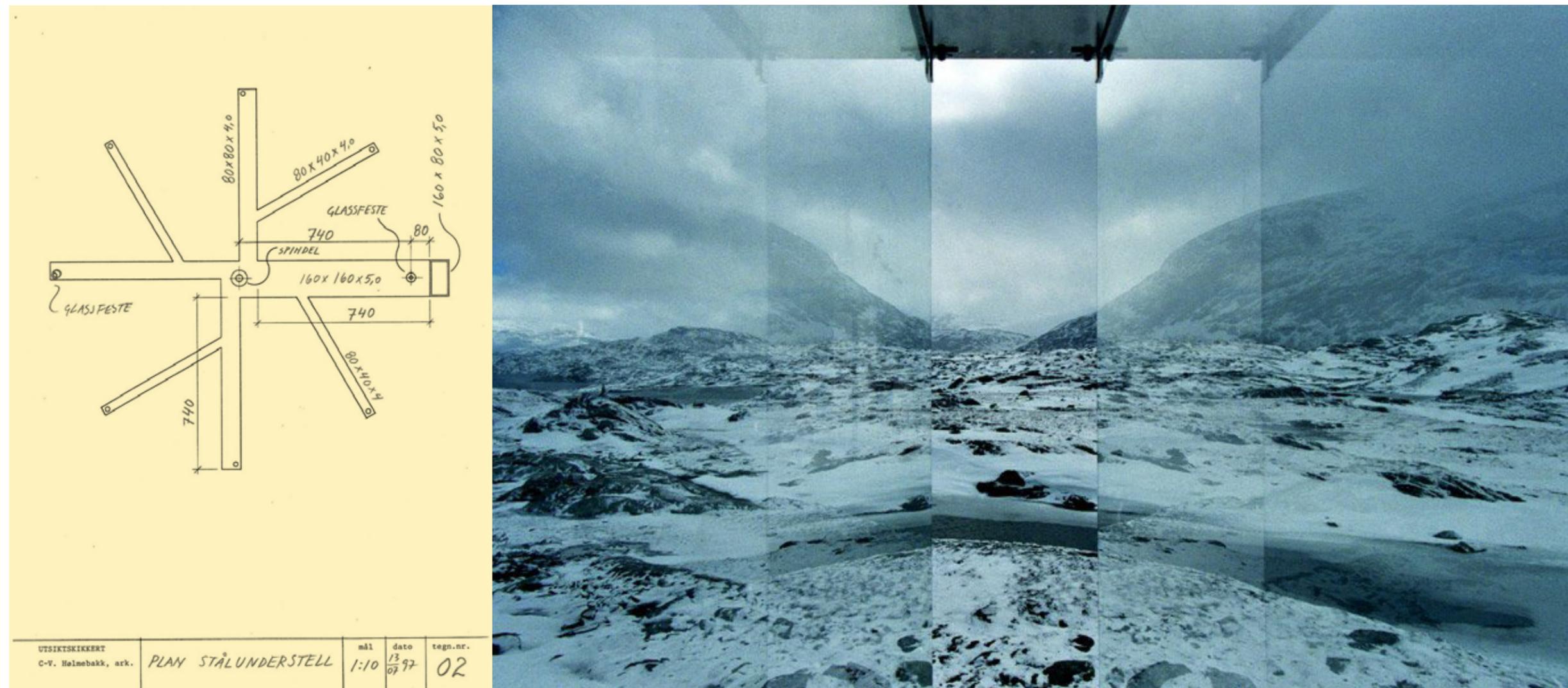


ARK-E5512

Fall 2021

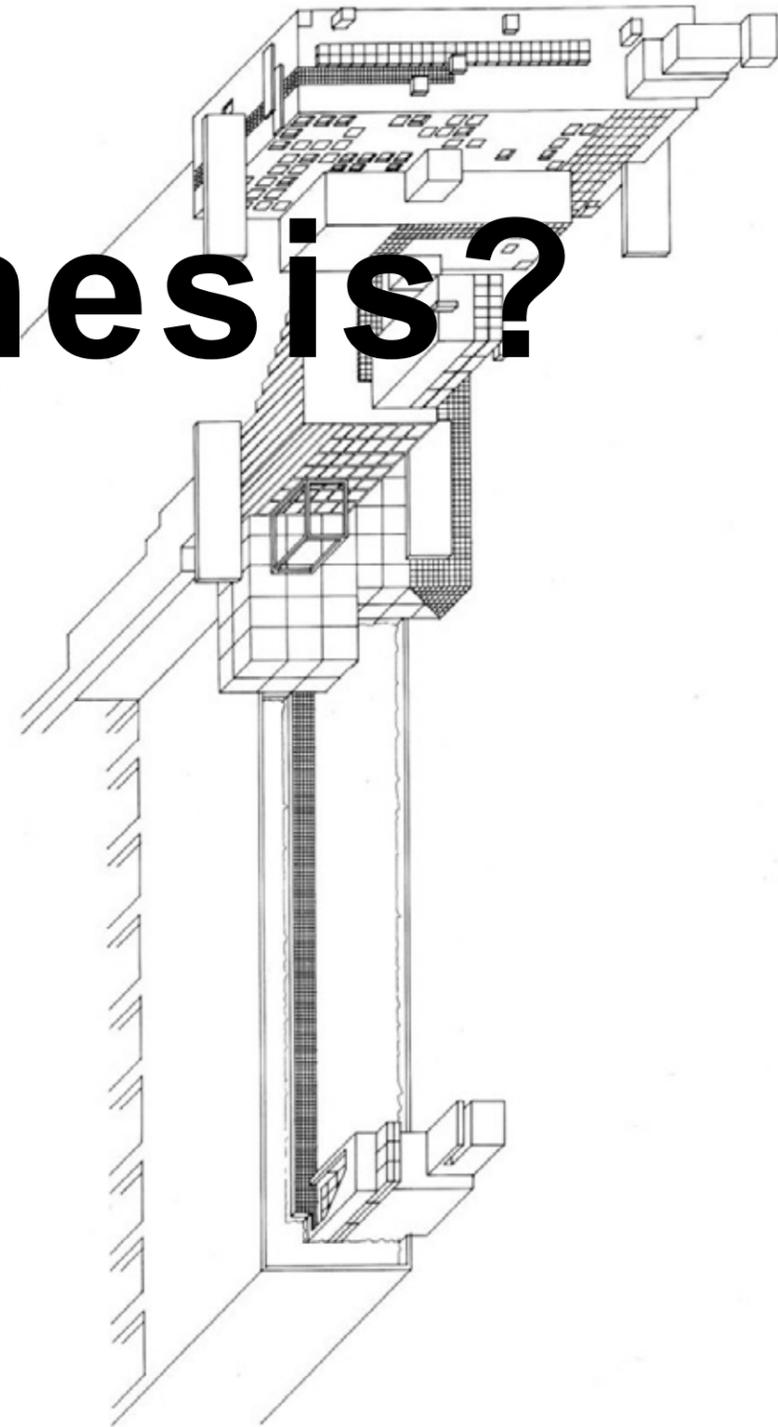
5 credits

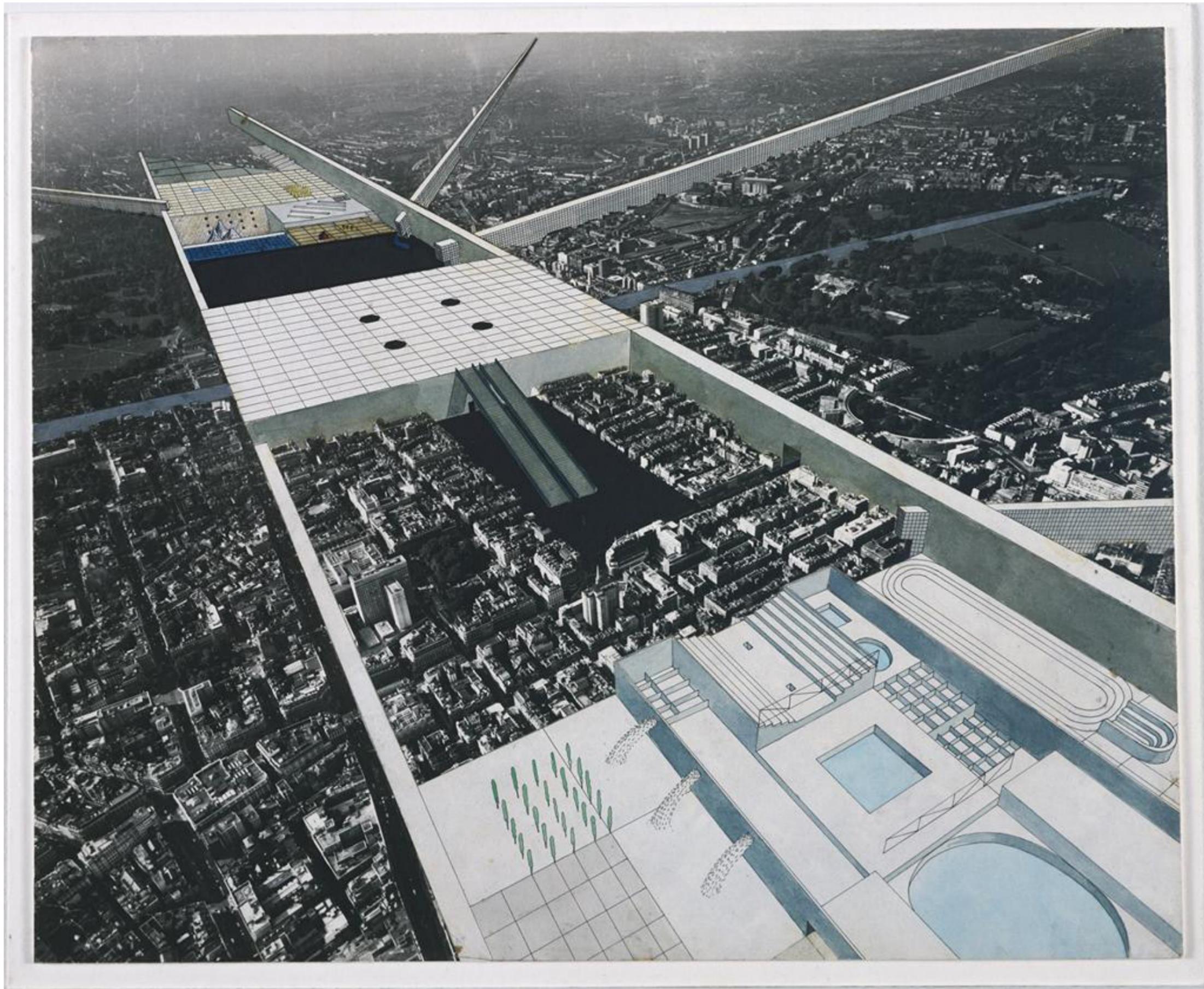
Pre-Thesis Seminar



Carl-Viggo Holmebakk: sight apparatus.

What is a thesis?





Rem Koolhaas: Exodus, or the voluntary prisoners of architecture, 1972.



Entelä, Veli: Where are you Peter? - Maalauksia Piranesin kadonneesta Roomasta, 2013.



Carlos Lamuela: From Länsväylä to Länsväylä, 2011.



Leo Lindroos: Observing and imagining the relationship of furniture and architecture, 2019.

The thesis may be a piece of theoretical, artistic or applied research, a work of art or a combination of these; it may also include a production component. The production component may be, depending on the field, for instance, a design, a work of art, an exhibition, or project. Theses always include a written component. If the thesis consists of a design or other production component and a written component, the student must specify the emphasis to be given to the different components in the evaluation. However, the thesis is always evaluated as a whole, with all the components of the thesis included in the evaluation.

The Pre-Thesis Seminar is a course aiming at helping you structure your thesis and your plan for getting it done - mainly it is aimed at students who have an idea of their thesis topic, may have started already working with it, and aim at getting it ready during the next semester.

You should have an idea of your topic and interests, but even if your ideas are quite unformed at the moment, during the seminar we will work together to develop a plan and framework for you to approach your topic and complete your thesis.

