehension skills; (2) advanced research skills and the different strategies and steps in the writing process; (3) different categories of texts in preparation for a thesis, such as summaries and literature reviews; (4) basic formal aspects, such as excerpts and correct citation.			
4	Format of teaching: Lecture, Colloquium; Seminary			
5	Prerequisites for participation Admission according to Examination- and Study Regulations			
6	Type of exam: Research paper			
7	Prerequisites for awarding ECTS: Successful participation in 80% of the lectures minimum			
8	Module grade's share in final grade: 10%			
9	Teachers Elke Beyer, Friederike Schäfer, Sabine Hansmann, Nilufar Tajeri, Angelika Schnell, N.N.			

COOP Design Research M.Sc. Program - Description of Modules - 8

1. Semester: Proposal			5 ECTS	
1	<p>Goals of learning and qualification</p> <p>The participants apply the knowledge gained in the preceding 15 term weeks and the acquired methods and skills in the framework of an instructed, six-week fact-finding phase on a self-chosen subject.</p> <p>They develop an exposé to test its viability and present this for debate in the framework of a final presentation. They acquire further experience in the application of scientific working methods for the subsequent development of their master's thesis.</p>			
2	<p>Course</p> <p>Seminary</p>	<p>Presence</p> <p>Proj. work: 48 h 6 We * 8 h / We</p>	<p>Self-study</p> <p>102 h</p>	<p>Planned size of group</p> <p>18 Students</p>
3	<p>Topics, Content</p> <p>The Proposal (6 weeks) follows on from the first semester's 15-week period of lectures and seminars.</p> <p>In this module, forms of projective work will be developed based on a self-chosen subject. In the process, the participants are called upon to draw up a reflexive protocol that captures and argues the process of projection. The projective work takes place in a range of formats, scenarios, buildings, performances, designs, installations, or temporary actions. The exposition lies between the first and second semester and serves as preparation for the master's thesis/exposé.</p>			
4	<p>Format of teaching Individual work</p>			
5	<p>Prerequisites for participation</p> <p>Admission according to Examination- and Study Regulations</p>			
6	<p>Type of exam: Presentation</p>			
7	<p>Prerequisites for awarding ECTS:</p> <p>Successful participation</p>			
8	<p>Module grade's share in final grade: 10%</p>			
9	<p>Teachers</p> <p>Regina Bittner, Stephan Pinkau, Elke Beyer, Gernot Weckherlin, Friederike Schäfer, Sabine Hansmann, Nilufar Tajeri, Angelika Seppi, Nicole Opel, Rebekka Ladewig</p>			

COOP Design Research M.Sc. Program - Description of Modules - 9

1. Semester: COOP Module			5 ECTS	
1	<p>Goals of learning and qualification</p> <p>In the COOP Module, the participants identify the contemporary research priority of the respective research groups and understand approaches for their own further work.</p> <p>In the seminar sessions they select such approaches to the presented field of research that directly appeal to their own interests.</p> <p>In practical terms, students and lecturers develop personal contacts with the universities, which establish a discourse that extends beyond the given framework.</p>			
2	<p>Course</p> <p>Seminary with lectures and presentations</p>	<p>Presence</p> <p>Elective: 60 h 6 *10 h / Block</p>	<p>Self-study</p> <p>90 h</p>	<p>Planned size of group</p> <p>18 Students</p>
3	<p>Topics, Content</p> <p>The COOP Module consists of block sessions, in the scope of which partner universities present their research fields and introduce contemporary issues from each respective context to the participating students.</p> <p>The students attend 3 of the 5 workshops offered (50 % of the module grade).</p> <p>Of these, they choose one workshop to study in greater depth and prepare a detailed study of one thematic aspect in ca. 3,000 words (50 % of the module grade).</p> <p>The block sessions allow the guests to interest the students in their research fields and to highlight appropriate approaches for their 'Projective Work' module.</p> <p>The COOP Module broadens the thematic spectrum and actively integrates the partner universities in teaching in the appropriate format of a block session.</p> <p>Examples of workshops:</p> <p>Workshop Mobile Structures - Give Me a Gun and I Will Make all Buildings Move</p> <p>Workshop Health and Design - The Hospital Bed</p> <p>Workshop Architectures of Knowledge – Experiments with Space</p> <p>Workshop The City and the Moving Image</p> <p>Workshop Attention and Form - The Fly</p>			
4	<p>Format of teaching: Individual and group work</p>			
5	<p>Prerequisites for participation</p> <p>Admission according to Examination- and Study Regulations</p>			
6	<p>Type of exam: Design concept/paper</p>			
7	<p>Prerequisites for awarding ECTS:</p> <p>Successful participation</p>			
8	<p>Module grade's share in final grade: 10%</p>			

