Research by Design can be defined as “a type of academic investigation through which design is explored as a method of inquiry”\(^1\). This type of research is important in design disciplines such as architecture, landscape architecture and urban design because it expands the methodological tools to explore research questions that empirical research cannot tackle and has the potential to contribute to theory and practice in those fields. Research by Design is also of critical importance in the context of education as it can contribute to develop critical skills for practice and advance research-based education. In fact, teachers and students in many universities are experimenting and developing innovative approaches, teaching practices and methodologies for this type of research. However, there is limited work, particularly in Urban Design, on what this type of research is, which methodologies can be used, and how it can be judged as academic research undermining a more robust development of the field. This paper aims to contribute to this debate by critically reviewing the definitions of, and methodologies for, Research by Design. Drawing on existing

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literature, it contrasts proposed concepts and frameworks, examines education practices, and develops an agenda for Research by Design teaching in Urban Design.

- **Author(s) Biography (200 words each):**

  Dr Martins is a Senior Teaching Fellow in Urban Design at the Bartlett School of Planning, University College London (UCL). She has a background in Architecture and Urbanism, and a PhD in Planning Studies. Prior to joining UCL she worked as an architect, urban designer and policy adviser in public and private sectors. Currently, she runs the MSc Urban Design and City Planning, a large programme focusing on the interface between urban design and planning. She teaches several undergraduate and postgraduate project-based urban design and planning modules in which she actively promotes students’ connections with both local community groups and practice, and actively works to develop research-based education and research skills across the programme.

  Dr Martins is actively involved in research both in urban design and pedagogy. She won a RTPI Award for Research Excellence in 2017 for her PhD on creative clusters, published peer-review articles, regularly presents in international conferences, and reviews for key academic journals. Her research interests span across the following themes: relationships between space and the (creative) economy, the spatiality of work, and urban design (i.e. teaching, research methodologies, housing and density).