

## Subject Description Form

<b>Subject Code</b>	BME1D02
<b>Subject Title</b>	<b>Wearable Healthcare and Fitness Devices for Everyone</b> (Eligible for English Writing (EW) and English Reading (ER) requirements)
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite / Exclusion</b>	Nil
<b>Objectives</b>	<p>Wearable healthcare technology is becoming a hot commodity*. Applications include encouraging a person to walk more daily, maintaining a good posture, monitoring sleep condition, measuring vital health data like heart rate and electrocardiography (ECG), and assisting parents to take care of babies.</p> <p>This subject aims to enable student to 1) understand how current technology can be used to evaluate and improve health and fitness and why it is needed, gain real experiences in using state-of-the-art wearable devices, and 2) discuss the benefits, potentials, limitations, challenges, and future trends of such technologies, through lectures, tutorials, group discussion, and hands-on experience on wearable devices.</p> <p>A wearable device involves multidisciplinary efforts, from healthcare, sports, social science, engineering and technology, textile, design, branding, marketing, even fashion. We expect that students of this subjects will come from different majors and they will interact with each other in the class, group project, sharing sessions to enhance their study. Students will be encouraged to think critically how their own major studies can contribute to this rapidly growing area, and to predict the future trends in this area so as to inspire them for life-long learning on top of the skills of effective communication, learning materials acquiring and summarizing, problem solving, etc.</p> <p>*Sales of mobile wearable devices, including health and fitness devices, are expected to reach almost 70 million items by 2017, based on a new report from Juniper Research.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p>a. Comprehend the important healthcare data and fitness needs for different members of the public;</p>

- b. Appreciate the key functions and basic principles of various technologies that are used in wearable devices;
- c. Follow the development, design, marketing, application of wearable devices from appropriate reading sources and physical products;
- d. Critically review the strength and limitations of current wearable healthcare devices and predict future trend in this area.

In addition, this subject enhances literacy, higher order thinking and skills for life-long learning by:

**Literacy:** Students will read textbooks and research papers of about 200 pages. Some guidelines and lecture materials will be given to the students to facilitate their understanding and critical thinking of the contents that they read. Quizzes will be conducted to test the understanding of the textbooks and lecture materials. They will also write an academic essay of more than 2,500 words, showing their understanding of the subject and exercising their critical thinking on the wearables. Technology news and book chapters as reading materials will also be assigned to students, which arouse their learning interest and enhance comprehension of the lecture topics.

**Higher order thinking:** Students will relate and integrate different subject matters and think critically. Higher order thinking is facilitated when students integrate the knowledge of healthcare (outcome a) and technology (outcome b) in order to know about the principle behind the wearable healthcare device. Students will critically evaluate currently available and experimental wearable healthcare devices (outcome d) in group discussion, laboratory/practical work and preparing their assignments. A wearable device will be provided to each student to use throughout the semester, students have to use it, observe its function and application, think about its pro and cons, and share among students. The health information provided from the wearable will be submitted weekly by students throughout the semester. Students will learn and analyze the collected health and activities information for understanding their health status.

**Skills for life-long learning:** Students will develop a reading habit on books, research papers and technology news (outcome c) and a mind of asking and evaluating how things work (outcome d), which are essential as a life-long learner. Since students will use many items like wearable devices in their daily life after graduation, they will be inspired to think beyond the device, to dig into the working principles, pros and cons, future developments, etc. This will facilitate them to be a lifelong learner. In addition, students will be an active learner, which is an important aspect of life-long learning, in this subject. They will actively enquire, obtain, and share related information during the tutorial and group discussion and to critically evaluate them through guided discussion. What they gain will

