

## Project on Learning to Design Thru Monster



### Objectives of the Project:

1. To introduce the concept of design and its process
2. To introduce a few basic design thinking skills
3. To demonstrate how to apply design thinking to everyday life
4. To offer teachers fresh insights into all aspects of design thinking

### The idea:

To consolidate the design process into three consecutive workshops which take the participants through the basic stages of research, idea development, and evaluation & selection.

### On completing the workshop, participants should be able to:

- 1) Describe the basic design process
- 2) Apply research skills to finding relevant information
- 3) Generate and list multiple ideas
- 4) Relate thinking skills to solving different projects
- 5) Compare options by using different evaluation tools

### Target Participants:

Secondary Students F4 to F6, **max 20** students per workshop

## Milestone:

### 2009/ 2010 Semester 1 (Option 1)

Date	Duration	Task
26 Sep 2009	Half Day	<b>Teacher Workshop</b> (Explain Design Thinking methodology and demonstrate teaching method)
Oct to Nov 2009	2 hours	<b>Session 1</b>   understanding the brief and the issue
	2-4 hours	<b>Session 2</b>   developing and finding the answers
	2 hours	<b>Session 3</b>   selecting the best possible solution
1 Dec 2009	2 hours	<b>Debriefing</b> (Summarizing the project with the consultants.)
5 Dec 2009	Half Day	<b>Student Presentation Day</b> (Students present and share their design process.)

*\*Please refer to appendix I for the outline of the workshop.*

### 2009/ 2010 Semester 2 (Option 2)

Date	Duration	Task
9 Jan 2010	Half Day	<b>Teacher Workshop</b> (Explain Design Thinking methodology and demonstrate teaching method)
Jan to March 2010	2 hours	<b>Session 1</b>   understanding the brief and the issue
	2-4 hours	<b>Session 2</b>   developing and finding the answers
	2 hours	<b>Session 3</b>   selecting the best possible solution
8 May 2010	Half Day	<b>Materials Workshop</b> (Exploring the possibilities of materials and demonstrate how to make a monster real.)
3 or 10 July 2010	Half Day	<b>Student Presentation Day</b> (Students present and share their design process.)

*\*Please refer to appendix I for the outline of the workshop.*

Date	Duration	Task
2 to 27 July 2010	26 days	<b>Exhibition</b> (Participating schools showcase their monster and learning process.)

**Role of the Teacher and School:**

- To coordinate the student registration
- At most 2 teachers to attend the teacher workshop conducted by the consultants
- To participate in and document the learning process, sharing session and exhibition (9 - 10 hours)
- To lead session 2 according to the tools introduced in session 1 and run the session within said hours according to the progress of the student groups
- To prepare the workshop materials such as stationary, paint, paper and card board etc
- To provide venue for the workshop sessions
- To summarize the project with the consultants

**Role of the Consultants:**

- To conduct half day teacher workshop for the designated teacher of the participating school
- To demonstrate the learning approach in the Sessions 1 & 3
- To facilitate an interactive learning atmosphere
- To offer consultation service for teachers during the workshop
- To summarize the project with the teachers

**Role of Hong Kong Design Centre:**

- To develop the programme content with workshop consultants
- To coordinate with the participating schools
- To facilitate the communication between teachers and consultants
- To oversee the workshop execution
- To organise the sharing session and exhibition on June or July 2010
- To distribute the certificates to teachers who participated teacher workshop

**Workshop and Consultation Fee:**

- HK\$4,000 for the entire project
- At most 2 teachers participate in the teacher workshop
- A Teacher's kit includes lesson plan, guideline, and work sheets
- The fee includes 2-hour Sessions 1 & 3 and consultation service during the period of the project
- A sharing session and public exhibition in InnoCentre, Kowloon Tong on June or July 2010

## Workshop Consultants:

**Grace Lau**



- Academic Coordinator (Design), School of Continuing and Professional Education (SCOPE) of the City University of Hong Kong
- Graduated from the Hong Kong Polytechnic University, School of Design
- Worked in the field of advertising and marketing
- Completing an MBA in York University, Ontario

