Ravensbourne University London

Programme Title	MDes Service Design
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final Award	Level 7 – MDes Service Design
Interim awards	Postgraduate Certificate (60 Credits)
	Postgraduate Diploma (120 Credits)
UCAS Code	N/A
QAA Subject Benchmark	QAA Master's Degree Characteristics Statement (2015)
PRSB reference	N/A
Mode of study	Part-time and Full-time modes
Date produced/amended	May 2021
Course Leader	Simon Gough

Distinctiveness

Overview

Ravensbourne's Postgraduate Department provides a research and practice-led framework to allow designers, creative practitioners, entrepreneurs, technology specialists and changemakers to take a holistic view of the impact of their creative and professional practice. The Master's courses allow learners to respond to the dramatic and on-going changes in the field of design as it becomes the basis for actionable insights and creative problem solving methodologies. Our area of specialism applies across a wide range of creative, economic, technology and social fields – from the nature of human interactions, to brand innovation and service systems, from the emergence of new business models to the challenge of consumption, health, wealth and wellbeing, from biodiversity to biotechnology. At the heart of Postgraduate Studies is an understanding of collaborative competencies, critical making, creative practice, real world engagement and interaction.

Learners will be taught, collaborate and co-create with a staff team of interdisciplinary design and business practitioners working across but not limited to: business management, leadership, service design, content creation, information technology, visual communication, social sciences, design criticism, design systems, communication platforms, social and economic change.

Service Design MDes

The *Service Design MDes* is a taught Master's programme which offers students the opportunity to develop the advanced knowledge, understanding and skills to design and implement complex service service systems with an emphasis on systems thinking, leadership and professional practice. The MDes is delivered over three terms alongside the other postgraduate courses within Ravensbourne's Institute of Creativity and Technology: MDes *Social Innovation*, MA *Design Communications*, MA *Luxury Brand Management and* MA *Illustration*.

The course sits within Ravensbourne University's new Institute for Creativity and Technology located in the Design District on the North Greenwich Peninsula at the heart of London. This geographic and conceptual alignment connects practitioners, researchers and students with local and global partnerships to explore the interplay between creativity and technology for education, industry and society. No other institution is offering an MDes in this context.

Ravensbourne's approach to Service Design is multidisciplinary with a focus on innovation and disruption in both the creative and mainstream economy. It allows for a multi-faceted engagement with the discipline by:

- **Emphasising** the value of systems thinking and its wider application to business strategy, the creation of new business models and new approaches to technology, platform design, social and organisational innovation.
- **Stressing** a human centred approach to services and that real innovation comes from gaining a deep understanding and observation of end users, their behaviours and needs
- **Covering** diverse approaches to innovation, service design, technology, branding and design strategy where the user experience, the design and production process and the brand story are often developed alongside the service itself.
- **Addressing** the increasing need for design professionals and innovators to having a global and wider societal perspective along with a critical understanding of the challenges facing the creative and global economy in the twenty-first century.
- **Approaching** Service Design through project and industry-based learning involving knowledge sharing and live projects with professional organisations (ranging from public sector organisations, NGOs through to projects with global companies).

The *Service Design MDes* reflects the growing need for the development of new ways of describing, thinking about and managing a variety of service 'ecosystems' in which problem solving approaches, creative intelligence, interaction and a deep understanding of the needs of people and organisations will be necessary for future social and economic development.

The course is cross-disciplinary in its approach drawing on knowledge, methods and approaches from across the range of design, business and creative specialisms at the Institute for Creativity and Technology. Through a series of shared units with other postgraduate courses, *Service Design* students are encouraged expand their own practice through examining how it intersects with other disciplines and how, from this intersection, innovative ideas emerge. The course aims to support and develop individual interests through the delivery of highly participatory activated studio experiences in which a series of design concepts, briefs, provocations and collaborative projects are used to bring students critically closer to the kind of service designer they wish to become. This course is distinctive in that it offers a continuous learning loop across Service Design related fields including Systems Thinking, Design Thinking, Open Innovation, technological development and enterprise incubation.

