

Applied Learning (Senior Secondary Level)

2016-18 Cohort

Learning and Teaching

Subject Title : Interior Design
Area of Studies : Creative Studies
Course Provider : Vocational Training Council

In Interior Design, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in interior design.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures will be used for the overview of the history of interior design as a profession and its latest development) and eye-opening opportunities to experience the complexity of the context (e.g. guided visits will be organised, including various important city spaces and landmarks of significant values in Hong Kong to recognise special features of interior space in Hong Kong).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. hands-on activities in drawing surrounding environment by hand sketch, understanding properties of different types of building materials through workshops, creating 3D paper models to present spatial ideas, and using computer Auto-CAD software to draw basic layout plans).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate innovation and entrepreneurship (e.g. case studies are used to evaluate and make comparison of the spatial quality and characteristics of living spaces around us in daily life). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. the “Lifestyle Interior Design Project” of “My Room” or “Our Space” provides students with a learning opportunity to create an ideal room or an ideal space through selection of a theme and a project site, structured research and field visits, as well as selection of appropriate materials, colour scheme, lighting installation and interior products, etc. Project works will be exhibited in the Lifestyle Interior Design Exhibition for sharing of design concepts among classmates).

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Curriculum Pillars of Applied Learning in Context – Interior Design

Upon completion of the subject, students should be able to:

- demonstrate basic understanding of interior design profession and its local and global design trend;
- recognise the work ethics of interior designers and the importance of copyright issue;
- determine the balance between end-users' needs, functional requirements and environmental consideration when creating design solutions;
- appreciate and analyse different types of spaces and built environment through case studies and field visits;
- apply basic knowledge and skills of interior design and interior product design in the design process;
- express creative ideas and demonstrate communication and presentation skills through class exercises and integrated design project; and
- develop self-understanding for further studies and career development in the related field.

Through the specific contexts related to the subject, students have different learning opportunities, for example:

1. Career-related Competencies

- acquire a macro understanding of interior design and interior product design in business with consideration of local and global design trend;
- understand the importance of legal matters related to interior design profession, ethical issues as well as the roles and responsibilities of interior design personnel;
- develop basic knowledge and skills (e.g. research, analytical and problem-solving skills) necessary for the key stages of the design cycle in interior design;
- express and communicate design concepts effectively with the intended clients through integration of various media and appropriate presentation skills; and
- identify the aptitudes and abilities required in interior design industry and plan a personal roadmap to articulate to different levels of qualifications.

2. Foundation Skills

- employ numeracy skills e.g. measurement and scaling, in constructing three-dimensional visual forms during design process;
- express ideas using appropriate terminologies used in the interior design industry for appreciation and critiques of spatial design works;
- demonstrate effective communication skills in verbal and visual forms in the integrated design project; and
- apply information technology skills in doing research on interior design trends.

3. Thinking Skills

- demonstrate problem-solving and decision-making skills to provide appropriate solutions with consideration of various aspects, such as environmental concern, end-users' needs, aesthetics and functions;
- apply creative thinking skills by the "think-out-of-the-box" methods to generate multiple design options;
- apply analytical skills, such as recognising what information is needed, locating and obtaining it from a range of sources and evaluating it; and
- evaluate the design proposal and justify choices made/direction against various scenarios and make recommendations for further improvement.

4. People Skills

- illustrate self-reflection skills upon receiving feedback from tutors and classmates during various learning activities such as class exercises, group discussion, presentation and critique;
- demonstrate self-management skills in assessment of design work at different stages and sequence up to final project presentation; and
- employ interpersonal and collaborative skills which are essential for interior designers in brainstorming, group discussion, presentation and participation in the integrated design project.

5. Values & Attitudes

- appreciate the endeavours and work of others with sensitivity through peer critique, and learn humbly from mistakes;
- identify various legal and ethical issues such as design originality, copyright, patent rights and intellectual property rights and show respect for others and for law and authority as well as honesty and integrity;
- observe the protection against plagiarism and copying without permission which are inimical to creativity;
- show enthusiasm, motivation and willingness to learn through learning-by-practising opportunities; and
- demonstrate self-confidence and sense of responsibility in the course of design and presentation of the integrated design project.