COOP Design Research M.Sc. Program - Description of Modules - 10

<p>9</p>	<p>Teachers</p> <p>Sabine Hansmann, Friederike Schäfer, Angelika Seppi, Rebekka Ladewig, Nicole Opel, Richard Koeck; Christian Stein, N.N.</p>
<p>10</p>	<p>Literatur</p> <p>Bruno Latour: Give me a Gun and I will Make all Buildings Move: An ANT's View of Architecture, in: Ariane Lourie Harrison: Architectural Theories of the Environment: Posthuman Territory, Routledge, 2012</p> <p>---</p> <p>Michel Foucault: The Art of Distribution. In: Discipline and Punish: The Birth of the Prison. [by] Michel Foucault. (Vintage Books, New York, NY, 1979). pp. 141-149.</p> <p>Michel Foucault: The Examination. In: Discipline and Punish: The Birth of the Prison. [by] Michel Foucault. (Vintage Books, New York, NY, 1979). pp. 184-194.</p> <p>Michel Foucault: The Birth of the Clinic, 1973</p> <p>---</p> <p>AsSayyad, N Cinematic Urbanism: A History of the Modern from the Reel to Real. New York, NY: Routledge, 2006</p> <p>Koeck, R. CineScapes: Cinematic Spaces in Architecture and Cities. London and New York: Routledge., 2012</p> <p>Koeck, R. and Roberts L. (eds.) The City and the Moving Image: Urban Projections. London: Palgrave, 2010</p> <p>Webber A. and Wilson E. (eds) Cities in Transition: The Moving Image and the Modern Metropolis. London: Wallflower, 2008</p> <p>---</p> <p>Peter Galison: Trading Zone, in: Mario Biagioli (Hrsg.): The Science Studies Reader, New York, 1999</p> <p>Knorr Cetina, Karin D. 2001. "Laboratory Studies." Pp. 8232-38 in International Encyclopedia of the Social and Behavioral Sciences, edited by S. Jasanoff. Oxford: Elsevier Publ. Comp.</p> <p>Peter Galison, Caroline A. Jones: Factory Laboratory Studio, in: Peter Galison, Emily Thompson (Hrsg.): The Architecture of Science, Cambridge, 1999</p> <p>Graeme Gooday: Placing or Replacing the Laboratory in the History of Science? in: Univ. of Chicago Press (Publ.): Isis, Vol. 99, No. 4 (December 2008), pp. 783-795</p> <p>John Law (1992) 'Notes on the Theory of the Actor-Network: Ordering, Strategy and Heterogeneity', Systems Practice, 5 (1992), 379-93.</p> <p>Bruno Latour: On actor-network theory. in in Soziale Welt, vol. 47, pp. 369-381, 1996.</p> <p>Victor Kaptelinin , Bonnie A. Nardi: Acting with Technology: Activity Theory and Interaction Design, Cambridge, 2006</p> <p>Eva Hornecker, Jacob Buur: Getting a Grip on Tangible Interaction- A Framework on Physical Space and Social Interaction, Proceedings of CHI, 2006</p> <p>Sara Price, Yvonne Rogers: Lets get physical - The learning benefits of interacting in digitally augmented physical spaces, in: Computers & Education 43, Brighton, 2004</p>

COOP Design Research M.Sc. Program - Description of Modules - 11

<p>Yuichiro Takeuchi: Towards Habitable Bits - Digitizing the Built Environment. in: ITS 2014 • Touch, Pressure and Reality, Dresden, 2014</p> <p>Scott R. Klemmer, Björn Hartmann, Leila Takayama: How Bodies Matter- Five Themes for Interaction Design, DIS 2006, June 26–28, University Park, 2006</p> <p>Amanda Williams, Eric Kabisch, and Paul Dourish: From Interaction to Participation - Configuring Space Through Embodied Interaction in: M. Beigl et al. (Eds.): UbiComp 2005, LNCS 3660, pp. 287-304, 2005.</p> <p>Kathryn Elliot, Carman Neustaedter, and Saul Greenberg: Time Ownership and Awareness - The Value of Contextual Locations in the Home in M. Beigl et al. (Eds.): UbiComp 2005, LNCS 3660, pp. 251-268, 2005.</p> <p>---</p> <p>James N. Hogue - Cultural Entomology</p> <p>Linda Butler: Joseph A. Kaplan's fly case. In: American Entomologist, Vol 38, Nr. 1, 1992</p>
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COOP Design Research M.Sc. Program - Description of Modules - 12

