

NG MAU WAI, CLIVE

CV

Supporting
information

for more details please visit: amau.com

GENERAL

A summary statement of achievements at PolyU

During my eleven year service as an instructor and Teaching fellow in the School of Design, I worked closely with the HDMDT, BAIM, BACD and Foundation year program management team, especially contributing digital visualization, prototyping and programming knowledge to the subject component and issues in the subject implementation. In the last semester, I appointed as subject coordinator and teaching staff of SD1208 Interactivity 1, SD4263 Capstone project 2: communication design, SD2263 Studio 2: information, SD2264 user studies seminar, SD3250 production technologies for communication design, SD4262 Capstone project 1: Communication design

List of subjects taught in the last 11 years

MM —— Digital Visualization, Freshman Seminar, Design Communication & Visualization, Design Thinking & Process, Image & Type, Interactivity, Design History, Information Design, Interactivity, Web Design & Technology, Co-operative Project, Capstone Projects

BAIM —— Multiplatform publishing, Digital Aesthetic

BACD —— Design History II, Art Direction, Interactivity I, Studio 2: information, user studies seminar, Production technologies for communication design, Capstone Project, Communication Basic for Designer, Digital literacy

Service Learning —— Book of Life

Currently engaging 2022

Project leader, Designing inquiry-based learning in visual communication using a design thinking approach (2022)

Design consultant, Recommendations of the pedestrian guidance signage system in Hong Kong (2022)

Development of curriculum and pedagogy

Development of new foundation subjects: SD1103, SD2113
Rubric of HDMDT, BAIM, BACD subjects
Content and teaching approach revision of SD3250, SD4263

Management of subjects and programmes

PTVL recruitment
Chairing teaching and programme team meetings
Admission exercise
Programme promotion, Studio exhibition
Digital archive support
Purchasing support

PREPARING FOR TEACHING

1 – Facilitation of learning and development

a Competence in teaching:

I continually update and review my subject content and pedagogy each year. By discussing with my colleagues, incorporating feedback from student consultation sessions, the SFQ, retrieving the latest information from journal articles, finding potential collaborators and guest speakers, searching relevant competitions that it is possible to engage students in, planning engaging learning activities and of course feedback from students in order to re-plan my teaching subjects. Last year, I found that my research activities were beneficial to my teaching, particularly in the area of user research in the project “Usability test for Pedestrian Wayfinding Signage System for Hong Kong”, I used my practical experience in user testing to turn it into teaching and I ended up organising an exhibition to showcase the learning to the public. As a result, the Museum of Art at the Chinese University of Hong Kong has expressed interest in us and would like to collaborate with us on their museum wayfinding project. This experience enabled me to gain new knowledge from my research project and I also used my experience in user research to apply for funding for the Strategic Plan Initiative to Enhance Student Learning Experiences through the Use of Interactive Pedagogy and was awarded a budget of 12k to develop new teaching and learning content in foundation subjects.

Here are the teaching assets I commonly use in my teaching.

- Administrative documents (Guest, PTVL, payment form etc.)
- Subject website (Google site)
- Slides (shareable Google slide)
- Subject shareable documents (brief, schedule, worksheets)
- Collaborative platform (Figma, Miro)
- Subject internal documents (subject review, attendance list, pre-scripted excel grade sheets, last year assignments and presentation)
- References list
- Learning Resources list
- Book list
- Activities plan
- Collaborator meeting (partner and sponsor)
- Last year lecture video recording (for contingency)
- Submission form and folder
- Student work archive

* *Strategic Plan Initiatives to Enhance the Student Learning Experience through the Use of Interactive Pedagogies has been established with funding support up to \$10K (SD added 2K) for academic departments, with a view to Interactive Pedagogies and motivating departments to make continuous improvement. (see Annex C)*

STUDENT FEEDBACK

ON TEACHING PRACTICE

1 — Facilitation of learning and development

a Competence in teaching:

I like to provide students with constructive feedback and space to reflect, plus, due to their needs, I usually tell them mid-semester how their learning is progressing, however not every student takes my advice and more likely misunderstands it. As I did last year, I created a feedback email for each student in SD3250 Production Technology after their final presentation. However, this seems to have been too late for them and I will be changing it next semester to give them a clearer picture of their progress and strategies instead. In contrast, for another subject in semester TWO, Interactivity 1, I explained the comments clearly to them during their learning progress and they felt rewarded by receiving them from me. I have received some encouraging comments from the students as follows:

- The knowledge of recent UI trend learning how to make UI and UX is very helpful in building my CV, a new experience and understanding to the tool, interesting class.
- I think those design concept, trend and website design skills such as Figma are really useful for us. It is much detailed than online tutorial video. Also the final assignment is a good practice for us to apply what we learn.
- I like this subject have taught many skills for Figma that is more convenient for me to make some simple smart animation
- This subject has many class workshop that can increase our skills
- The record of lecture videos for after class is very useful in terms of references.
- This subject is useful and interesting, It lets me know more about UX/UI design.

Interactivity 1
BACD Y1 2022
1 May 2022

- Clive is best!!!! Clive plz be happy!!!!
- think creatively
- Many interactions and feedbacks with us
- he cares his students, he would try his best to help them in interactive design and broaden my design thinking.

Studio 2: Information
BACD Y3 202
1 DEC 2021

STUDENT FEEDBACK

ON TEACHING PRACTICE

1 — Facilitation of learning and development

a Competence in teaching:

Dear Clive,

I am writing to express my thankfulness for the effort and great assistance to me in the course - Art direction.

I would like to thank you for the extra help you proffered to me on the obstacles I struggled with during the project process. Not only spending additional time for mentoring, but also providing me useful comments and design references on my project's concept development and visual approach. I appreciate your teaching style as well, you always encouraging all the students and motivate us to try something different, which is very crucial for being a designer. It has supported me to develop ideas that I have never tried before, and most importantly, I became more open-minded to experience, willing to try new and unfamiliar things afterward.

I am grateful for your patience and kindness in your teaching. Thanks again for your great efforts which makes the course so productive and enjoyable.

Best regards,
Melissa

Art Direction
Date: 22 JUNE 2020
Student: HO, Hiu Lamm
Year: 3

Dear Clive,

I am writing this to you expressing my gratitude for the effort and kindly instruction and inspiration you contributed in the Capstone Project.

As a communication designer, we should always strike a well balance between the conceptual thinking and practical practice in order achieve a mature design outcome. However, I was more into a conceptual thinker instead of focus on the practical sense of practice. I am glad that to have you, whom has a strong practical, theoretical knowledge background and also with great practical skills and experience, as my instructor in Capstone Project. In the way you teach and inspire, it has definitely helped me to develop myself in a more balance sense, and also became more aware of what should I improve as a mature designer.

I would like to thank you for this co-creation that we made in the past year, and I will always bear this experience in mind to achieve my future path with humble to learn, as always.

Best regards,
Monica Shin

Capstone Project
Date: 16 JUNE 2020
Student: NG, MauYing
Year: 4

PEER FEEDBACK

ON TEACHING PRACTICE AND

TEACHING RESOURCES

1— Facilitation of learning and development

a Competence in teaching:

Areas of Review	Comments and feedback on strengths and areas of improvement
Preparing for teaching	<p>Lesson plan, tasks and responsibilities amongst tutors were well planned and assigned on the subject brief. Goals in different phases are clearly stated for student/teaching team reference.</p> <p>All necessary duties, weekly tasks and job list were written down in 'subject meeting agenda' for easy reference of the teaching team.</p>
Delivering teaching	<p>Able to provide clear, relevant and constructive feedback after the student presentations to enhance their project development.</p> <p>Lively examples and explanations were given to get points across, to help students grasp abstract concepts.</p>
Facilitating learning	<p>Format of class and learning activities – verbal presentation supported by visuals created by students, are evident to facilitate and reflect effective student-centered learning.</p> <p>Interactive feedback on the student performances are appropriate and can address strengths and weaknesses to provide guidance and reinforce learning.</p>
Professionalism	<p>To improve on the learning experience of the rest of the groups who are not presenting, it might be good to device stimulant methodologies to induce motivation from them to participate more proactively in the feedback process, instead of just letting them sitting in their whole groups discussing and doing their own project work. As it is an important learning path for design students to learn from others and be critical of others.</p> <p>Shown supportive attitudes and can provide professional competence in expressing opinion and comments to student presentation</p>

PEER FEEDBACK

ON TEACHING PRACTICE AND

TEACHING RESOURCES

1 – Facilitation of learning and development

a Competence in teaching:

Areas of Review	Comments and feedback on strengths and areas of improvement
Preparation Excellent	Excellent in "Preparation", well organised and attractive Power Point, teaching concepts of Arduino Language with precise key points, the contents are very easy to follow. .
Other area: Very satisfactory	<p>Utilise the Free Resource (from Autodesk) to demonstrate the programming, and preset some tasks for students' in-class exercise right after each Arduino language explanation.</p> <p>Tutors' sincere and helpful manner makes student ask questions freely and engaged with the exercise throughout the workshop.</p>

Yiu Man Tao made observations on my teaching. Man Tao 's feedback was very encouraging indeed. He said, "Well prepared, well organised and the Power Point was engaging" and I am grateful for his valuable comments. For this course, I spent double the teaching time preparing each lecture, as well as making all the learning materials available to students who were new to electronics. I know that I am not the perfect lecturer for this course, so I usually invite a tutor with a technical background to teach the programming part and I will be responsible for designing the components and project development for the subject.

ORIGINAL PEER REVIEW FORM

1— Facilitation of learning and development

a Competence in teaching:

SD Peer Review by Yiu Man To (20 Sept 2018)

Original Peer Review Form
1/3

**THE HONG KONG POLYTECHNIC UNIVERSITY
Observation Form for Peer Review of Teaching Practice**

Name of Staff under Review	NG Mau Wai, Clive
Current Rank of Appointment	Instructor
Name of Reviewer	YIU Man To
Post of Reviewer (if applicable)	Senior Teaching Fellow
Date of Pre-Observation Meeting	20 Sept 2018
Details of Session to be observed	
Programme and subject	BA Interactive Media, SD3762 Digital Aesthetics
Topic	Arduino Programming Concepts: Variables, Function, Increment and Random
Type of teaching activity	Lecture / Tutorial / Others: (Please specify: _WorkShop____)
Class size	17
Date, time and venue	2:30pm, 20 September 2018, BAIM Year 1 Studio, Room V921
Class attendance on the date	17

Aspects of Teaching Reviewed

	Ratings (Please ✓ as appropriate)			
	Excellent	Very satisfactory	Satisfactory	Less than Satisfactory
Clear Expectations and Requirements Communicate to students the intended learning outcomes of the session; give clear instructions to students to encourage them to do pre-class preparation tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation Have content logically organised; incorporate appropriate learning material and activities to facilitate learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ORIGINAL PEER REVIEW FORM

1 – Facilitation of learning and development

a Competence in teaching:

SD Peer Review by Yiu Man To (20 Sept 2018)

Original Peer Review Form
2/3

Approaches and Methods Use a learner-centred and active learning approach; adopt teaching methods appropriate for achieving the intended learning outcomes, such as Problem-based Learning, e-learning , blended learning, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of Presentation and Pace Present material, explain concepts and information clearly; give clear instruction for activities; speak at an appropriate pace; check student understanding and adjust accordingly; manage class time well	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Appropriate Learning Resources Use material that is appropriate for the level of subject and related to local context; use materials that help in highlighting the main points and develop students' understanding of the topic (e.g., handouts)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Participation, Engagement and Impact on Learning Provide opportunities for students to ask questions and make comments; make students think and learn actively; ask questions of individual students/class as whole; students show signs/evidence of learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Management and Rapport Create a conducive classroom climate; maintain discipline; have a positive attitude towards students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Stimulation Generate students' interest in the topic; encourage students to think critically and creatively, use examples relevant to students' experience and interest	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Satisfactory		Less than satisfactory	
Ability to communicate effectively in the language of instruction specified for the subject	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
	Ratings (Please ✓ as appropriate)			
	Excellent	Very satisfactory	Satisfactory	Less than Satisfactory
Overall Performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ORIGINAL PEER REVIEW FORM

1— Facilitation of learning and development

a Competence in teaching:

SD Peer Review by Yiu Man To (20 Sept 2018)

Original Peer Review Form
3/3

Comments (The following is a list of examples of areas for comment. Reviewers may also provide comments beyond these areas) <ul style="list-style-type: none"> • Justification/ elaboration for areas rated as “Excellent” or “Less than Satisfactory” above • Comments on appropriateness of associated materials • Suggestions for further improvement • Advice regarding professional development needs of the staff 	
<p>Excellent in “Preparation”, well organised and attractive Power Point, teaching concepts of Arduino Language with precise key points, the contents are very easy to follow.</p> <p>Utilise the Free Resource (from Autodesk) to demonstrate the programming, and preset some tasks for students’ in-class exercise right after each Arduino language explanation.</p> <p>Tutors’ sincere and helpful manner makes student ask questions freely and engaged with the exercise throughout the workshop.</p>	
Name of Reviewer: <u>YIU Man To</u>  Signature: _____ Date: <u>24 September 2018</u>	
Response of Staff under Review _____	
Name of Reviewee: _____ Signature: _____ Date: _____	

SAMPLES OF TEACHING RESOURCES/ MATERIALS AND STUDENT ASSESSMENT TOOLS

1 – Facilitation of learning and development

a Competence in teaching:

In the SD2264 User Studies Seminar and SD2263 Information Design Studio, I worked with Hong Kong Museum of Coastal Defence to curate a wayfinding project at their historic location. After 4 weeks of lectures and workshops, the students will be ready to apply their knowledge to practical situations. The curator at the museum was very willing to provide valuable feedback at different stages of the design development. As this involved a collaborator learning activity, I rearranged the content to accommodate both parties' schedules. Prior to meeting the museum curator, the students had watched videos and publications about the location and context. I also invited the curator of the museum for a talk on the current state of development of the wayfinding system in the museum, and the students were asked many questions about the needs and aspirations of it. Based on the questions they asked, the students started designing projects for the museum on this basis. Each team will be managing to create a map and signage, they can choose from a variety of information designs within the context of map and signage to achieve their development approach. At various stages of testing and feedback, they all found their designs easier to understand and getting improved. At the end of this subject, all their works were presented in the Designing for People: Museum Wayfinding and Medication Administration exhibition and the curator also visited and left us with valuable comments.

