



Community Engagement at Tai Po Art Centre

URBAN COLLABORATIVES + COMMONS

INSTRUCTORS
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INTRODUCTION

The city-making process is often decided in the hands of a few, with a developmental mind-set that prioritizes time and cost efficiency over people in global cities like Hong Kong. This approach has resulted in a top-down view of the city that celebrates grand architecture and infrastructure, while people and everyday life are often left out of the picture. This exclusive planning process has led to social issues such as weakened community ties and the misallocation of urban resources.

As urban designers, positioned between the institution and the end-users, we have a chance to rethink urban design in a bottom-up way that reconnects people to the city, and question how we can create strategies to influence stakeholders towards urban design that can impact all. How might we rethink our urban condition through 'commons' as the inspiration for collective action? We rethink the process of delivering urban design projects through:

Bottom-up Problem Identification
Collective Decision Making
Participatory Design
Crowdsourcing Funding
Consensus Building
Co-Managing

Our manifesto:

We believe in local intelligence and resilience, learning from how they adapt to adverse conditions and solve everyday issues. The power of Urban Collaboratives is the recognition of differences and therefore potential, to discover hidden resources and build collaborative networks that can transform the urban environment in a bottom-up way. Through principles of Urban Commons, through tapping different ways to share, access, and appropriate urban forms as resources for all, to create channels to collectively manage these resources in a sustainable way that support the needs across different users and stakeholders.

STUDIO APPROACH

The studio process in term 1 will focus on field work, community engagement, participatory design, and strategic urban design strategy for the Northern Metropolis.

The Northern Metropolis stands as a cornerstone for Hong Kong's future development, designated as the primary source of developable land over the next decade, with over 1,400 hectares contributing to Hong Kong's land supply.

Its strategic location to integrate Hong Kong more deeply with the rapidly growing Greater Bay Area, a critical bridge between Hong Kong and Shenzhen.

As the largest and most ambitious urban expansion in Hong Kong's recent history, the Northern Metropolis is set to redefine the city's urban landscape.

However, there are much criticism on the planning of the Northern Metropolis, in particular on how it integrates with its existing context and communities:

- *How might this newly planned "metropolis" respect, integrate, and incorporate existing culture of the communities and urban fabric within the area?*
- *How might we learn from the successes and failures of Hong Kong's New Town planning projects in the past?*

- *How might we learn from previous experiences of building tech-enabled or industry-driven initiatives such as Science Park, Cyberport, or across the border of different development zones in Shenzhen?*
- *How might we determine the position of the Northern Metropolis from the view of both Hong Kong and Shenzhen?*
- *With the Northern Metropolis located within or in the vicinity of large extent of natural reserve areas, how might we create balance of development versus nature?*

The studio will start with collective investigations on the above, and incrementally narrow down the area of investigation as group projects towards urban design suggestions based on a few defined topics.

First stage - Investigate

will consist of strategic research to unpack the complex theoretical, historic, economic and political models that have shaped Northern Metropolis and its specific materialization. Through multiple-scale mapping exercises and immersive site investigations, students will discover urban and social issues focusing on new and old communities, crossing the border between Hong Kong & Shenzhen, and urban-rural integration.

Second Stage - Engage / Strategize

with the issue topics identified, students then initiate stakeholders engagement in Stage 2 to further construct the issue in a multi-dimensional way, and to analyse how the existing community collaboration, resource coordination, networks, urban form, public spaces, natural resources are working or not working in relation to the identified issue.

