



IIMT3624 Design Studio
 (6 credits)
 2021/2022, Semester 2

GENERAL INFORMATION

Instructor: Joseph P. H. Chan RIBA, M Arch (HKU), B A Hon (HKU)
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(*Course coordinator: Joseph Chan. Please refer to Joseph for any course and project approach enquiries, or project marking requirement.)

Honorary Instructor: Eve Siu-Tracy AIA, RA, MArch (Harvard), BA Hon (Wellesley/MIT)

Class & Studio time:
Semester 2
IIMT3624 Design Studio

Teaching schedules:
 Sub-classes time: Please refer to university timetable
 Venue: KK828
 Class quota: **12 students per sub-class**
 Consultations/Tutorial: Additional consultations as needed by email and/or appointment

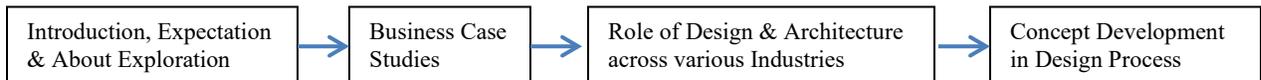
Pre-requisite: **IIMT 3623 Design Thinking: Concepts and Applications**

*BDI/EDI Major only

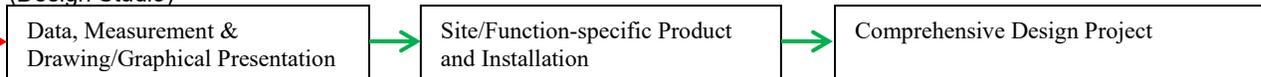
Students are required to have a 'creative spirit' + interest in exploration and implementation of design concept

Course Summary Diagram

(Design Thinking: Concepts and Applications)



(Design Studio)



Studio projects (IIMT 3624 in 2nd Semester) after completing the theory courses learning (IIMT 3623 in 1st Semester)

COURSE DESCRIPTION

(Overall IIMT 3623 & IIMT 3624)

The course aims at developing the students' design mentality and their understanding in design thinking methodologies, emphasizing on 1, how concepts are being developed and implemented, 2, the process driven by design thinking champions with the awareness and consideration of related stakeholders, and 3, empathy – in order to unleash potential for projects through iterative multi-layered problem solving, or to deliver a new vision. .

The course is conducted through theory lectures plus concurrent problem-based studios with cross-disciplinary approach. Design related topics will serve as the media on the learning in the design exploration and

developments. Students will be given comprehensive introductions to design thinking overview and sample templates, powered also by architectural and other design literacy. The courses are tailored for professional or non-professional degree students to acquire skills germane to the creative process of design thinking and to an understanding of the role of innovation manager and designers across different industries in the 21st century. Our focus is to look at designs, challenges and innovations on programmatic, functional and operational aspects, while the more spatial 2D/3D arrangements will support the materialization of any design and project developments.

The two courses IIMT 3623 and 3624 are complementary. IIMT 3623 provides theoretical foundations and knowledge necessary to the workshop (IIMT 3624); while the studio is the backbone to any designer/architect's practice – trials, experiments and deliveries, all of which bring the theories learnt to life. By tackling a series of projects in graduating complexity in 'Studio', students learn to sharpen their visual, spatial and ideological acuties and to develop sensitivities to critical project issues.

(IIMT3624 (Studio))

This is a complementary course to IIMT 3623 and offers problem-based studios to mimic the core learning process in professional design and executive education. Business and Design topics will serve as the media for students to explore concept and project development. The aim of the course is to get students to think and work through a comprehensive process in the projects. Trained to utilize hybrid viewpoint of analyst and creative innovation designer, students will acquire skills to evaluate project nature, functions, short term and long term impact, and to address stakeholders and achieve business and social goal.

Students will learn to develop innovation and entrepreneurship solutions through hands-on experiment and staged workshops, with the simulation of professional creative industry. Through studio work, students are expected to develop their own authentic style in leadership and problem-solving skills, supported by the acquired visual communication, graphical techniques and pitching skills.

COURSE OBJECTIVES

(IIMT3624 (Studio))

The objectives of the studio-based workshops are:

1. To train students their basic skillset, understanding and knowledge to deliver business and design projects
2. Let students hands-on go through the business innovation and design process and solidly deliver the project with good project planning and time management.
3. To provide students with an understanding of how innovation manager and designers/architects work, from concept to actualization of projects.
4. To introduce a paradigm and to reinforce lateral thinking as means to creativity/ problem solving,
5. To train students the 'Make-happen' mentality and ability

The aim is to get students to think and work through a comprehensive process in specific design project (e.g. strategy, product, urban, service, system). Students will need to be hands-on working out the solutions, stage-by-stage in the workshops, while the teaching emphasizing concept developments, feasibilities and implementations. The particular design solutions will be proposed, not just to achieve the primary project brief, but also to challenge extended goals and programme. The studio targets at building student's own authentic style, coordinated production skills with quality, and their techniques in visual and graphic communication.