The exhibition was held at Gallery C, Podium, Jockey Club Innovation Tower, PolyU on 10 Jan – 28 Jan 2022 and the project showcased the students' efforts to take a user-centered approach to effective design in their wayfinding project. A series of ethnographic studies and interviews and interactions with test users are documented in the exhibition, giving visitors an insight into the research that is essential to integrate into design projects. In addition, they continued to analyze data with card sorting, empathy maps and user journey maps to develop some unique themes for the suggested new wayfinding system. The results of the concept and design prototypes were laid out for display on the walls and tables of the venue.

Here are the summary of this subject out-of-classroom activities

- Sites visit with Museum of Coastal Defence assistance curator
- Wayfinding exhibition at the Jockey Club Innovation Tower
- Site research and testing at the site

SAMPLES OF TEACHING RESOURCES/ MATERIALS AND STUDENT ASSESSMENT TOOLS

1 – Facilitation of learning and development

a Competence in teaching:

WK13 Final Presentation & Report

Date: 22 May 2021

Team member:
Project:
Final Presentation

- Requirement
 - 10 mins presentation
 - Suggested Content (selectively)
 - Brief introduction
 - Project Background
 - Problem Statement and role
 - Existing issue
 - Current trends
 - Methodology
 - User test introduction
 - Test user introduction
 - Test user variables
 - Test user development
 - Test user analysis
 - Test arrangement
 - Test results
 - Design strategy
 - Design language
 - What you have learnt in this project

Final Report:

- Requirement
 - All site visit/field research
 - Report writing
 - Project introduction
 - Project background
 - Company Overview
 - Current trends (e.g. Design Thinking, Systemic, Graphic, Planning, Product, prototyping)
 - User test introduction
 - Prototype mockups/infographic, wayfinding
 - Interactive alternative designs
 - Conclusion
 - References
 - Plan Report

Task list

Studio2: Information, BACD way.sdclive.org
(click image to download)

TYPES OF TOPICS IN QUESTIONS

Sensory
what people have seen, touched, heard, tasted or smelled.

你在香港進行平面製作時的個人經驗如何？為何哪些品牌和客戶製作設計？當時香港本地設計師的地位如何？
What is your personal experience in graphic production in Hong Kong? Which brands and clients have you made designs for? What was the status of local designers in Hong Kong at that time?

Lecture Slides



Workshop



Guest Lecture



Visit and Research



Testing



Exhibition

Teaching Materials

Learning Activities

Student Resources

Week 2
Observation 2 - AEQUU

MONDAY

Announcement

- PDF compilation
- 10 mins review

Lecture 2b
Ethnography research method

- Quantitative & qualitative
- Observation
- Interview
- Case study
- Ethnography
- Qualitative research
- Ethnography
- Interviews
- Case studies
- Ethnography

Class Content

The Hong Kong Museum of Coastal Defence

Introduction

The Hong Kong Museum of Coastal Defence is located in the former British Army barracks of the former Kowloon Bay Barracks. It is a military museum that documents the history of the British Army's presence in Hong Kong and its role in maintaining the safety of the coast. The museum also features exhibits on the history of the British Royal Navy and the Royal Air Force in Hong Kong.

Photos

A series of photographs showing the interior of the museum, including exhibits on the history of the British Royal Navy and the Royal Air Force in Hong Kong.

Project website

References

Creative Marketing

Responsive Design

Eco-abletive signage

Information Design Books

Information Design by

Reference

SAMPLES OF TEACHING RESOURCES/ MATERIALS AND STUDENT ASSESSMENT TOOLS

1 — Facilitation of learning and development

a Competence in teaching:

In addition to the Studio 2: Information subjects, I have created different learning materials for different subjects, for example, I have done extensive visual analysis for subjects related to typography and also constructive learning tasks for students to develop their unique perspective on art direction. The following are examples of teaching resources for other subjects:

Multiplatform publishing mp.sdclive.org (click image to download)

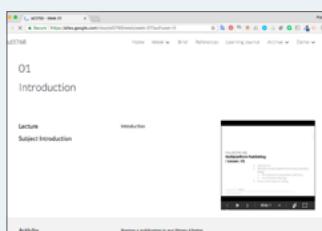
The image shows a 'Device Difference' diagram and a detailed 'Device Difference: Print vs Web' analysis. The diagram on the left illustrates how different devices (print, mobile, tablet) provide different modes of reading (Receptive, Selective, Fragmented) and different levels of interface experience. The analysis on the right compares a print spread with a digital version, highlighting how layout, headings, charts, and overall design serve different purposes in each medium.

Teaching Materials

Lecture Slides



Demo Video



Course Web

Exercise

Resources

Student Assessment Tools

SAMPLES OF TEACHING RESOURCES/ MATERIALS AND STUDENT ASSESSMENT TOOLS

1 — Facilitation of learning and development

a Competence in teaching:



Art Direction, BACD ad.sdclive.org
(click image to download)

<http://ed.ac.uk/ice.org>

What is Art Direction?
Art Direction and Design:
Is and is not

Directing the visual elements of any communication media

The term 'art direction' is generally used to describe the **process of organising** and quite literally **directing the visual elements of any communication media**, be it a film, a television programme, a digital installation, a commercial or a print-based advert .

In this sense, art direction is an activity that has a much broader application across a range of disciplines associated with visual communication.

DIRECTOR

Lecture Slides

Notes



T Visit & Guest talks



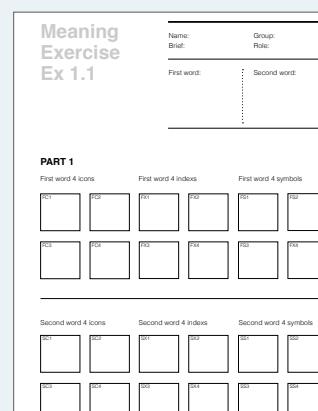
Workshop Materials



Rubric



Teaching Materials



Student Assessment Tools

SAMPLES OF TEACHING RESOURCES/ MATERIALS AND STUDENT ASSESSMENT TOOLS

1 — Facilitation of learning and development

a Competence in teaching:

Last semester, almost all workshops at the School of Design and the PolyU were closed due to the pandemic that occurred in mid-February, which required the Capstone Project 2 to be moved online. In order to cope with the situation, I called an emergency meeting with the teaching team on 1st March. The original plan was to return to normal as the students needed to prepare a real presentation in the studio, however, a number of students were being sick and the plan needed to be revised. In order to align with the learning outcomes and to follow previous practice, I suggested a video presentation of their works prior to the final presentation, an initiative agreed by all members of the teaching team. However, the students expressed that such a video presentation in a pandemic situation would be a burden for them, so after meeting with the teaching team, I removed these items. With these experiences, I understand that I need to keep in consultation with the students and learn more about them in order to implement the visit program and activities as planned. Apart from this, most of the activities went smoothly, such as the guest talks, library seminar, the Y3 help scheme and the guest review. Most of the projects have been welcomed by the students and I will continue with these learning activities in the next semester.

- Public lectures
 - Library workshop for Communication Design Students
 - Student helper Scheme
 - Invited guests for the final presentation
 - Alumni Guidance (not yet implement)
 - SFQ: 4.4

Capstone Project, BACD cap.sdclive.org
(click image to download)

SD4262 + 4263 [Caption 2](#) [Journal](#) [Feedback](#) [Annual Show 2022](#) [More](#)

SD4263 Capstone Project 2 : Communication Design

Week 18: 10 – 14 – Annual Show

Lesson 4
Tutorial 4: End-of-Term Review and Feedback from 1.30 to 4.30PM

Contact hours 76

Tutors: Any (Charli Briar | Cleo | Rabecca | Hui Yin | Edmund | Kam Fal

Pre-requisite SD4262

Subject Coordinator - Olga

self Week 19 of SEM1

Purposes of communication Communication serves five major purposes:
to inform,
to express feelings,
to imagine,
to influence,
to meet social expectations.

Each of these purposes is reflected in a form of communication.

Introduction



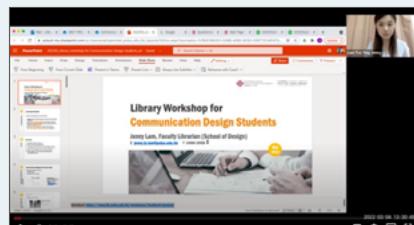
Upon completing the subject, you should be able to:

Prerequisites:

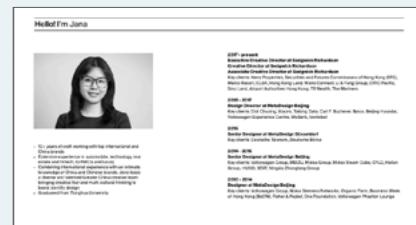
- Communication design within various contexts (social, cultural, domestic, technological, business, professional) through a connecting process of analysis, synthesis, and evaluation.

Learning Outcome

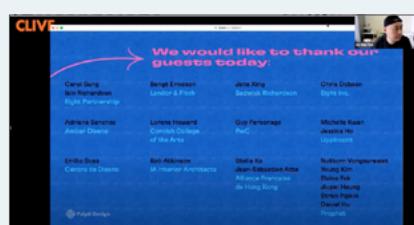
Subject website



Library workshop for Communication Design
Students By Jenny Lam, Faculty Librarian (School of
Design) 4 Mar2002



Creative presentation tips
By Jana Xing, 18 Feb 2002



Constance Final Presentation with invited guests



Design as Social Practice
By Michael Leung 25 Mar 2002

STUDIO EXHIBITION

1 – Facilitation of learning and development

a Competence in teaching:

Two exhibitions and one corridor show were held at Gallery C, Material Resources Centre and 6/F corridor respectively. For the Designing for People: Museum Wayfinding and Medication Administration, I created 10 informative posters and set up a display panel with student assistants to showcase the participants' work, prototypes for testing, data visualisation, user behaviour diagram and systems design to improve the visitor experience at the Hong Kong Museum of Coastal Defence and the medication experience for older people. Almost at the same time, another exhibition was held to celebrate the packaging design work from the SD3250 Production technologies for communication design. The photography of their studio and the art direction of the packaging design are on display in the corridors. In addition, packaging prototypes are on display at the Materials Resource Centre. As a result, the Art Museum of the Chinese University of Hong Kong and the Hong Kong Graphic Arts Association have expressed interest in working with us and providing some support in terms of field learning and production.

The students from SD3250 Communication Design and Production Technology have worked very hard and well this year, so I would like to display their work in two places. One is the corridor wall on the 6th floor and the other is the MRC. Man Tsang at MRC has agreed to give us some space to display their packaging models and on the corridor wall I will put round 20 A2 size packaging studio photography there.



Students in the Information Design Studio, a core subject in the BA(Hons) in Communication Design programme, apply human-centered research processes and methods to practice in one of two projects: Museum Wayfinding and Medication Administration.