Third Stage - Design Scenario

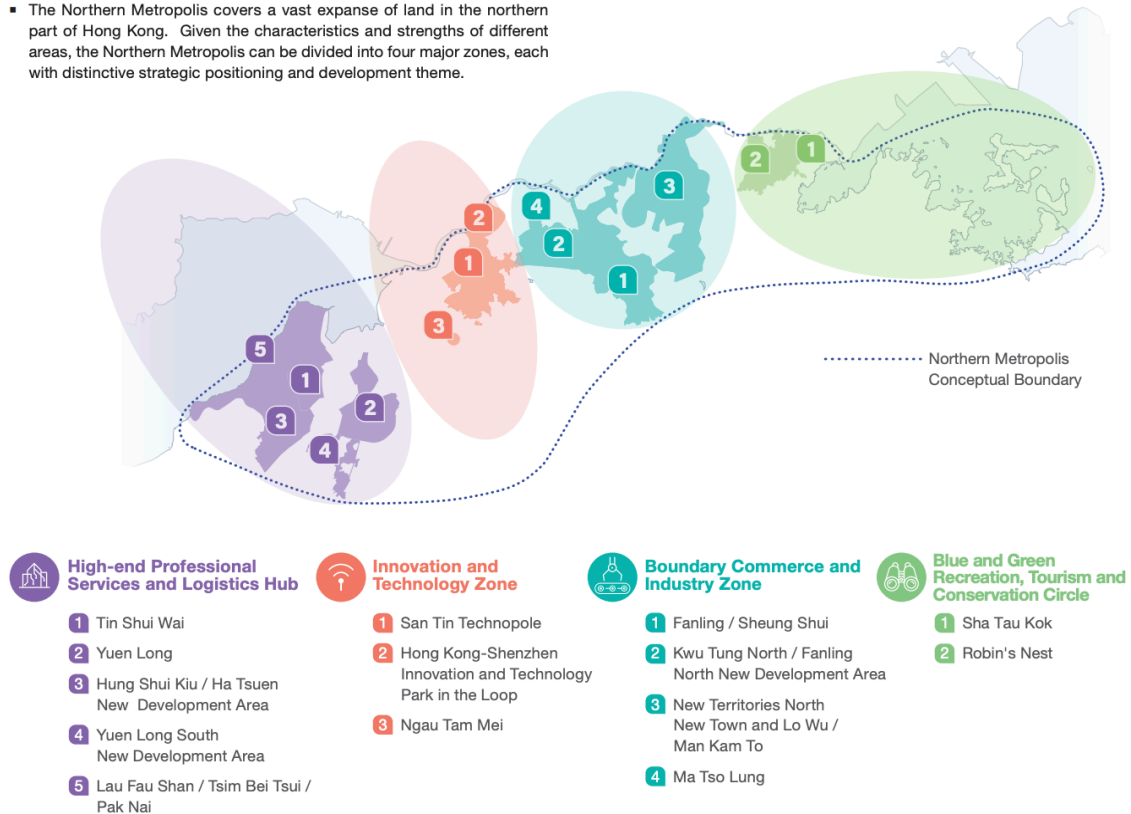
with Collaborative + Commons in mind, students will learn from local intelligence and leverage existing resources to re-configure the existing urban system, spatial and morphology design scenarios based on urban design framework / principle, creating spatial interventions as urban design, tactical urbanism, public space design, imagining new design scenarios through visualizations, drawings, or technological interventions by advocating for a process of liaison and engagement with local stakeholders and users. Such scenarios are designed as part of a process of urban strategy that creates a feedback loop including but not limited to policy makers, neighbourhood stakeholders and end users.

STUDIO PROJECT

“Integrative Urban Design Strategies: The Dynamics of New and Established Communities within the Northern Metropolis”

1.3 Four Major Zones

- The Northern Metropolis covers a vast expanse of land in the northern part of Hong Kong. Given the characteristics and strengths of different areas, the Northern Metropolis can be divided into four major zones, each with distinctive strategic positioning and development theme.



Source: Northern Metropolis Action Agenda 2023

The studio will critically analyse the government’s vision for the Northern Metropolis, which encompasses four major zones: a High-end Professional Services and Logistics Hub, an Innovation and Technology Zone, a Boundary Commerce and Industry Zone, and a Blue and Green Recreation, Tourism, and Conservation Circle. And exploring the balance between the government’s industry-driven approach and the need for human-centric, community-oriented development.

This studio aims to challenge students to think critically and innovatively, focusing on the interplay between newly developed areas (NDAs) and existing communities within the Northern Metropolis. By integrating perspectives from the community, nature, and regenerative urbanism, students will analyse cross-border urbanization and propose strategies for balanced urban-rural integration.

Emphasizing the “Urban Collaborative and Urban Commons model,” the studio will foster a harmonious integration of new and old communities, promoting a regenerative culture that supports mutual growth between people and the natural environment.