The result of the course will be the a Thesis Report that contains:

- A (preliminary) abstract of your thesis, describing concisely the topic, your methods for approaching it, the structure of your thesis, and the results of your work.*
- A review of the context of your thesis, whether the focus is on a design (references, etc.) or research (state of the art), or a combination of both.*
- A workplan and schedule for finishing your thesis.*

During the sessions, we will approach your topics through writing assignments, readings, and round table discussions.

Registration

Registration through SISU,
course code ARK-E5512.

All course communication and
assignments & materials through MyCourses.

Schedule

Duration and time

Periods I-II, Friday afternoons 15-17.

Location

Remote teaching on Zoom.

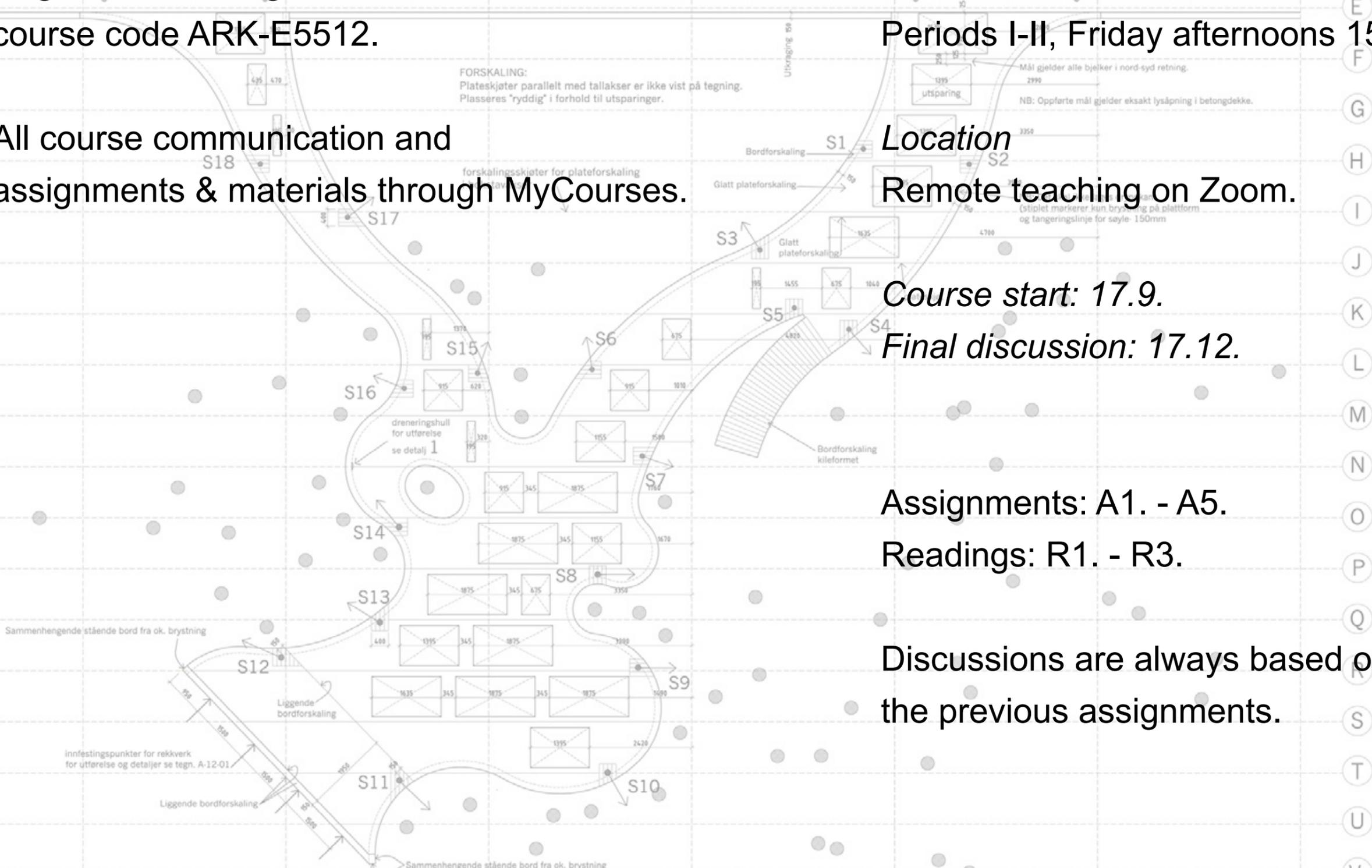
Course start: 17.9.

Final discussion: 17.12.

Assignments: A1. - A5.

Readings: R1. - R3.

Discussions are always based on
the previous assignments.



S1-S22 angir ståljernepeler u.dekke. Se RIB tegninger



REV	DATE	SIGN	REVISJON

NASJONAL TURISTVEG RONDANE
SOHLBERGPLASSEN

TITTEL
HIMLINGSPLAN PLATTFORM

C-V. Helmebakk, arkitekt
Sofiesgt. 70, 0168 Oslo
Tlf: 22 46 76 00/ 92 25 28 69
Fax: 22 46 76 00

FASE
BYGGEPLAN

SIGN: CP MAL: DATO: 26.04.05
RTR: CVH 1:50

TEGN.NR. A-201

Schedule

Schedule (A: Assignments; R: Readings) - subject to change

17.09. Lecture: Start of seminar. A1. & A2. given. R1. given.

24.09. No session.

01.10. Discussion: Thesis as Design / Research (based on A1. & R1.) R2. given.

08.10. Visitors 1: Thesis presentations.

15.10. Visitors 2: Thesis presentations.

22.10. Discussion: Contexts (based on A2.) Lecture: Intro on methods. A3. given.

29.10. No session.

05.11. Discussion: My Methods (based on A3.) Lecture: Archives and literature search. A4. given.

12.11. Lecture: Design Research. Methodological Considerations (Antti Pirinen).

19.11. No session.

26.11. Discussion: My Materials (based on A4.) A5. given.

03.12. Lecture: Thesis Report. Lecture: Abstract.

10.12. Training presentation & discussion.

17.12. Discussion: The Thesis Report (based on A5.)

Assignment schedule

17.09. 24.09. 01.10. 08.10. 15.10. 22.10. 29.10. 05.11 12.11. 19.11. 26.11. 03.12. 10.12. 17.12.