Having completed the MDes course, students go on to work in organisational leadership roles, service design and entrepreneurial roles. Students also benefit from being able to shape their own careers both within and outside of organisations including consultancy and agency-based roles leading on from this course.

Programme aims
·   To facilitate the development of a new kind of creative and professional practitioner and whose skills enable them to create and manage a contemporary narrative and set of actions around Service Design and Design Innovation
·   To enable students to develop the skills to originate and design processes to affect real social, technological and cultural change across different sectors and organisations
·   To engender the idea of design innovation as a key part of the activist's toolkit through the lens of Service design and Design Leadership
·   To support the idea of Service Designer as strategist and activist through the application of design and leadership skills to 'real world' challenges.

Programme Learning Outcomes
The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Learning Outcome 01: Identify and Research

You should be able to select, use and evaluate information gathering techniques using a wide range of sources, providing visual, contextual case-study research as appropriate and demonstrate and apply knowledge and understanding. You should demonstrate how you use research to develop critical perspectives, systems thinking and future thinking on real world research and its ethical dimension of your professional practice in order to enhance your capacity for judgement, values, perceptions and sustainable actions. You should demonstrate that you are able to use your research to further identify key areas of practice in which you as a practitioner wish to be involved.

Assessment Criteria aligned to Learning Outcome 01

Assessment on: Evidence of research, development, evidence of developed criticality, identification of key areas of practice, relationship to and understanding of professional practice.

Learning Outcome 02: Investigate and Analyse

By building on your research process you should develop the ability to critically appraise and evaluate appropriate materials to generate concepts and strategic project themes to inform and underpin concept development with an understanding of multiple outcomes, relationships and interactions. You should maintain a log/evidence /journal demonstrating your process and thinking around key issues you have identified in order to communicate your progress.

Assessment Criteria aligned to Learning Outcome 02

Assessment on: reflective narration of process, clarity and coherence in application of research; clear analysis of issues and problems arising, definition of interests in relation to practice.

Learning Outcome 03: Ideate and Develop

You should be able to develop iterative processes that will allow you to explore and experiment embracing human centred research methodologies, risk, testing, prototyping and evaluation in order to determine, improve and apply your knowledge and understanding of the desired outcomes across a range of appropriate processes, media, materials and organisational models.

Assessment Criteria aligned to Learning Outcome 03: Ideate and Develop

Assessment on: evidence of iteration, design of test systems, prototyping, process-oriented analysis of outcomes desired and otherwise, strategy for development of process based analysis of results, evidence and communication of development and application of knowledge and understanding.

Learning Outcome 04: Innovate

You should be able to demonstrate your ability to question and critique the orthodoxy of your chosen subject area/ discipline and show how this is reflected in the work and projects you are developing. You should be able to demonstrate and communicate how you can apply different problem solving frameworks to complex problems and develop viable, inclusive and participatory solutions

Assessment Criteria aligned to Learning Outcome 04: Innovate

Assessment on: demonstration of originality of idea and execution; knowledge of cultural, commercial and critical contexts; importance of innovation, development and communication of critical analysis and judgement.

LO 5 Instigate and Influence

You should be able to reflect on your own values, perceptions and actions at both an individual and global systemic level and develop narrative techniques to create visions of the future and build influence amongst key stakeholders and audiences. You should develop and demonstrate your ability to instigate, manage and record/reflect on the issues around and affecting your chosen area of research or practice, applying the knowledge and understanding you have gained.

Assessment Criteria aligned to Learning Outcome 05: Instigate and Influence

Assessment on: the clarity and currency of your message, the communication of your project purpose; structure and delivery of narrative.

LO 6 Implement

You should be able to synthesise and demonstrate your research and practice and demonstrate possible pathways towards implementation being able to assess the consequence of actions and impacts. you should demonstrate the development of judgement in using the most appropriate medium for successful delivery.

Assessment Criteria aligned to Learning Outcome 06: Implement

Assessment on: the positioning of your practice within broader critical, cultural, creative and commercial contexts.