STUDENT FEEDBACK

ON IMPACT ON THEIR LEARNING

1 – Facilitation of learning and development

b Impact on student learning:

I like to provide students with constructive feedback and space to reflect, plus, due to their needs, I usually tell them mid-semester how their learning is progressing, however not every student takes my advice and more likely misunderstands it. As I did last year, I created a feedback email for each student in SD3250 Production Technology after their final presentation. However, this seems to have been too late for them and I will be changing it next semester to give them a clearer picture of their progress and strategies instead. In contrast, for another subject in semester TWO, Interactivity 1, I explained the comments clearly to them during their learning progress and they felt rewarded by receiving them from me. (see Annex D)

Here are some of the comments I have drawn from my SFQ report in different subjects

- The knowledge of recent UI trend learning how to make UI and UX is very helpful in building my cv, a new experience and understanding to the tool, interesting class.
- I think those design concept, trend and website design skills such as Figma are really useful for us. It is much detailed than online tutorial video. Also the final assignment is a good practice for us to apply what we learn.
- I like this subject have taught many skills for Figma that is more convenient for me to make some simple smart animation
- This subject has many class workshop that can increase our skills
- The record of lecture videos for after class is very useful in terms of references.
- This subject is useful and interesting, It lets me know more about UX/UI design.

Advising and mentoring students

A returning students who were missing classes regularly and consequently failing many subjects finally passed the CD capstone project under my supervision. As her personal matters always get in the way of her learning process, such as submitting final works. Therefore, I have specially arranged summative assignments for her and I also mark her works whenever I receive them. As a result of this strategy, the student has passed all the stages, although she encountered serious problems in the final stage of the project. At least, she should be able to graduate this year without having to retake any subjects at the School of Design.

STUDENT FEEDBACK

ON IMPACT ON THEIR LEARNING

- 1 – Facilitation of learning and development
- b Impact on student learning:



Designing for People: Museum Wayfinding and Medication Administration poster and information poster design

By Kelly Wong

In addition, I have helped two Year 3 students to overcome some critical stages in their learning. One student was having emotional problems in the first two weeks of my teaching the class Information Studio and Production for Communication Design. I had discussions and advice with the student, in particular rearranging some classroom tasks and reorganising tutorials with her team members, which enabled her to get back on track with her studies. Another student had demyelinating disease, making it impossible for her to continue studying. As I was the first person to notice her problem and as I urged her to go to hospital, I did manage her condition until she came back from hospital and then I referred her to her academic advisor for further attention.

Apart from this, I have had a great time with my capstone project students and have seen them grow in maturity. Mian was a member of my capstone project team and was initially confused about the direction and scope of her project. I encouraged her to adopt a user research approach in the first phase of her research, and as a result she found that the core issues of her project were completely different to what she had previously expected. As she believes that by incorporating this process into the development of her projects, her work is very different from the rest and fulfills the need for a communication aspect to the design work. She now has a good attitude towards his goals and she has certainly succeeded in completing her capstone project with distinction.

Furthermore, mentoring students is not limited to teaching and learning, I led three students to work with a studio exhibition identity and a mooncake box design project. For the studio exhibition identity project, I developed a brief for the student and also prepared a scope of work and template to help her develop the exhibition identity, during the process the student did not feel confident in presenting her work and therefore I made it clear to her that this would be a tutor managed project. I also promised her that I would manage all the production. In the end, it became a very successful exhibition with a meaningful identity design. In mid-May, I received a text message from Professor KP, knowing that SD would be working with Hotel Icon to produce a mooncake box, and I counter-proposed that I would invite two SD students to manage the project. I led two students, teaching them how to deal with clients and providing expert advice on design production and conception. Both students had the opportunity to meet with marketing managers and packaging design companies to develop very distinctive mooncake box designs, and they also earned a decent salary through this project. Until production, more than a dozen different ideas for mooncake boxes were created.

STUDENT FEEDBACK ON IMPACT ON THEIR LEARNING

1— Facilitation of learning and development

b Impact on student learning:



Mooncake Box

Clive is a kind and supportive tutor. In terms of learning, he took the initiative to understand the needs of students and offer corresponding assistance. For example, I am interested in learning about the UX/UI techniques, he used his spare time to set up additional tutorials, providing notes and practical operation guidance. In terms of career path, he also gave me the opportunity to give full play to my strengths. For example, after studying the course "Production and Technology" taught by him, I fully learned the production process of packaging design, and was able to participate in Hotel ICON's Mid-Autumn Mooncake Box Project and got practical experience. Clive provided a lot of support in the process, such as 3D mockup, color paper selection, communication with clients, etc., all demonstrated how to effectively bring school knowledge to the real workplace. In addition, he is not stingy in providing professional advices on learning and career planning. I was grateful to have all his supports in these two years.

Chloe Wong
20073187D
27/7/2022

SAMPLES OF BEST STUDENT WORK

1— Facilitation of learning and development

b Impact on student learning:

Information Studio, CD

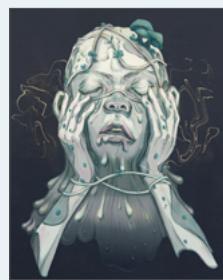


SAMPLES OF BEST STUDENT WORK

1— Facilitation of learning and development

b Impact on student learning:

Capstone Projects, CD



SAMPLES OF BEST STUDENT WORK

1— Facilitation of learning and development

b Impact on student learning:

Production Technology for Communication Design, CD



The Judges Award Silver
Transformable Mooncake Box
Leung Stefanie Lok Yin
梁樂妍



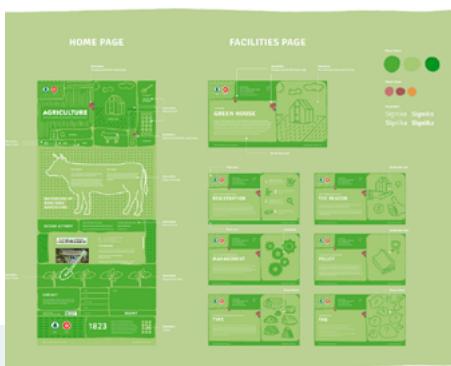
The Judges Award Merit
"Get Recharged!"
Yip Sze Ah
葉詩雅



SAMPLES OF BEST STUDENT WORK

1— Facilitation of learning and development

b Impact on student learning:



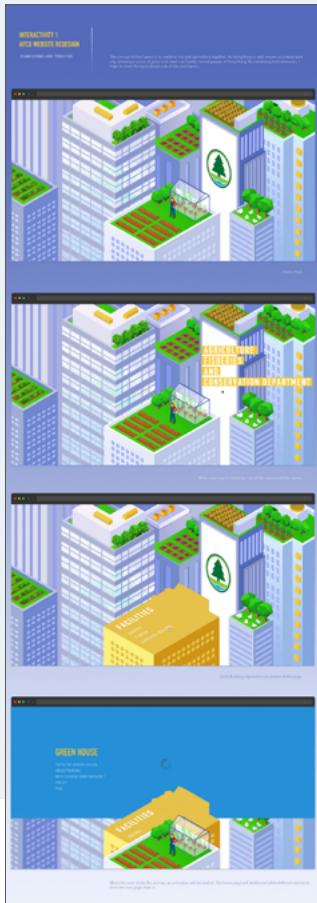
Interactivity I, CD

Home Page

- Theme of home page is the natural scenes.
- Interactions: Sound icon view.
- Interactions: Sound icon view with rubber band animation.
- Interactions: Sound icon view.
- Visual: Gradient colour for the webpage.
- Interactions: Mouse Hover.
- Interactions: Mouse Hover and Element.
- Color Scheme: Dark blue, light blue, teal, orange, yellow.
- Use of own handlettering: Water, Environmental Protection.
- Font: Avenir Next.

Second Page

- Theme of second page is the water pollution in sea water.
- Visual: The green features create a sense of hope and optimism in marine water.
- Interactions: Sound icon view.
- The use of simple photographs to make the article for users to read.
- Animations: Moving ceremony and rotation.



Home Page

Structure

- Nav Bar
- Hero Image | Attention: To associate with the exhibition theme, the value website is illustrated style.
- Logo: MY ANNIV.
- Interaction 1: Parallax effect.
- Color Scheme: #5E4011, #6A5DF, #FFB39, #40e4d8, #40e4d8.
- Typeface: Cevet (title), Montserrat (subtitle and paragraph).
- Section 1 | Interest: Using copywriting to trigger the interest and provide the content of the exhibition.
- Interaction 2: The whole elements move upwards while page scrolling.
- Section 2 | Desire: To correspond with the headline, peek into the days of artists, the clouds on each side will disperse when scrolling to the next side.
- Interaction 3: Scroll to open to display the artists.
- Section 3 | Action 1: Getting the audience to visit the exhibition using animated line to trigger the interest.
- Interaction 4: Hand animation links to the second page.
- Interaction 5: The hand follows the motion of mouse.
- Footer: The information of the organizer.

SAMPLES OF BEST STUDENT WORK

1— Facilitation of learning and development

b Impact on student learning:



D&AD New Blood competition is widely considered one of the most prestigious and difficult-to-win awards in design and advertising, D&AD celebrates the finest creativity each year across a diverse range of disciplines.

This is the first time I sent two group of BACD students in Art Direction SD3263 course to join that competition.

Art Dirction, *D&AD New Blood competition*, CD

Storytellers
a collaborative storytelling game

'Storytellers' is a game that players build a story together, with the aid of the object cards. Every player takes turns to be the storyteller and create a reasonable linkage using your object cards. The players would try to guide the plot towards their own endings. The one who play out all the object cards and create a reasonable ending with the ending card will be the winner.

INSTRUCTIONS

TYPES OF CARDS

- 25 OPENING CARDS
- 25 ENDING CARDS
- 140 OBJECT CARDS

SETUP

- Draw an opening card to start the game
- Each player draws one ending card and 5 numbers of object cards

24	14	14	8	8	8	8
Yellow	Blue	Red	Green	White	Pink	Orange

LET'S START

Players can create events of a story related to their object cards, base on the opening card. The player who first plays the ending card wins the game.

- It is not a must to use all the object cards
- Each players need to use at least THREE object cards before using the ending card.
- If the player believes he/she doesn't have any cards to continue the story, he/she can pick a card from the object card set.

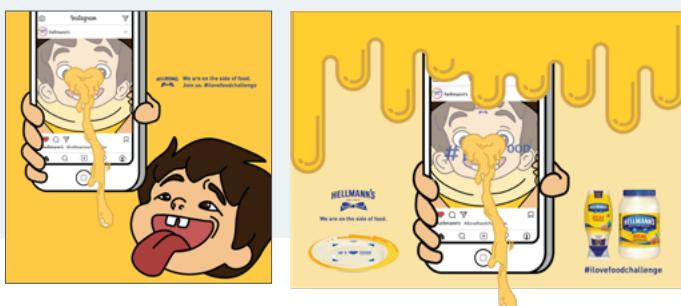
CARD DESIGN

Front

Back

PACKAGING DESIGN

three card sets
card holder



FOODERY

About Hellmann's

Background

How does it work? (Function of the App)

Objectives

Market

Food Scan

Login Page

Home

Cook Book

Look Book

EVIDENCE OF STUDENT ACHIEVEMENTS

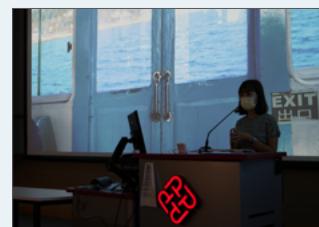
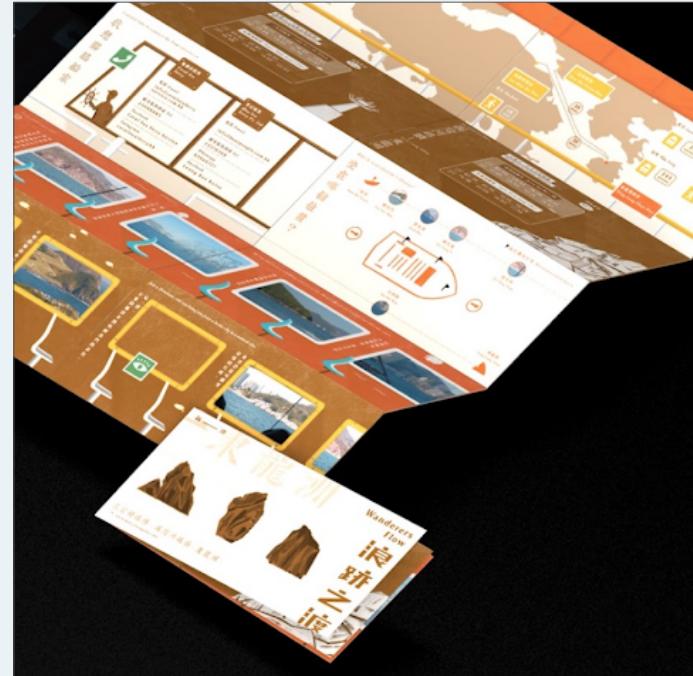
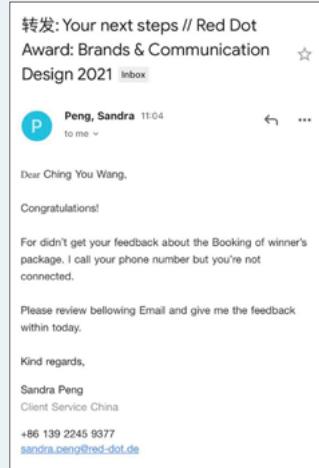
1 – Facilitation of learning and development

b Impact on student learning:

In 2021, one of my capstone project group students, Yoyo Wong(11103560D), won the 'Red Dot award. brand and communication design 2021' with her local tourist projects, "Sea You Again". This was despite the fact that the packaging support for the winner could not be achieved due to funding issues. As her mentor, I had the opportunity to see how she used her knowledge and interest in the project and was recognised by international institutions.



reddot



Yoyo Wong presents her work at the final presentaiton of the capstone project.