Assignment 1.



Nature of your thesis and preliminary Abstract

Assignment 2.



The Context of your Thesis

Assignment 3.



Questions and Answers

Assignment 4.



Archives - mental and physical sites

Assignment 5.



Thesis Report

The Basics of doing your Thesis at the Architecture Department

Your topic, the supervisor, the advisor, the examiner and the evaluation criteria.

The Order of Things

Now: Participating in this seminar and producing a Thesis Report during the course.

Meanwhile &
in the future:

Producing a Thesis Plan and contacting a supervisor for approving your topic.

Agreeing on the work to be produced and a schedule with the supervisor - the whole thesis comprises of a set of three 10 credit 'packages', the last one being the finished work.

Contacting an advisor and agreeing on a schedule.
Working!

Finishing the thesis, presenting it & graduating.

Starting

The thesis process begins with choosing a topic and defining the scope or research questions of the thesis. The thesis is written on a topic related to the programme and/or major. *The student writes a thesis plan to clarify their approach to themselves and to the possible supervisors/advisors.*

Starting

Purpose of the thesis plan is to serve as a mental organizing tool helping both the student and the thesis advisor(s) in grasping the thesis process. Students write their thesis plan independently and/or in the thesis seminar of the programme.

The Assignments you will produce in this seminar works as a base for your thesis plan, they can also form a part of your overall thesis work.

Student name / number / email	
Master's programme	
Working title of the thesis	
Supervisor	
Advisor (s)	
Submission date	
Signature and date of the supervisor	

The length of the thesis plan is suggested to be no more than 5-6 pages. There is no specific reference style (e.g. Harvard, Chicago, APA) recommended in the department; thus, discuss it with your supervisor. The following structure for thesis plan is a suggestion and it can be adopted according to the thesis. In case your supervisor provides you with research plan instructions different from the following, act according to the instructions of your supervisor, and, of course, MA Thesis Guide.

Abstrakti (yksi kappale) / Abstract (one paragraph)

Opinnäytteen laajuus / The scope of the thesis

Opinnäytteelle asetetut tutkimukselliset päämäärät / Research goals set to the thesis

Kuvaus opinnäytteen mahdollisesta taiteellisesta osiosta, jos kyseessä on taiteellinen työ / A description of the possible artistic part of the thesis in the case of an artistic work

Opinnäytteen rajaus / Thesis delimitation

Opinnäytteen metodiset valinnat, eli alustava suunnitelma siitä, millä tavalla kysymyksiin haetaan vastausta tai kuvaus taiteellisen työskentelyn lähtökohdista ja pyrkimyksistä opinnäytteen teossa /

Methodological choices of the thesis, ie a preliminary plan on how to answer the questions or a description of the starting points and aspirations of the artistic work in the thesis

Opinnäytteen kieli / Language of the thesis

Suunnitelma opinnäytteen laatimisen aikataulusta / A plan for the thesis preparation schedule

Rahoitussuunnitelma, mikäli opinnäytteen aihe sitä edellyttää / Financing plan, if required by the topic of the thesis

Diplomityön aihehakemus

PERUSTIEDOT

Opiskelijan nimi Opiskelijanumero

Osoite Postinumero Postitoimipaikka

Sähköposti Puhelin

Maisteri-ohjelma Maisema-arkkitehtuuri USP (Landscape)

Tekniikan kandidaatin tutkinto on suoritettu (pvm) Ylemmän tutkinnon opintopistemäärä

Diplomityön aihealue

Diplomityön alustava otsikko (sillä kielellä, millä työ tehdään)

Aikataulusuunnitelma (arvio kuukauden tarkkuudella)

1.vaiheen palautus 2.vaiheen palautus 3. vaiheen palautus

Valvojan nimi Valvojan professori

Ohjaajan nimi, tutkinto ja toimipaikka (mikäli on eri henkilö kuin valvova professori)

Kuvaus diplomityön sisällöstä

Päiväys Opiskelijan allekirjoitus

Päiväys Valvojan professorin allekirjoitus

Your Topic

Applying for your thesis topic

After your thesis plan is complete, the thesis topic needs to be approved; in the field of art and design, the topic of the thesis is approved by the thesis supervisor. Approving the topic also involves setting a period of validity for it; as a rule, the topic is valid for one year, but for special reasons, a longer period is possible.

The student contacts the intended thesis supervisor in the programme or major in which the thesis is written to agree on the presentation of the topic.

Supervisors & Advisors

Thesis supervisor and thesis advisor

The thesis supervisor and thesis advisor support the student in the thesis process.

Supervisors & Advisors

The supervisor

The supervisor may be a professor in the programme, designated by the director of degree programme, or by decision of the director of degree programme, a lecturer or other member of faculty well-acquainted with the school.

The supervisor should be a professor - exceptions should be extremely well justified.

The supervisor is the most important person in addition to yourself in the process - the supervisor approves of your thesis before it can be presented and also often takes part in reviewing it.

Supervisors & Advisors

The supervisor - gatekeeper

The supervisor is responsible for ensuring that the thesis topic is related to the programme and feasible to be covered within the scope of a master's thesis.

Additionally, the supervisor ensures that the student finds a thesis advisor and is given sufficient supervision and guidance and is responsible for giving permission for the thesis submission for examination.

Supervisors & Advisors

The supervisor - the thesis in 3 parts

The supervisor and the student agree on the contents of the three parts of the thesis - what should be produced and presented for the supervisors approval and when.

Discussing with the supervisor about the requirements for each 10-credit part is a crucial step in the thesis process and the student should include thoughts on this already in their thesis plan.

Supervisors & Advisors

The advisor(s)

Thesis advising is the responsibility of the thesis advisor, who supports the student in different stages of the thesis process. A thesis may have one or two thesis advisors, who may be either faculty members or 'external advisors'. At least one of the thesis advisors shall have excellent knowledge of the field of the thesis. The thesis supervisor and advisor may be the same person, but The advisor should be somebody else than the supervisor - the supervisors and advisors roles are different and supervisors are usually occupied with the large number of theses they are responsible for - an advisor should be someone without this workload, who is able to give you the time for several discussions and provide timely feedback.

Do you know your professors?

