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# IDL PhD Summer School

## Professor Mike Kagioglou

### 6<sup>th</sup> July 2018

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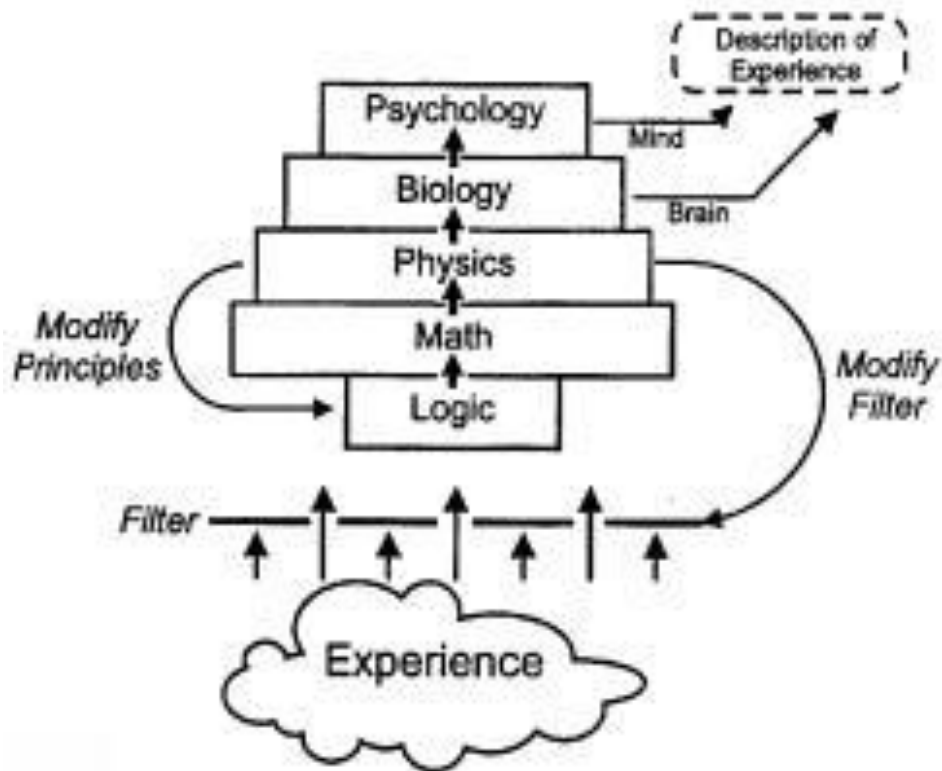


# My motivations as a researcher

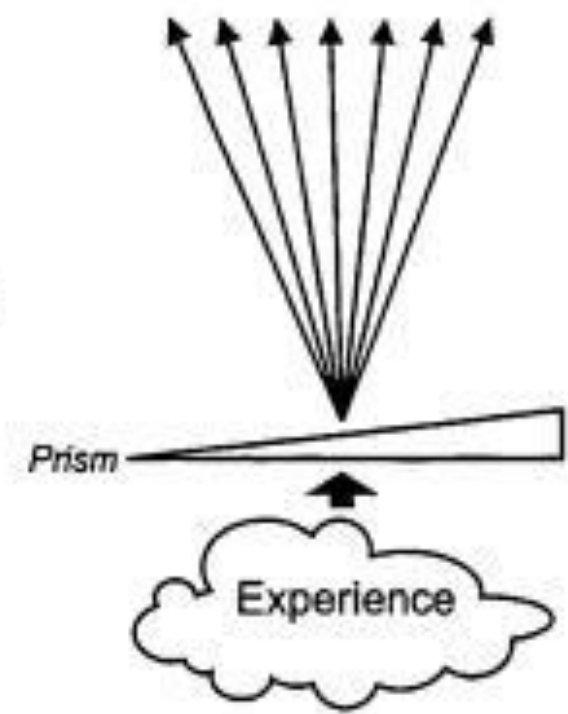
- Product Development: process, people and technology – primacy of one against another always an issue
- What is **objectively real**?
- How come 'weak and inferior' processes can be successful?
- Why is theoretical research more important than experimental/experiential – PhD students with practical experience and based in industry Vs those with theoretical knowledge and no/little practical experience
- What is the role of the researcher? In particular, what is the importance of prior experience?