One of the core principles of a regenerative culture is to co-create shared meaning by supporting individual and collective capacity for shifting from competitive to collaborative systems. Regenerative cultures are about “co-evolving mutuality” between people and within the community of life.

Through rigorous research, stakeholder engagement, and design interventions, students will develop urban strategies that are contextually responsive and forward-looking, aiming to build a resilient and interconnected urban region.

TOPIC 1. New & Old Communities: Relationship between NDA & Existing Community (Area Purple: Tin Shui Wai, Hung Shui Kiu, Yuen Long / Yuen Long South)

The planning of Tin Shui Wai has long been criticized for creating isolation at both the district and the block scale. The streetscape is not pedestrian friendly and community relations and cohesion are difficult to establish. How can the existing neighbourhood benefit from the upcoming development in terms of activation and re-integration? What would the existing communities need and want?

Topic 2: Crossing the Border: Shenzhen & Hong Kong
(Area Cyan & Green: Sha Tau Kok, Fanling, Sheung Shui, Kwu Tong North)

The connections between Shenzhen & Hong Kong, especially in Sheung Shui and Fanling area, are intense and complex. Cross border commerce, dwelling, employment, education and tourism etc. will continue to thrive and inform the development of the Northern Metropolis. What lessons can be learned from past success and failures? What are the potential opportunities and problems along the border that can be addressed by the new developments?

TOPIC 3. Creating a balanced development: Urban-rural integration
(Area Red: San Tin, Mai Po, Lok Ma Chau Loop)

The San Tin area covers Mai Po, which is a world renowned wetland conservation zone for migratory birds, and developments are bound to be controversial. Must conservation and development be oppositional or could there be room for co-existence and innovation? In what scenarios would the market and regenerative, resilient and sustainable design be aligned?

STUDIO PROCESS

The studio process is planned in three stages: Investigate – Strategize – Design, with 5 key steps span across research/design tasks including stakeholder engagement, urban morphology mapping studies, and networks/flows analysis, leading towards an urban design proposal.

[1] What is the problem?

Identifying social & spatial issues

Problem definition is the first step towards a successful collaboration. To begin with, immerse in the field to observe existing conditions and learn from the locals, and make a **visual journal** to document spatial issues. In parallel, conduct desktop research to collect supporting data, and present the social issue with **infographics** and **mind map diagrams**. The goal for this stage is to delineate a clear problem statement that can guide the subsequent investigations and actions.

[2] Who are the users & stakeholders?

Understanding target users & beneficiaries

Users (e.g. specific demographics or social group) and stakeholders should be identified as the targets. The next step to building an effective collaborative network is to understand them thoroughly to allow an emphatic design approach. Role play and semi-structured interviews can help to construct a clear picture of user persona and behaviour, in order to analyse the **pain points** and the **root cause** of their concerns.

[3] How to connect and build a network?

Develop an Urban Collaborative Model

The key components of a *collaborative* are people, resources, and places. [*people*] The dynamic of different parties can be highlighted through stakeholder mapping, followed by engagement activities to understand the deeper relations. [*places*] To understand spatial conditions and potentials, public space analysis would be the core tool to learn about spatial conditions in terms of urban form and scale as the basis of interventions. [*resources*] Finally, learning about people and places should lead to the discovery of hidden resources, where an investigative resource map can be constructed and seek potential linkage and connection. The understanding of resources should expand from spatial elements (such as a vacant lot) but also include intangible elements such as money, time, skills etc...

[4] How to work in space?