The examiner

An examiner (or several) is named for the thesis after it has been submitted, the examiner evaluates the thesis in accordance with specified criteria the criteria. The final grade is given for the thesis as a whole using those evaluation criteria which are relevant for the thesis. Emphasis may be put on criteria most relevant for that particular thesis: if the student defines his or her work as theoretical or applied research, the criterion Quality of the artistic component may be ignored. In such cases, weight is put on the criterion Discussion of the topic, conclusions and interpretation.

Appendix 1 Thesis evaluation criteria

The evaluation criteria below apply to the master's theses of the School of Arts, Design and Architecture. The final grade is given for the thesis as a whole using those evaluation criteria which are relevant for the thesis. Emphasis may be put on those criteria that are relevant for that particular thesis: if the student defines his or her work as theoretical or applied research, the criterion *Quality of the artistic component* may be ignored. In such cases, weight is put on the criterion *Discussion of the topic, conclusions and interpretation*

The oral presentation given in the examination session and the skill in answering the questions posed by the examiner may raise the grade of the thesis.

In the grades 3–5 of the chart, the previous standard of quality is included in the next.

Evaluation criteria and matters evaluated	Grounds for failing the thesis	1	2	3	4	5
<p>Choice of topic and of the artistic and/or scientific goals for thesis</p> <p>Relevance of the topic for the field</p> <p>Definition of topic</p> <p>Setting of artistic and/or scientific goals for thesis</p>	<p>The thesis topic has not been approved and it is not related to the programme or major of the student.</p> <p>The lack of any definition of scope significantly complicates the discussion of the topic.</p> <p>The goals of the thesis are not explicated.</p>	<p>The topic of the thesis has been approved but it is poorly linked with the field.</p> <p>A lacking definition of the scope complicates the discussion of the topic.</p> <p>The scientific and artistic goals of the thesis are vaguely presented.</p>	<p>The topic related to the field but the relevance for it.</p> <p>Unclear definition of the scope complicates fluent discussion of the topic.</p> <p>Some scientific and/or artistic goals are apparent, but the arguments for them are weak.</p>	<p>The topic as chosen carries forward the field.</p> <p>The definition of the scope is clear and supports the discussion of the topic.</p> <p>The scientific and/or artistic goals for the thesis and justifies them.</p>	<p>The definition of the scope is justified and supports the discussion of the topic very well.</p> <p>The student analyses the choice of the scientific and/or artistic goals of the thesis.</p>	<p>The topic is demanding.</p> <p>The definition of the scope demonstrates in-depth understanding of the topic.</p> <p>The student evaluates the choice of the scientific and/or artistic goals of the thesis.</p>
<p>Command of topic and use of sources</p> <p>Command of the topic</p> <p>Use of sources</p>	<p>The student is not familiar enough with the topic to discuss it in the thesis.</p> <p>The key sources relevant for the topic have been ignored. The text repeats the contents of the sources without providing references (plagiarism).</p>	<p>The scope of the topic has been recognised but knowledge of subject area is superficial.</p> <p>The sources are not relevant or evaluated. There are shortcomings in citing and referencing techniques.</p>	<p>The topic has been described.</p> <p>The thesis makes use of sources that allow the discussion of the topic but source evaluation is lacking. The student has fair command of citing and referencing techniques.</p>	<p>The thesis demonstrates the student's command of the topic and its context or theoretical framework as well as of the previous research.</p> <p>The sources used in the thesis are essential for the topic and the use of sources demonstrate good command of the subject area. Sources have been evaluated. Good command of citing and referencing techniques.</p>	<p>The thesis demonstrates the student's very good command of the topic and its context or theoretical framework as well as of the previous research.</p> <p>The thesis demonstrates very good command of key sources. The sources are evaluated and weighted purposefully.</p>	<p>The thesis demonstrates the student's in-depth knowledge of the topic and its context or theoretical framework as well as of the previous research.</p> <p>Finnish and international sources are used extensively. The sources are critically evaluated and their choice and weighting supports the discussion of the topic excellently.</p>
<p>Discussion of the topic, conclusions and interpretation</p> <p>Choice of methods and techniques</p>	<p>The goals set for the thesis are not achieved with the methods or techniques selected.</p>	<p>There are shortcomings in the command of the method or technique selected that affect the results.</p>	<p>The choice and command of methods and techniques support the attainment of the goals in a satisfactory manner.</p>	<p>The choice of methods or techniques supports the discussion of the topic. The student has good command of the methods</p>	<p>The student has excellent command of the methods or techniques and applies them very well.</p> <p>The student demonstrates</p>	<p>The student applies and critically evaluates the selected methods or techniques.</p> <p>The student examines the topic analytically and critically</p>

The Criteria

Evaluation criteria and matters evaluated

Appendix 1 Thesis evaluation criteria

The evaluation criteria below apply to the master's theses of the School of Arts, Design and Architecture. The final grade is given for the thesis as a whole using those evaluation criteria which are relevant for the thesis. Emphasis may be put on those criteria that are relevant for that particular thesis: if the student defines his or her work as theoretical or applied research, the criterion *Quality of the artistic component* may be ignored. In such cases, weight is put on the criterion *Discussion of the topic, conclusions and interpretation*

The oral presentation given in the examination session and the skill in answering the questions posed by the examiner may raise the grade of the thesis.

In the grades 3–5 of the chart, the previous standard of quality is included in the next.