ATTENDANCE TO TEACHING AND LEARNING

SEMINARS AND WORKSHOPS

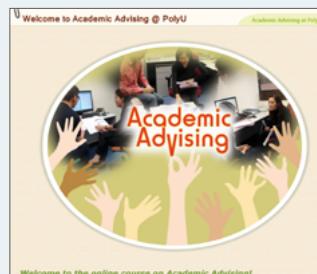
1 – Facilitation of learning and development

c Continuing development as a teacher/clinical educator:

Draft proposal for a new service-learning topic "Empathic design for children with chronic illness"

I have been attending seminars and workshops related to teaching and learning. During these workshops I have gained a better understanding of how to write an appropriate proposal to find support for my teaching development. I was able to write a new service-learning proposal after attending the service-learning workshop 'Developing a proposal for a service-learning topic' on 21 January. I have done a new service-learning syllabus however, as another teaching and lean project has been set up, I have suspended the proposal for a new service learning subject for SD. Beside, I took part in "Learning the first steps of analysis: data preparation and simple visualisation with R studio and SPSS" and I learned to manage data with coding.

In addition to seminars and workshops related to curriculum development, I also took the Academic Advisor e-learning course 'Theory and Practice of Academic Advising', which I have until 29 March 2022 to complete. In this course, I learnt the elements of effective academic advising and the reasons why students who are less motivated to learn and those who are too focused on their grades. I understand that I can encourage and motivate students to think about what it means to obtain a university degree and to learn about design. Also, for students who are too focused on grades, I can encourage them to think about the meaning of university life, such as "What do you want to achieve during your time at university, other than good academic grades?" After this course, my mentoring skills have been further improved and I believe I am able to gain a deeper understanding of the students' academic difficulties than before.



Theory and Practice of Academic Advising
Theory and Practice of Academic Advising



Developing a proposal for a service-learning topic



Academic Advising Training Workshops Series:

- Workshop1:Introductio intoAcademicAdvising@ PolyU
- Workshop1:Strategiesin DeliveryofAdvisingSessio ns& CaseStudies



First step in learning analytics:Data Preparation and simple visualization with R studioand SPSS

STATEMENT OF TEACHING PHILOSOPHY

- 1 — Facilitation of learning and development
- c Continuing development as a teacher/clinical educator:

I am a strong advocate for student centred pedagogies. My teaching goal is to guide those young designers into making new interpretations of the design methods, conceptual applications, visual thinking and the means for critical and applied design. I believe that teaching design must fundamentally lay the groundwork of information literacy. The design student knows how to structure a search across various sources and formats to locate the best information to meet a particular need. However, they are reluctant to study design principles and theories but search. If we do not provide a way to establish the relationship between theory, research and practice for the students, the effectiveness and efficiency of teaching and learning cannot be improved.

As an experienced teacher, I prefer to use the word learning rather than teaching describing my philosophy. I used to focus on student learning and adjust my teaching strategies in response to the pace and depth of student understanding. I view teaching as an interaction between an instructor and a student.

I am sensitive to the students' backgrounds and goals in my lectures and workshops, aiming to connect with their personal experience. In my opinion, students and they are free to learn what and how they want. The aim is to support individual growth and self-actualisation rather than to focus on content through an educational environment built on autonomy, trust, cooperation, participation, and self-directed learning. I also see myself as a facilitator, assistant, and partner in the learning process. I am of the opinion that learning is a personal activity that involves intrinsic motivation, also self-evaluation is the only meaningful test of whether learning has taken place. As a matter of fact, I used to adopt new technology in my teaching as it plays a pivotal role in meeting the individual needs of students.

Teaching is central to my past and future as a design educator. Online teaching has continually challenged me to make lessons fresh and effective. Teaching design to students is exciting in its demands and personally rewarding. It has also improved my research and design thinking, as I review and present topics in different ways, with broad perspectives, and to "knowledge users" (Guide to KT Planning at CIHR, 2012; pg. 1).



IMPROVED SUBJECT SFQ SCORE

OVER TIME

1 – Facilitation of learning and development

c Continuing development as a teacher/clinical educator:

I achieved an average SFQ score of 4.7 in capstone project 1 and a low of 3 in SD3250 Production technologies for communication design. The lowest SFQ for this subject was 33.3% lower than last year and I found that the main reason for this was due to over-enrolment and unfamiliarity with the newly purchased equipment, resulting in a failed demonstration in 3D application and silkscreen printing. Although the problems have been resolved and all these failed demonstrations have been replaced by after-school videos (see Annex A), the students were still not satisfied with the content. In addition, I am also aware that I may have used inappropriate metaphors in the tutorial in terms of idea developing discussion, which may have led to students' understanding and feelings being offended. As I knew this was a serious issue, I also reported it to my course leader, Brian Kwok, I also explained that this was a misunderstanding of expression by the students, and in the end the problem seemed to be resolved. In addition, there were also language issues in two activities. The subject involved a visit to a printing company and an invited talks on paper with Antalis.. As the organisers of both events did not prefer to speak English, I acted as the live translator and recorded the English version of the lecture for the students. (see Annex B), However, the students still kept the bad impression in their minds and it was reflected in the SFQ at the end. In the hope of improvement, I suggest the following points for the coming year.

- More practice in the operation of the application and equipment
- Eliminate difficult printing demonstrations and seek professional demonstrations of equipment off-campus.
- Do not allow over enrollment
- Pair-up tutorial
- Inform the student on the first day about the medium of instruction in the first day
- Close collaboration with industry

Although the SFQ for this subject was low, the students created outstanding work which was also exhibited at the Materials Resource Centre in January, which gave all year forms students the opportunity to visit the exhibition (Attachment 03). In addition, I have been in contact with the Graphic Arts Association of Hong Kong, Fujifilm and will be working further with the Materials Centre to give our students more knowledge of production outside of the school environment.

- Highest SFQ score - SD4263 Capstone project 1 (4.7)
- Lowest SFQ score - SD3250 Production technologies for communication design (3.0)
- Worked with the HK Museum of Coastal Defence in SD2263
- Studio exhibition for SD2263
- Studio exhibition for SD3250
- Overall SFQ average: 4.0

IMPROVED SFQ SCORE

OVER TIME

1 – Facilitation of learning and development

c Continuing development as a teacher/clinical educator:

Summary Table of SFQ Results on Teaching (past 3 years)

Acad yr	Sem	Subject code	Component	Subject nature	Enrolment	Response rate (%)	IIA1	IIA2	IIA3	IIA4	IIA5	IIA6	IIA7	Grand mean
2021/22	1	SD2263	TUT002	CORE	22	77.3	3.9	3.6	4.1	3.8	3.9	3.8	3.8	3.9
2021/22	1	SD2264	TUT002	CORE	22	68.2	3.9	3.7	3.7	3.9	3.9	3.8	3.8	3.8
2021/22	1	SD3250	LEC001	ELE	31	29.0	3.6	2.8	3.2	3.2	3.0	2.9	3.1	3.0
2021/22	1	SD4262	POJ004	CORE	6	16.7	4.0	4.0	5.0	5.0	5.0	null	5.0	4.7
2021/22	2	SD1208	LEC001	CORE	26	61.5	4.3	4.3	4.4	4.5	4.3	4.4	4.4	4.4
2021/22	2	SD4263	WKS004	CORE	8	87.5	4.3	4.4	4.4	4.4	4.3	4.3	4.4	4.4
2021/22 mean														4.0
2020/21	1	SD2263	TUT004	CORE	19	78.9	4.4	4.4	4.5	4.7	4.5	4.5	4.5	4.5
2020/21	1	SD2264	TUT002	CORE	19	73.7	4.1	4.4	4.4	4.5	4.4	4.2	4.4	4.3
2020/21	1	SD2264	TUT004	CORE	3	66.7	4	4	4	4	4	4	4	4
2020/21	1	SD3250	LEC001	ELE	29	51.7	4.3	4.3	4.5	4.5	4.4	4.5	4.5	4.5
2020/21	1	SD4262	POJ003	CORE	7	57.1	4.3	4.3	4.3	4	4.3	4.3	4.3	4.3
2020/21	2	SD1208	LEC001	CORE	25	32	4.1	4	4.3	4	4.1	4	4.1	4.1
2020/21	2	SD4263	POJ003	CORE	6	16.7	4	4	4	4	4	4	4	4
2020/21 mean														4.2
2019/20	1	SD1205	LEC001	CORE	16	75	4.3	4.3	4.3	4.7	4.5	4.3	4.5	4.5
2019/20	1	SD2263	TUT002	CORE	19	47.4	3.9	4.2	4.4	4.1	4.2	4.3	4	4
2019/20	1	SD2264	TUT002	CORE	21	38.1	3.4	3.9	4	3.5	3.5	3.9	3.9	3.9
2019/20	1	SD3250	LEC001	ELE	17	47.1	4.6	4.5	4.6	4.6	4.5	4.6	4.6	4.6
2019/20	1	SD4262	SEM005	CORE	7	57.1	4.5	5	4.8	4.5	4.8	4.5	4.5	4.5
2019/20	2	SD1105	SEM001	CORE	44	50	3.5	3.5	4	3.6	3.7	3.7	3.6	3.6
2019/20	2	SD1208	LEC001	CORE	24	50	4.6	4.7	4.8	4.9	4.6	4.6	4.8	4.8
2019/20	2	SD3263	LEC001	CORE	19	73.7	3.5	3.5	3.6	3.7	3.6	3.5	3.5	3.5
2019/20	2	SD4263	POJ005	CORE	7	85.7	3.3	3.7	3.3	3.3	3.5	3.3	3.3	3.3
2019/20 mean														4.1

Profile of Teaching-related work

Areas of Teaching-related Work	Facilitation of learning and development	Development of curriculum and pedagogy	Management of subjects and programmes	Promotion of teaching quality among peers	Total contribution
Current profile 2020/21 (1 July 2021 to 30 June 2022)	20%	30%	40%	10%	100%
Indicative profile 2021/22 (1 July 2022 to 30 June 2023)	20%	30%	40%	10%	100%

LIST OF CURRENT/PAST ROLES AND CONTRIBUTIONS IN CURRICULUM DEVELOPMENT

2 — Development of curriculum and pedagogy

a Curriculum development:

Subject Coordinator, Developer, Tutor
Communication Basics for Designers

With my team members, I brought my undergraduate teaching experience and subject knowledge to help plan the new common compulsory subjects. I practically reframed the content of SD1103 Communication Basics for Designers to make it more coherent and to integrate it with SD1105 Digital Literacy. The Emotional Design Knowledge component will be taught by other subjects such as Design History and Integrated Design Processes, while this subject will focus more on graphic communication. Learning outcomes in this subject are becoming more practice-oriented rather than only theory-based, And the learning materials will be redeveloped to accommodate this change with my funded teaching project 'Designing inquiry-based learning in visual communication using a design thinking approach'. I hope that by incorporating the users studied into the pedagogy, it should be more effective than a behaviourism-based approach.

Subject Coordinator, Developer,
Common Design Studio II

The other subject I will be coordinating for the new foundation is SD2113 Common Design Studio II, a subject that aims to introduce first year students to 2D-related clusters, and I have placed the Communication and Service Design cluster into this studio-based subject as an attempt to have service design initiate a project that can use knowledge of communication design to respond to it. Due to the short teaching time, I will be using a flipped approach in this studio subject to allow more time for students to discuss with their tutors. Inviting a subject representative to teach the subject was very challenging, as social design colleagues were already working on different subjects, so I invited our experienced retired colleague Fung Ho Yin to join the teaching team and also invited him to initiate a service design project related to images and moving images.