Prototyping & design intervention as urban commons

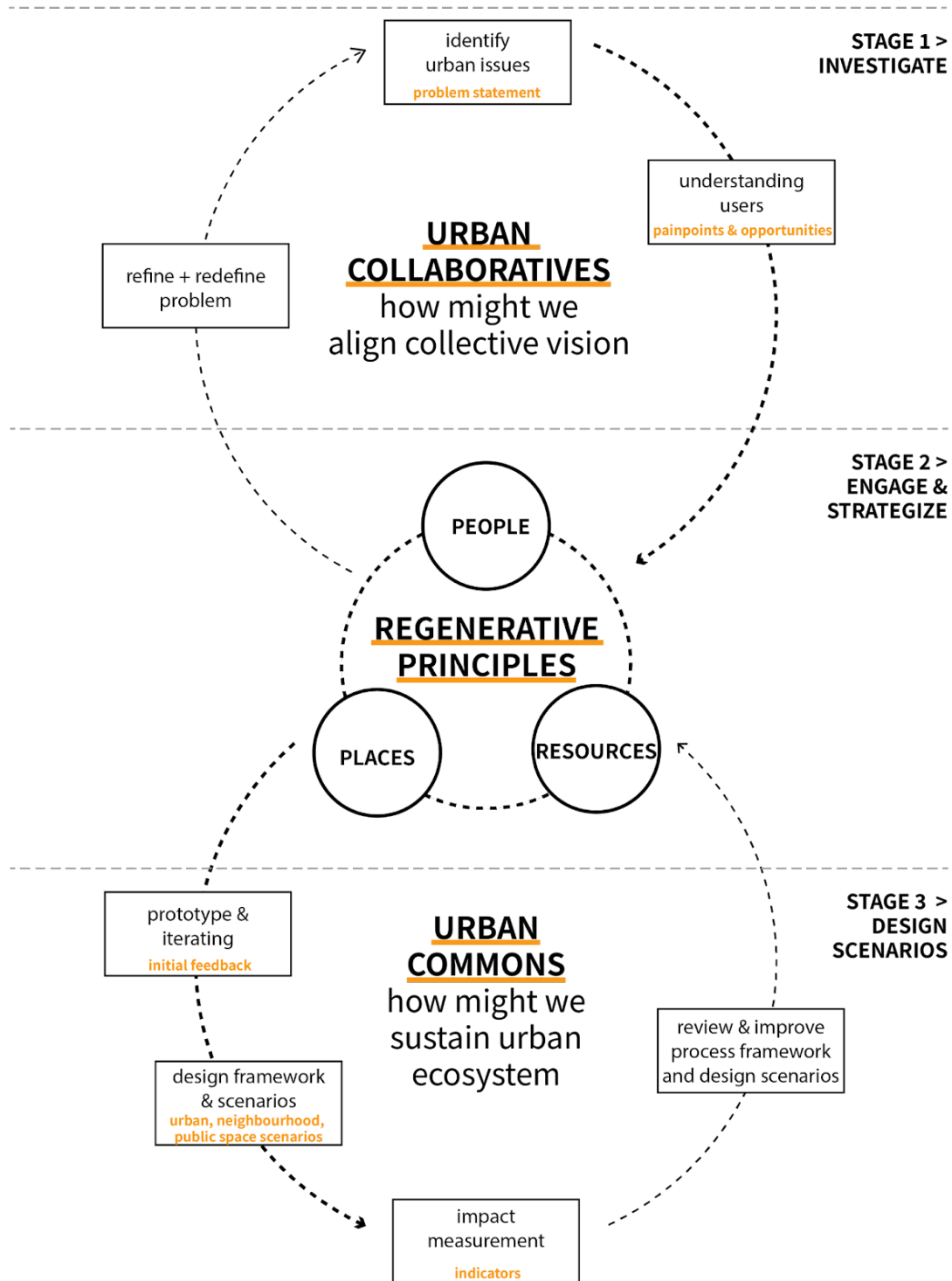
As the collaborative model is developed with strategies to link resources with people/space, it needs to be tested in the field. Tactical urbanism tools can be employed as cheap and quick prototypes of the strategies and ideas, to collect user feedback and data. This will inform the next step design interventions to implement the collaborative model. The spatial design proposal can generally be understood in two scales: a district scale of Urban Design Framework, and a street scale Public Space Intervention. Urban Commons principles can be applied here to help drive the ultimate ecosystem of the operations and management of these urban design models involving the stakeholders and the users served.

[5] What change does it make?

Impact Measurement & Feedback to Design and Problem Definition

Ultimately, Urban Collaborative + Commons projects aim to make changes and therefore should incorporate an impact design mind-set. According to the defined problem and user/beneficiaries, the anticipated impact can be elaborated into outcomes with measurable indicators, to be used at this stage to evaluate the collaborative model and design interventions. Further data on user experience can then

be collected and feedback to review and improve the model, completing the iterative loop of the Urban Collaborative process.