FACULTY LEARNING GOALS (FLGs)

FLG1: Acquisition and internalization of knowledge of the programme discipline

FLG2: Application and integration of knowledge

FLG3: Inculcating professionalism

FLG4: Developing global outlook

FLG5: Mastering communication skills

FLG6: Cultivating leadership

COURSE LEARNING OUTCOMES		
Course Learning Outcomes	Aligned Programme Learning Outcomes	
<p>CLO0 Acquire basic knowledge in: Design thinking methodologies – To develop innovative ideas. Application of 'Empathy' Fundamentals in multi-disciplinary design considerations Concepts of 'Green' and 'smart' design Development and Implementation process from design to management International design and management trends and their effects</p> <p>CLO1 Ability to present project specifics lucidly CLO2 Ability to work efficiently individually and in teams</p> <p>Each assignment and project will lead participants to:</p> <p>CLO3 Identify objective(s) and problem(s) at different phases CLO4 Use relevant information vis-à-vis context (e.g. historic; users; cultural; environmental; technical) towards design solution(s) CLO5 Formulate creative/appropriate design concepts CLO6 Test concepts in multi-media prototype (drawings, physical and /or digital models) CLO7 Develop selected approach to highest degree of resolution CLO8 Effectively articulate/communicate solution to different groups CLO9 To establish individual skill and technique to 'make things happen'</p>	<p>FLG1, FLG2, FLG3, FLG4</p> <p>FLG5 FLG3, FLG5, FLG6</p> <p>FLG1, FLG2, FLG3 FLG1, FLG2, FLG3, FLG4</p> <p>FLG1, FLG2, FLG3 FLG1, FLG2, FLG3</p> <p>FLG1, FLG2, FLG3 FLG3, FLG5, FLG6 FLG1-6</p>	
COURSE TEACHING AND LEARNING ACTIVITIES		
Course Teaching and Learning Activities	Expected contact hour	Study Load (% of study)
(IIMT3624: Design Studio)		
<p>A 'Problem Based Learning' process is the core of the Studio. The methodology is a traditional one in the professional education of an architect, adopted as far back as the L'Ecole des Beaux Arts in the 18th, 19th centuries and continued to be practised in most architectural schools today.</p> <p>The purpose is to allow business students to understand and hence be able to collaborate with innovation, consulting, design or construction professional in strategically meaningful ways during all phases of projects – while the students could undergo training in their design mindset and thinking.</p> <p>Participants will be given exercises and projects to work on. Teaching/learning will be done through desk and group 'critiques' which are hands-on 'sketch and discuss' sessions. Students will be asked to think, sketch, craft models, and to articulate their ideas, on a one-to-one basis with the studio professor and in presentations to small and larger groups. Projects are geared in increasing complexity, for experimentation and exposure to a design 'vocabulary' in the repertoire of skills towards creative and design thinking.</p> <p>The last project will be a simulation business design project which calls for a combination of business, economics, innovation and entrepreneurship knowledge acquired throughout the academic year. A final presentation and review session will conclude the course. Guest critics may be invited.</p>		
T&L1. Lecture with interactive presentation	8 hours	22%
T&L2. Case-based study and analysis	8+indiv 12 hrs	22% + personal effort
T&L3. Workshop and discussions (Individual and group)	8 hours	22%
T&L4. Individual and Group Project Development	6+indiv 66 hrs	17% + personal effort
T&L5. Presentation and inter-teams/individual responses	6 hours	17%
Total	36 hours + indiv. 78 hrs	100% planned + personal effort

Please note that the expected study hours have, apart from class time, also included the students' individual and group reading, research and project development time. All project info and requirements will be debriefed at start of project in class – students should conduct good time-management to organize their study/project plan and to stick with it, instead of leaving all works towards close to hand-in or presentation time. Course instructor is contactable along the way and is willing to provide necessary support to the students' learning journey.

Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1. Critical + 'Lateral' thinking in a simple task.	Project 1: Drawing, Measurement and recording Lectures and Studio *****	Quality of process and results: 20% Total: 20%	CLO0, CLO2, CLO6, CLO8, CLO9
A2. Experience a 'Design/Build' process; learn how to conceptualize, communicate graphically and actual construction with materials; an attempt at the 'creative process'. Learn what 'human scale' means	Project 2.1: Design & Construction of a practical product or service – Innovation, ergonomics, structure Lectures and Studio *****	Quality of design + presentation Quality of process: 20% Final Presentation: 20% Total: 40%	CLO0-9
A3. Experience a 'discover – define – develop - deliver' process; towards an understanding of how business innovators work 'in context'.	Project 2.2: A simple but 'real' project (simulation), with multi-layers element Lectures and Studio Team and Individual works *****	Quality of process / design + presentations Analysis: 10% Process: 10% Final Presentation: 10% Total: 30%	CLO0-9
A4. Basic information and knowledge in planning, and design.	<i>Recommended readings</i> *****	<i>No assessment points allocated</i>	CLO0, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8
A5. Practice in group discussions and dynamics; effort and progress in the projects.	<i>Overall contribution to class; individual digital portfolio</i>	10%	CLO1, CLO2, CLO3, CLO4, CLO5, CLO8, CLO9
	Total	100%	

