


Developing and supporting the curriculum

Heriot-Watt School Lights and Ergonomics Practice



1	<p>Your higher education institution: Heriot-Watt University</p>
2	<p>Name author(s), and contact details: Dr Ivy Shiue</p>
3	<p>How does your project contribute to a research-informed and professionally relevant curriculum?</p> <p>This teaching enhancement project has firstly introduced the design example in real life to showcase how the interactions between humans and the built environment were increased for a local restaurant in Spain. This was to bring the theories into practice in D11HF Human Factors for students to learn how they could “change” and “re-shape” human behaviours. This teaching enhancement project also contributed to the increase of students engagement cross institutions in Edinburgh since students at Edinburgh College of Arts were invited and students have requested for more similar learning experiences to be carried out during classes. Potential architecture students heatedly interacted with the presenting team during the seminar and exchanged contact details for future collaboration. Following the success, I'm planning to implement such small scale of practical exercise in student assignments/projects in the next year.</p>
4	<p>How does your project support an international and multi-disciplinary curriculum?</p> <p>As it is seen the photo in the first page of this report, this novel teaching idea was inspired from an architectural design example for a local restaurant in Spain (Spanish dreamers' team, fos, meaning “light” in Greek and “melted” in Catalan). It was implemented in Madrid and Barcelona and broadcasted in local news between October and December 2013 (http://avaxnews.net/wow/ephemeral_lighting_installation_by_fos.html) too. The video of original design and installation could be found here: http://www.youtube.com/watch?v=m6H8AI-WL-g.</p> 

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In early 2014, the team was invited to come to Heriot-Watt to deliver the design concept of increasing the interaction between humans and the built environment for the course, D11HF Human Factors, and to implement an example on campus as well. Below are 2 photos of their work at Heriot-Watt and a short video could be provided, upon request.



It was therefore thought that it could be replicated in other campuses such as in Dubai and Malaysia in the coming semesters to stimulate different cultural learning and interactions.



5 How does your project support student-centred approaches that promote student engagement and leadership?

The students in this course, D11HF Human Factors, were firstly asked to observe people's interactions and selected built environments on campus, across Scotland and overseas (for distance learners only) and surveyed user-centred needs and expectation. Then they were asked to provide design solutions to comply with the research results. This teaching project has provided them with different design concepts including the use of colours which has also broadened their eyes from an international perspective. Although there was not enough time for each student to directly involve the design process, it is seriously considered to plan a real work for students to carry out in some built environments in the next year and to put in a real research context publish.

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6 How does your project help to reshape the learning environment?

Relevance – This proposed teaching project is designed for undergraduate and postgraduate students in the course “D11HF Human Factors” at School of the Built Environment and aimed to help students link human factor theory and practice. This year, one seminar was delivered and one example was implemented on campus. For next year, it is intended to include students to brainstorm creative and novel design ideas (individually or in a group) for campus buildings in student assignments/projects during the semester.

Innovativeness – This is the first time performing. In the past, while this course was taught by other lecturers, students were only taken to visit certain (business) buildings and to observe interactions between office workers and buildings. This proposed teaching project is the first to have students to experience themselves from the rationale to the design product.

Impact – After design installation completion, many students have stopped by and studied the decorated door while staff including those I have known and those I did not come to ask me about the concept. The interactions have apparently increased.