

**THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS**

**School of Business
IIMT3624 Design Studio
(6 credits)
2016/2017, Semester 2**

GENERAL INFORMATION

Instructor: Joseph P. H. Chan RIBA, M Arch (HKU), B A Hon (HKU)
Honorary Instructor: Eve Siu-Tracy AIA, RA, MArch (Harvard), BA Hon (Wellesley/MIT)

(*Course coordinator: Joseph Chan. Please refer to Joseph for any course and project approach enquiries, or project marking requirement.)

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Class & Studio time:

Semester 1 (i.e. from Jan to May 2017)

IIMT3624 Design Studio

Sub-classes: 2A

Teaching schedules: (Grid pattern: C4)

Class quota: **12 students per sub-class**

* A 1-hour tutorial section on Monday from 16:30 to 17:20 would also be scheduled.

Venue: Studio (KK828)

Consultations: Additional consultations as needed by email and/or appointment

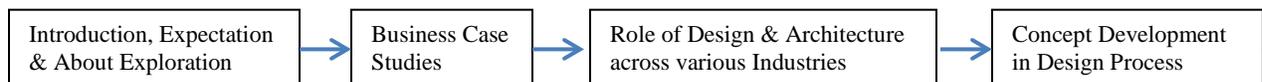
Co-requisite: **IIMT 3623 Design Thinking: Concepts and Applications**

*BDI Major only

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

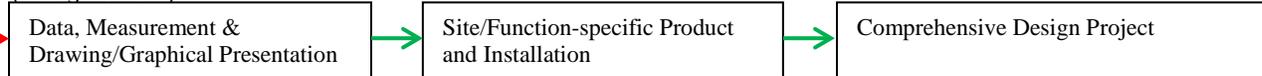
Course Summary Diagram

(Design Thinking: Concepts and Applications)



(Design Studio)

[Group 2 only]



[Group 1 starts in parallel with Theory Class]

→ [Group 1] Studio projects in parallel with Theory lectures: putting learning in practice stage-by-stage (all in 1st Sem.)

→ [Group 2] Studio projects (in 2nd Semester) after completing the theory courses learning (in 1st Semester)

COURSE DESCRIPTION

(Overall IIMT 3623 & IIMT 3624)

The courses aim at developing the students' design mentality and their understanding in design methodologies, emphasizing on 1, how concepts are being developed and implemented, and 2, the process driven by design champions with the awareness and consideration of related stakeholders.

The courses are conducted through theory courses plus concurrent problem-based studios. Architectural and multi-disciplinary designs and its related topics will serve as the media on the learning in these courses of design and concept developments. To enable it, students will be given comprehensive introductions to architectural and other design literacy. The courses are tailored for non-professional degree students to acquire skills germane to the creative process of design and to an understanding of the role of designers in the larger realm of design and construction industries in the 21st century. Our focus is to look at designs, challenges and innovations on programmatic, functional and operational aspects, while the more architecturally spatial 2D/3D arrangements will support the materialization of any design 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 education. 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 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 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 and graphical techniques.

There could be two groups of IIMT 3624. Group one of IIMT 3624 will take the studio class in concurrent with the theory class – putting theories learnt in practice stage by stage; Group two (in semester 2) take the studio class after the completion of Theory class learning.

COURSE OBJECTIVES

(IIMT3624 (Studio))

The objectives of the studio-based workshops are:

1. To train students their basic skillset, understanding and knowledge to deliver design projects
2. Let students hands-on go through the design process and solidly deliver the project with good project planning and time management.
3. To provide students with an understanding of how 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, through architectural and urban design.
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. product, urban, architectural). 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.

Programme Learning Outcomes

PLO1: Acquisition and internalization of knowledge of the programme discipline

PLO2: Application and integration of knowledge

PLO3: Inculcating professionalism and leadership

PLO4: Developing global outlook

PLO5: Mastering communication skills

COURSE LEARNING OUTCOMES		
Course Learning Outcomes	Aligned Programme Learning Outcomes	
<p>CLO0 Acquire basic knowledge in: Design methodologies – To develop innovative ideas. Fundamentals in design considerations Fundamentals in architectural aspects: structures, construction, environmental control Concepts of ‘Green’ and ‘Intelligent’ buildings 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) at different phases CLO4 Use relevant information vis-à-vis context (historic; current; cultural; environmental; technical) towards design solution(s) CLO5 Formulate creative/appropriate design concepts CLO6 Test concepts in two and three dimensional media (drawings, physical and/or digital models) CLO7 Develop selected concept to highest degree of resolution CLO8 Effectively articulate/communicate solution to different groups</p>	<p>PLO1, PLO3, PLO4, PLO5</p> <p>PLO5 PLO3</p> <p>PLO1, PLO2 PLO1, PLO2</p> <p>PLO1, PLO2 PLO1, PLO2</p> <p>PLO1, PLO2, PLO3 PLO3, PLO5</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 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 thinking and design.</p> <p>The last project will be a simulation building design project which calls for a combination of design knowledge acquired throughout the academic year. A final presentation and review session with invited guest critics will conclude the course.</p>		
T&L1. Lecture with interactive presentation	4 hours	11.1%
T&L2. Reading, Case-based study and analysis	4 + indiv. hrs	11.1%
T&L3. Tutorial and discussions (Individual and group)	10 hours	27.8%
T&L4. Individual and Group Project Development	12 + indiv. hrs	33.3%
T&L5. Presentation	6 hours	16.7%
Total	36 hours + individual hrs.	100% planned + personal effort