	facilitate their preparation of the academic essay, thus reflecting their level of learning.
<b>Subject Synopsis / Indicative Syllabus</b>	<p>Subject Synopsis</p> <p><u>Comprehension of basic healthcare data (Health Aspect)</u>  Students will comprehend some important healthcare data for different members of the public (including professionals, people of different age group and members with physical impairments and diseases). This includes heart rate, blood pressure, respiration rate, oxygen level, sugar level, ECG, EEG and EOG, which can be used to directly evaluate the health status of a person. The number of walking steps per day, level of physical activity and posture could reflect the overall fitness. This also includes subjective perception like perceived level of pain and tiredness.</p> <p><u>Appreciation of various technologies used for a wearable device (Technological Aspect)</u>  Students will comprehend the functions and some basic principles of different sensors, micro-motors and communication channels, that are used in wearable devices. These include accelerometers, optical sensor, GPS, various input methods, haptic technology (vibration), speaker, internet, and Bluetooth, etc. Student will also learn simple image and data processing as well as cloud-based big data analysis.</p> <p><u>Integration of health and technological knowledge in wearable healthcare devices</u>  Students will learn about the basic principles and the real applications of contemporary wearable healthcare devices in written forms and physical products. For example, they will be shown a wearable watch which remind people if they are physical inactive for a long time, an attachable device which remind people of poor posture, a goggle/helmet helping the blind to “see” what is around. They will learn to acquire and understand the information retrieved from the sensor built-in the wearables or using mobile phone apps. They will enter the Biomedical Engineering Laboratory to have hands-on experience on various wearable healthcare devices and/or analyze their health data using cloud platform.</p> <p><u>Potentials and limitations of emerging technologies</u>  Students will explore the various human and environmental factors influencing the sensor readings, the effectiveness of the feedback system in evaluating and improving health, and the responses of users of wearable devices. They will also discuss issues of data privacy, security, and overdependence of technology. Such explorations facilitate discussion on the advantages and disadvantages of various wearable healthcare devices. Wearables’ technological limitations will be introduced. Various technologies measures will be discussed for overcoming the limitations including design and materials, harvesting energy from motion and environment, display, and input method etc.</p>

