

Subject Description Form

Subject Code	BRE2621
Subject Title	Built Environment Project Studio
Credit Value	2
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 in problem identification, problem solving skills, use of advanced information technology such as generative AI tools, 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 should be able to:</p> <p><u>Academic Outcomes</u></p> <ol style="list-style-type: none"> a. Understand construction and real estate industry in Hong Kong and identify key issues and problems the industry faces. b. Evaluate current issues and policies in a systematic and analytical manner. c. Synthesize various sources of information to search for creative solution to contemporary issues and practical problems. d. Reflect on the roles of professionals in the relevant fields of professional practice in the construction and real estate industry. e. Demonstrate skills in construction drawing and master 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, such as generative AI tools. 2. Communicate the arguments in a clear and articulated 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>This course examines important issues and policies in construction and real estate industry of Hong Kong, allowing for the city's unique socioeconomic milieu and development trajectories. It starts with a review of urban development pathway of Hong Kong and its implications for land, housing and real estate development. It is followed by an in-depth appreciation of current issues in the field of construction and property development, with particular reference to Hong Kong as a high-density city with an executive-led government. The latest development trends (for instance, public consultation on Hong Kong 2030+, building up age-friendly city and the central government initiated belt and road initiatives, etc.) will be reflected to shed light on the development prospect of the city and industry. Besides, students are expected to undertake Industrial Centre training and master construction drawing skills.</p>

	<p><i>Examples of contemporary issues/ policies in building and real estate industry:</i></p> <p>Urban development and sustainability</p> <ul style="list-style-type: none"> • Housing and land use policy • Population ageing and age-friendly city • Urban renewal • Spatial justice and “right to the city” • Sustainability, urban development and the society <p>Technology and management</p> <ul style="list-style-type: none"> • Smart city and big data • Professional practice, industrial organization and innovations • The structure of the industry and the competitive environment <p>Construction and real estate industry in prospect</p> <ul style="list-style-type: none"> • The “belt and road initiatives” • Infrastructure development 																																						
Teaching/Learning Methodology	<p>This subject comprises two components: (a) BRE Professional Studies & Evaluation (1 credits); and (b) Industrial Centre (IC) training (1 credit).</p> <p>I. BRE Professional Studies & Evaluation</p> <p>This component consists of lectures and tutorials.</p> <p>Lectures will revisit the contemporary issues and latest policies on town planning, building and property industry. The students are expected appreciate the issues using proper theories and models, as well as to reflect on their personal/professional development through synthesizing the subject matters. After finishing the lectures, students are required to submit an essay.</p> <p>Students are encouraged to explore and identify issues in relation to construction and real estate development of Hong Kong through group project and thus enhance their problem-solving skills. Each group should give an in-class presentation during the tutorial sessions. Floor students are required to ask questions and/or make comments after the presentation.</p> <p>Use of generative AI tools (genAI) is encouraged for (1) selection of topics through interactive communications with AI chatbots, such as chatGPT, in brainstorming stage; (2) search for relevant works to facilitate better understanding of research background and improving literature review, such as Consensus (https://consensus.app); (3) writing can be improved in structure, presentation, grammar etc. with the help of genAI tools. However, the students are required to declare the use of genAI tools in the preface of the project report and term paper, and attached necessary chat history file as evidence for improvement in student’s works without plagiarism.</p>																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<p>I. Assessment overview</p> <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">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></tr> </thead> <tbody> <tr> <td>1. Group assignment</td><td>45%</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr> <tr> <td>2. Individual essay</td><td>25%</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr> <tr> <td>3. IC Training</td><td>30%</td><td></td><td></td><td></td><td></td><td>√</td></tr> </tbody> </table>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Academic Outcomes)					a	b	c	d	e	1. Group assignment	45%	√	√	√	√		2. Individual essay	25%	√	√	√	√		3. IC Training	30%					√
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	Total	100%	
			<p>Students must complete all the assessment tasks. Failure to complete any one of the 3 tasks will be awarded an “F” grade for the subject.</p>
			<p>II. Assessment procedures</p>
			<p>The emphasis of the course will be on <u>active participation</u>: students are encouraged and expected to read widely, assess critically the relevant literature and contribute to lecture and class discussions.</p>
			<p><i>Essay</i></p>
			<p>A term paper of 800 words (excluding reference) on identified issues of Hong Kong. The paper should demonstrate active engagement in lecture contents and reading materials, as well as add values to the understanding of current practices and policies in at least one of the following areas:</p>
			<ul style="list-style-type: none"> • urban planning • building and construction • real estate development
			<p>Softcopy should be submitted via <i>Turnitin</i> on or before 11:59 pm, date is available at Learn@PolyU. Late submission will not be assessed and will be awarded an “F” grade.</p>
			<p><i>Group assignment</i></p>
			<p>Students are expected to work in group and to accomplish one study based on the topic they choose. It is encouraged to conduct on site investigation and consult the relevant reading materials and websites for data collection. Each group should give one presentation during tutorial sessions and critically comment on their peer’s work. Students should maintain regular discussions with tutors and/or course instructors regarding the progress of the project.</p>
			<p>Weighting: 40% for the group presentation plus 5% via peer assessment (by fellow group members)</p>
			<p>III. Assessment criteria</p>
			<p>The following evaluation criteria are adopted:</p>
			<p>Essay:</p>
			<ul style="list-style-type: none"> • Addressing the task: identify and address clearly the main question(s). • Knowledge: demonstrate comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective. • Argumentation: examine the question/issue/ problem from important perspectives. Overall logic is clear. Premises or evidence should support conclusions. • Structure: introduction states clearly writer’s thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is logical and appropriate. • Mechanics: grammar and vocabulary are properly used. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed.
			<p>Presentation:</p>
			<ul style="list-style-type: none"> • Knowledge: ability to contribute new and relevant information using a variety of learning resources. • Concepts: a capacity to use different concepts to attain a thorough understanding of the development processes. • Logical thinking & reasoning: ability to critically assess data and information and draw justifiable conclusions. • Communication skills: ability to communicate and articulate ideas or ask questions.

