

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) / Bachelor of Arts (Honours) in Creative and Digital Arts and Bachelor of Education (Honours) (Visual Arts)
Programme QF Level	: 5
Course Title	: Design for Living
Course Code	: ART3169
Department	: Cultural and Creative Arts (CCA)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course requires students to examine and understand the historical, cultural and environmental contexts which influence the design of daily products and environment. Students will conduct design case studies, and engage in hands-on product/living design activities in the studio. They will learn to apply design concepts and problem-solving skills to produce design mock-ups based on art/design concepts and data collected from visual and literature research. Besides learning the basics of marketing associated with the design of a new product, students will initiate product/living design learning activities for incorporation into school curriculums.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Describe the historical, cultural and environmental contexts and their influences on current trends in product/living design in daily life.
- CILO₂ Create daily functional products by presenting mock-up using visual concepts and data collected from visual and literature researches.
- CILO₃ Apply critical analysis, appreciation and reflection skills in the processes of design, production and evaluation of design.
- CILO₄ Apply critical analysis, appreciation and reflection skills in the planning of product/living design learning activities for school students.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Interactive co-relation of aesthetic structures, design functions and the social environment <ul style="list-style-type: none"> • Significance of traditional, contemporary and post-modern design • Function and style in product/living design 	CILO ₁	Lecture, slide/ video show, discussion and sharing
Oriental, multi-cultural product design for global consumers <ul style="list-style-type: none"> • Historical and cultural elements in design • Social development drives development of Products • Products shaped by styles of living • Innovative and multi-functional product/living design 	CILO _{1,3}	Lecture, slide/ video show, discussion and sharing
Essential considerations for product/living design <ul style="list-style-type: none"> • Aesthetics, functions, production and marketing, consumers/ users' needs. 	CILO _{1,3}	Slide/ video show, market research & case studies, class presentation
Concerns for communities of special needs <ul style="list-style-type: none"> • Design considerations for handicaps, elderly, young children • Environmental and social issues for 	CILO _{1,3}	Slide/ video show, discussion and sharing, student presentations,

product/living design: green design, recycling, consumer products for special needs		etc.
The design process: <ul style="list-style-type: none"> • Research and problem-solving procedures, resolution and presentation techniques for design • Marketing and product/living design planning 	<i>CILO</i> _{1,2,3}	Slide/ video show, portfolios review, presentation and sharing
Exploration on modeling materials and production techniques for producing design mock-ups	<i>CILO</i> ₂	hands-on experimental exercises, project tutorials
The design process <ul style="list-style-type: none"> • Visualize ideas and render images to develop ideas • Design presentation and mock-ups 	<i>CILO</i> _{1,2,3,4}	Hands-on exercises, project tutorials
Design and plan product/living design learning activities and assessment tasks for local primary/secondary school art curriculums	<i>CILO</i> ₄	Lecture, class discussion. sharing of teaching/activities plans
Presentation, critique and reflection on design works	<i>CILO</i> _{1,2,3,4}	Presentations, sharing and critiques

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Project work <ul style="list-style-type: none"> • Present one piece / set of product/living design model based on the given topic and design brief, to demonstrate clear design concepts and show appropriate execution of materials and production techniques. (Group project, 35%) • A collection of documentation to illustrate a substantial design process undertaken, and other development possibilities for the concept(s) (individual, 20%) 	55%	<i>CILO</i> _{1, 2, 3}
(b) Process work <ul style="list-style-type: none"> • Completion and documentation of in-class technical assignments (35%) 	35%	<i>CILO</i> _{1, 3, 4}
(c) Design lesson/activities plan (individual work) <ul style="list-style-type: none"> • A teaching/activities plan (for 2-3 lessons) to enable students to understand the functional, aesthetic and creative aspects of product/living design. 	10%	<i>CILO</i> ₄

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

□ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

✓ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Antonelli, P. (2006). *Humble masterpieces: 100 everyday marvels of design*. London: Thames & Hudson.

凱瑟琳·麥克德莫特 (2002) : 《20世紀設計》, 北京, 中國青年出版社。

7. Recommended Readings

Albrecht, D., & Lupton, E. (2000). *Design culture now: National design triennial*. New York: Princeton Architectural Press.

Becerra, L. (2016). *CMF design: The fundamental principles of colour, material, finish*. Amsterdam: Frame Publishers.

Faimon, P & Weigand, J. (2004). *The nature of design: How the principles of design shape our world-- from graphics and architecture to interiors and products*. Cincinnati, OH: How Design Books.

Fairs, M. (2006). *Twenty-first century design*. London: Carlton Books.

Fiell, C. & Fiell, P. (2005). *Designing the 21st century*. Koln: Taschen.

Gmeno-Martínez, J. (2024). *Design History and Culture: Methods and Approaches*. Abingdon: Routledge.

Kotler, P. and Armstrong, G. (2010). *Principles of Marketing* (13th ed.). New York, NY: Prentice Hall.

Mackenzie, D. (1997). *Green Design, design for the environment*. London: Laurence King.

Norman, D. (2002). *The design of everyday things* (1st Basic paperback. ed.). New York: Basic Books.

Norman, D. (2004). *Emotional design: Why we love (or hate) everyday things*. New York: Basic Books.

Shusterman, R., & Veres, B. (2023). *Somaesthetics and Design Culture*. Boston: Brill.

Turner, M. (1988). *Made in Hong Kong, a history of export design in Hong Kong*. Hong Kong: Hong Kong Urban Council.

Victionary (ed.) (2008). *Simply Material*. Hong Kong: Viction Workshop Ltd.

Vieth, K. (1999). *From Ordinary to Extraordinary: Art & design problem solving*. Worcester, MA: Davis Publications, Inc.

Yelavich, S. (1997). *Design for life: Our daily lives, the spaces we shape, and the ways we communicate, as seen through the collections of America's National Design Museum*. London : Thames and Hudson.

鄧建國 (2002) : 《設計構成中的詮釋想像空間》, 台北, 亞太圖書出版社。

高橋正広 (1999): 《從概念至產品》, 香港, 香港生產力促進局編製。

林運徵 (1992) : 《模型与原型》, 台北, 龍溪國際圖書有限公司。

凱瑟琳·麥克德莫特 (2002) : 《20世紀設計》, 北京, 中國青年出版社。

李薦宏 (1997): 《形、生活與設計》, 台北, 亞太圖書出版社。

蕭銘屯 (2000): 《造形發想法之理論與實務》, 台北, 五南圖書出版有限公司。

8. Related Web Resources

Alessi designers' products: <https://alessi.com/collections/all-products>

Artifort's Products: <https://www.artifort.com/collection>

Giroflex's products: <https://www.flokk.com/giroflex>

G.O.D. 住好啲 (Goods of desire)

<https://god.com.hk/pages/home>

http://en.wikipedia.org/wiki/Goods_of_Desire#Concept

Living Design: <https://livingdesign.com/>

Mooodi's Products: <https://www.mooodi.com/en/collection>

9. Related Journals

Design News

Design Week

Live Design

Home Journal

當代設計 = Conde

設計 = Design.

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

Last update: 11 Mar 2026