2. Semester: Master Talk / Research Colloquium II				5 ECTS
1	<p>Goals of learning and qualification</p> <p>Continuing the module of the 1st semester, the students acquire advanced knowledge about the range of scientific subjects, knowledge types and methods of analysis from the spectrum of the course of study. In the discursive character of the colloquium, the participants learn the techniques and skills of scientific discourse and gain practice in the representation and defense of the findings of their own research.</p>			
2	<p>Course</p> <p>Master Talk, Colloquium</p> <p>Research Colloquium Seminary</p>	<p>Presence</p> <p>Lecture, Colloquium: 30 h 15 We * 2 h / We</p> <p>Seminary: 30 h 15 We * 2 h / We</p>	<p>Self-study</p> <p>90 h</p>	<p>Planned size of group</p> <p>18 Students</p>
3	<p>Topics, Content</p> <p>In the Master Talk, guest researchers present their research approaches and theories. In subsequent or specially arranged colloquiums, the discussion will focus on the scientific questions of invited guests and the interim findings of student projects from the master's thesis.</p> <p>The Research Colloquium Seminary provides the students with the essential academic skills in research and writing. The overall aim is to build up trust in their own capacities of handling academic texts by familiarizing them with the associated scholarly processes, as well as to train their capability to engage critically with a subject. This includes practicing: (1) basic reading comprehension skills; (2) advanced research skills and the different strategies and steps in the writing process; (3) different categories of texts in preparation for a thesis, such as summaries and literature reviews; (4) basic formal aspects, such as excerpts and correct citation.</p>			
4	<p>Format of teaching: Lecture, Colloquium; Seminary</p>			
5	<p>Prerequisites for participation</p> <p>Admission according to Examination- and Study Regulations</p>			
6	<p>Type of exam: Research paper</p>			
7	<p>Prerequisites for awarding ECTS:</p> <p>Successful participation in 80% of the lectures minimum</p>			
8	<p>Module grade's share in final grade: 10%</p>			
9	<p>Teachers</p> <p>Elke Beyer, Friederike Schäfer, Sabine Hansmann, Nilufar Tajeri, Angelika Schnell, N.N.</p>			

COOP Design Research M.Sc. Program - Description of Modules - 13

2. Semester: Master Thesis / Master Colloquium				25 ECTS
1	Goals of learning and qualification The goal of the Master's thesis is to successfully acquire the ability to independently develop a scientific question within a given time frame, apply scientific knowledge, gain an overview of technically complex coherencies, establish application and research references and practice methodological critique. This also includes proficiency in interdisciplinary work and essential social competencies.			
2	Course Supervision: single or in small groups Colloquium: public	Presence Thesis: 12 h 12 We * 1 h / We Colloquium: 8 h	Self-study 730 h	Planned size of group 18 Students
3	Topics, Content The students choose the topics of the Master's thesis freely from the spectrum of Preliminary Lab/Lab, elective courses and Projective Work.			
4	Format of teaching Individual work or groups of two (max)			
5	Teilnahmevoraussetzungen Admission according to Exam Regulations			
6	Type of exam: Term paper, Colloquium, Presentation			
7	Prerequisites for awarding ECTS: Successful participation			
8	Grade of module's share in final grade: 30%			
9	Teachers N.N.			

COOP Design Research M.Sc. Program - Description of Modules - 14

Optional additional module

Research practices				10 to 30 ECTS
1	Goals of learning and qualification			
2	Course Research Practice: single or in small groups	Presence 16 weeks * 2h /We = 32h [20 ECTS] Duration at least 8 weeks, 4 weeks equal 5 credits	Self-study 568 h	Planned size of group. 1-4 Students
3	Topics, Content The students choose the topics of their research practice freely from the spectrum of Laboratory on Design Research, Theory and Methods, Master Talk /Research Colloquium, COOP Module, and Proposal.			
4	Format of teaching Individual work or groups of up to four (max)			
5	Teilnahmevoraussetzungen Admission according to Exam Regulations			
6	Type of exam: Design concept/ paper			
7	Prerequisites for awarding ECTS: Successful participation			
8	Grade of module's share in final grade: 0%			
9	Teachers N.N.			