Evaluation criteria and matters evaluated	Grounds for failing the thesis	1	2	3	4	5
Choice of topic and of the artistic and/or scientific goals for thesis Relevance of the topic for the field Definition of topic Setting of artistic and/or scientific goals for the thesis	The thesis topic has not been approved and it is not related to the programme or major of the student. The lack of any definition of scope significantly complicates the discussion of the topic. The goals of the thesis are not explicated.	The topic of the thesis has been approved but it is poorly linked with the field. A lacking definition of the scope complicates the discussion of the topic. The scientific and artistic goals of the thesis are vaguely presented.	The topic is related to the field but has little relevance for it. Unclear definition of the scope complicates fluent discussion of the topic. Some scientific and/or artistic goals are apparent, but the arguments for them are weak.	The topic has significance for the field. The definition of the scope is clear and supports the discussion of the topic. The student has set scientific and/or artistic goals for the thesis and justifies them.	The definition of the scope is justified and supports the discussion of the topic very well. The student analyses the choice of the scientific and/or artistic goals of the thesis.	The topic is demanding. The definition of the scope demonstrates in-depth understanding of the topic. The student evaluates the choice of the scientific and/or artistic goals of the thesis.
Command of topic and use of sources Command of the topic Use of sources	The student is not familiar enough with the topic to discuss it in the thesis. The key sources relevant for the topic have been ignored. The text repeats the contents of the sources without providing references (plagiarism).	The scope of the topic has been recognised but knowledge of subject area is superficial. The sources are not relevant or evaluated. There are shortcomings in citing and referencing techniques.	The topic has been described. The thesis makes use of sources that allow the discussion of the topic but source evaluation is lacking. The student has fair command of citing and referencing techniques.	The thesis demonstrates the student's command of the topic and its context or theoretical framework as well as of the previous research. The sources used in the thesis are essential for the topic and the use of sources demonstrate good command of the subject area. Sources have been evaluated. Good command of citing and referencing techniques.	The thesis demonstrates the student's very good command of the topic and its context or theoretical framework as well as of the previous research. The thesis demonstrates very good command of key sources. The sources are evaluated and weighted purposefully.	The thesis demonstrates the student's in-depth knowledge of the topic and its context or theoretical framework as well as of the previous research. Finnish and international sources are used extensively. The sources are critically evaluated and their choice and weighting supports the discussion of the topic excellently.
Discussion of the topic, conclusions and interpretation Choice of methods and techniques	The goals set for the thesis are not achieved with the methods or techniques selected.	There are shortcomings in the command of the method or technique selected that affect the results.	The choice and command of methods and techniques support the attainment of the goals in a satisfactory manner.	The choice of methods or techniques supports the discussion of the topic. The student has good command of the methods.	The student has excellent command of the methods or techniques and applies them very well. The student demonstrates	The student applies and critically evaluates the selected methods or techniques. The student examines the topic analytically and critically

<p>Ability for analytical and research-oriented work</p> <p>Ability to draw conclusions and think independently</p> <p>Conceptualisation of the topic and linking it to a broader context.</p> <p>Evaluation of thesis reliability</p>	<p>The discussion of the topic lacks any analysis and no conclusions are drawn in the thesis.</p>	<p>The conclusions are exaggerated or lacking. There are major shortcomings in arguing for the conclusions and evaluating the reliability of the thesis.</p>	<p>ner.</p> <p>Conclusions have been drawn but the arguments for them are weak.</p> <p>The thesis discusses factors affecting its reliability.</p>	<p>or techniques selected.</p> <p>The student demonstrates ability for analytical and research-oriented work.</p> <p>The student draws justified conclusions or, in an artistic work, demonstrates independent thinking in relation to the topic discussed. The student understands the broader context of the thesis.</p> <p>The student analyses the reliability of the key aspects of the thesis.</p>	<p>very good skills in analytical and research-oriented work and critical thinking.</p> <p>The student draws justified conclusions based on analysis, or in an artistic work, independent thinking in relation to the topic discussed. The conclusions are analysed in light of the source literature. The student conceptualises the results and discusses their relation to a broader context.</p> <p>The student evaluates the reliability of the thesis critically.</p>	<p>and understands the complexity of the phenomenon.</p> <p>The student draws significant conclusions which inspire future research, design or artistic activity, or, in an artistic work, evaluates his or her thinking in relation to the topic discussed. The student conceptualises the results and discusses their relation to a broader context.</p> <p>The student evaluates the reliability of the thesis critically and comprehensively.</p>
<p>Quality of the artistic component</p> <p>Idea and execution of the production component</p> <p>Artistic thinking or design vision</p> <p>Understanding the broader context of the work</p> <p>Documentation of the production</p>	<p>The execution of the production component has major shortcomings and does not support the discussion of the topic.</p> <p>The production component has not been documented</p>	<p>The execution of the production component has shortcomings and articulates the idea or topic poorly.</p> <p>The documentation of the production has significant defects.</p>	<p>The execution of the production component supports the idea of the work to some extent. There may be shortcomings in the execution.</p> <p>The production has been documented, there may be small shortcomings in the documentation</p>	<p>The execution of the production component supports the idea of the work.</p> <p>The student demonstrates ability for artistic thinking or design vision.</p> <p>The production has been sufficiently documented. The production can be assessed based on the documentation.</p>	<p>The production component execution is of very high quality. The related solutions are interesting and support the idea of the thesis very well.</p> <p>The student demonstrates ability for lateral artistic thinking or design vision.</p> <p>The work is evidently linked to the conventions of the field and to a broader context.</p>	<p>The production component execution is excellent and supports the idea of the thesis insightfully.</p> <p>The student demonstrates excellent ability for lateral artistic thinking or design vision.</p> <p>The student demonstrates in-depth command of the conventions of the field and/or challenges them successfully.</p>
<p>Description and analysis of the process</p> <p>Description and analysis of the working process</p>	<p>No description is provided of the working process or the choices made.</p>	<p>The student describes the working process or the choices made to a minor extent.</p>	<p>The student describes the working process or the choices made but the arguments for them are weak.</p>	<p>The student describes the working process and/or the choices made and justifies them analytically.</p>	<p>The student analyses and evaluates the working process and/or the choices made.</p>	<p>The student evaluates the working process and/or the choices made in depth.</p>
<p>Quality of thesis language and presentation, and the examination session</p> <p>Presentation of thesis</p> <p>Quality of thesis language</p> <p>Oral presentation at examination session</p>	<p>The presentation of the various thesis components complicates understanding its contents.</p> <p>There are major shortcomings in the written expression.</p>	<p>The presentation of the thesis components is not appropriate for the contents. Notable shortcomings in written expression.</p> <p>The student is able to respond to some questions posed at the examination session.</p>	<p>The presentation of the thesis components involves solutions that do not support the discussion of the topic.</p> <p>Written expression is satisfactory, but the language needs revision.</p> <p>The student responds to the questions posed at the examination session in a satisfactory manner.</p>	<p>The presentation of the thesis components support the discussion of the topic.</p> <p>Written expression is fluent and the thesis has no errors that affect readability.</p> <p>The student responds to the questions posed at the examination session and is able to justify the answers.</p>	<p>The solutions applied in to presentation of the thesis components are very good and support the discussion of the topic very well.</p> <p>The written expression is fluent and almost free of errors, and the style is appropriate.</p> <p>The student justifies the views s/he presents at the examination session very well.</p>	<p>The solutions applied to the presentation of the thesis components are commendable and support the discussion of the topic excellently.</p> <p>The written expression supports the discussion of the topic and the understanding of the contents excellently. The text has no errors.</p> <p>The student justifies his or her views presented at the examination session in depth.</p>