Learning and Teaching methods	Assessment Strategy
Ravensbourne's academic-practitioners are international experts in their disciplines, enthusiastic and committed to building and sharing knowledge with new entrants to their professions. Ravensbourne's increasing engagement with applied research means that	A variety of assessment methods are employed across all units. They include: formative and summative presentations, peer assessment and external reviews. These methods encourage

tutors are actively engaged in specialist research areas. Learning is enhanced by Visiting Lecturers who are current practitioners and by speakers from the world of Service Design, business development, user research and digital services.

Our approach
The learning blend used will alter from unit to unit according to the nature of the curriculum content and the level of the unit. Typically, most units combine some face to face teaching through lectures, project briefings, seminars, screenings, and critiques with independent projects (undertaken by students independently (or when appropriate in groups) supported by activity on the virtual learning environment (AULA). During their studies, students will also experience guest lectures by world specialists, study visits, bootcamps, technical workshops, and be involved in pitches, presentations and online interactive activity. It is important at Ravensbourne that the blend is rich and varied in order to ensure students develop a range of learning capacities.

Tutor and student led seminars encourage students to see themselves as part of a learning community which exchanges as well as develops knowledge. Critiques and presentations develop students' abilities to reflect on and contextualise their work and provide an opportunity for students to explain their project's developmental process including challenges, failures, adjustments, timing, materials, or team structure.

Concept development, prototyping, and mind mapping are used at a formative stage to assist students in the narrowing down and refining of an idea, the analytic breakdown a complex task into component parts or the production of a product or artefact.

A central part of postgraduate course work consists of group work. This normally focuses on a live Project and involves students self-organising into teams, allocating roles and responsibilities in order to respond to and meet a Brief.

you to critically reflect on your learning and progress.

Formative feedback is given at the end of each term and students will receive ongoing advice and guidance (feed forward) alongside a critique against learning outcomes and assessment criteria. At the end of the unit summative assessment will provide conclusive feedback in response to an online submission of the assessment requirements.

Group work is assessed on the basis of a presentation in front of tutors and external stakeholders who often have commissioned the project. Students will also be invited to complete a Reflective Report on the Group project outlining their own contribution and the learning they have gained from the project

Through the challenge of group work, report writing and reflective practice as well as the visualisation of ideas and giving creative form to solutions, students have the opportunity to develop strong leadership skills and conceptual skills, to consolidate their professional practice and analytical skills and to demonstrate a level of understanding and ability to articulate the depth of contextual understanding of Service Design.

Students are also encouraged to express thoughts and ideas using the range of media at their disposal: prototyping, VR/AR, the use of video, web and presentations. Reports and blogs are used to track and assess the unfolding process of a piece of work and the practical and intellectual journey taken by a student in response to a project brief.

Unit Code	Unit Title	Credits
	Core Units	
PG20701	Design Principles, Application and Impacts	30
PG20702	Speculative Design and Transmedia Storytelling	30
PG20703	Research Methods, Ethnography and User Centred Approaches	30
PG20704	Collaboration, Co-Creation and Facilitation	30
PG20705	Outcomes and Outputs	60
TOTAL CREDITS		**180**

Entry Requirements

First or Upper Second Class honours degree (or equivalent non-UK qualifications) in a relevant subject, or an equivalent professional qualification in a related subject area.
If you are applying directly from an undergraduate degree course without experience or professional practice you must be able to demonstrate a good knowledge of your chosen subject area.

In order to be eligible for a course, you will need to be a competent speaker and writer of English. This also applies if you are from the European Union, or if you're from a country outside the EU.

You need to provide us with an IELTS or equivalent English language qualification demonstrating 6.0 overall with minimum 5.5 or CEFR Level B2 in each component.

Accreditation of Prior Learning

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure.

Student Support	https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Course LOs	Unit PG20701	Unit PG20702	Unit PG20703	Unit PG20704	Unit PG20705
LO1	x				x
LO2	x				x
LO3		x	x		x
LO4		x	x		x
LO5				x	x
LO6				x	x

Description of the Course

Service Design is a relatively new discipline that has emerged in the UK simultaneously with the growth of the service sector economy and the development of services which require innovative approaches to interacting with consumers, citizens, public, private and civil society organisations.