I hope the restructuring of the undergraduate program will allow students to become more confident and competitive for the future society.

- Re-develop the content of SD1103 Communication Basics for Designers
- Incorporated teaching project: Designing inquiry-based learning in visual communication using a design thinking approach
- Coordination of SD2113 Common Design Studio II
- Assist in the development of the information design profession

2 — Development of curriculum and pedagogy

a Curriculum development:

SAMPLES OF SUBJECT CURRICULUM DEVELOPED WITH SUBSTANTIAL INPUT

New foundation subjects for the 4-year curriculum / SD1103 communication basic for designers

Message from Bruce Wan since 8 Nov 2017

On next step:

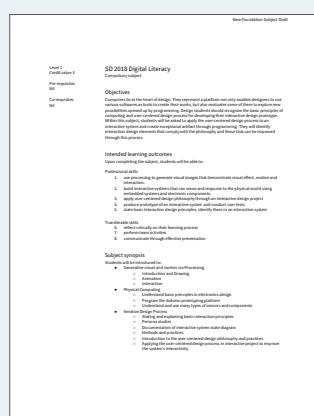
1. Propose a list of intended learning outcomes (ILO) for the new subjects with relevant professional and transferable skills and subject synopsis for further discussion.
2. List out indicative “design” skills and principles that are essential for the subject. (for example, perspective, spatial relationship for 3D visualization; object-oriented programming for digital literacy)
3. Draw reference to existing programme documents (4Yr BA, HMDMT) on the ILO of current subjects, these contents may be suitable for the new subjects.

I think we can break up into small groups:

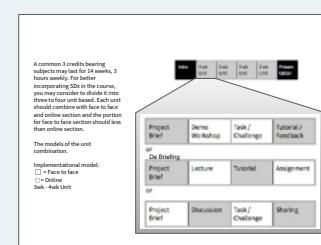
- 1.2D visualization (Step + Edmund)
- 2.3D visualization (Clive + Bruce)
- 3.Digital literacy (Clive + Bruce)
- 4.Moving Images (Calvin+ Edmund)

Our next meeting will be at 30 Nov 17 – 10:00.

(click image to download)



Digital Literacy course outline



Digital Literacy planning

Skills	Principles	Create	Share
Illustrator	digital design	2D Line Drawing	Video/Character video
Sketch	2D Design principles	2D Object	Presentation
Processing	Variables, Loops, Array	Linear coding	
Julia	Input / Output	Digital Prototype	
Interactive prototype	Interaction design principles	Fragile Prototype	

Programme	Existing Related Skills	Skills	Principles
MM	Computer Visualization	Processing	Variables, Loops, Array
MM	Design thinking and making	Agile Prototype	Interaction design principles
MM	Digital Visualization	Illustrator	Digital design principles
MM	Interactivity	SketchPrototype	Interaction design principles
BAIM	Digital Aesthetics	Julia	Input / Output
MM	3D animation	2D Maya	2D design principles

Propose a list of intended learning outcome (ILO) for the new subjects

Phase 1

proposal stage

SAMPLES OF SUBJECT CURRICULUM DEVELOPED WITH SUBSTANTIAL INPUT

2 — Development of curriculum and pedagogy

a Curriculum development:

New foundation subjects for the 4-year curriculum / SD1103 communication basic for designers

Message from Bruce Wan after the first meeting on 19 April 2018

Meeting on SD1103 Communication Basics for Designers

On the background

- To teach freshmen (90) fundamentals communication principles for designers with relevant communication skills.
- As design 101 subject which offers generic knowledge and skill without being disciplinary focused.

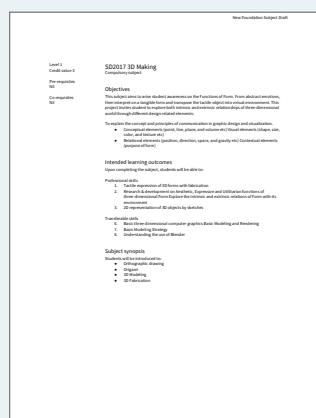
On the subject schedule

- The subject will start from next semester (sem1) as a 2-credit subject. We planned to change into a 3-credit subject in the academic year 19/20.
- Thus, the timetabled hour will be 2 hours per week, 13 weeks. It will be extended to 3 hours per week.

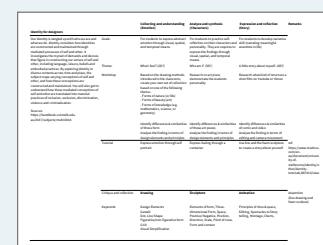
On the subject content

- Minimise group presentation, adopt a gallery approach so that students can learn from looking at peers' work.
- Focus on developing a student's ability in expressing, observing, analysing and synthesising, and communicating through visual means.
- Plan it as a 3-credit subject, then trim it down into a 2-credit subject for the coming semester.
- Each of you can come up with a module that last four 4 weeks.
- Find ways to minimise tutorial time because of the large class size

(click image to download)



3D Making course outline



New Course: Identity for designers framework

Phase 2

revamp of existing subject

SAMPLES OF SUBJECT CURRICULUM DEVELOPED WITH SUBSTANTIAL INPUT

2 – Development of curriculum and pedagogy

a Curriculum development:

New foundation subjects for the 4-year curriculum / SD1103 communication basic for designers

After three years of implementing this subject, the school has introduced a new foundation class and the subject needs to be reformed again.

The first meeting was held in June 2021 to discuss how to develop a framework for the foundation year based on our understanding of the existing content. As the team found that this subject was too focused on research and emotional design, when other foundation subjects could be covered. As a result, the title and content of this topic has been rewritten.

In the next meeting in July 2021, I have propose a new structure to the team of the new learning outcomes as the following:

Subject title: SD1103 Graphic Communication Basics (SD1103 Communication Basics for Designers)

Professional skills

- using visual abstraction processes in graphics development
- applied principles of visual communication and semantics
- visual narrative techniques
- use of graphics software to implement their drawings into graphic media and digital prototyping

Transferable skills

- communicate through visual, verbal and written means (classes)

(click image to download)

Subject Description Form	
Subject Code	SD1103
Subject Title	Graphic Communication Basics
Credit Value	1
Email	1
Pre-requisite/ Corequisite/ Exclusion	N/A
Objectives	<p>This subject provides the students for graphic communication to support their practical growth of capabilities and the development of expression, which is important for the students to be able to express their ideas and thoughts. This subject will be implemented as a background knowledge of semantics and visual design communication. In the second phase of the basic studies, students will be introduced to the application of the subjects of design, studies will be conducted through various media and digital prototyping processes using graphic media and digital media to communicate effectively.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> using visual abstraction processes in graphics development apply principles of visual communication and semantics use visual narrative techniques use of graphics software to implement their drawings into graphic media and digital prototyping
Subject Strategic Indicative Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> communicate through visual, verbal and written means

Graphic
Communication Basic



New Foundation Framework

Phase 3

Partner with
other subjects

SAMPLES OF SUBJECT CURRICULUM

DEVELOPED WITH SUBSTANTIAL INPUT

2 – Development of curriculum and pedagogy

a Curriculum development:

New foundation subjects for the 4-year curriculum / SD1103 communication basic for designers

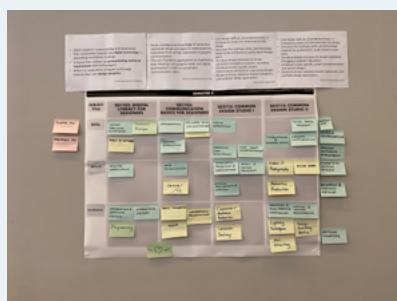
Since our Foundation Year workshop in the V050 Living Lab on 20 May, the subject has become a partner in digital literacy, thus reducing redundant content and student workload.

In addition, after discussion with the team, this topic should remain the same name because with the old subject objectives referring to communicating their projects with relevant vocabulary and focusing on an emotional design approach, this specialism may not fit in with the interdisciplinary approach of the new foundation year. In addition, if we use the old research-driven approach, this would also overlap with the Design and Material Culture subjects in the first semester. The latest approach to this subject should be as a designer's role in information communication, where students can translate from artistic expression to information and graphic communication. Apart from this, looking back over the whole Foundation Year, there is no other subject that gives students an understanding of the use of graphic design software, so this is also a subject that teaches these skills.

Comparing the old and new learning outcomes, the most identical change is the removal of studies related to emotional design in favour of a greater focus on principles of visual communication and semantics. Finally, the subject will enable students to learn more about graphic communication than the three levels of emotional design, and also concentrate more on practical skills than on research proficiency.

Phase 3

Partner with other subjects



Foundation Year workshop

EXAMPLES OF ACTIVE LEARNING STRATEGIES EMPLOYED BY MY TEACHING

- 2 – Development of curriculum and pedagogy
- b Pedagogy development:

I am currently involved in the funded project 'Designing inquiry-based learning in visual communication using a design thinking approach'. The new curriculum in the next cohort as one of its aims is to increase interdisciplinary capacity in design-led innovation and it is vital that students gain knowledge in communication in order to be prepared to engage with different complex problems. SD1103 Communication Basics for Designers used to be a subject that served the needs of students to communicate concepts graphicly and visually, in which some essential design applications such as Adobe suite will be introduced during the class. However, after many years of teaching, our project team has realised that students acquire applied skills based on the needs of their projects and they can easily find answers from the internet, this keeps students from engaging in learning in the classroom. Therefore, if we teach these skills in advance and in a linear sequence, this is not effective and it wastes class time.

By adapting an enquiry-based learning and flipped classroom approach, our project team can have the resources to prepare "problem-based projects" for students to work on. In addition, we can pre-arrange relevant skills for them to query during non-class time. In this case, students can have more time to look up skills for their specific projects and instructors can have more time to give advice and help them solve the problems they encounter.

The project dissemination in exhibition format will include the student works as the example of learning outcome and will show the whole process of the project development. A booklet and website will be produced as the deliverables be used in the future teaching and learning process. The booklet content is expected to have the research insights and implement experience to the targeted secondary school teacher. In addition, I invited Edmund Chan to join the project team, which was an idea to create an opportunity for our colleagues to adopt new teaching methods.

EXAMPLES OF TEACHING DEVELOPMENT PROJECTS

UNDERTAKEN

- 2 — Development of curriculum and pedagogy
- b Pedagogy development:

This year, I met new part time colleagues, Martin to provide him with information about the art direction subject I am teaching in 2019. We met several times and shared with him all of my teaching resources such as slides, worksheets, and reference materials. I will also have a meeting with Roberto and him to discuss and share our teaching methods. As he had less experience in teaching undergraduate students, he might need to have teaching methods and student background before he could plan his teaching. I therefore helped him to organise his teaching and suggested various teaching activities for him, and he ended up completing the subject with satisfactory quality.

In addition, I act as a information design representative in foundation year and as an external examiner for the HKDI professional certificate typography and information design programme. I have been involved in all these teaching-related committees and accreditation panels, sharing my teaching knowledge with internal and external bodies.

- Teaching development projects, 'Designing inquiry-based learning in visual communication using a design thinking approach'
- Handover Art Direction subject to new colleague
- Information design representative in foundation year restructuring
- External examiner for the HKDI professional certificate programme

TRACK RECORD

AS A SUBJECT TEACHER

3 – Management of subjects and programmes

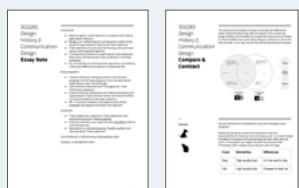
a Subject administration:

For the teaching planning and delivering: I have created a series of online video demos and tutorials; associated with the Blackboard and Google Drive, I established an e-learning network for student and teaching staff to review learning materials and aligning learning activities with intended learning outcomes. I also use Blackboard for converting a paper test into a computer-based assessment. It allows the student to receive their score immediately after taking the test. Since its computer based; teaching staff do not have the hassle of manual grade entering and reducing assessment planning time. Library e-Resources recommend for the students as reading references that aim at reducing students' textbook costs. There was growing anecdotal evidence that student attendance at mass lectures appeared to be declining across the programme.

