Ref. No.
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Projects on Promoting Outcome-Based Approaches in Student Learning
2007-08
Application for OBA Funding

PART I: General Information

1. **Title**

   Teaching Humanistic Design in the BA (Hons) in Design Programme- the Manifestation of Programme Outcomes in the Curriculum

2. **Name(s) of Applicant(s)**

   Project Leader

Name	Dept	Post	Groupwise	Ext.
Kith Tsang Tak Ping	SD	Associate Professor	sdkith	5450

   Team Member(s)

Name	Dept	Post	Groupwise	Ext.
Alice Lo	SD	Associate Professor	sdalicel	5465
Laurent Gutierrez	SD	Associate Professor	sdlgut	5502
Dr Thomas Fisher	SD	Lecturer	sdtom	5478
Keith Tam	SD	Assistant Professor	sdtam	5441

3. **Total funding requested**

4. **Expected duration of project:** _____20_____ **months**

   Proposed commencement date: ___2 May 2008_____

   Expected completion date: ___31 December 2009_____

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PART II: DETAILS OF PROPOSAL

1.   Project objectives and significance

(What are your objectives in initiating this project? How does it align with institutional goals and targets in implementing outcome-based approaches in student learning?)

Since the collaboration of the Curriculum Reform Committee of the School of Design (SD) and the Design Task Force to identify the significance of adopting humanistic design approach in the BA (Hons) in Design programme, it has been a goal of SD to familiarize students with humanistic design and its making.

The humanistic design approach differs from other design approaches in such a way that humanistic designers, when designing, are well aware of the factors affecting the application and use of design in the aspects of culture, society, economy, history, technology and aesthetics. Humanistic design, as a teaching and learning mode, guides students to apply design knowledge and skills including critical thinking, creative problem solving skills, excellence in making, design for sustainability, design as processes, research-driven design, literacy in design cultures, communication and presentation skills, real-life experience in a professional context, as well as project and team management skills. The approach also covers the generic skills of the Strategic Objective 1 of the University.

To strengthen the study of humanistic design, this project aims to:
1.   examine the defined programme outcomes which encompass design knowledge, skills and generic competences;
2.   identify subjects that contribute to this goal to examine how the subject outcomes align with the programme outcomes;
3.   to map the intended learning outcomes, teaching, learning and assessment of the chosen subjects such as Common Compulsory subjects, Discipline Compulsory subjects and Electives, to the programme outcomes to ensure attainment of programme outcomes; and
4.   build a visual archive of students' work as bench marking reference for stakeholders such as the teaching team (full-time and part-time) and students.

The significance of the project is to examine the ways that humanistic design, the core value of the School of design and the philosophy of the BA (Hons) in Design programme, has been manifested in the curriculum and how its different aspects are being taught via different subjects in the four design disciplines in the Programme, namely Advertising, Environment & Interior, Industrial & Product and Visual Communication.

To the extent that humanistic design is concerned with the achievements and aspirations of mankind, where creativity and critical thinking overlap, it resonates with the institutional goals of PolyU to produce graduates with creative problem solving abilities.

<u>Roles of team members</u>

The team members of the project include the Discipline Leaders of all the design disciplines who are leading both the staff and students of the discipline to fulfil the programme outcomes.

They will involve in examining the programme outcomes, identifying subjects for examination, mapping the chosen subjects with the programme outcomes, collecting students' work and testing on the archive.

They will also involve in the regular evaluation of the project.

2. Target users

(Who are the intended users of the 'deliverables' of the project – faculties / departments management or programme/subject teams or students?)

The users include the teaching team (full-time and part-time) and the students of the BA (Hons) in Design.

If the target users are students, complete the table below:

Programme/ subject code	Programme/subject title	Credit units	Mode of study	Student intake quota per year
73016	BA (Hons) in Design	96	Full time	119

Please insert rows in the table if more space is required for additional information.

3. Outcomes and deliverables

(a) Major outcomes and deliverables

(What will be the major outcomes and deliverables of the project?)

	Major outcomes and deliverables with descriptions
(a)	**Report** A report of the findings with analysis and suggested action plan for the improvement of the implementation of outcome-based teaching and learning.
(b)	**A visual archive** An online visual archive of students' work serves as reference for the stakeholders to bench mark the outcomes.

Please insert rows in the table if more space is required for additional information.

(b) Plan for developing and piloting / implementing the deliverables

(Detail the plan and procedures that you will adopt to develop and pilot/ implement the outcomes and deliverables. Also specify the dates of the pilot / implementation period)

May 2008   Revisit of intended programme outcomes
Revisit and update the current programme outcomes according to the programme philosophy of humanistic design with all discipline leaders.

June 2008   Identification of subjects
Identify subjects that contribute to the programme outcomes by examining the subject syllabi, project briefs, teaching plans and assessment forms.

September 2008   Mapping of subject outcomes and programme outcomes
A matrix of the mapping will be produced.

Interview of subject co-ordinators/tutors
Semi-structured interviews will be carried out to collect data on the way subject outcomes are achieved.

September 2008- May 2009   Collection of students' work
3 samples each from the grades A, B and C respectively will be selected from each subject. A portfolio of work of each selected project will be recorded digitally. The portfolio includes, if applicable, research work, sketches, design development, design outcome, design report and tutor's comments.

