1. General Information

Course Subject	IIMT
Course Number	3624
Course Title	Design Studio
Academic Years	2024-2025
Grading Method	Letter

2. Instructors

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Subclasses: 2A,2B

4. Course Description

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 acuities 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.
Prerequisites	IIMT3623: Design Thinking: Concepts and Applications

5. Course Objectives

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

6. 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

5. Course Objectives

authentic style, coordinated production skills with quality, and their techniques in visual and graphic communication.

6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline

Goal 2: Application and integration of knowledge

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

Goal 5: Mastering communication skills

Goal 6: Cultivating leadership

7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. 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	✔	✔	✔	✔		
CLO2. Ability to present project specifics lucidly					✔	
CLO3. Ability to work efficiently individually and in teams			✔		✔	✔
CLO4. Identify objective(s) and problem(s) at different phases	✔	✔	✔			
CLO5. Use relevant information vis-à-vis context (e.g. historic; users; cultural; environmental; technical) towards design solution(s)	✔	✔	✔	✔		
CLO6. Formulate creative/appropriate design concepts	✔	✔	✔			
CLO7. Test concepts in multi-media prototype (drawings, physical and /or digital models)	✔	✔	✔			
CLO8. Develop selected approach to highest degree of resolution	✔	✔	✔			
CLO9. Effectively articulate/communicate solution to different groups			✔		✔	✔
CLO10. To establish individual skill and technique to 'make things happen'	✔	✔	✔	✔	✔	✔

8. Course Teaching and Learning Activities

Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lecture with interactive presentation	8	6.7
T&L2. Case-based study and analysis	20	16.7
T&L3. Workshop and discussions (Individual and group)	8	6.7

8. Course Teaching and Learning Activities		
T&L4. Individual and Group Project Development	78	65
T&L5. Presentation and inter-teams/individual responses	6	4.9
	Total: 120	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Critical + 'Lateral' thinking in a simple task.	Project 1: Drawing, Measurement and recording Lectures and Studio	20%	1,3,7,9,10
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	40%	1,2,3,4,5,6,7,8,9,10
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 work	30%	1,2,3,4,5,6,7,8,9,10
A4. Basic information and knowledge in planning, and design.	Recommended readings	0%	1,4,5,6,7,8,9
A5. Practice in group discussions and dynamics; effort and progress in the projects.	Overall contribution to class; individual digital portfolio	10%	2,3,4,5,6,9,10

10. Course Grade Descriptors		
✔	A+,A,A-	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+,B,B-	Candidate frequently demonstrated a substantial understanding of the subject and has demonstrated his/her effort in achieving the project brief and requirement.
	C+,C,C-	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+,D	Solutions to questions and problems containing unstructured but relevant observations. Candidate has shown marginally interest in the subject.
	F	Little evidence of basic familiarity with the subject, nor demonstration of sufficient effort to basic project and course requirement.

12. Required/Recommended Readings & Online Materials

Reading	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)

13. Means / Processes for Student feedback on Course

✔	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site

13. Means / Processes for Student feedback on Course

Others

14. 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.

15. 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.