The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	BRE1000
Subject Title	BRE Freshman Seminar
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject is specially devised for all the first-year students of the 4-year undergraduate degree programmes offered by the Department of Building and Real Estate. Its objectives are to: - enthuse the students about their major study in construction and real estate in the built environment; - cultivate students' creativity, problem-solving ability, and global outlook; - expose students to the concepts and an understanding of entrepreneurship and learning-to-learn; and - engage students, in their first year of study, in desirable forms of learning at university that emphasizes self-regulation, autonomous learning, deep understanding and academic integrity.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: (a) understand the overall construction process from planning to execution where construction and real estate professionals are involved; (b) appreciate the understanding of the multi-disciplinary nature of the construction and real estate industry; (c) explain the importance of PolyU's construction and real estate professional education in the construction and real estate industry; (d) demonstrate creative and critical thinking, problem solving, global outlook, communication and entrepreneurship abilities for addressing issues in the construction and real estate context; (e) recognize the need for lifelong learning and demonstrate learning-to-learn capacity; and (f) adopt desirable forms of learning for the university study and aware of academic integrity and plagiarism.

Subject Synopsis/ Indicative Syllabus *(Note 2)*	**<u>Subject Synopsis</u>** The construction and real estate industry is multi-disciplinary by nature. A key factor in the successful delivery of built facilities is the achievement of cohesion in the project team. It is important that the professionals have an adequate understanding of the abilities and services which are provided by other professionals within the industry and sometimes beyond. In this subject, academic staff from various disciplines in BRE will brief students the current state-of-the-art technologies and practical methods, latest thoughts and developments which are expected to be able to assist, guide and lead the development of the construction and real estate industry. Reputable industrial practitioners and alumni will be invited to give seminars to students to share their experiences in the workplace and solving problems on technical, financial and other issues in the industry. Mini projects will be set up for the students to have a deeper understanding on the related technologies and the knowledge covered in the subject and how they have been applied in practice. **<u>Indicative Syllabus:</u>** ***Weeks 1-6:*** • Departmental lectures (including seminars by practitioners or alumni) and tutorials ***Weeks 3, 7-13:*** • Mini project briefing, workshops and presentation for all students of the BRE 4-year undergraduate degree programmes
Teaching/Learning Methodology *(Note 3)*	The teaching and learning methodology involves inspirational lectures, mini project group work, assignments, practitioners'/alumni' seminars, and tutorials. A blended learning approach involving a combination of teaching and an online companion site will be employed to support the teaching and learning delivery for facilitating easy access to teaching and learning materials and teacher-student and student-student interactions in class and out of class. The knowledge gained from the inspirational lectures, tutorials and other activities in the early stage of the curriculum constitute a part of the foundation for students in developing their creative thinking, problem solving, global outlook and entrepreneurship abilities in the discipline. Practitioners'/alumni' seminars) are arranged to introduce students how the knowledge are applied in practice, the gap between theory and practice in the industry and the aforementioned abilities this Freshman Seminar aims to emphasize. Lastly, it is noteworthy to mention that the key feature of the teaching and learning methodology is experiential in nature and through the mini

project group work, students are expected to base on what they learn through inspirational lectures and tutorials, practitioners'/alumni' seminarsetc. to come up with pragmatic solutions/ideas that demonstrate their creative thinking, problem solving, global outlook and entrepreneurship abilities for addressing issues in the construction and real estate context.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Assignments (including learning-to-learn tasks)	40%	✓	✓	✓		✓	
2. Mini Project Group Work	60%	✓	✓	✓	✓	✓	✓
3. Online Tutorial on Academic Integrity	0%						✓
Total	100 %						

The assessment task 1 is knowledge-oriented and plays a part in addressing the intended learning outcomes (a) – (c) and (e) covered in inspirational lectures, tutorials and other activities in the early stage of the curriculum. The assessment task includes two assignments and one in-class quiz.

The assessment task 2 is high-order in nature and the mini project group work serves as a main and effective assessed task (i.e. 60% of the overall assessment grade) for students to demonstrate their overall attainment of intended learning outcomes (a) – (f) at the end of the curriculum.

The assessment task 3 is for awareness of the expected honest academic behaviour and of the importance of academic integrity. Students are required to complete the online tutorial within the first 5 weeks of the subject. Students who cannot complete the tutorial will **fail** the subject. Information of the online tutorial can be found from the below link:
http://www.polyu.edu.hk/ogur/academic_integrity/Student_Guide.pdf

A letter-grading system will be used to assess students' performance.

Student Study Effort Expected

Class contact:	
▪ Inspirational Lectures and Seminars	12 Hrs.
▪ Tutorials	6 Hrs.
▪ Site Visit(s)	10 Hrs.

	▪ Workshops	13 Hrs.
	▪ Presentation	4 Hrs.
	Other student study effort:	
	▪ Assignments/Self Study	33 Hrs.
	▪ Preparation and Reporting for Mini Project	42 Hrs.
	Total student study effort:	120 Hrs.
Reading List and References	Wines, J. (2000). *Green Architecture*, Taschen (or similar references). Szokolay S.V. (2008). *Introduction to Architectural Science: The Basis of Sustainable Design*, Architectural Press, Oxford. Lavender, S.D. (1996). *Management for the Construction Industry*, CRC Press LLC. Mirsky, R. and Schaufelberger, J. (2014). *Professional Ethics for the Construction Industry*, CRC Press LLC. Li, R., and Poon, S. (2013). *Construction Safety (Risk Engineering)*. Berlin; New York: Springer. Construction Industry Council. (2016). *Forecast of Manpower Situation of Skilled Construction Workers.* Research Office of Legislative Council Secretariat. (2018). *Construction industry in Hong Kong.*	

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.