# Key questions

- Is experience (both theoretical and practical) more important than theory/practice or vice-versa, and why?
- How can you ensure objectivity in your studies? (if at all)
- How often do you use your understanding as a lens of constructing reality?
- How do you decide what methods to use and what stage in your research?



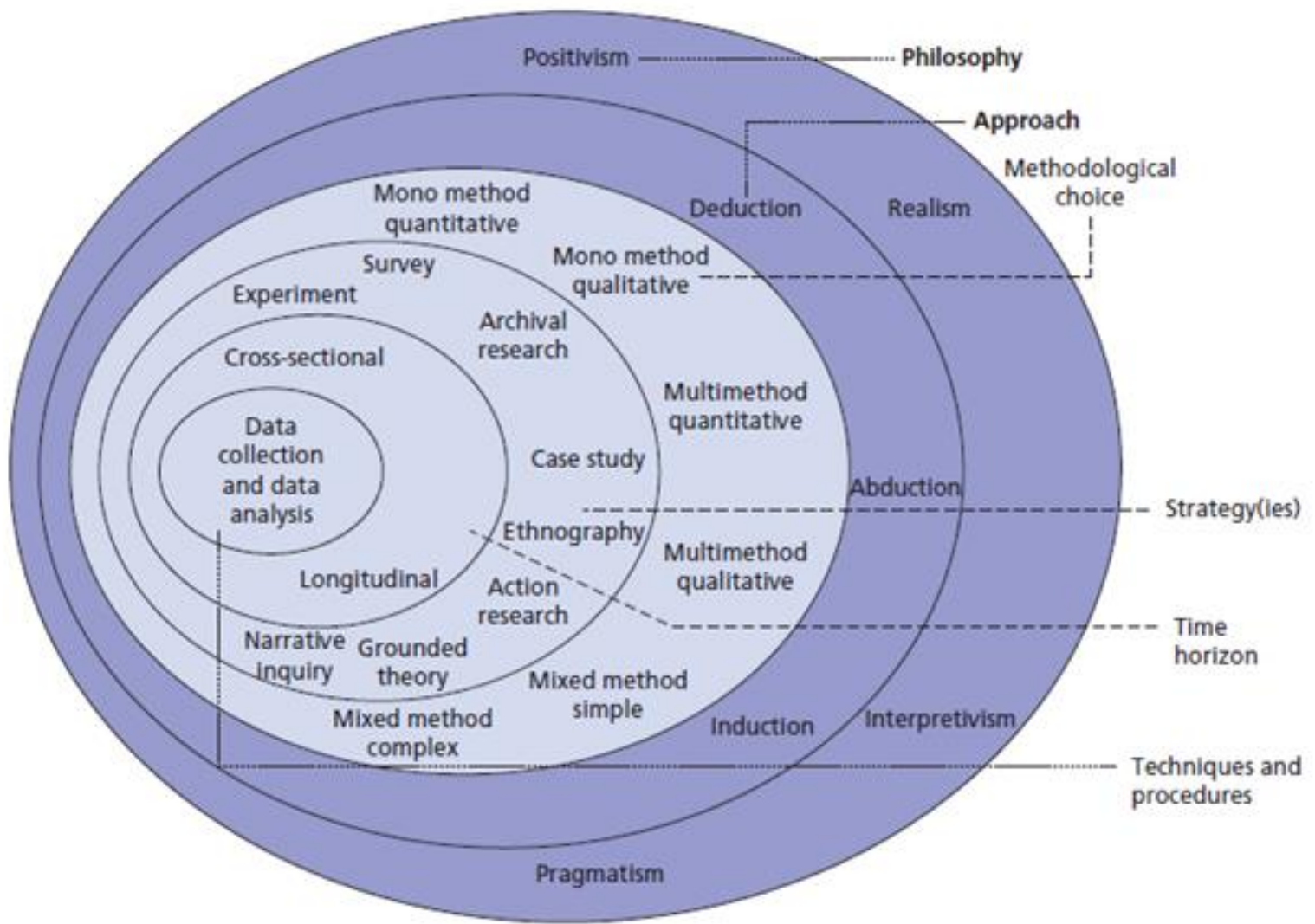
The House of **Science**

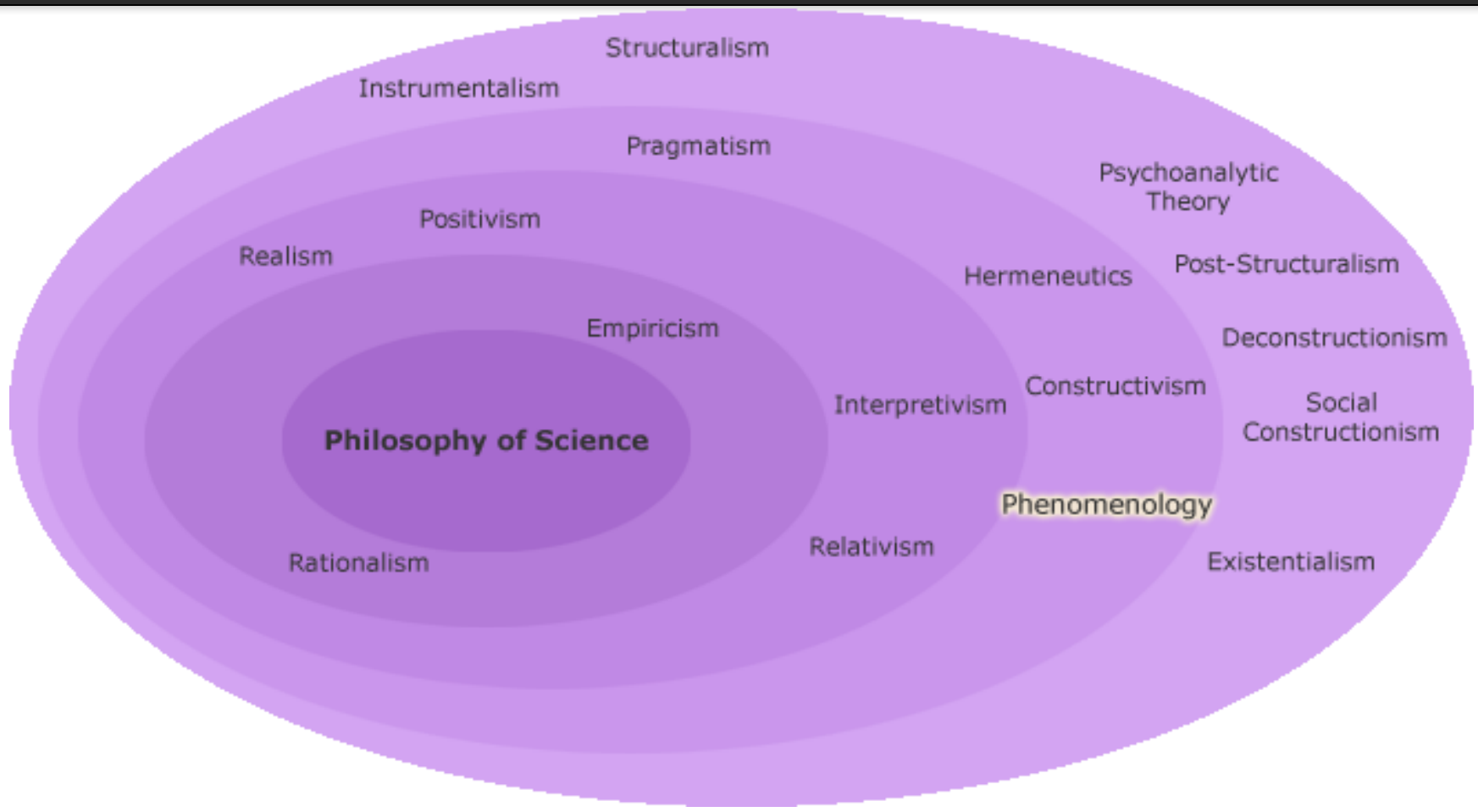


**Husserl**



# Research onion (Saunders, et al 6<sup>th</sup> edition)





# Phenomenology as a branch of philosophy

- Ethics is the study of right and wrong (Socrates, Plato, etc.)—**how we should act.**
- Ontology is the study of beings or their being (Aristotle, etc.)—**what is.**
- Epistemology is the study of knowledge (Descartes, etc.)—**how we know.**
- Logic is the study of valid reasoning (Russell, etc.)—**how to reason.**
- Phenomenology is the study of our experience (Husserl, Heidegger, Merleau-Ponty, Satre, etc.)—**how we experience.**