DELIVERABLES

01_Final

- 20 mins PPT presentation compiling the 3 stages: investigate, engage & strategize, and design scenarios
- Three A0 size printed drawings of 3 scales of for pin up
- 2-3 mins of video documenting the field research and stakeholders' engagement process
- Results of stakeholders' engagement process
- Results of prototype testing on site

02_Urban Collaboratives + Commons Book

- Physical/printed and bound documentation of studio projects with a common format across all students within the studio.

LEARNING OUTCOMES

The primary objective of this Urban Design Studio is to provide students with the opportunity to engage in independent design research centred on the complexities of the Northern Metropolis. Students will identify and explore critical urban issues, develop research-driven questions, and propose innovative solutions to challenges such as urban-rural integration and cross-border dynamics. The studio emphasizes the development of research skills in field studies, stakeholder engagement, and rapid prototyping, allowing students to quickly test design ideas on-site and gather public feedback as part of the research and investigation process. Through this approach, students will apply their knowledge to influence urban design strategies and enhance their ability to create resilient, sustainable urban environments.

ASSESSMENT SCHEME

Stage 1 - 20%
Stage 2 - 20%
Stage 3 - 40%
Participation - 10%
Documentation - 10%

COURSE FORMAT

1_Group Work

1. Students will work in group for the studio projects throughout the course calendar.

2_Individual Work

2. There will be assignments that require students to work individually to reinforce the studio project

3_Teaching Days

1. The Design Studio will be taught on Monday and Thursday 13:30 to 18:00. Students must be in a studio during these teaching hours.
2. Field trips, lectures, and other learning activities may be scheduled outside of teaching days.

HIGHLIGHT REFERENCE MATERIALS

Wilson, B. D. (2018). An outline to future proofing cities with ten immediate steps. Proceedings of the Institution of Civil Engineers-Urban Design and Planning, 171(5), 202-216.
<https://www.icevirtuallibrary.com/doi/epdf/10.1680/jurdp.18.00004>

[Death and Life of Great American Cities](#) - Jane Jacobs

- Part 1 - Peculiar Nature of Cities
- Part 2 - The Conditions for City Diversity

[The Social Life of Small Urban Spaces](#) - William H. Whyte

- Chapter 2 Sitting Space
- Chapter 3 Sun, Wind, Trees, Water

Design Thinking & Tactical Urbanism

IDEO.ORG, Designkit. [Design Kit](#). Web.

[What Is Design Thinking And Why Is It Important?](#)

[Great Design Thinkers: Tim Brown on Design Thinking | Designlab](#)

Lydon, Mike; Garcia, Anthony. 2015. Tactical Urbanism: Short-term Action for Long-term Change. Island Press, Print.

Urban Research

Kuroda, Junzo; Kaijima, Momoyo. 2001. Made in Tokyo, Kajima Institute Publishing Co. Print.

[The Toolkit for the Ethnographic Study of Space](#)

GIS and Spatial Analysis

[GIS for Good | Making a Difference & Maximizing Social Impact](#)

[City of Charleston unveils interactive racial equity story map tool | News | postandcourier.com](#)

[Nonprofit Technology | GIS for Nonprofit Organizations & NGOs](#)

[GIS Project Helps with Food Insecurity and Waste](#)

Regenerative Development and Design

Mang, Pamela; Reed, Chris. Regenerative Development and Design.

[\(PDF\) Regenerative Development and Design](#) . Web.

[Explore the Eight Principles of a Regenerative Economy](#)

Urban Collaboratives + Commons

The Urban Commons Cookbook <http://urbancommonscookbook.com/urbancommonscookbook.pdf>

Stavrides, Stavros. 2016. Common Space: The City as Commons. Zed Books, London. Print.

Foster, Sheila Rose, and Christian Iaione. 2019. "Ostrom in the City: Design Principles and Practices for the Urban Commons." In Routledge Handbook of the Study of the Commons, edited by Blake Hudson, Jonathan Rosenbloom, and Dan Cole. Oxfordshire, UK: Routledge Taylor & Francis Group.

