

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	SFT5973
Subject Title	Design Practice & Ideation
Credit Value	3
Level	5
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>This subject enables students to develop an independent, autonomous practice, where they will synthesise learning to establish a unique approach to their Personal Major Project. Students will identify their skills and expand upon their individual critical perspectives, and expertise, to develop the creative focus for conceptual design proposal.</p> <p>Throughout the unit, students will experiment, innovate, and test possible design ideas. They will be expected to conduct personal in-depth research using a wealth of resources and tools with inclusive use of GenAi. And exercise critical thinking and analysis, whilst integrating theory with all aspects of their work.</p> <p>The body of work created for this subject shall form the basis of Personal Major Project and should consist of preliminary research, initial design development, physical/digital experiments and rough prototypes. Furthermore, students must demonstrate a clear understanding of its intended market.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will:</p> <ul style="list-style-type: none"> a) Be able to define themselves as designers, possess an awareness of their specialist skills, and understand how they can integrate theory into their practice. b) Develop their own research methodology that is aligned with personal objectives and is indicative of their design practice.

	<ul style="list-style-type: none"> c) Formulate a design proposal that consists of highly personal and reflective perspectives, underpinned by in-depth research, critical analysis, and investigative design ideation. d) Distinguish their design practice as a critical and social undertaking that focusses on the demands of the market broader social context. e) Develop their presentation and communication skills to effectively evaluate, validate, promote, and articulate their work.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. <u>Design Practice</u> Exploring the definition of design practice, and what constitutes towards establishing one. Learning how to identify skills and personal values that can be effectively leveraged to create a design practice. Understanding how to integrate theoretical concepts with creative work, to originate more meaningful design responses. 2. <u>Research Methodology</u> Studying the concept of research, exploring research methods and resources. Learning how to set objectives and integrate research with design practice. Understanding how research can develop and support design proposals, and how to critically analyse findings. 3. <u>Reflective Design Proposal</u> Learning how to create highly personal and reflective work that is indicative of a design practice. Understanding how to combine personal perspectives with research to inform design concepts and ideation processes. 4. <u>Responsible Design</u> Examining the role of design and its potential to address broader societal needs and challenges. Considering the impact that design decisions can have on individuals, communities, and the environment. Learning how to develop and adopt a holistic approach to design that responds to market needs and consumer value shifts. 5. <u>Design Narrative & Communication</u> Developing skills to present work in an engaging way, and effectively communicate theoretical and creative notions. Learning how to visually showcase research, ideation processes, and outcomes within a portfolio. Partake in critical discussions about design choices to enhance ability to successfully evaluate and validate work.

Teaching/Learning Methodology <i>(Note 3)</i>	<p>The teaching of this subject shall be delivered within a studio-based environment, with an emphasis on student-centred learning and development, students are guided and mentored towards originating a personal approach to their work.</p> <p>Individual presentations shall enhance students’ verbal communication skills, as well as their ability to articulate their work and design practice.</p>																																													
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<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. Design Proposal</td><td>80%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>2. Presentation</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>The design proposal will assess the students’ critical understanding of their design practice, as well as their ability to develop a unique approach to their work. In addition, the project shall also evaluate research skills and how the students’ respond to the demands of the market in a broader social context. At the end of the unit students will individually present their work, and be assessed on their ability to communicate efficiently, and articulate their practice within a professional setting.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Design Proposal	80%	✓	✓	✓	✓	✓		2. Presentation	20%					✓		Total	100 %						
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Reading List and References	<u>Books</u> Claude, A., Rabiller, E., (2021), Creative Paths: The Fashion Design Process 1, ESMOD. Costanza-Chock, S., (2020), Design Justice: Community-Led Practices to Build the Worlds We Need, The MIT Press. Muratovski, G., (2022), Research for Designers: A Guide to Methods and Practice (Second Edition), Sage Publishing. Payne, A., (2021), Designing Fashion's Future: Present Practice and Tactics for Sustainable Change, Bloomsbury Visual Arts. Sorger, R., Seivewright, S., (2021), Research and Design for Fashion, Bloomsbury Publishing. Sorger, R., Udale, J., (2017), The Fundamentals of Fashion Design: Third Edition, Bloomsbury Publishing.
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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