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A+ (4.3), A (4.0), A- (3.7)	Superb (4.3)/Excellent - Candidate has consistently demonstrated a thorough understanding and original view of the subject as evidenced by exceptionally astute analysis and synthesis. Authentic style has been established and shown in the project development – with innovative and creative idea supported by sufficient trial and experiment to achieve more than expected by the project brief.
B+ (3.3), B (3.0), B- (2.7)	Good - Candidate frequently demonstrated a substantial understanding of the subject and has demonstrated his/her effort in achieving the project brief and requirement.
C+ (2.3), C(2.0), C-(1.7)	Fair - Some of the responses are well organized, clear but with insufficient elaboration – there is significant room for improvement to achieve a more satisfactory level to the project course or project requirement.
D+(1.3), D/D-(1.0)	Pass (1.3)/Review - Solutions to questions and problems containing unstructured but relevant observations. Candidate has shown marginally interest in the subject.
F(0.0)	Fail - Little evidence of basic familiarity with the subject, nor demonstration of sufficient effort to basic project and course requirement.

Assessment Rubrics for Each Assessment

Students' project submission and presentation will be assessed based on requirements set in each brief handed out. In

general, these will be of equal importance: relevant and thorough analysis, original idea, development process, quality of design and presentation.

Student to note that relevant trials and experiments are the key of success in this course. Simply submitting the project in the way as checklist 'box-ticking' will not be sufficient.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Please refer to University Calendar. (Subject to COVID-19 situation, this course will be delivered in the format accordingly to university policy. Please refer to university policy closer to date.)

A Facebook group will be used for sharing of market news and insight, as well as discussion, supported by whatsapp and wechat group. Please contact course instructor for info to add yourselves in.

This is a project-based learning course. The students are expected to think about how the workshops could help their academic and career development – and be self-initiative to embed the thinking in this design studio's teaching-and-learning process. Course instructor will be happy to discuss, help and support.

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS

Website of Unleash Hong Kong and Ideo

Paul N. Friga, 2009, *The McKinsey Engagement: A Powerful Toolkit for More Efficient & Effective Team Problem Solving*, McGraw-Hill

John Kenneth Galbraith, 1958, *The Affluent Society*, Houghton Mifflin Co.

Rem Koolhaas 1997, *S,M,L,XL*. Monacelli Press; Subsequent edition, New York

Rem Koolhaas 1978, *Delirious New York: A Retroactive Manifesto for Manhattan*: Thames & Hudson, London

Le Corbusier, 2000, *The Modular*, Birkhauser

Littlefield, D, 2012, *Metric Handbook, Planning and Design Data (Architectural Press)*

Kevin Lynch, 1960, *Image of the City*, MIT Press, Cambridge

Colin Rowe, Robert Slutzky, *Transparency: Literal and Phenomenal*

Peter G. Rowe, 1991, *Design Thinking*, MIT Press

David Grahame Shane, 2005, *Recombinant Urbanism: Conceptual Modeling in Architecture, Urban Design, and City Theory*, John Wiley & Sons

Robert J. Sternberg, 1988, *The Nature of Creativity: Contemporary Psychological Perspectives*, Cambridge University Press

Bernard Tschumi, 1994, *Event-Cities*, MIT Press, Cambridge

Bernard Tschumi, *The Manhattan Transcript*

Zumthor, P 1998, *Thinking Architecture* (Baden Switzerland: Lars Muller Pubs)

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

The SETL questionnaire is one of the ways HKU courses and teaching are evaluated. HKU places significant importance on student learning and on the continuous enhancement of teaching and learning outcomes. Students are asked to complete this evaluation of their learning experiences at the conclusion of each course in which they enrol. Questionnaire items relate to the overall evaluation of the course as well as an evaluation of teaching.

Students are encouraged to talk to the course lecturer anytime if needed.

COURSE POLICY

General requirements in plagiarism, academic honesty and attendance apply. Any lateness or absence to the class needs to have the lecturer(s) officially informed with sound reason – otherwise penalty in the form of mark deduction might apply.

ADDITIONAL COURSE INFORMATION

Further to what has been described in the assessment section, participation and engagement in the class and workshop is required in this course. Lecturers will help students to see into their own work and to assist to bring it into its fullest manifestation, through an effective and interactive learning.