<p>Knowledge and professional skills</p>	<p>The student does not demonstrate knowledge or skills required in the degree.</p> <p>The student does not demonstrate sufficient ability to plan or conduct their work independently.</p>	<p>The student demonstrates the minimum level of knowledge and skills and an ability to apply his/her knowledge to work in the field.</p> <p>The student demonstrates a minimum level of ability to plan and conduct their work independently.</p>	<p>The student demonstrates command of the key skills of the field and a satisfactory ability to apply knowledge to work in the field.</p> <p>The student demonstrates satisfactory ability to plan and conduct their work independently meeting the basic criteria of the field.</p>	<p>The student demonstrates artistic or scientific knowledge and skills or other expertise relevant to the field and an ability to apply the gained knowledge to discussing questions of the field.</p> <p>The student demonstrates ability to plan and conduct their work independently meeting the criteria of the field.</p>	<p>The student demonstrates artistic vision, professionalism, analytical or scientific skills and a very good ability to apply the gained knowledge to discussing questions of the field.</p> <p>The student demonstrates very good ability to plan and conduct their work independently in the field of studies.</p>	<p>The student demonstrates significant artistic vision, professionalism, critical research-oriented thinking and an excellent ability to apply the gained knowledge to discussing issues of the field.</p> <p>The student demonstrates excellent ability to plan and conduct their work independently in the field of studies.</p>
<p>Overall impression</p> <p>Overall description of thesis</p> <p>Connection between the thesis components</p>	<p>The thesis has a great deal of major shortcomings.</p> <p>The thesis components are not interconnected and the student does not justify the choices made.</p>	<p>The thesis has major shortcomings, but meets the minimum criteria for a thesis.</p> <p>The thesis components do not form an integrated whole and the choices regarding the thesis components are not justified.</p>	<p>Despite shortcomings, the work fulfils all the criteria set for a thesis.</p> <p>The thesis components do not form an integrated and coherent whole, and the choices regarding the thesis components are poorly justified.</p>	<p>The thesis fulfils the criteria set for a thesis well.</p> <p>The thesis components form an integrated whole or the student justifies the choices regarding the components well.</p>	<p>The thesis fulfils all the criteria set for a thesis, and has particular merits in some areas.</p> <p>The thesis components form an integrated coherent whole. The student analyses his or her solutions regarding the thesis components.</p>	<p>The thesis has particular merits as a whole and in almost all areas.</p> <p>The thesis components form an integrated whole and support each other excellently. The student justifies and evaluates the solutions regarding the thesis components.</p>

Choice of topic and of the artistic and/or scientific goals for thesis

Command of topic and use of sources

Ability for analytical and research-oriented work

Quality of the artistic component

Description and analysis of the working process

Quality of thesis language and presentation, and the examination session

Knowledge and professional skills

Overall impression

Choice of topic and of the artistic and/or scientific goals for thesis

Command of topic and use of sources

Ability for analytical and research-oriented work

Quality of the artistic component

Description and analysis of the working process

Quality of thesis language and presentation, and the examination session

Knowledge and professional skills

Overall impression

Presentations during Fall 2021

Put these dates already in your calendar - try to catch the presentations and evaluations in your Programme.

Thesis Presentations and Evaluations this Fall

Architecture:	12.10.	13.12.
Landscape Architecture	5.10.	7.12.
Interior Architecture	14.10.	9.12.

First Assignments

An abstract artwork by Bo Haglund, titled 'P.N. is Not Ready To Face The Day'. The piece is a square composition (150 x 150 cm) created with ink and gouache on paper. The background is a light, pale blue-green color. The entire surface is densely populated with small, colorful, circular and oval shapes in various sizes and colors, including purple, blue, green, yellow, orange, and pink. These shapes are scattered across the upper and middle portions of the frame. At the bottom of the artwork, there is a horizontal band of darker, more textured brushstrokes in shades of green, brown, and grey, suggesting a ground or horizon line. The overall effect is one of a vast, chaotic, and vibrant field of microscopic or organic forms.

Nature of your Thesis and Preliminary Abstract

Assignment 1. Nature of your thesis and preliminary Abstract

(deadline 24.9. 17:00)

Give your thesis a headline (and a subheadline) and write a very short description (abstract) of your coming thesis - max. 2000 characters with spaces. After the abstract text, list a set of sources that you already know you will be using for the thesis, or a description of the types of sources/literature/references, that you think you will be using (the list is not included in the 2000 character-count).