### **Professional organisations**

- Honorary Secretary of the Hong Kong Designers Association (HKDA)
- Chairman of the School of Design Alumni Association (SDAA)
- Elected member of the Hong Kong Public Affairs Forum in 2003-2008

**Gabriel Tsang**



- Lecturer of Division of Language Studies at the Community College of City University
- Graduated from the Iowa State University, US
- Also owns a Master of Arts in Design from The Hong Kong Polytechnic University
- Has worked in Nygard and Associates, the US brand design company at Minnesota
- Director of Tupos Design Company
- A lecturer at the Community College of City University, teaches Design Contextual Studies

## Enquiries:

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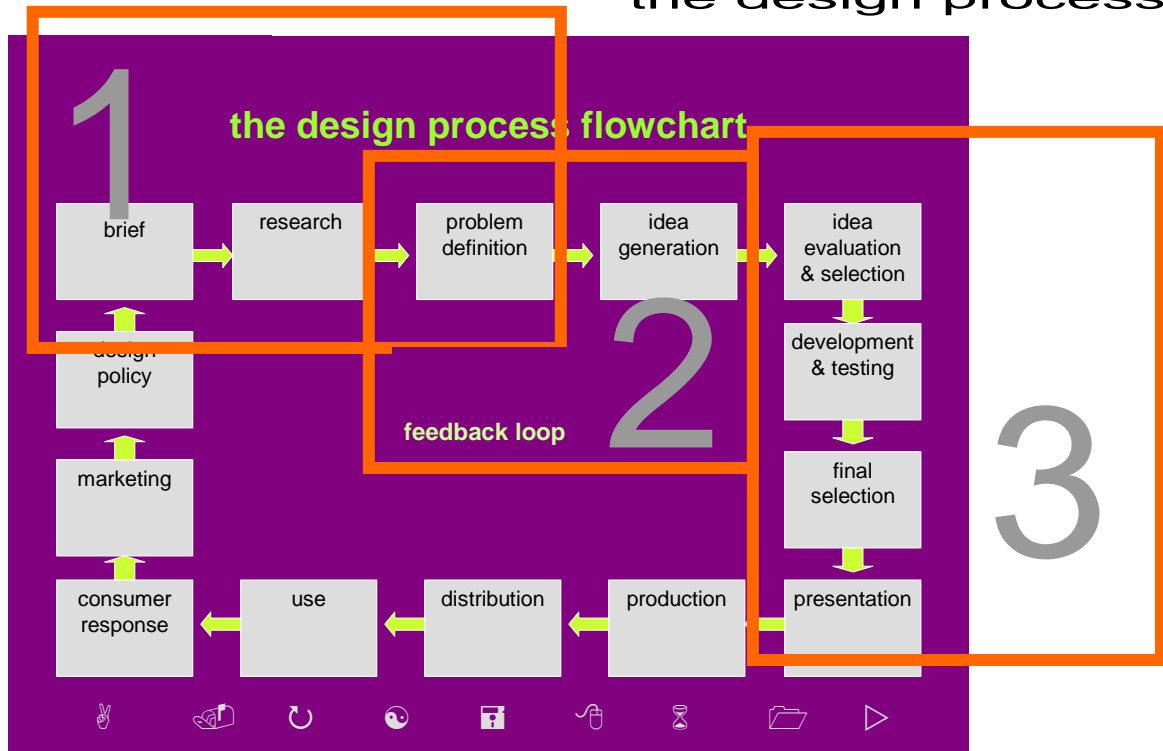
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## Supporting Organization



# Learning Design thru monster

the design process



## session 1 | understanding the brief and the issue

- fearful or fearless, what do we fear and not fear
- what does fear look like, smell like and sound like

: brainstorming, lateral-thinking

## session 2 | developing and finding the answers

- putting fear together
- more fear, add more to make fear more fearful or fearless

: radiant-thinking, force-connexions, spatial-thinking

## session 3 | selecting the best possible solution

- to design is to meet objectives, what are we trying to do here
- what is best and what is worst, what is making worst the best

: critical-thinking, evaluation-matrix