(click image to see)

Google Drive

Google Site for each subject :
mp.sdclive.org, ad.sdclive.org, dh.sdclive.org



Notes

DH2 After week 7
 DH2 Compare & Contract Note
 DH2 Essay Note
 DH2 Learning Journal Note
 DH2 Learning Journal
 DH2 Notes
 DH2 Rubric Note

Lecture Slides

dh_lec00, dh_lec01, dh_lec02, dh_lec03, dh_lec04, dh_lec05a,
 dh_lec05b, dh_lec05c, dh_lec06a, dh_lec06b, dh_lec06c, dh_lec07a, dh_lec07b,
 dh_lec08a, dh_lec08b, dh_lec08c, dh_lec09a, dh_lec09b, dh_lec09c, dh_lec09d,
 dh_lec10

Subject Administration

BACD NameList
 BACD timetable

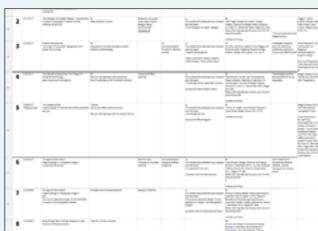
CH2 Attendance
 CH2 Grade
 CH2 Intrim Grade
 CH2 Outline
 CH2 Project Theme
 CH2 Timetable

DESCRIPTION OF CURRENT/PAST ROLES AND CONTRIBUTIONS IN PROGRAMME MANAGEMENT

3 – Management of subjects and programmes

c) Programme management::

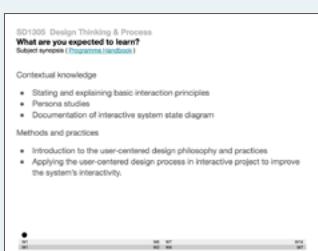
During my eleven year service as a teaching fellow in the School of Design, I worked closely with the HMDT, BAIM, BACD program management team, especially contributing digital assets, evaluation system and grading system to the subject component and issues in the subject implementation. In the coming semester, I was appointed as subject coordinator and teaching staff of Production and technologies for CD, Information Design, Digital Aesthetic and Art Direction. As a subject coordinator of the subjects, I have completed several tasks before the subject begins.



Timetable



PTVL
Recommendation letter



iSFQ



Subject
Meeting
Minutes

Planning and preparing for teaching

Planning a subject: Student Learning, Context, Content, Organisation, Teaching Approach, Assessment, Resources and Evaluation

Part-time staff or guest lecturers are recruited to enhance academic expertise in discipline development and pre-teaching meeting are held.

Liaison with the teaching team is maintained on a fortnightly basis to ensure that teaching staff are fully informed of relevant teaching progress and student issues.

Review feedback from students SFQ

Teaching consultation conducted at the end of the teaching weeks to ensure the validity of assessment practices and feedback from the teaching staff.

Post-teaching meetings are held to review feedback from colleagues.

DESCRIPTION OF CURRENT/PAST ROLES AND CONTRIBUTIONS IN PROGRAMME MANAGEMENT

- 3 – Management of subjects and programmes
- c Programme management::

My administrative responsibilities at subject level include coordination of PTVL, guest and non-academic staff participation in teaching and learning activities, procurement of subject materials, subject budget planning for service learning disciplines, service learning project proposals, lesson plan and grade moderation meetings, management of student cases and outreach through exhibitions and lectures. At the programme level, I help my colleagues prepare materials and take minutes for staff-student consultation meetings. Minutes and follow-up are in progress, for example it has been reflected to the relevant teachers that subjects have a heavy workload for students. I will continue to follow up on this issue and resolve it before the start of the new semester. In addition, I have attended special meetings on student issues, such as academic performance and meetings on interpretation of achievements. During these sessions, I provide students with information about school policies and subject marking criteria, and let them know the criteria for their performance in different learning components. As a result of the discussions, some of the students' issues were resolved, but some were not properly addressed, so I will discuss them with the teaching team in order to make them more explicit in the future. In contrast, for the school-level meeting, I represent the CD programme in undergraduate restructuring meetings. At the meeting, I reflected on our practical needs and our characteristics in the foundation year and raised concerns about 2D-based training of students in visualisation skills. The meeting is progressing and I will continue to keep our colleagues informed of new developments.

Apart from the meetings, I also took on the role of Admissions Coordinator, managing different admissions processes such as NON-JUPAS, JUPAS, NON-JEE, JEE, NAS, STEM Selection portfolio reviews and interviews. Since we invited our PTVL to participate in the interview. I draft a process description for them so that they understand more about the interview process. In addition, I shared my experience of interviewing undergraduate students with Sylvia Liu, our assistant dean, to exchange ideas on format and process. After the interviews I usually discuss the rankings and questions with my colleagues. I would say that most of the interviews go well and I would investigate further the interview breaks in the intensive schedule. Another of my management responsibilities is the management and development of the Colour Lab. The core problem with the lab was low usage and ageing equipment. To address this issue, I have promoted the lab to final year students so that they can use it to experiment with different printing effects and to give them an idea of how to operate the printer. This act has reduced the workload of me and the laboratory technicians. In the coming

DESCRIPTION OF CURRENT/PAST ROLES AND CONTRIBUTIONS IN PROGRAMME MANAGEMENT

- 3 — Management of subjects and programmes
- c Programme management::

year, the lab will be organising workshops on Risograph printing and building closer relationships with the Hong Kong Art Printing Association and Fujifilm.

Furthermore, I was also involved in promoting the BA Design programme and the CD discipline. With the help of the Marketing Team, I gave a talk on admissions strategies at the PolyU Joint Admissions Consultation Day 2021 and participated in an articulation partner feedback interview with the HKCC. Through these talks and interviews, I have had the opportunity to keep the public up to date with the latest developments and directions of our school. In addition, to communicate more effectively, I created our CD Instagram account as a showcase for our students' work and this channel has been as effective as we expected, with some employers actually getting to know students on IG and students in other years getting to know the expected outcomes of subjects they will attend.

- Chairing the Student-Staff Consultation Meeting
- Participant in the Student Issues Meeting,
- CD / ID representative at the New Foundation Meeting
- Admissions Coordinator
- Colour Management Lab in charge
- Promotion of BA Design and CD discipline.
- Collaboration with Hong Kong Art Printing Association
- Collaboration with Fujifilm



PROJECT LEADER OF DESIGNING INQUIRY-BASED LEARNING IN VISUAL COMMUNICATION USING A DESIGN THINKING APPROACH (2022)

4 — Research Activities

The aim of this project is to develop a learner-centred visual communication subject with enquiry-based learning and the flipped classroom approach. This project was created with \$120K in funding to make more extensive use of interactive pedagogies, such as enquiry-based learning and the flipped classroom approach in order to engage and challenge students and increase their confidence and communication skills.

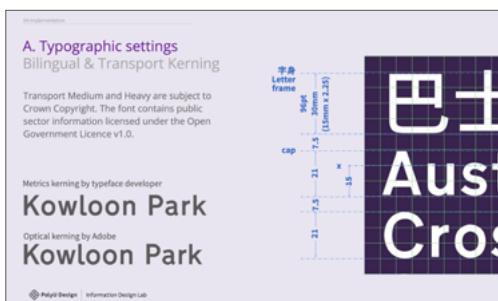
(click image to download)

	THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	Form A <input style="width: 100%; height: 1em; border: 1px solid black; margin-bottom: 2px;" type="text"/> Ref. No. <small>(For office use only)</small>																		
Application for Funding for Strategic Plan Initiatives to Enhance the Student Learning Experience through the Use of Interactive Pedagogies 2021-22 (2nd round)																				
<p>Area (1): Make more extensive use of interactive pedagogies, such as enquiry-based learning and the flipped classroom approach in order to engage and challenge students and increase their confidence and communication skills; make use of blended learning to harness both synchronous and asynchronous modalities of the online component. Implement the pedagogies progressively in suitable subjects to enhance the student experience and learning.</p>																				
Part I: General Information																				
<p>1. Title: <input style="width: 80%; border: 1px solid black; height: 1.2em; margin-bottom: 5px;" type="text"/> Designing enquiry-based learning in visual communication with a design thinking approach</p>																				
<p>2. Name(s) of applicant(s):</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Name</th> <th>Dept</th> <th>Post</th> <th>Email</th> <th>Ext</th> </tr> </thead> <tbody> <tr> <td>Project Leader</td> <td>NG Mau Wai Clive</td> <td>SD</td> <td>Teaching Fellow</td> <td>sdclive@polyu.edu.hk</td> <td>4299</td> </tr> <tr> <td>Team Member(s)</td> <td>CHAN Tze Fung Edmund</td> <td>SD</td> <td>Instructor</td> <td>sdchan@polyu.edu.hk</td> <td>4716</td> </tr> </tbody> </table>				Name	Dept	Post	Email	Ext	Project Leader	NG Mau Wai Clive	SD	Teaching Fellow	sdclive@polyu.edu.hk	4299	Team Member(s)	CHAN Tze Fung Edmund	SD	Instructor	sdchan@polyu.edu.hk	4716
	Name	Dept	Post	Email	Ext															
Project Leader	NG Mau Wai Clive	SD	Teaching Fellow	sdclive@polyu.edu.hk	4299															
Team Member(s)	CHAN Tze Fung Edmund	SD	Instructor	sdchan@polyu.edu.hk	4716															
<p>3. Total funding requested: <input style="width: 100px; border: 1px solid black; height: 1.2em; margin-bottom: 5px;" type="text"/> 120,000 (HKD) From University (i.e. Strategic Plan fund): <input style="width: 100px; border: 1px solid black; height: 1.2em; margin-bottom: 5px;" type="text"/> 100,000 (HKD) From *Department / Faculty (i.e. matching fund), if any: * Please delete whichever not applicable. <input style="width: 100px; border: 1px solid black; height: 1.2em; margin-bottom: 5px;" type="text"/> 20,000 (HKD)</p>																				
<p>4. Expected duration of project: <input style="width: 100px; border: 1px solid black; height: 1.2em; margin-bottom: 5px;" type="text"/> 14 months Proposed commencement date: <input style="width: 100px; border: 1px solid black; height: 1.2em; margin-bottom: 5px;" type="text"/> 01/05/2022 (dd/mm/yyyy) Expected completion date: <input style="width: 100px; border: 1px solid black; height: 1.2em; margin-bottom: 5px;" type="text"/> 30/06/2023 (dd/mm/yyyy)</p>																				

DESIGN CONSULTANT FOR RECOMMENDATIONS OF THE "02 SIGNAGE ARTWORK DESIGN" PEDESTRIAN GUIDANCE SIGNAGE SYSTEM IN HONG KONG (2022)

4 — Research Activities

The aim of the project was to provide recommendations for ARUP's existing '02 Sign Art Design', which was based strictly on the results of the August user testing and guidance from the TPDM and SEGD white papers. The recommendations will focus on legibility, Colour contrast and Information hierarchy all of which were similar items tested in the August user test. This project will not provide design solutions and decisions, as the role of IDL is based on usability studies, not on creativity or aesthetics.



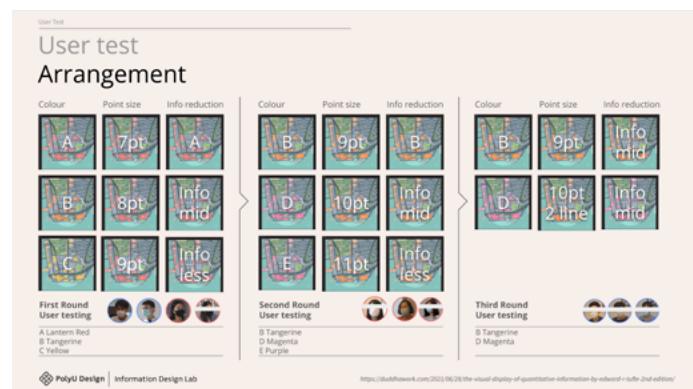
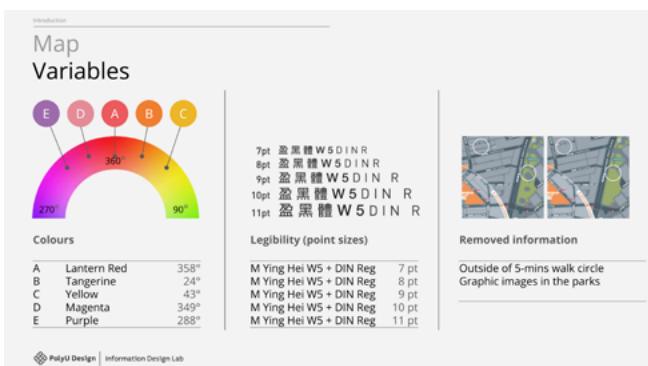
DESIGN CONSULTANT FOR USER TESTS FOR THE ARUP'S

THE FIRST PROTOTYPES OF THE PEDESTRIAN WAYFINDING

SIGNAGE SYSTEM IN HONG KONG (2021)

4 — Research Activities

The aim of the project is to collect and examine the Hong Kong young users' feedback towards the first prototypes of the pedestrian wayfinding signage system (the prototype) developed jointly by the ARUP Group Limited and the UK design firm Maynard . This project is an attempt to identify the existing problems of the prototype through a series of user tests with intended users. In one and a half months, the team is endeavouring to uncover any other design defects or dysfunctions from the prototypes in order to recommend the responding design improvements in terms of legibility, usability and accessibility.