	<p><u>How to make a wearable device product successful</u>  A successful product can only be achieved when multiple factors work together, including technology development, intellectual protection, design, application needs, marketing strategy, etc. A number of successful cases in this areas will be shared, including Fitbit, Misfit, Apple Watch, etc. Visiting lecturers will share their business experience on applying wearables to improve their business outcome or marketing new wearables.</p> <p><u>Future development of wearable devices</u>  Students will be encouraged to have critical thinking about the trend of future development based on what they learn and what they experience during the actual use of the wearable device. Various emerging and promising technologies will be introduced using latest research and development information to facilitate their imagination and critical thinking on the trend.</p> <p><u>Hands-on experience in using a wearable device</u>  Each student registered in this subject will be given with a wearable device (exact model and brand will be determined from time to time) throughout the whole semester (students can own the device after the semester if they pass the course). Students will be asked to share their first-hand experiences of using wearable device during group discussion and report. Demonstration of the use of different kind of wearables will be conducted in class.</p> <p><b>Indicative Syllabus</b></p> <ul style="list-style-type: none"> <li>▪ Introduction: technological approach in evaluating and enhancing health and fitness status</li> <li>▪ Healthcare data: definitions, measurement methods (from conventional to more advanced), accuracy, normal aging effects, other factors influencing the measured data</li> <li>▪ More comprehensive understanding on healthcare data: evaluation of health and fitness status, brief understanding on some diseases/disabilities that can be reflected by the healthcare data</li> <li>▪ Basic concept of sensing technology: position, movement, force, electric signals, color detections and various input methods</li> <li>▪ Basic concept of feedback technology: visual, auditory and vibration feedbacks as well as communications among various electronic components</li> <li>▪ Basic concept of organ anatomy and different medical conditions on different disease and disabilities</li> <li>▪ Understanding and evaluation of currently available wearable devices and smartphones that are used to evaluate and promote health and fitness for healthy and disabled people</li> <li>▪ Emerging wearable technologies for healthcare use that are currently at the experimental stage</li> <li>▪ Data privacy, security, accuracy of current technology, overdependence on technology, the difference between healthcare and medical use for data provided by wearable devices.</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Design consideration and limitations on contemporary wearables; emerging technologies for overcoming the limitations</li> <li>▪ First hand experiences in using a wearable device throughout the semester.</li> </ul>																																																																
<b>Teaching / Learning Methodology</b>	<p>It is an introductory course for students from different educational backgrounds. It aims to facilitate students to gain basic healthcare and technology knowledge and to understand and evaluate wearable healthcare devices, which are becoming very hot topics of today.</p> <p>The <b>lecture</b> teaches knowledge about some most commonly used healthcare data, sensing and feedback technologies. Some <b>guided reading</b> and <b>self-study</b> will further extend their knowledge in respective areas. Group discussion among students are arranged in the class, on the topics related to technology, application, and the real experiences of students using wearable devices. Each student is provided with a wearable device that can record their daily activity and sleep pattern. Students submits their data for analysis, and the overall results are discussed in the class and also used as an example for big data analysis, which is introduce by an expert from a company. In addition, visiting lecturers are also invited to give talks from the industry and service sectors to introduce the latest development in the field and the challenges and needs in the service sectors. All these arrangements facilitate students for writing of the essay. In the group project, students need to work together on a topic to present the needs of a device or service, as well as different aspects about the device/service using that they learned, searched, experiences, as well as through their innovative thinking. Students' presentations are further discussed in another class for students to learn more from each other.</p>																																																																
