

Subject Description Form

Subject Code	BRE262
Subject Title	Project Studio
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	<ol style="list-style-type: none"> 1. Provide a platform for students to integrate knowledge and to develop critical thinking and problem solving skill in the context of controversial issues and practical problems in the building and real estate industry. 2. Nurture a sense of social responsibility through the application of professional knowledge. 3. Encourage student-centred learning and develop their generic and professional competence. 4. Provide basic and practical training in construction drawing skills.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p><u>Academic Outcomes</u></p> <ol style="list-style-type: none"> 1. Relate the current issues in the society to professional competence in the relevant fields of professional practice in the construction and real estate industry. 2. Draw upon knowledge of different disciplines to search for creative solution to contemporary issues and practical problems in the society. 3. Evaluate current issues and policies in a systematic and analytical manner. 4. Demonstrate skills in construction drawing. 5. Use AutoCAD in project work. <p><u>Generic Outcomes</u></p> <ol style="list-style-type: none"> 1. Gather and analyze relevant information using appropriate technology. 2. Communicate the arguments in a clear and articulate manner. 3. Develop critical and creative minds. 4. Work independently and identify needs for self-learning and self-improvement. 5. Co-operate with others in a professional team working environment to excel for the common goal.
Subject Synopsis/ Indicative Syllabus	<p><i>Examples of contemporary issues in building and real estate industry:</i></p> <ul style="list-style-type: none"> • The professionals, globalization and professionalism. • Professional practice, industrial organization and innovations. • The structure of the industry and the competitive environment. • Assets and property management. • Sustainability, urban development and the society. <p><i>Examples of current policies relating to the building and real estate industry:</i></p> <ul style="list-style-type: none"> • Housing and land use policy. • Urban redevelopment and its impact to the society. • Environmental issues and sustainable development. • Building control and safety. • Economic policy and infrastructure development.

	<p><i>Industrial Centre (IC) Training:</i></p> <p><input type="checkbox"/> Construction drawing: AutoCAD</p>																																																				
<p>Teaching/Learning Methodology</p>	<p>This subject comprises two separate components: (a) BRE Professional Studies & Evaluation (2 credits); and, (b) Industrial Centre (IC) training (1 credit).</p> <p><u>BRE Professional Studies & Evaluation</u></p> <p>This component will be delivered by means of lecture sessions and interactive tutorial discussions.</p> <p>Lectures allow teaching staff (and visiting speakers from the industry if appropriate) to brief the students on the contemporary issues and current policies related to the building and property industry. These lectures enable the students to learn to describe the issues, relate them to their personal/professional development and synthesize the subject matters.</p> <p>The main thrust of this subject is the debate to be held at the studio hours. Students are required to form opposing teams, take position in a selected controversial topic and present their arguments in a debating session. Each team is required to carry out information collection, analysis of the topic and preparation of arguments. Every member has to present his/her arguments verbally followed by cross-examination. Floor students are required to contribute questions/comments in the interactive seminar discussions. The debating topics are related to the contemporary issues, policies or major developments in the building and property industry.</p> <p>Students are required to prepare self and peer evaluation on the selected contemporary issue, current policy or problem to facilitate peer learning and life-long learning. The students are required to critically examine the problem in the controversial issue, synthesize and evaluate the key sources of information from different perspectives and to relate the issue to the development of professional competence.</p> <p><u>Industrial Centre (IC) Training</u></p> <p>This component is delivered by the Industrial Centre and involves training workshops and practical project works in construction drawing.</p> <p>It involves technical demonstrations, followed by self-assessments to ensure students' acquisition of the skills.</p> <p>Student attendance to the demonstrations is compulsory.</p>																																																				
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="443 1529 1471 1977"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Academic Outcomes)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Debate</td> <td>33.33%</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Evaluation / interactive tutorials</td> <td>33.33%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. IC Training</td> <td>33.33%</td> <td></td> <td></td> <td></td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Academic Outcomes)						a	b	c	d	e		1. Debate	33.33%	√		√				2. Evaluation / interactive tutorials	33.33%	√	√	√				3. IC Training	33.33%				√	√		Total	100%						
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	<p>Student performance in this subject is entirely based upon continuous assessment and students are required to achieve a pass in both the BRE and the IC components. Students will be assessed on both individual and team efforts, and at various stages of their work. Student peer-assessments are included as appropriate. The assessed items may include active participation & work discipline, communication skills, team-building performance and workshop reports. Written submissions will be assessed on the basis of their relevance, accuracy, communication, comprehensiveness and validity of analysis, practicality, creativity and imagination. Verbal presentations will be assessed in terms of the communication skills, the quality of visual aids and styles.</p>	
<p>Student Study Effort Required</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures in week 1-6 (2-hour lecture per week) 	<p>12 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Studio work / interactive tutorial 	<p>13 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Industrial Centre Training Workshop 	<p>26 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Student effort hours 	<p>89 Hrs.</p>
	<p>Total student study effort</p>	<p>140 Hrs.</p>
<p>Reading List and References</p>	<p>Indicative Reading List:</p> <p>Chan, E. H.-w. and Wong, W.-s., (eds.). (2000). <i>Building Hong Kong: environmental considerations</i>. Hong Kong: Hong Kong University Press.</p> <p>Chiang, Y. H., Anson, M. and J. Raftery (2004) (eds.) <i>The construction sector in Asian economies</i>. London: Spon.</p> <p>Chiang, Y. H. and S. Ganesan. (1996). <i>Construction in Hong Kong</i>. Aldershot: Avebury.</p> <p>Deakin, M. (2004). <i>Property management: corporate strategies, financial instruments, and the urban environment</i>. Aldershot: Ashgate.</p> <p>Kyle, R. C. et al. (2005) <i>Property management</i>. Chicago : Dearborn Real Estate Education.</p> <p>Lai, W. C. and Ho, C. W., (2000). <i>Planning buildings for a high-rise environment in Hong Kong</i>, Hong Kong: HKU Press.</p> <p>Lai, W. C., Ho, C. W. and Leung, H. F., (2004). <i>Change in the use of land</i>, Hong Kong: HKU Press.</p> <p>Leung, A.Y.T. and Yiu, C.Y. (2003) (eds). <i>Building dilapidation and rejuvenation in Hong Kong</i>: Hong Kong: City U of Hong Kong Press.</p> <p>Nissim, R. (1998). <i>Land administration & practice in Hong Kong</i>, Hong Kong: HKU Press.</p> <p>Poon, N.T. & Chan, H. W. (1998). (eds.) <i>Real estate development in Hong Kong</i>, Hong Kong: PACE.</p> <p>Sullivan, W. M. (2005). <i>Work and integrity: the crisis and promise of professionalism in America</i>. San Francisco, CA : Jossey-Bass.</p> <p>IC Trainee Handbook. Downloaded at http://www.ic.polyu.edu.hk/student_net/</p> <p>IC Training Material. Downloaded at http://www2.ic.polyu.edu.hk/bcu/</p>	