- Axiology is the study of value(s) (worth) and value judgements and what a researcher values in their research – **how we see and appreciate embedded experiences**

# Phenomenology (koppa.iyu.fi)

- Phenomenology stresses the **formation** of knowledge **based on** human perception and experiences.
- phenomenology itself claims to achieve knowledge **about the** nature of consciousness, a distinctive kind **of first-person knowledge**, through a form of intuition.
- Subjectivity and discussion of **personal sensations**, feelings and experiences are seen as meaningful
- Personal individual experiences and perceptions of the world are the **only source of knowledge**.
- Several variations exist, all emphasising the **physical and bodily experiences** of the world in formation of the knowledge.
- You need to be ready and willing to accept and understand new ideas, situations and events.
- You must approach the research topic without any previous presuppositions or predefined ideas and be willing to do the research in a flexible theoretical framework.



	<b>Axiology</b>	<b>Popular data collection techniques</b>
<u><a href="#">Positivism</a></u>	Research is undertaken in a <b>value-free way</b> , the researcher is independent from the data and maintains an objective stance	Highly structured, large samples, measurement, quantitative can also use quantitative
<u><a href="#">Realism</a></u>	Research is <b>value laden</b> ; the researcher is biased by world views, cultural experiences and upbringings. These effect research findings	Methods chosen must fit the subject matter, quantitative or qualitative
<u><a href="#">Interpretivism</a></u>	Research is <b>value bound</b> , the researcher is part of what is being researched, cannot be separated and so will be subjective	Small samples, in-depth investigations, qualitative
<u><a href="#">Pragmatism</a></u>	<b>Values play a large role in interpreting results</b> , the researcher adopting both objective and subjective points of view	Mixed or multiple method designs, quantitative and qualitative

# Unique Adequacy requirement of methods – a progression of the postulate of adequacy (understanding of subjective models) (Rooke and Kagioglou, 2007)