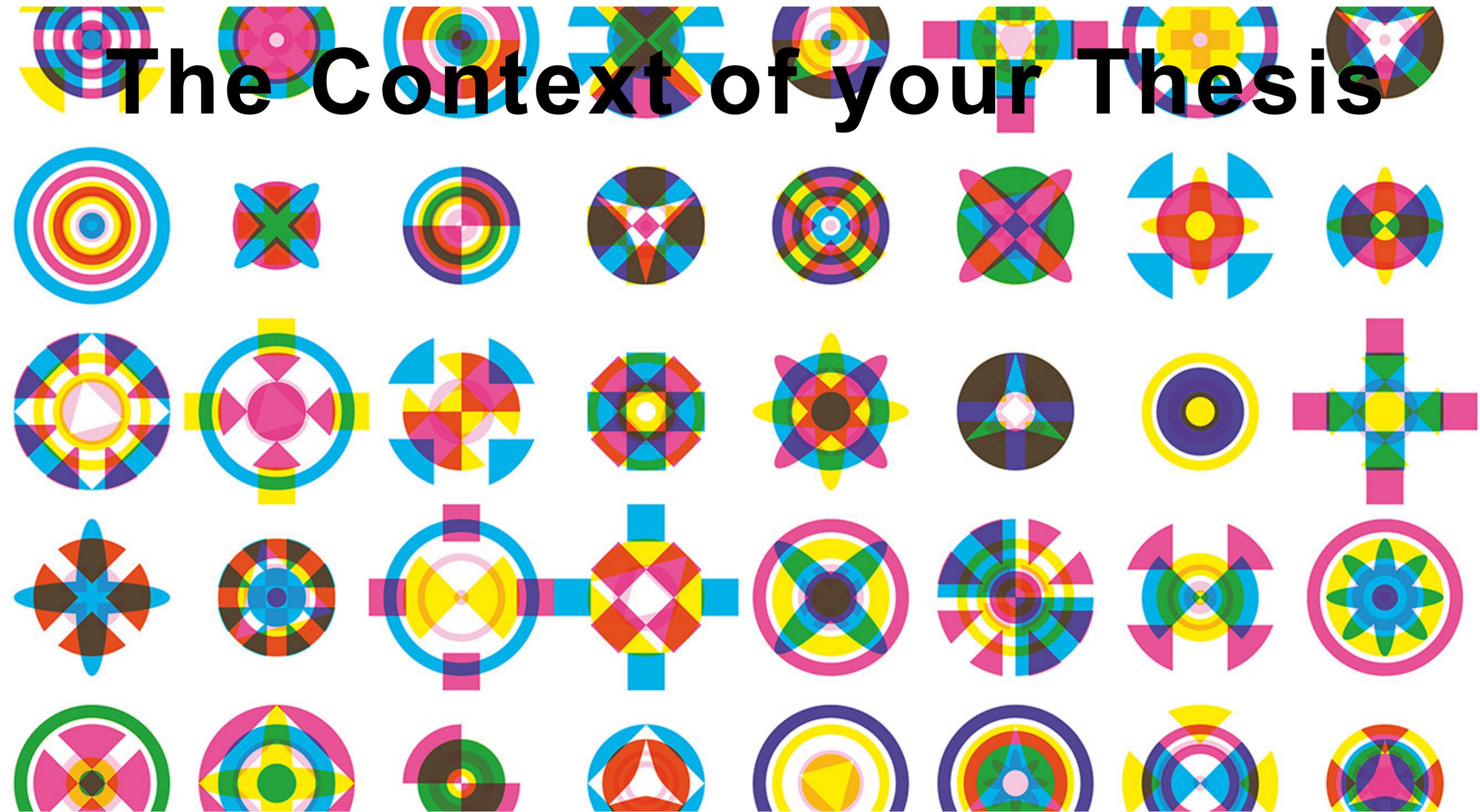
This is the first 'try' to formulate your thesis ideas in written form, so nothing needs to be ready or polished.

Be prepared to present your thesis idea/topic with a few minutes 'elevator pitch' (based on your short abstract) during our 01.10. session.

Deadline for the assignment is 24.9.

(There's no session on the 24th, but we will use the texts for dividing you into discussion groups for the 01.10. and later sessions.)

The Context of your Thesis



Assignment 2. The Context of your Thesis

(deadline 22.10. 15:00)

The assignment submission has two headlines - 'Other Theses' & 'Keywords':

A. Other Theses

The thesis is in some ways more 'personal' than other work done during your studies, however, getting to grips with previous work is essential to help you position your thoughts in relation to the discipline, and avoiding overlapping. Collect and review previous thesis work (from Aalto, or other universities) that you think is related to your topic or that you feel inspired by. Ask yourself, how can you learn from the previous work? Are there sources, references, methods of inquiry, analysis and/or presentation that you think are worth considering in your own work?

You can review previous thesis work from Aalto on the website AaltoDoc - please see the links on the 'Resources' page.

Compile and organize your observations (and the theses you looked at) for example as lists, bullet points etc.

B. Keywords

Your Thesis will be related to existing theses, but more broadly it will have a relation to more general phenomena - for example, if you are designing a new type of school building in Helsinki, then your thesis will (according to the way you prioritize its different aspect) be a part of the discussion on a. different existing types of school buildings, b. the idea of a learning environment, c. contemporary buildings in Helsinki, d. etc...

Consider the different issues your thesis will explore, and write down the topics your thesis will explore as a list of keywords, with short explanations. As each Thesis work will be connected to a large number of different topics, a key method of framing your thesis is giving more 'weight' to some topics and less to others - consider the weight you are giving to each of the keywords (what is most important for your thesis, what is secondary and so on.)

Upload the 'Other Theses' & 'Keywords' as one pdf on 22.10. 15:00.

These texts will be used as a basis for discussion in the 22.10. session.

Resources & Readings

You will find a set of links and readings on the 'Resources' page

The most important are the guides and guidelines - the common guide for all ARTS as well as the programme-specific guidelines.

In addition, we have collected links to Finnish Architecture department's thesis libraries, many of the theses made at Aalto can be viewed only with the Learning Center workstations or by contacting the Learning Center and asking for the theses - but some of the works are open to all - and all abstracts are visible online. There is also a collection of links to international schools and visual blogs/design sites featuring thesis work.

Readings 1.

Instead of 'Architecture' in the texts you can position as well the words 'Landscape architecture' or 'Interior architecture' or just 'Design'.

On the relation of design and research:

Jeremy Till: *Three Myths and One Model*, 2007.

Jeremy Till: *New Introduction to 3 Myths and One Model*, 2019.

On the nature of the thesis - the nature of the thesis as a an intellectual and poetic endeavour:

Mark Jarzombek: *A Thesis*. Thresholds No. 12 (spring 1996), pp. 6-8 (3 pages).

Now What?

1. Read the first set of Readings.
2. Familiarize yourself with the guides and guidelines, and with existing theses made at Aalto, as well as the other links in 'Resources'
3. Complete the Assignment 1. and upload it to MyCourses on the 24.9. at the latest.
4. Start working with Assignment 2.
5. See you on the 1st of October for our next session, where we will discuss your first assignment, be prepared to present your thesis idea/topic in the session with a few minutes 'elevator pitch'.

Weekend!