The role of Service Design is in constant flux and evolution as opportunities emerge for practitioners to apply new tools and methodologies to a range of issues, systemic organisational, economic and social challenges. The areas in which the *MDes Service Design* course covers, but is not limited to, include circularity and inclusive economic design, city development and urban tech, user participation and co-creation, transmedia narratives and storytelling, human-centred and pluriversal design, co-design, transition design and speculative design.

The course takes the individual student through an exploration of design thinking and prototyping methods underpinned by participation in practical projects which allow the learner to develop his/her own approach to designing services across a wide range of areas – from healthcare to digital platforms, from urban tech and smart city developments to fintech and education. Students learn to understand the perspectives of the different professions and organisational functions and how to collaborate and lead diverse teams. Major emphasis is placed on the growth of the learner's capacity to develop his/her own methodologies in order to create original solutions to services, social challenges, behavioural economics, market research, organisational and leadership issues.

At the heart of the course is a focus on systems thinking, an understanding of the interconnections in systems, the relationships between the parts that hold systems together and the way in which designers can make interventions and create feedback loops.

The Service Design MDes provides students with the opportunity to develop and use design thinking and systems thinking as a device for modelling multi-faceted service experiences. In particular this requires the ability to design user research, to facilitate development workshops, and to project manage a process when initially outcomes are unknown. A detailed understanding of the management of design and innovation in service organisations is gained through case studies and project based learning.

The *Service Design MDes* is set against the rapid pace of change in the world of technology and the creative economy. Its focus is on ways in which we can move from hierarchical service models to people driven innovation and the approaches needed for creating agile, anticipatory cultures that allow for innovation, new mindsets and deep insights based on human centred and technological transformation.

Academic Framework – Course Diagram – Full Time

	Term 1	Term 2	Term 3
Level 7 180 credits	**PG20701** **Design Principles, Application and Impacts** 30 credits	**PG20703** **Research Methods, Ethnography and User Centred Approaches** 30 Credits	**PG20704** **Collaboration, Co-creation and Facilitation** 30 credits
	PG20702 **Speculative Design and Storytelling** 30 Credits	**PG20705** **Outcomes and Outputs** 60 Credits	

Course Diagram - Part Time (2 years)

	Term 1	Term 2	Term 3
Level 7 Year 1	**PG20701** **Design Principles,** **Application and Impacts** 30 credits	**PG20703** **Research Methods,** **Ethnography and User Centred** **Approaches** 30 Credits	**PG20704** **Collaboration, Co-creation** **and Facilitation** 30 credits

	Term 1	Term 2	Term 3
Level 7 Year 2	**PG20702** **Speculative Design and** **Storytelling** 30 Credits	**PG20705** **Outcomes and Outputs** 60 Credits	

Contact teaching – 1 x 5 hour day per week = 60 hours per 30 credits / teaching timetable – 12 weeks + 1 reading week per term = 36 weeks per year + 3 reading weeks