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="485 1236 791 1447" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="791 1236 951 1447" rowspan="2">% weighting</th> <th colspan="6" data-bbox="951 1236 1442 1375">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="951 1375 1031 1447">a</th> <th data-bbox="1031 1375 1110 1447">b</th> <th data-bbox="1110 1375 1190 1447">c</th> <th data-bbox="1190 1375 1270 1447">d</th> <th data-bbox="1270 1375 1350 1447"></th> <th data-bbox="1350 1375 1442 1447"></th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1447 791 1554">Continuous assessment</td> <td data-bbox="791 1447 951 1554">100%</td> <td colspan="6" data-bbox="951 1447 1442 1554"></td> </tr> <tr> <td data-bbox="485 1554 791 1626">Presentation<sup>1</sup></td> <td data-bbox="791 1554 951 1626">30%</td> <td data-bbox="951 1554 1031 1626">√</td> <td data-bbox="1031 1554 1110 1626">√</td> <td data-bbox="1110 1554 1190 1626">√</td> <td data-bbox="1190 1554 1270 1626">√</td> <td data-bbox="1270 1554 1350 1626"></td> <td data-bbox="1350 1554 1442 1626"></td> </tr> <tr> <td data-bbox="485 1626 791 1742">Quizzes<sup>2</sup></td> <td data-bbox="791 1626 951 1742">30%</td> <td data-bbox="951 1626 1031 1742">√</td> <td data-bbox="1031 1626 1110 1742">√</td> <td data-bbox="1110 1626 1190 1742">√</td> <td data-bbox="1190 1626 1270 1742"></td> <td data-bbox="1270 1626 1350 1742"></td> <td data-bbox="1350 1626 1442 1742"></td> </tr> <tr> <td data-bbox="485 1742 791 1868">Essay<sup>3</sup></td> <td data-bbox="791 1742 951 1868">40%</td> <td data-bbox="951 1742 1031 1868">√</td> <td data-bbox="1031 1742 1110 1868">√</td> <td data-bbox="1110 1742 1190 1868">√</td> <td data-bbox="1190 1742 1270 1868">√</td> <td data-bbox="1270 1742 1350 1868"></td> <td data-bbox="1350 1742 1442 1868"></td> </tr> <tr> <td data-bbox="485 1868 791 1939">Total</td> <td data-bbox="791 1868 951 1939">100%</td> <td data-bbox="951 1868 1031 1939"></td> <td data-bbox="1031 1868 1110 1939"></td> <td data-bbox="1110 1868 1190 1939"></td> <td data-bbox="1190 1868 1270 1939"></td> <td data-bbox="1270 1868 1350 1939"></td> <td data-bbox="1350 1868 1442 1939"></td> </tr> <tr> <td data-bbox="485 1939 791 2007"></td> <td data-bbox="791 1939 951 2007"></td> <td colspan="6" data-bbox="951 1939 1442 2007"></td> </tr> </tbody> </table>			Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			Continuous assessment	100%							Presentation <sup>1</sup>	30%	√	√	√	√			Quizzes <sup>2</sup>	30%	√	√	√				Essay <sup>3</sup>	40%	√	√	√	√			Total	100%														
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	<p><sup>1</sup> 10% is contributed through the assessment of the wearables data report, sharing and peer review. The other 20% is contributed by the group presentation.</p> <p><sup>2</sup> 10% is contributed by the assessment of the reading assignment (~200 page textbooks' chapters). The other 20% is contributed by the assessment of lecture contents.</p> <p><sup>3</sup> 30% is marked by the subject leader, and 10% is marked by ELC colleagues. Before submitting to the subject leader, students are required to submit online two drafts to ELC teachers for obtaining feedback, and assessing the progress in the writing process and the quality of their work.</p>	
	Specific assessment methods/tasks	Contents
	Presentation	<i>In groups:</i> Students have to select a public member and related health issue(s) for presenting a review on market with basic principles and evaluation findings about pros and cons of the wearable(s) used by the public member. Students suggest further improvements or design new wearables for overcoming the issue. Students have to present their business plan for developing their wearable.
	Quizzes	<i>Individual:</i> Students have to demonstrate their understanding of textbooks' chapters (fulfilling ER requirement), some other short technological news as well as lecture contents on healthcare data, technologies for wearable device, and contemporary wearable devices.
	Essay	<i>Individual:</i> Students have to suggest further improvements upon reviewing the working principles of wearable devices, claimed health benefits, mechanism of improving health, and hidden issues for a selected public member (fulfilling EW requirement). Students will also include the experiences and critical review of different wearables applied on the selected public member including pros and cons. Student will suggest a new approach using wearables for selected issue of selected public member. Guided group discussion will facilitate students to prepare the essay in high quality
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	37 Hrs.
	▪ Quizzes	2 Hrs.
	Other student study effort:	
	▪ Assignment preparation	40 Hrs.
	▪ Laboratory work/ Practical	3 Hrs.

	<ul style="list-style-type: none"> <li>▪ Self study</li> </ul>	25 Hrs.
	Total student study effort	107 Hrs.
<b>Reading List and References</b>	<p><b><u>Textbooks</u></b></p> <ul style="list-style-type: none"> <li>▪ Fawzi Behmann, Kwok Wu, Collaborative Internet of Things (C-IOT) For Future Smart Connected Life and Business. Hoboken: John Wiley and Sons, Inc., 2015.</li> <li>▪ Janet Holland, Wearable technology and Mobile Innovation for Next-Generation Education. Hershey, PA: Information Science Reference, 2016.</li> <li>▪ Joseph L. Dvorak, Moving Wearable into the Mainstream Taming the Borg. Boston, MA: Springer Science + Business Media, LLC., 2008.</li> </ul> <p><b><u>Other Reading Materials</u></b></p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.medgadget.com">http://www.medgadget.com</a></li> <li>▪ Selected publications from relevant journals</li> <li>▪ Scientific American, Scientific American Inc.</li> <li>▪ Popular Mechanics, Popular Mechanics Co.</li> <li>▪ Popular Science, Bonnier Co.</li> <li>▪ <a href="https://www.wearable.com/">https://www.wearable.com/</a></li> </ul>	