SERVICES

UNDERTAKEN DURING THE REPORT PERIOD

5 — University Services

Administrative assignments

- Social media promotion for communication design
- Student works archive of communication design student work
- Colour lab utilization development

Information Design Lab

- User tests for the ARUP's the first prototypes of the Pedestrian Wayfinding Signage System in Hong Kong (2021)
- Recommendations of the "02 Signage Artwork Design" pedestrian guidance signage system in Hong Kong (2022)

Promotion

- Social media promotion for communication design
- Guest invitation for the studio exhibitions

Academic Advisory

- Managing three student major issue in learning
- Handling cases of Year 4 student grading issue in capstone project
- Mentoring three student to work with design projects

Admission

- Managing four types of application interviews and portfolio revision.

Judge Panel

- Panel of judges, ON LIGHT Design Competition, FUJIFILM Hong Kong
- Panel of judges, The 33rd Hong Kong Print Awards 20

SERVICES

UNDERTAKEN DURING THE REPORT PERIOD

5 — Professional Services

- Recommendations of the "02 Signage Artwork Design" pedestrian guidance signage system in Hong Kong (2022)
- Development of Pedestrian Wayfinding Signage System for Hong Kong – Feasibility Study: Meeting on Stakeholder Engagement for Consensus Building (2021)
- Proof-reader of Paper 2B (Creative Digital Media) HKDSE DAT (Design & Applied Technology), HKEAA (2020) (2022)
- Guest speaker of design seminar for Carmel Divine Grace Foundation Secondary School (2022)

Public Community Services

- External Examiner, Hong Kong Design Institute (2021 - present)
- Examiner, Hong Kong Art Development Council (2004 - present)
- Subject Committee for the Hong Kong Diploma of Secondary Education (HKDSE) on Design & Applied Technology

Others

Professional consulting

- Recommendations of the "02 Signage Artwork Design" pedestrian guidance signage system in Hong Kong (2022)
- Usability test for Pedestrian Wayfinding Signage System for Hong Kong (2021)

Documentation

- Aerial photography of road signs and layout (2020)

Exhibition

- Box Exhibition: Packaging studio photography (2022)
- Box Exhibition: Prototype Showreel (2022)
- Designing for People: Museum Wayfinding and Medication Administration (2022)

ANNEX A

From: ng, clive [SD] clive.ng@polyu.edu.hk
Subject: Re: PRODUCTION TECHNOLOGIES FOR COMMUNICATION DESIGN (SD3250_20211_A): Sorry for the technical problems
Date: 23 September 2021 at 11:05 PM
To: MOON, Daeun [Student] daeun.moon@connect.polyu.hk
Bcc: sdclive sdclive@polyu.edu.hk



Dear Grace,
 Oh my god, what wrong with the learn.polyu!

Here are he links:
https://www.youtube.com/watch?v=oUIP4VkuH84&list=PL13JZLxbEz_YfTB13g3fjkrVKz_HyQklp&index=4

Cinema 4D Tutorial - How to Visualise Packaging with FoldMyDesign
<https://www.youtube.com/watch?v=DkUq3RnXZaQ>

Cinema 4D Packaging Design Tutorial | Cinema 4D Tips & Tricks - Fold My Design
<https://www.youtube.com/watch?v=gFhwGyNWzMM>

Cheers
 Clive

On 23 Sep 2021, at 10:54 PM, MOON, Daeun [Student] <daeun.moon@connect.polyu.hk> wrote:

[This message is sent from PolyU Connect: MOON,Daeun [***0701D]]

Hi Clive,

It seems as though you didn't put in the links you were intending to send us 😅. If you did, I can't seem to see it on the email itself! Hope you have a good rest of your evening.

Best,
 Grace

From: Mau Wai NG - sdclive@polyu.edu.hk <do-not-reply@blackboard.com>

Sent: Thursday, September 23, 2021 8:45 PM

Subject: PRODUCTION TECHNOLOGIES FOR COMMUNICATION DESIGN (SD3250_20211_A): Sorry for the technical problems

Hi there,

I'm sorry for the unsatisfactory performance of C4d on the new mac. So if you want to review that collapse feature of C4d, you can use the following link:

and here are more video about doing packaging with c4d:

Trust me, by using C4D, you can easily understand the look and feel of your packaging and can change different graphics before the actual production.

I would be happy to show you how to use this application, but of course you have to prepare your work first.

Best,
 Clive



Disclaimer:

This message (including any attachments) contains confidential information intended for a specific individual and purpose. If you are not the intended recipient, you should delete this message and notify the sender and The Hong Kong Polytechnic University (the University) immediately. Any

ANNEX B

From: ng, clive [SD] clive.ng@polyu.edu.hk
Subject: Re: PRODUCTION TECHNOLOGIES FOR COMMUNICATION DESIGN (SD3250_20211_A): Please submit your interim presentation
Date: 26 October 2021 at 9:35 PM
To: CASTILLO, Samuel Jacob [Student] samuel-jacob.castillo@connect.polyu.hk
Bcc: ng, clive [SD] sdclive@polyu.edu.hk



Hi it fixed
Best,
Clive

On 26 Oct 2021, at 9:30 PM, CASTILLO, Samuel Jacob [Student] <samuel-jacob.castillo@connect.polyu.hk> wrote:

[This message is sent from PolyU Connect: CASTILLO, Samuel Jacob B. [***8864D]]

Hi Clive,

Would you mind granting permission for the link to upload the interim presentation? I can't seem to access it...

Cheers,
Sam

From: Mau Wai NG - sdclive@polyu.edu.hk <do-not-reply@blackboard.com>
Sent: Tuesday, October 26, 2021 7:43 PM
Subject: PRODUCTION TECHNOLOGIES FOR COMMUNICATION DESIGN (SD3250_20211_A): Please submit your interim presentation

Hi

Please submit your interim presentation with the following link:
<https://sites.google.com/sdclive.org/ptcd/week/week-8>

In addatona, I have just updated my subject web, please check if you need anything in particular.

for example: week 6 paper talks & colour management
<https://sites.google.com/sdclive.org/ptcd/week/week-7>

and the subject brief:
<http://ptcd.sdclive.org/>

Seinfng you at KLN Bay on Thursday.

Best,
Clive



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

/ Opening Minds • Shaping the Future • 開拓思維 • 成就未來

Disclaimer:

This message (including any attachments) contains confidential information intended for a specific individual and purpose. If you are not the intended recipient, you should delete this message and notify the sender and The Hong Kong Polytechnic University (the University) immediately. Any disclosure, copying, or distribution of this message, or the taking of any action based on it, is strictly prohibited and may be unlawful.

The University specifically denies any responsibility for the accuracy or quality of information obtained through University E-mail Facilities. Any views and opinions expressed are only those of the author(s) and do not necessarily represent those of the University and the University accepts no liability whatsoever for any losses or damages incurred or caused to any party as a result of the use of such information.

ANNEX C



Form A

Ref. No.	
----------	--

(For office use only)

**Application for Funding for Strategic Plan Initiatives to
Enhance the Student Learning Experience through the Use of Interactive Pedagogies
2021-22 (2nd round)**

Area (1): Make more extensive use of interactive pedagogies, such as enquiry-based learning and the flipped classroom approach in order to engage and challenge students and increase their confidence and communication skills; make use of blended learning to harness both synchronous and asynchronous modalities of the online component. Implement the pedagogies progressively in suitable subjects to enhance the student experience and learning.

Part I: General Information

1. **Title:** Designing enquiry-based learning in visual communication with a design thinking approach

2. **Name(s) of applicant(s):**

	Name	Dept	Post	Email	Ext
Project Leader	NG Mau Wai Clive	SD	Teaching Fellow	sdclive@polyu.edu.hk	4299
Team Member(s)	CHAN Tze Fung Edmund	SD	Instructor	sdchan@polyu.edu.hk	4716

3. **Total funding requested:** 120,000 (HKD)

From University (i.e. Strategic Plan fund): 100,000 (HKD)

From *Department / Faculty (i.e. matching fund), if any:

* Please **delete** whichever not applicable. 20,000 (HKD)

4. **Expected duration of project:** 14 months

Proposed commencement date: 01/05/2022 (dd/mm/yyyy)

Expected completion date: 30/06/2023 (dd/mm/yyyy)

ANNEX C

Part II: Details of Proposal

1. Project objectives

What are your objectives in initiating this project? How does your project relate to the programme, departmental and/or university strategic goals in relation to teaching and learning, or how does it address the instructional challenges when delivering the subject?

Project objective

To develop a learner-centred visual communication subject with enquiry-based learning and the flipped classroom approach.

Background

The School of Design (SD) will be launching a new curriculum in the next cohort as one of its aims is to increase interdisciplinary capacity in design-led innovation and it is vital that students gain knowledge in communication in order to be prepared to engage with different complex problems. SD1103 Communication Basics for Designers used to be a subject that serve for the needs of students to communicate concept graphically and visually, in which some essential design application such as Adobe suite will be introduce during the class. However, after many years of teaching, our project team has realised that students acquire applied skills based on the needs of their projects and they can easily find answers from the internet, this keeps students not engaging in learning in the classroom. Therefore, if we teach these skills in advance and in a linear sequence, this is not effective and it wastes class time.

By adapting an enquiry-based learning and flipped classroom approach, our project team can have the resources to prepare “problem-based projects” for students to work on. In addition, we can pre-arrange relevant skills for them to query during non-class time. In this case, students can have more time to look up skills for their specific projects and instructors can have more time to give advice and help them solve the problems they encounter.

User-centred research → Enquiry-based learning and flipped classroom

In order to develop more effective content for students, bringing human-centred design into design education can help shape the experience of learning and teaching. Learner-centred curriculum design means giving learners the power to shape their own education through choice. It has similar to the nature of enquiry-based learning and the concept of human-centred design. The design thinking process will therefore be used in the research phase of this project, which will also be a first attempt for the visual communication discipline.

5 stages of the design thinking process are incorporated into the development of enquiry-based learning

Empathise →	Define →	Ideate →	Prototype →	Test
Surveys and interviews with students who took the subject	Analyse the problem using SWOT and triangulation	Using flipped classroom strategies and enquiry-based learning pedagogy	Version 1 of PBP & EBL Version 2 of PBP & EBL Version 3 of PBP & EBL	Demo lesson
Iterative ↔ process				

Mr. Clive Ng specialising in information design and design education will respond for implementing and monitoring the project and the Mr. Edmund Chan specialising in photography and imaging will respond for workshop video. A part-time project assistant should be specialising in enquiry-based learning. He or she will share the responsibility of develop contents of the PDP and leading four student participants conduct in-depth studies of threshold concepts and knowledge in the realm of visual communication.

ANNEX C

2. Intended learning outcomes for students

How will the project impact both students' learning experience and outcomes?

By incorporating problem-based projects (PDP) designed by the project team, it enables students to use a range of lecture and workshop videos from our initiatives and open platforms. With pre-structured learning materials, students can proactively develop their knowledge of visual communication under the guidance of a tutor. The materials produced will be rich in modes of communication and appeal to multiple senses in bringing out its contents. The project explores an alternative to lecture based model of teaching visual communication in the classroom. It is a step towards diversifying the teaching and learning strategies in design learning.

This project creates an opportunity for up to 20 design student assistants to engage in an in-depth study of threshold concepts and knowledge in the arena of visual communication. Through discussions and interviews with the project team, the student assistants and the first and second year design students, we can, on the one hand, optimise the teaching content. On the other hand, student assistants can use the experience of creating appreciation tasks as a way of giving knowledge transfer.

All students of BA Design with an interest in visual communication will be targeted for recruitment. The project will have an impact on participating students better learning performance and a higher level of learner satisfaction than those in other setting.

The learning content and project brief will be open to all design major and elective students via blackboard. More than 100 students in BA Design will be benefited from the project. All students taking the design courses will be subsequently benefited from the project through an improved understanding the skills in graphic communication through enquiry-based learning

The following intended learning outcomes of this project will be used to enhance existing subject learning outcomes:

Subject students

- Be able to create questions though the process of developing PBP
- Obtaining supporting evidence and skills to answer the briefing challenge
- Connecting the explanation to the knowledge obtained from the investigative design process with PBP

Student assistants

- Able to transfer their learning experience to teaching methods

3. Outcomes and deliverables

(a) Major outcomes and deliverables

What will be the major outcomes and deliverables of the project? Please insert rows in the table if necessary.

