

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	SFT5970
<b>Subject Title</b>	Personal Creative Identity
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>This subject aims to assist students in developing an authentic identity. Students will be introduced to the significant role that their own distinctive values and self-beliefs have, in the shaping of their personal creative identity. They will learn how their personal experiences and backgrounds, can translate into unique styles, ideas, or points of view, that can enrich and diversify their work. In addition, they will identify where they can place their work within the global creative landscape.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will:</p> <ul style="list-style-type: none"> <li>a) Develop and establish an authentic creative identity and define a pathway for future creative work.</li> <li>b) Obtain a clear comprehension of how to utilize diverse forms of media to convey creative notions.</li> <li>c) Establish their own form of visual literacy to effectively communicate ideas and contextualize work.</li> <li>d) Conduct personal in-depth research, supported by well-informed critical analysis.</li> <li>e) Develop ethical creative responses to sociocultural beliefs and values.</li> </ul>

<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li> <b>1. <u>Personal &amp; Creative Identity</u></b>  An exploration into the meaning and concepts of identity within contemporary society. Critically examining the role of identity, and its relationship with creativity. Realising the importance of authenticity, and how it can enhance creativity and originality. Studying practical methods of introspection and critical analysis, to define self-identity and discover personal creative preferences and influences. </li> <li> <b>2. <u>Multimedia Expression</u></b>  A study of multimedia and digital technologies that can be utilized to freely and creatively communicate ideas. The use of GenAI will be encouraged to assist students in generating primary research that could contribute to the creation of original work. </li> <li> <b>3. <u>Visual Literacy &amp; Communication</u></b>  Understanding the definition of visual literacy, and the various types of visual language that apply to the analysis of visual work. Studying the principles of visual design and how to make clear creative choices. Learning how to use visual elements and design principles to convey personal notions. </li> <li> <b>4. <u>Research &amp; Contextualization</u></b>  Examine ways to conduct independent research that can be used to inspire and support creative work. Through practical workshops, learn how to consider social, cultural, ethical, historical, and theoretical contexts to evaluate and contextualize creative works. </li> <li> <b>5. <u>Sociocultural Values &amp; Beliefs</u></b>  Investigating contemporary sociocultural values and beliefs, and their relationship with identity. Exploring the concept and significance of community in modern society. Developing an awareness of how values and beliefs can influence creative choices. </li> </ol>

<b>Teaching/Learning Methodology</b>  (Note 3)	<p>The teaching of this subject shall be delivered through lectures, supplemented by workshops, seminars, gallery visits, and tutorials.</p> <p>Throughout the unit, students are supported towards establishing an individual understanding of the concepts learnt from the subject, so they originate a personal approach to their work.</p> <p>Individual presentations shall enhance students’ ability to contextualize creative work, whilst harnessing professional communication skills.</p>																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th></th></tr><tr><td>1. Individual Projects</td><td>80%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>2. Research</td><td>20%</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></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Individual projects require students to integrate and apply the knowledge gained for this subject, towards the creation of practical project works, that are designed to assess the student’s critical thinking, creativity, communication skills, and professionalism.</p> <p>Research will be assessed via a visual research file, where students will be required to extensively research whilst demonstrating their critical/analytical ability by evaluating all of their findings.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Individual Projects	80%	✓	✓	✓	✓	✓		2. Research	20%		✓		✓			Total	100 %						
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<b>Student Study Effort Expected</b>	<table><tr><td>Class contact:</td><td></td></tr><tr><td>▪ Lecture</td><td>12Hrs.</td></tr><tr><td>▪ Workshop</td><td>3Hrs.</td></tr><tr><td>▪ Seminars and gallery visits</td><td>6Hrs</td></tr><tr><td>▪ Tutorial</td><td>18Hrs.</td></tr><tr><td>Other student study effort:</td><td></td></tr><tr><td>▪ Project/Assignments</td><td>69Hrs.</td></tr><tr><td>Total student study effort</td><td>108Hrs.</td></tr></table>						Class contact:		▪ Lecture	12Hrs.	▪ Workshop	3Hrs.	▪ Seminars and gallery visits	6Hrs	▪ Tutorial	18Hrs.	Other student study effort:		▪ Project/Assignments	69Hrs.	Total student study effort	108Hrs.																							
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<p><b>Reading List and References</b></p>	<p><b><u>Books:</u></b></p> <p>Boylan, A. L., (2020), Visual Culture, The MIT Press.</p> <p>Costanza-Chock, S., (2020), Design Justice: Community-Led Practices to Build the Worlds We Need, The MIT Press.</p> <p>Jobling, P., Nesbitt, P., Wong, A., (2022), Fashion, Identity, Image, Bloomsbury Publishing.</p> <p>Leski, K., (2020), The Storm of Creativity, The MIT Press.</p> <p>Mackinney-Valentin, M., (2017), Fashioning Identity: Status Ambivalence in Contemporary Fashion, Bloomsbury Publishing.</p> <p>Moyer, D., (2019), Visual Literacy Workbook: For Graphic Design &amp; Fine Art, Oxford University Press.</p> <p>Rexer, L., (2020) The Critical Eye: Fifteen Pictures to Understand Photography, Intellect.</p> <p>Samara, T., (2020), Design Elements (Third Edition): Understanding the Rules and Knowing When to Break Them – A Visual Communication Manual, Rockport Publishers.</p> <p>Scott, G., (2019), New Ways of Seeing: The Democratic Language of Photography, Routledge.</p> <p>Toth, E., (2020) Design and Visual Culture from Bauhaus to Contemporary Art, Routledge.</p>
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**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.

(Form AR 140) 8.2020