The Student Journey
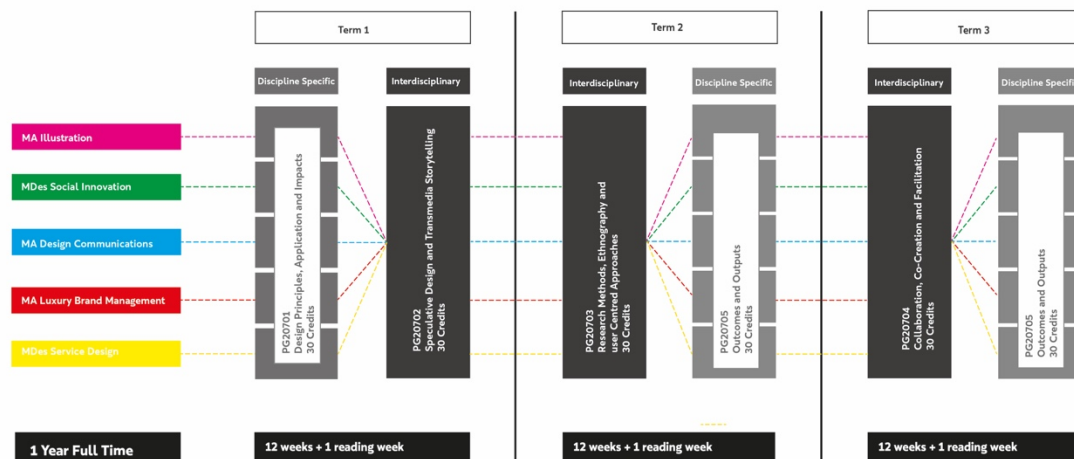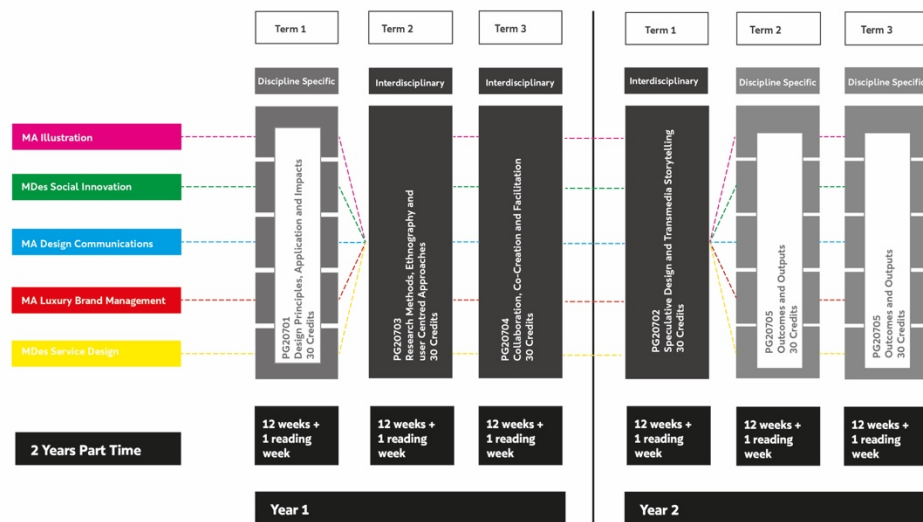
The Master's programmes at the Institute are designed with the idea of experimentation and exploration at the forefront. The programme is constructed through a series of discipline specific and interdisciplinary Units. The year-long programme consists of three terms.

Each term is divided between a discipline specific unit, led by discipline specialists, and a collective interdisciplinary unit, delivered by a transdisciplinary staff team.

These units support and build upon one another to create an enriched holistic experience. Students will complete as with a rich and distinctive practice, confident in their own specialisms but with the ability to lead, collaborate and share knowledge within wider creative teams.

The Master's awards share the same broad structure, as reflected in the units of study, but the syllabus varies according to the subject specialism of each Master's award. Seminars and workshops are delivered separately as are Project Briefs, but throughout the year students will work regularly with peers from different disciplines to develop a range of interdisciplinary skills.

The Master of Design programme (MDes) aims to provide the opportunity for students to develop creative thinking and innovative strategies through an advanced understanding of the practical application of design thinking and design strategy to services, complex societal issues and organisational leadership in order to equip students with the knowledge and skills to apply their learning in a global context. In particular, the MDes aims:

● To equip students with an advanced knowledge and understanding of the contextual background to and developments in design thinking and to reflect on that learning in order to advance their own practice and subject area and to innovate.

- To develop effective managers and leaders with effective design leadership skills who through their creativity and global awareness are able to influence and create positive change in their organisations whether at an operational or a strategic level.
- To equip individuals with independent study skills that support their research, practice and professional development and allow them to continue developing as life-long learners throughout their professional lives maintaining contact with emerging practice from a variety of fields.
- To provide a stimulating environment, which is supportive, flexible and collaborative and allows each individual to develop to his/her potential.
- To develop individuals with a high level of professionalism and confidence to initiate and lead complex design projects involving diverse disciplines and business functions.

