

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

3 credits

30.0 h

Q1

Teacher(s)	Letesson Quentin ;
Language :	French
Place of the course	Bruxelles Saint-Gilles
Main themes	<p>This teaching unit introduces students to the issues involved in academic research, its methodology or methodologies and to the creation of a research project linked to an architectural project which leads to the formulation of a personal topic:</p> <ul style="list-style-type: none"> <li>• to provide students with an introduction on how to put together a research project</li> <li>• to learn how to define an issue, a research subject, the state of knowledge in the field, a methodology or an objective in terms of the result.</li> </ul>
Aims	<p><b>Specific learning outcomes:</b> By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• <i>write a piece of academic work, with the particular ability to use appropriate databases in architecture and follow the rules for quoting bibliographic references (presentation of academic texts, concepts of copyright and plagiarism, choice of vocabulary, academic style).</i></li> <li>• <i>explore the basic principles and/or contemporary issues in architecture by analysing texts written by architects, historians or theoreticians, critics and experts.</i></li> <li>• <i>be familiar with the different approaches or research methods with a strategic aim (stages, planning, drafting plan, the different parts of a dissertation).</i></li> <li>• <i>maintain a thoughtful and critical approach to formalise their working hypotheses.</i></li> <li>• <i>ensure that the topic of the dissertation is particularly on and about 'architecture, by formulating an argument which shows awareness of the terminology and can lead to an architectural project at the end of the Master's course.</i></li> </ul> <p><b>Contribution to the learning outcomes reference network:</b></p> <p>1 <b>Design a project</b></p> <ul style="list-style-type: none"> <li>• <i>Adopt approaches which are methodical, creative, metaphorical, perceptive, collaborative etc.</i></li> </ul> <p><b>Build knowledge of architecture</b></p> <ul style="list-style-type: none"> <li>• <i>Be able to use given references which, by analogy, can lead to other interpretations of the context</i></li> </ul> <p><b>Make use of other subjects</b></p> <p>1. <i>Seek out other approaches, exchanges of views and ways of enhancing thinking about architecture</i></p> <p><b>Express an architectural procedure</b></p> <ul style="list-style-type: none"> <li>• <i>Identify the founding elements of a hypothesis or a proposal to express and communicate them</i></li> <li>• <i>Express ideas clearly in oral, graphic and written form</i></li> </ul> <p><b>Adopt a professional attitude</b></p> <ul style="list-style-type: none"> <li>• <i>Organise, plan, develop and bring together the different strands of individual or collective work</i></li> </ul> <p>----- The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</p>

Bibliography	<p>Archer, B. (1995). "The Nature of Research", dans <i>Co-design, interdisciplinary journal of design</i>: 6-13</p> <p>Dousson, L. et Viala, L. (Éds) (2016). <i>Art, architecture, recherche : regards croisés sur les processus de création</i>. Montpellier : Éditions de l'Espérou.</p> <p>Ellefsen, K.O., Van Clempoel, K. et Harder, E. (2015). <i>Research by Design: EAAE 2015</i>, Copenhagen: European Association for Arch. Education</p> <p>Ledent, G. et J.-P. De Visscher (2017). "The European Quarter of Brussels: From District to Neighborhood. The difference between Study and Research by Design", dans <i>Architectural Research Addressing Societal Challenges</i>. Lisbon, RCR Press: 913-921.</p> <p>Pouleur, J.-A. et O. Vanzande (2017). "Stratégies de recherche par le projet enraciné induites par une architecture symptomatique", dans <i>Approches inductives</i> 4(1): 111-143.</p> <p>Schwartz, M. A. (2008). "The importance of stupidity in scientific research", dans <i>Journal of Cellular Science</i> 121(11): 1771</p> <p>Till, J. (2008). "Three Myths and One Model", dans <i>Building Material</i> 17: 4-10.</p>
Faculty or entity in charge	LOCI

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Architecture (Bruxelles)	ARCB2M	3		