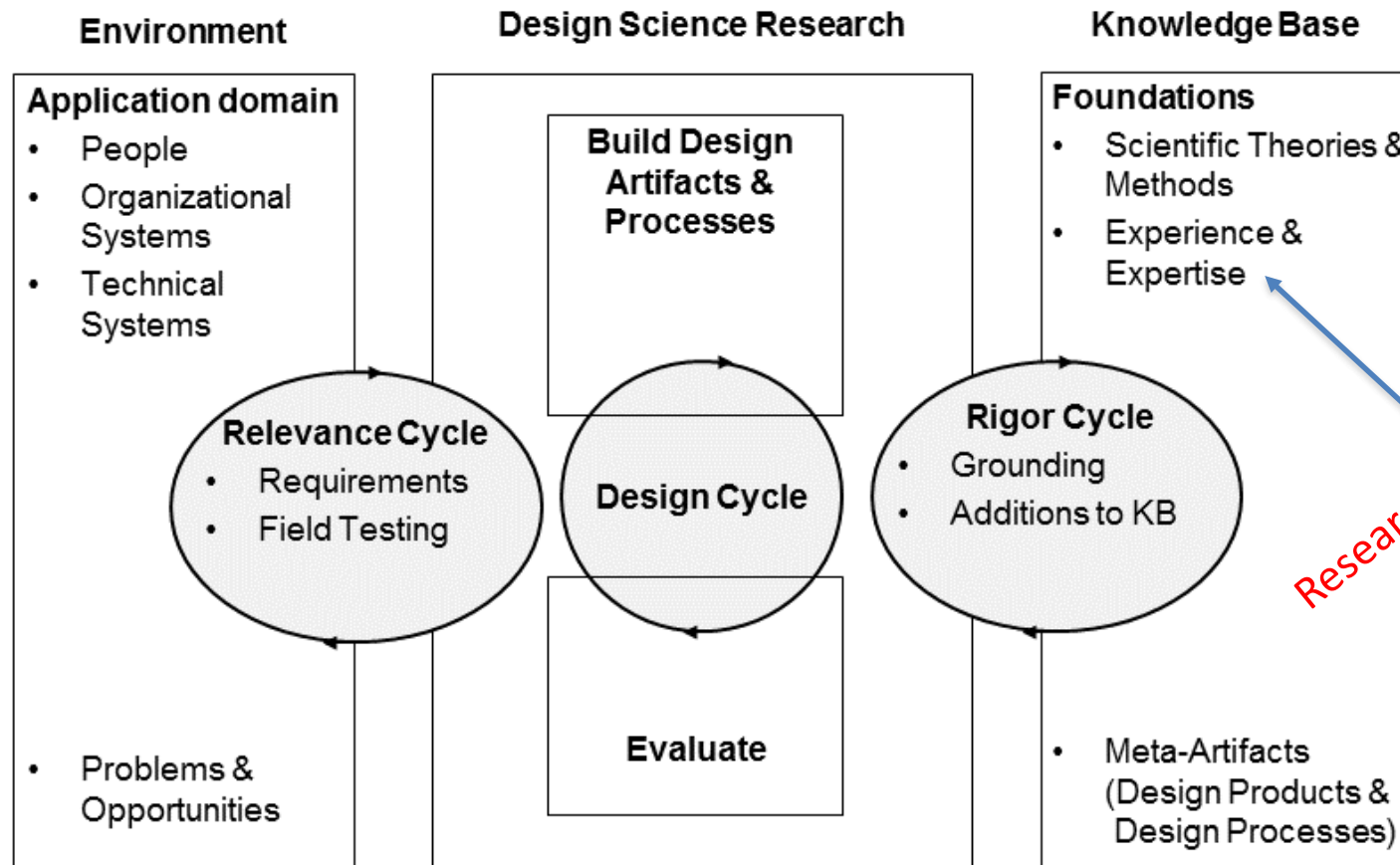
2007)

- Weak form: "the researcher should have a '**vulgar competence**' in the research setting. That is, they should be able to function as an ordinary member of that setting." we **must** know what any participant in that setting would ordinarily know about it - competence
- Strong form: demands that the methods of analysis used to report on a setting **should be** derived from that setting. In effect, it stipulates the application of a policy of 'ethnomethodological indifference': a refusal to evaluate, describe or explain the activities that constitute the setting using criteria, concepts or theories that are not a part of that setting.