The programme consists of five units of study which will take the individual student through an exploration of design thinking and creative practice underpinned by participation in studio projects which allow the service designer to develop his/her own approach to creativity, design practice, and creative innovation. Students learn to understand the perspectives of the different professionals and practice areas/business functions which may be involved in a complex design projects and how to collaborate and lead diverse teams. Major emphasis is placed on the growth of the learner's capacity to develop his/her own practices and methodologies in order to create original solutions to social challenges, consumer behaviour, organisational and leadership issues. The learner is also encouraged to engage proactively in the wide range of activities and events and in the opportunities for cross-disciplinary learning offered at Ravensbourne. Of particular importance is industry engagement through external speakers, events and live project briefs as part of the Institute for Creativity and Technology.

MDes Service Design – Course Units

PG20701 - Design Principles, Application and Impacts (Discipline Specific)

The first taught Units are delivered under *Design Principles, Application and Impacts.* In this Unit, students will look at ways in which they can develop their practice through problem framing, collaboration, human centred innovation, user testing and prototyping. Students will explore the way that users of services have always played a decisive role in finding solutions to social, organisational and environmental issues and that this is not necessarily unique to the non-profit sector but can be driven by markets and social movements, politics and governments as well as social enterprises, academia and business. Its focus is on the emergence of design thinking as an important field of organisational development, service, brand and social innovation. The initial briefs are designed to introduce the student to the development of design thinking and its application within the context of these research areas.

Central to the *Design Principles, Application and Impacts* Unit will be the theory of a human centred approach to problem solving. This will be explored through particular approaches and major theoretical perspectives. In this sense students will engage critically with the holistic application of design thinking as a way of integrating often disparate ideas and interacting with diverse stakeholders. Students will develop an understanding of a multidisciplinary approach to their area of research and to the value of a people, planet and economy focused approach to enquiry, engagement and reflection.

Sample Project Brief *You will be introduced to the principle of the Thinking Environment and to Reflective Professional Practice. These methodologies underpin many of the cognitive components of design thinking. They will allow you to see issues not as problems 'to be fixed', but rather as a set of interwoven elements which can be redesigned and reframed in order to deliver different outcomes and to act as catalysts for change. At the heart of this is the need to drive creativity and effective collaboration and to open up an approach in which the 'wisdom of the group' becomes an integral component of the problem-solving capability of one individual. The behaviours needed to embody this methodology are active listening, incisive questions, the willingness to hold yourself in a place of `not knowing', open enquiry and the ability to reserve judgement about a preferred outcome. This can be done by fully engaging in a number of possible models and scenarios through an ethnographic 'people centred' approach. As with similar behavioural sciences and practices such a Systems Thinking, Team Discipline and Coaching, Dialogue, World Cafe Conversations or the Six Thinking Hats, the Thinking Environment and Reflective Professional Practice are focused on aligning individual values with organisational effectiveness. Starting with the formulation of a lead question or area of enquiry, the unit will require you to design a research project informed by your experience, personal and professional insights and reflections.*

PG20702 – Speculative Design and Storytelling (Interdisciplinary).

This Unit will look at ways in which Service Design can be used as a method to generate new ideas based on how things 'could be' using speculation and anticipation to inform the designing of new services based on visions of the future. The Unit will develop and deploy prompts, artefacts and narratives to critically interrogate preferable futures, the processes, methods, mental models and stories for imagining the future *to inform* the present. In doing so it will apply storytelling techniques using immersive technologies to engage mass audiences in a way that's nonlinear, interactive, participatory and immersive. The aim of the Unit is to allow students to look into the future where very radical innovation is likely to be necessary. It will draw on futurology, the philosophy and ethics of technology.