(i)	Problem-based project briefs (PBP)
(ii)	Graphic communication lectures videos by SD
(iii)	Photographic workshop videos by SD
(iv)	Reports on students' performance in acquiring enquiry-based learning
(v)	Small scale project exhibition
(vi)	Project booklet and website

ANNEX C

4. Implementation plan

Give details of your plan for implementation of the project. They should include a description of the participants, process of development, research design and procedures of data collection, instruments/tools/measures for capturing behaviours of the participants, plan for data analyses. Also describe the method and timeline of a pilot study, if any.

- (a) Who are the target students/intended users/participants to be involved in this project? Please insert rows in the table if necessary.

Programme/ subject code	Programme/subject title	Credit units	Mode of study	Student intake quota per year
SD1103	Communication Basics for Designers	3	Lecture, Workshop	100
SD2XXX (TBC)	Common Design Studio	6	Lecture, Workshop	100

Other potential participants/users (if any)

15 student assistants as interviewees and demo session participants.

- (b) Process for development of learning and teaching materials, including the timeline

Enquiry-based learning content (Lecture, workshop videos, learning resources) (EPL) and Problem-based project briefs (PDP) are core materials for learning and teaching. The production of relevant videos and project briefs will be developed in parallel. Development of the (Version 1: the project briefs and workshop videos) will start in early April and is expected to be available for interviews in May, with the first version forming part of the survey. The data and insights gained from the students will be incorporated into revised materials and PDP, (Version 2: the project brief and workshop video) which will be ready in June. For the interview in June, in depth task-based interview will be carried out with 5 Second-year BA Design students. In July, our team will consolidate all the data, develop the final version of the materials (version 3: project brief and workshop video) and prepare the materials and plan for the demo lesson in August. As it will be considered as a pilot study and user testing, some pedagogical content and some content related to threshold concepts can be tested in this format in order to understand these issues before the launch in September.

Timeline

Month/Year Activities related to evaluation of impact/quality of the project

MAR / 2022	Recruiting student assistants and part time project associate
APR / 2022	Developing the problem-based project briefs (PBP) and enquiry-based learning content (EBL) (Lecture, workshop videos, learning resources)
MAY / 2022	Version 1 of PBP & EBL Preparing for interview questions and tasks First (diagnosing): survey
JUN / 2022	Version 2 of PBP & EBL Insights are included in the revised materials and briefings. Second (effectiveness): task-based interview
JUL / 2022	Revision the project briefs and enquiry-based learning content
AUG / 2022	Version 3 of PBP & EBL First pilot study: Demo lesson
SEP / 2022	SD1103 Communication Basics for Designers commence

ANNEX C

(c) Research design and procedures of data collection, including the timeline

User-centred research will be adapted to gain empathy with the students we are facilitating. In the primary phase, literature reviews, observations and case studies will be conducted to diagnose problems with existing teaching content and method. Comparative cases will also be used to find out the strengths and weaknesses of the existing pedagogy. The pre-launch data collection focused on surveys, including questionnaires and interviews, to obtain a wider range of first-hand data.

As the research section is closely linked to the updated version of the material, the following table shows the relationship between the development of the material

Primary phase literature reviews, Observations and case studies (April)	→ Version 1 of PBP & EBL(May) Preparing for interview questions and tasks First (diagnosing): survey
Prelaunch data collection Survey (May) 10 Second-year BA Design students	→ Version 2 of PBP & EBL (June) Insights are included in the revised materials and briefings. Second (effectiveness): task-based interview
User Research Interview (June) empathy maps, persona scenarios, current state user journey maps	→ Revision the project briefs and enquiry-based learning content (July)
User Testing (July) future state user journey maps	→ Version 3 of PBP & EBL First pilot study: Demo lesson

The survey will involve 10 second year design undergraduates in May and interviews will involve five students in June, prior to the launch of the reformed subject in September 2022. The survey will focus on diagnosing existing teaching and learning content, in addition to providing insights into enquiry-based learning models, while the interviews will focus on the effectiveness of flipped classrooms for learning graphic communication skills. Feedback gathered from the survey and interviews conducted with those second year students will be used to refine the project. In addition, task-based interviews were obtained to test the effectiveness of flipped classroom learning.

Once the research data is adequate to develop empathy maps, persona scenarios and user journey maps, insights into optimised enquiry-based learning and flipped classrooms can be anticipated. In terms of user research, user tests will also be conducted as demo lesson to understand issues that arise prior to launch.

Timeline

Month/Year	Activities related to evaluation of impact/quality of the project
APR / 2022	Primary research: Literature reviews
MAY / 2022	Primary & Secondary research: Observations and case studies Primary research: surveys of prior learning experiences
JUN / 2022	Analysis and insights from the research in May and April User Research: developing empathy maps, persona scenarios, current state user journey maps
JUL / 2022	User Research: future state user journey maps
AUG / 2022	User Test: Demo lesson
SEP / 2022	SD1103 Communication Basics for Designers commence

ANNEX C

(d) Instruments/tools/measures used in the project for capturing behaviours of participants

Observation can capture the behaviour of participants in the project in two ways; firstly, by capturing the amount of engagement through the rate of student participation, which can be measured through the classroom tasks completed by the group and participation in the different workshops. In contrast, the qualitative aspects of classroom discussions and the quality of the design work product can be linked to the existing performer grading rubric for the discipline.

(e) Plan for data analyses

Upon completion of the subject in December 2022, it is expected that two sets of data will be analysed, one set of data from prior learning experiences, which should be disaggregated to compare new data from the new PBP and EBL learning. Comparative and SWOP analysis will be used to identify the strengths and weaknesses of the new PBP and EBL learning in order to draw conclusions about this new approach. SFQs, student post-subject interviews and learning reflections will also be included in the scope of comparison. In addition, triangulation of prior learning experience data will be used to improve the credibility and validity of the findings.

(f) Method and timeline of pilot study, if any

As this reformed subject is expected to be launched in September 2022, a small-scale pilot study will be conducted in early August, during which the revision of the teaching content and delivery model should be further enhanced. The model for the pilot study will be the same as the design user test, with parts of the teaching given to student assistants who will be asked to complete the tasks in the new flipped classroom. The performance and efficiency of the new model will be evaluated and compared with a survey in May.

Timeline

Month/Year	Activities related to evaluation of impact/quality of the project
AUG 01 / 2022	User Test: Demo lesson Parts of the teaching given to student assistants with task
AUG 08 / 2022	User Test: Demo lesson student assistants return the task and feedback
AUG 15 / 2022	Comparing the performance and efficiency of the new model with survey in June.
AUG 22 / 2022	Setup the model and teaching content interim evaluation
SEP 05	SD1103 Communication Basics for Designers commence

5. Evaluation plan

How will you evaluate the effectiveness/quality of your outcome/deliverables and their impact on students' subject-based learning experience and outcomes? An evaluation plan should have clear evaluation objectives, appropriate methodologies and specific timeline.

Objective(s)

- To ensure the flipped classroom videos from SD and materials will enable students to learn effectively and productively
- To leverage the student-led learning content that has focus on threshold concepts and knowledge in learning of graphic communication skills and photography, so that the result can benefit students not only in assignment level, but to the professional practice of the workspace.
- To make sure that the flipped classroom method will be more effective use of traditional class time.

Method(s)

Both formative and summative procedures will be used to evaluate the success of the project in phase 2, after the first and the second pilot period. The project leader involved in the project will keep a reflective journal of applying the flipped classroom method during the delivery of the courses, thus providing formative information

ANNEX C

for self-evaluation. The focus of the evaluative journal will be on comparing the effectiveness of teaching, organization of materials, and student feedback with the video aided instruction approach in the learning and teaching of graphic communication skills and photography in the courses.

- Evaluation of the project will be in the form of a focus group of meeting involving project investigators and the five year one students. A summary of the feedbacks will be included in the completion report.

Timeline

Month/Year	Activities related to evaluation of impact/quality of the project
AUG / 2021	interim evaluation
DEC / 2023	After course: Interview with Year 1 students
JAN / 2023	Revision of SFQ
FEB / 2023	final evaluation
ARL / 2023	Writing the report
MAY to June / 2023	Complete the report Small scale exhibition

6. Strategies for dissemination and sustainability

How will the deliverables be used in the future teaching and learning process by students? How are you going to disseminate and share the outcomes and deliverables of your project (e.g. publication of project results as full papers)? How will the use of the deliverables be sustained and extended *beyond* the subjects involved in this project after the project ends?

The project dissemination in exhibition format where will be include the student works as the example of learning outcome and will show the whole process of the project development. A booklet and website will be produced as the deliverables be used in the future teaching and learning process. The booklet content is expected to have the research insights and implement experience to the targeted secondary school teacher. In addition, I will attempt to share this experience in the academic arena by submitting manuscript to journals such as the International Journal of Design Education.

- An exhibition to showcase student learning outcome
- A booklet and website to share the outcomes and deliverables of the subject
- Submitting manuscript to education related journal

ANNEX C

Part III: Budget of Proposal

Important Notes

1. Funding requests for equipment and/or software will be considered only if:
 - a. the equipment/software is essential to the successful implementation of the project, AND
 - b. it is not available in the department concerned. The Project Leader has the responsibility to check this out.
2. The purchasing policies and procedures of FO must be followed for the procurement of approved items.
3. Funding request for conference attendance will not be considered.

Item	Description	Budget (HK\$)
(a) Staff	<p>Please provide the following details:</p> <p>Part-time Project Assistance</p> <p>Number of staff: 1</p> <p>Duty of each staff</p> <ul style="list-style-type: none"> • Assist in the development of inquiry-based learning content • Assist in the design of problem-based project briefs • Conducting research • Conducting user testing • Monthly journal • Analysing data • Writing reports <p>Salary per month (including MPF) x duration of employment \$122 (+ 5%MPF) x 520 hours.</p>	\$63466
	<p>Rank: Student Assistant (Project)</p> <p>Number of staff: 4</p> <p>Duty of each staff</p> <ul style="list-style-type: none"> • Assist in conducting research • Assist in conducting user testing • Assist in analysing data • Assist in writing reports <p>Salary per month (including MPF) x duration of employment (\$70 x (+5%MPF) x 100hrs) x 4</p>	\$29,400
	<p>Rank: Student Assistant (User testing representative)</p> <p>Number of staff: 4</p> <p>Duty of each staff</p> <ul style="list-style-type: none"> • Complete user test and task <p>Salary per month (including MPF) x duration of employment (\$70 x 5%MPF x 60 hrs) x4</p>	\$17640
(b) Contract for service	<p>Please itemise and provide justifications.</p> <p>NIL</p>	

ANNEX C

(c) Equipment	Please itemise and provide justifications.	
	NIL	
(d) Software	Please itemise and provide justifications.	
	NIL	
(e) General expenses	Please itemise and provide justifications.	\$9494
	Consumable Item – Travel expenses, postage fee, printing.	
	Budget for dissemination and sustainability	
	Exhibition printing of the boards and materials \$ 2,000	
	Website hosting and design \$ 3,000	
	Booklet design and production \$ 4,000	
	Stationary \$ 494	
		Total: \$120,000

Part IV: Confirmation and Endorsement

1. Confirmation by the Project Leader

Name: NG Mau Wai, Clive
 Dept./Faculty: SD
 Date: 11 JAN 2022

Please sign here



2. Endorsement by Chair of DLTC

(Skip to 3 if the project leader is the DLTC Chair.)

Please comment on the proposal and sign to endorse.

(Proposal without DLTC Chair's comments will not be considered.)

Very good proposal, support.

Name: Mr. Horace Pan
 Date: 13 Jan 2022

Please sign here

ANNEX D

OPEN-ENDED COMMENTS ON THE SUBJECT

Note: Each bullet point denotes a response from an individual student.

1 What aspects of the subject were most useful to your learning?

- The knowledge of recent UI trend
- learning hwo to make ui and ux is very helpful in building my cv, a new experience and understanding to the tool, interesting class.
- I think those design concept, trend and website design skills such as Figma are really useful for us. It is much detailed than online tutorial video. Also the final assignment is a good practice for us to apply what we learn.
- I like this subject have taught many skills for figma that is more convenient for me to make some simple smart animation
- The use of figma
- This subject has many class workshop that can increase our skills
- The record of lecture videos for after class is very useful in terms of references.
- This subject is useful and interesting, It lets me know more about UX/UI design.
- how to use Figma
- Figma的用法和參考網站

2 How could the subject be improved to help you learn better?

- no
- NIL
- -
- Have more tutorial
- Maybe longer courses
- I think it is very good right now
- I hope the course can be continued. If it can continued to open, maybe can divide it into two course, one for Figma teaching and the another one can teach us develop the website.
- is fine now
- demonstrate more animation/effect