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: 5% Total: 5%	CLO1, CLO3, CLO5, CLO8
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 simple practical object – Innovation, ergonomics, structure Lectures and Studio *****	Quality of design + presentation Quality of process: 10% Final Presentation: 10% Total: 20%	CLO0, CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8
A3. Experience a 'design to presentation' process; towards an understanding of how architects work 'in context'.	Project 2.2: A simple but 'real' architectural project (simulation) Lectures and Studio Team and Individual works *****	Quality of process / design + presentations Analysis: 10% Process: 20% Final Presentation: 35% Total: 65%	CLO0, CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8
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
	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

* Preliminary Schedule based on 2016/17 timetable.
First Day of Teaching - 16Jan17 (2nd Semester)

(IIMT3624: Studio)

Week 1	16 Jan 17 (Mon)	19 Jan 17 (Thur)
Week 2	23 Jan 17 (Mon)	26 Jan 17 (Thur)
Week 3	30 Jan 17 (Mon) Holiday	02 Feb 17 (Thur) Holiday
Week 4	06 Feb 17 (Mon)	09 Feb 17 (Thur)
Week 5	13 Feb 17 (Mon)	16 Feb 17 (Thur)
Week 6	20 Feb 17 (Mon)	23 Feb 17 (Thur)
Week 7	27 Feb 17 (Mon)	03 Mar 17 (Thur)
Week 8	06 Mar 17 (Mon) Reading Week	09 Mar 17 (Thur) Reading Week
Week 9	13 Mar 17 (Mon)	16 Mar 17 (Thur) Holiday
Week 10	20 Mar 17 (Mon)	23 Mar 17 (Thur)
Week 11	27 Mar 17 (Mon)	30 Mar 17 (Thur)
Week 12	03 Apr 17 (Mon)	06 Apr 17 (Thur)
Week 13	10 Apr 17 (Mon)	13 Apr 17 (Thur)
Week 14	17 Apr 17 (Mon) Holiday	20 Apr 17 (Thur)
Week 15	24 Apr 17 (Mon)	27 Apr 17 (Thur)
Week 16	01 May 17 (Mon) Revision Week	04 May 17 (Thur) Revision Week
Week 17	08 May 17 (Mon) Assessment	11 May 17 (Thur) Assessment
Week 18	15 May 17 (Mon) Assessment	18 May 17 (Thur) Assessment
Week 19	22 May 17 (Mon) Assessment	25 May 17 (Thur) Assessment

* Date of Final Project presentation will be confirmed at a later date

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS

Bachelard, G, 1969, *The Poetics of Space*, tr. Maria Jolas (Boston: Beacon Press)

Francis D.K. Ching, 2007, *Architecture: Form, Space and Order*, John Wiley & Sons, Inc, New Jersey

Kenneth Frampton, 1995, *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture*, MIT press, Cambridge

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.

Harries, K, 1998, *The Ethical Function of Architecture* (Cambridge, MA: MIT Press)

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

Neil Leach, 1997, *Rethinking Architecture*, Routledge, London & New York

Henri Lefebvre, 2004, *Rhythm & Analysis*, Bloomsbury Academic

Henri Lefebvre, 1992, *The Production of Space*, Wiley-Blackwell

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

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

Christian Norberg-Schulz, 2000, *Architecture: Presence, Language and Place*, Skira Editore, Milan

Steen Eiler Rasmussen, 1959, *Experiencing Architecture*, First MIT Press

Aldo Rossi, 1984, *The Architecture of the City*, MIT Press

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

Salter, P. 1999, Building in Nature" In *Relating Architecture to Landscape*, edited by Jan Birksted (London: E & FN Spon)

Richard Sennett, 1974, *The Fall of Public Man*, W. W. Norton & Company, New York

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

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

Bernard Tschumi, *The Manhattan Transcript*

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

Peter Zumthor, 2006, *Atmospheres – Architectural Environments, Surrounding Objects*, Birkhauser

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 tutorial 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.