Sample Project Brief - *Our starting point will be to look at the distinction between designing services around transaction and designing services around transformation. As service designers we need to ask ourselves what values and approaches do we apply to this distinction? Are we engaged as designers to facilitate and encourage transaction and service efficiencies or are we seeking to design services for transformation, for change and societal improvement? In its simplest form this can be put down to a distinction between the world of consumption and the world of sustainability. However, the mix of volatility, uncertainty, complexity, and ambiguity (VUCA) means that simple solutions of dividing the world into neat categories no longer applies, pointing to the need for speculative design approaches understanding the world as it should be as well as it is. design-led approaches allowing for greater innovation.*

You are expected to work collaboratively and develop a Service Blueprint as part of how you are presenting a vision for the future. You will need to craft a compelling narrative, most likely

using online and/or interactive components which will help amplify your story and reach wider audiences; transform passive audiences into active participants; raise awareness of the issues surrounding your vision, empower people, offering them opportunities to take action. The output for this part of the Unit will be a live pitch using story and emotion as a key part of service and systems transformation

PG20703 – Research Methods, Ethnography and User Centred Approaches (Interdisciplinary)

This Unit will comprise a combination of theoretical and practical focus allowing students to test out the observational skills and user-centred design skills in order to understand human behaviour in context. At the heart of this unit is the aim to 'make the familiar strange': questioning a familiar and taken-for-granted service in their lives through ongoing personal reflection and, as a result develop new service blueprints from ethnographic data, and how to communicate this data. A key part of this Unit will involve students working in groups to apply their knowledge of ethnographic and human centred/eco-centred approaches.

> **Sample Project Brief -** *The urban transition, seeing increasing proportions of the world's population living in urban areas, has historically been associated with economic development. However, more recently research has shown that rapid urbanisation is as much social, cultural and environmental as economic and can contribute to both opportunities and inequalities among urban populations. For instance, in urban areas poorer people may face higher exposure to environmental hazards such as pollution, poor quality and overcrowded housing, and limited access to green spaces, which are important for health and social wellbeing. How should we begin to think about addressing the 'wicked problem' of the negative impacts of increasing urbanisation?*
>
> *Following a design brief for an allocated 'wicked problem', in groups students will need to:*
>
> - *Plan and conduct small-scale urban tech 'pilot' research project, drawing on principles of ethnography, to understand key aspects of your wicked problem in context and to explore approaches for undertaking more in-depth research into the role of user-centred urban technology.*

PG20704 - Collaboration, Co-creation and Facilitation (Interdisciplinary)

This Unit occupies Term Two and is designed to promote cross-disciplinary collaboration and experimentation. The scope here allows students to approach a either a brief common to students across courses, or a brief specific to a course, through a variety of design "lenses". Students are expected to find ways to collaborate in order to produce their desired outcome; to document and journal the processes of task/brief analysis of leadership method, iteration and editing, programme and exhibition. The aim of the Unit is to produce an outcome derived from the combination of different skills and cross-disciplinary collaboration.

> **Sample Project Brief** - *This term involves us working in cross disciplinary ways in order to open up the experience of how Service Design intersects with other design and creative disciplines. In this unit, you will be challenged to take both a Social Innovation and a Service Design approach to question the current pressures on housing in the UK – focusing on the "prevention" of instances of temporary accommodation in London. You are invited to interrogate this problem space and to propose and test solutions to address this housing crisis, focusing on the prevention of homelessness and particularly temporary accommodation – which is impacting thousands of vulnerable people at huge costs to hard-pressed local authorities. These are some of the areas*

you would need to explore to understand the impact on households being placed in temporary accommodation and the role of design and the importance of a transdisciplinary approach to creativity and innovation:

– Understanding the typologies and user journeys of households requiring temporary accommodation, their key characteristics and contributory factors

– Identifying the stakeholders across they system who would need to be involved to support the development of early intervention.

– Identifying opportunities for earlier intervention before people are placed in temporary accommodation.

– Proposing, testing and scaling solutions for earlier intervention and prevention of temporary accommodation instances

Working with other disciplines across Postgraduate Studies you should think about the scalability of your idea and show how the messaging can be made to work at a range of different scales and intensities.

PG20705 - Outcomes and Outputs (Discipline Specific)

This Unit is designed to provide the scaffolding within which students will complete their individual Research Projects. During the Outcomes and Outputs Unit students will create their own bespoke practice-based research project based on a sustained critical inquiry that engages individual creative practice and disciplines. The research project is an opportunity for students to design an ideal project and immerse themselves in the areas in which they are most motivated and fascinated.