# Personal reflections

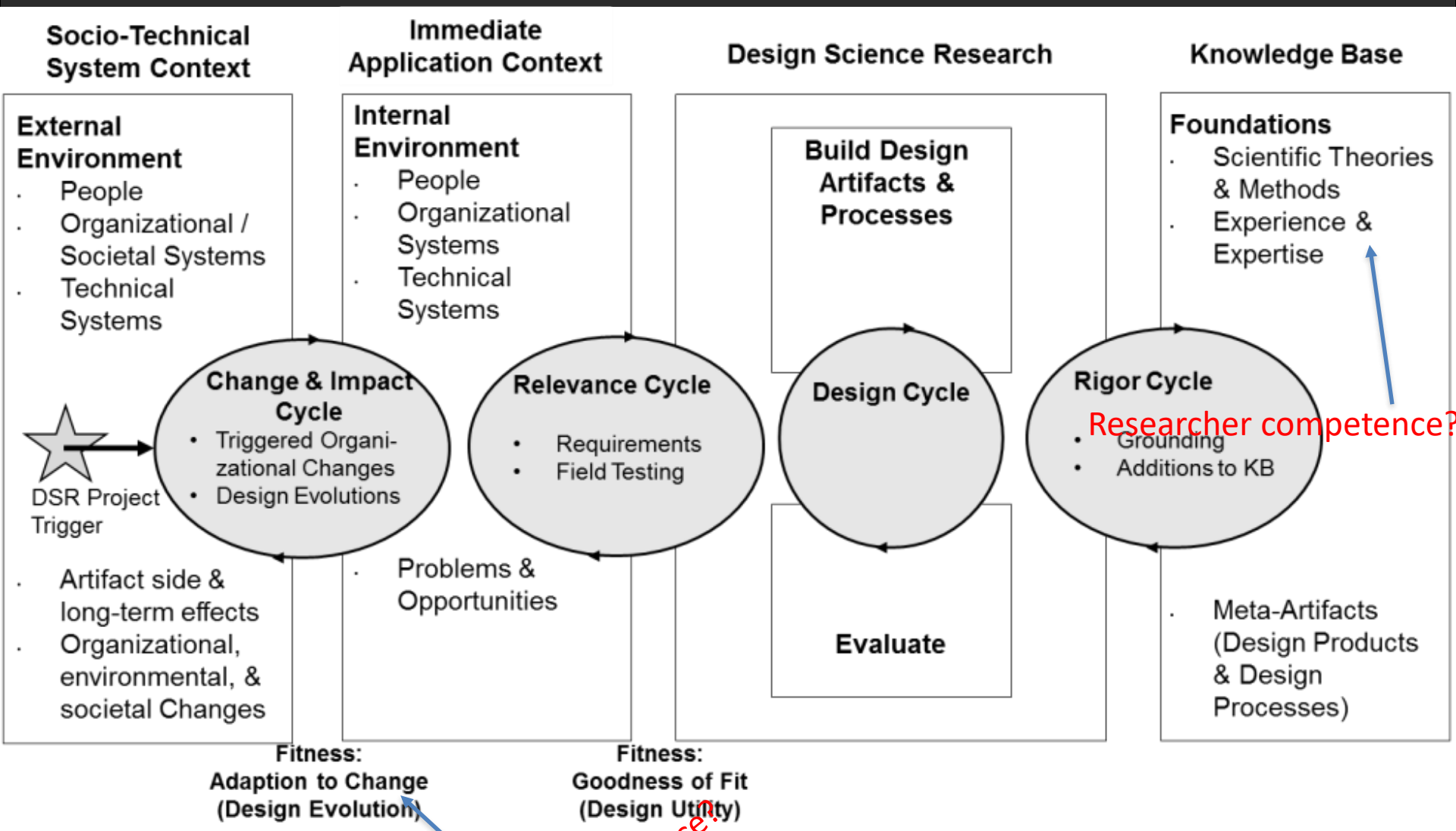
- Can UA exist outside of an ethnomethodology setting
  - Weak: how do you access competence of theory and practice?
  - Strong: What is the timing of assessing the plan/methodology for the research?
- So, appreciating that axiology is important in PhD research (depending on its nature), how important is it to also explain the researcher's competency? (both synthetic and experiential/reflective)
- Does (either form of) UA **increase the validity** of the researchers work?
- What level of researcher competence and knowledge is **adequate**? Outcomes will greatly depend on it.
- More importantly, how do you demonstrate all of the above in a thesis?

- Can UA be applied to Design Science and other methodologies?
- How relevant is UA to practice-based research?
- How relevant is UA to archival research?



(Hevner, 2007)





(Dreschler and Hevner 2016 – dealing with problems of existing artefacts and adaptation)

Researcher competence?

# Implications for PhD Research

- Theses need to include:
  - Clear statements of not only values but also experiences and prior knowledge, before the start of the research
  - Evidence of researcher competence to undertake research. Synthesised Lit reviews are used as proxy, but are we missing something? Does a literature review provide the context for the phenomenon to be studied?
  - Reflections on personal learning and development reflecting on the iterative cycle of doing and learning
  - Informing and reflective practice and experience and how it is relevant to your research

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# Thank you

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