	<p>Research integrity: Softcopy will be submitted to <i>Turnitin</i> for plagiarism check. (User Guide: http://edc.polyu.edu.hk/PSP/SG_Turnitin.pdf). The students should check the similarity score and AI indicators carefully to make sure proper citations are made without plagiarism. Please refer to University's explanation on plagiarism and advices to avoid it: https://www.polyu.edu.hk/ogur/docdrive/Academic_Integrity/Plagiarism_Booklet.pdf</p>	
Student Study Effort Required	Class contact:	
	▪ Lectures (2-hour lecture per week, week 1-5)	10 Hrs.
	▪ Tutorials (including presentation)	5 Hrs.
	▪ Industrial Centre Training Workshop	26 Hrs.
	Other student study effort:	
	▪ Reading/ self-study	10 Hrs.
	▪ Assessment: Group assignment	19 Hrs.
	▪ Assessment: Individual essay	10 Hrs.
	Total student study effort	80 Hrs.
Reading List and References	<p>Indicative Reading List:</p> <p>Brenner, N., Marcuse, P., & Mayer, M. (2012). <i>Cities for People, Not for Profit: Critical Urban Theory and the Right to the City</i>. London: Routledge.</p> <p>Huang, H., & Chan, E. H. W. (2000). <i>Building Hong Kong: Environmental considerations</i>. Hong Kong: Hong Kong University Press.</p> <p>Chiang, Y. H., Anson, M., & Raftery, J. (2003). <i>The construction sector in the Asian economies</i>. London: Spon Press.</p> <p>Ganesan, S., Hall, G., & Chiang, Y. H. (1996). <i>Construction in Hong Kong: Issues in labour supply and technology transfer</i>. Aldershot, Hants, England: Avebury.</p> <p>Gurran, N., Gallent, N., & Chiu, R. L.-H. (2016). <i>Politics, planning and housing supply in Australia, England and Hong Kong</i>. New York: Routledge.</p> <p>Deakin, M. (2004). <i>Property management: Corporate strategies, financial instruments, and the urban environment</i>. Aldershot: Ashgate.</p> <p>HKSARG (Hong Kong. Special Administrative Region Government). Environment Bureau. (2015). <i>Hong Kong climate change report 2015</i>. https://www.eeb.gov.hk/sites/default/files/pdf/ClimateChangeEng.pdf.</p> <p>Kyle, R. C., Spodek, M. S., & Baird, F. M. (2016). <i>Property Management</i>. Dearborn Real Estate Education.</p> <p>Lai, L. W., & Ho, C. D. (2002). <i>Planning buildings for a high-rise environment in Hong Kong: A review of building appeal decisions</i>. Hong Kong: Hong Kong University Press.</p> <p>Lai, L. W., Ho, D. C., & Leung, H. (2010). <i>Change in use of land: A practical guide to development in Hong Kong</i>. Hong Kong: Hong Kong University Press.</p> <p>Leung, A. Y. T., & Yiu, C. Y. (2004). <i>Building dilapidation and rejuvenation in Hong Kong</i>. Hong Kong: Hong Kong Institute of Surveyors.</p>	

	<p>Logan, J. R., & Molotch, H. L. (2007). <i>Urban fortunes: The political economy of place</i>. Berkeley, CA: University of California Press.</p> <p>National Development and Reform Commission, Ministry of Foreign Affairs, and Ministry of Commerce of the People's Republic of China. <i>Vision and actions on jointly building silk road economic belt and 21st-century maritime silk road</i>. Available at https://eng.yidaiyilu.gov.cn/qwyw/qwfb/1084.htm</p> <p>Ng, M. K. (2006). World-city formation under an executive-led government: The politics of harbour reclamation in Hong Kong. <i>Town Planning Review</i>, 77(3), 311-337.</p> <p>Ng, M. K. (2016). The right to healthy place-making and well-being. <i>Planning Theory & Practice</i>, 17(1), 3-6.</p> <p>Nissim, R. (2012). <i>Land administration and practice in Hong Kong</i>. Hong Kong: Hong Kong University Press.</p> <p>Poon, T. N. T. & Chan, E. H. W. (1998). <i>Real estate development in Hong Kong</i>. Hong Kong: PACE Pub.</p> <p>Reed, R., & Sims, S. (2015). <i>Property development</i>. London: Routledge.</p> <p>Sullivan, W. M., & Carnegie Foundation for the Advancement of Teaching. (2005). <i>Work and integrity: The crisis and promise of professionalism in America</i>. San Francisco, CA: Jossey-Bass.</p> <p>UN-HABITAT (The United Nations Human Settlements Programme). (2016). <i>New urban agenda: Quito declaration on sustainable cities and human settlements for all</i>. Available at http://habitat3.org/wp-content/uploads/N1639668-English.pdf.</p> <p>Wong, Y. C. R. (2015). <i>Hong Kong land for Hong Kong people: Fixing the failures of our housing policy</i>. Hong Kong: Hong Kong University Press.</p> <p>Yung, B. R. (2008). <i>Hong Kong's housing policy: A case study in social justice</i>. Hong Kong: Hong Kong University Press.</p>
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