September 2008-   Building of online visual archive

July 2009	A continuous process to build, update and fine tune the archive while new data are collected.
July 2009	Data analysis The collected data will be examine according to the revised programme outcomes.
October 2009	Report writing A conclusion of the project to propose action plan for the improvement of the outcome-based teaching and learning.
December 2009	Report submission and launching of archive Upon report submission and the launching of the archive, an online mechanism will be available to collect feedbacks from the target users.
January 2010	Sharing of project outcomes

Planned pilot / implementation period of the deliverables:

Start Date (dd/mm/yyyy): 2 May 2008

End Date (dd/mm/yyyy): 31 December 2009

4. Dissemination and sharing plan

(How are you going to disseminate and share the outcomes and deliverables of your project?)

The online visual archive is open to all who are interested in teaching learning in the aspects of humanistic design and an online mechanism will be ready to collect feedbacks.

A series of talks will be conducted in the school and the University (through collaboration with EDC) for all stakeholders and externally the sharing will be conducted in international conferences and journals such as the annual Design Education Conference held by the School of Design and Design Behaviours, an international design journal.

5. Evaluation plan

(How do you plan to evaluate the effectiveness of the project, particularly its impact on the implementation of outcome-based approaches in student learning in the PolyU?)

Since the project involves all discipline leaders, front-line teaching staff and students, the influence of the project covers all levels of the programme. Their feedbacks will be a good reference for the evaluation.

Besides, the programme outcomes are the directive of the BA (Hons) in Design programme, the proposed action plan of the project will inevitably require a change in the programme outcomes and the alignment from all subjects. Any change of such a scale needs the approval of the Undergraduate Programmes Committee which acts as an evaluation process to measure the effectiveness of the project.

Another body which can help the evaluation is the Advisory Committee of the School. Members of the Committee are academia and professional designers from the industry.

6. Impact

(How will the project contribute to the success of the implementation of outcome-based approaches in student learning in the PolyU/ department/ programme/ subject?)

Since the programme outcomes are the directive of the BA (Hons) in Design programme, the project outcomes will inevitably have direct impact on the implementation of the outcome-based approaches including the alignment of teaching and learning outcomes at all levels and that of assessment.

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The project also sets the bench marking criteria, as reference, for all project-based programmes in the University, in particular those of an open-ended nature emphasizing on aspects like creativity, critical thinking and problem solving.

7.   Target date(s) for submission of progress and completion reports

	Planned submission date (mm/yyyy)
1. Progress report *(for projects whose duration lasts more than 1 year; to be submitted mid-way through the proposed project period)*	February 2009
2. Completion report *(to be submitted within 3 months after the project completion date)*	December 2009

PART III: BUDGET OF PROPOSAL

Project Leader

Name: Kith Tsang Tak Ping   Signature: _____
                (in block letters)

Dept: School of Design   Date: 14-1-2008

PART IV: DEPARTMENTAL ENDORSEMENT

Endorsement by Chair of FLTC/ DLTC:

Comments on the proposal:

THIRD PRIORITY

Name: FUNG HO YIN   Signature: _____   Date: 31/1/08
(in block letters)

Endorsement by Dean/ HoD:

Comments on the proposal:

There is a theory that "human-centred" should now really be "use-centred." Although the staff are correct because our mission statement uses human-centred design as a goal for the School. This is a worthy project but it should also be going on regardless of funding

By endorsing this proposal, I agree that:

1. The proposal suitably addresses the School/Department's needs in promoting and implementing outcome-based approaches in student learning and will be considered as part of the School's/Department's Business Plan.

2. The School/Department will receive a funding as calculated for item (e) in the Budget section which I will use for providing the time release recommended by the project proposers, based on the Total Workload Model, to support them to work effectively on the project.

Name: Lorraine Justice   Signature: _____   Date: Jan. 31, 2008
(in block letters)

Please return this form to Miss Miranda Fung, Secretary of Working Group on Outcome-based Education,

c/o Educational Development Centre

by **31January 2008**

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Supplement to OBA Proposal

Proposed Project: Teaching Humanistic Design in the BA(Hons) in Design Programme - the manifestation of programme outcomes in the curriculum

Project leader: Kith Tsang Tak Ping

specify the purpose of the report (i.e. the project deliverable) and the kind of data to be collected; state clearly whether it is to analyze specific issues relating to the programme or it is to generalize the valuable experience on alignment/mapping of subjects to programmes outcomes.

The report is a complete document of research findings and an examination of the alignment of the subject outcomes with the programme outcomes. Mapping of the learning outcomes, teaching, learning and assessment of the chosen subjects will also be included.

The data to be collected and analyzed include subject syllabi, teaching plans, project briefs, assessment forms and project deliverables such as design works, process books, project reports and essays.

The research results will be generalized so that the experience of outcome-based teaching and learning can be shared by the teaching team of the BA (Hons) in Design programme and interested parties inside and outside of the campus for the improvement of the implementation of outcome-based teaching and learning

clarify the purpose of interviewing the subject coordinators/tutors, whether it is for better mapping of subjects to programme outcomes or it is for better alignment of outcomes with teaching and learning methods as well as assessment methods

The purpose is to collect data for the qualitative analysis on the ways teaching and learning methods and assessment methods are used to align with the subject outcomes which in the end align with the programme outcomes.

justify the needs for the 2 research staff

As stated in PART III: BUDGET OF PROPOSAL, the roles of the 2 research staff, namely Research Associate and Project Assistant, are different. The Research Associate mainly deals with data collection, analysis and management of the Project Assistant. The Project Assistant deals with the technical part of designing and building of the online archive.

- justify the budget for the laptop computer, the digital camera and the sound recorder
  (Important Notes: The funding requests for equipment will be considered only if: (a) the equipment is essential to the successful implementation of the project, AND (b) it is not available in the department concerned.)
  The laptop computer is for the design and building of the online visual archive. The digital camera is for recording students' work and the sound recorder is for interviewing purpose.

  The equipments in SD are for teaching and learning purposes only.