[Creating a Network of Places with Participatory Actions across Cities and Cultures](#) - Leandro Madrazo

[Collaborative Resilience: Moving Through Crisis to Opportunity. United Kingdom: MIT Press, 2012.](#)

- Chapter 1 - Introduction: Crisis and Collaborative Resilience

[How to Build a Collaborative City: In Conversation With Sheila Foster | The MIT Press Reader](#)
[Collaborative Planning: Shaping Places in Fragmented Societies | SpringerLink](#)

SDGs and Targets

[The Global Goals](#)

[Atlas of Sustainable Development Goals 2023](#)

Pitching and Presentation

[Three Minutes to the Perfect Pitch with Brant Pinvidic | Science of People](#)
<https://slidebean.com/blog/elevator-pitch-examples-and-templates>

Northern Metropolis important links

[Hong Kong 2030+: Home](#)

[The Chief Executive's Policy Address 2023 Land Development Initiative](#)

[Northern Metropolis Action Agenda 2023](#)

<https://www.nm.gov.hk/tc/committees-and-task-force#c5>

[立法會內務委員會 北部都會區發展事宜小組委員會 北部都會區行動綱領](#)

[Our Hong Kong Foundation - Northern Metropolis](#)

[Explainer: What is Hong Kong's San Tin Technopole and why is the planned tech hub controversial?](#)

EXTENDED READING MATERIAL

On Design Thinking

Brown, Tim. 2009. Change by Design, How Design Thinking Transforms Organizations and Inspires Innovation. HarperCollins. Print.

Kumar, Vijay. 2013. 101 Design Methods: A Structured Approach for Driving Innovation in Your Organization. John Wiley & Sons. Print.

On Architecture & Urbanism

Gutierrez, Laurent; Portefaix, Valerie. 2001. Mapping HK, Map Book Publishers. Print.

- Gutierrez, Laurent; Mancini, Ezio; Portefaix, Valerie. 2002. HK Lab, Map Book Publishers. Print.
- Branzi, Andrea. 2006. No-Stop City: Archizoom Associati, Hyx. Print.
- Sadler, Simon. 2005. Archigram: Architecture without Architecture, The MIT Press. Print.
- Mathews, Stanley. 2007. From Agit-Prop to Free Space: The Architecture of Cedric Price, Black Dog Publishing, Print.
- Knabb, Ken. 2006. Situationist International Anthology, Bureau of Public Secrets. Print.
- Tschumi, Bernard. 1994. The Manhattan Transcripts, Wiley, Print.
- Koolhaas, Rem. Delirious New York. 1978. Oxford University Press. Print.
- Chung, Chuihua Judy; Inaba, Jeffrey; Koolhaas, Rem; Leong, Sze Tsung. 2001. Project on the City 1: Great Leap Forward, Taschen. Print.
- Chung, Chuihua Judy; Inaba, Jeffrey; Koolhaas, Rem; Leong, Sze Tsung. 2002. Project on the City 2: Harvard Design School Guide to Shopping, Taschen, Print.
- Al, Stefan. 2016. Mall City Hong Kong's Dreamworlds of Consumption. University of Hawai'i Press. Print.

On Urban Collaborative and Commons

- Ostrom, Elinor. 1990. Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge: Cambridge University Press. Ostrom, Elinor, et al
- Gross, Jill Simone. 2005. "Business Improvement Districts in New York City's Low-Income and High-Income Neighborhoods." 19 Economic Development Quarterly 19, no. 2 (May):174-189. <https://doi.org/10.1177/0891242404273783>. Web.
- Hardin, G. 1968. "The Tragedy of the Commons." Science 162(3859): 1243-1248. <https://10.1126/science.162.3859.1243>. Web.
- Harvey, David. 2012. Rebel Cities: From the Right to the City to the Urban Revolution. N.p.: Verso Press. Print.
- Hardt, Michael; Negri, Antonio. 2005. Multitude: War and Democracy in the Age of Empire, Penguin Books. Print.
- Hardt, Michael; Negri, Antonio. 2009. Commonwealth, The Belknap Press of Harvard University Press. Print

Chapter 1 "Introduction: reflecting upon the development of participatory action research and community development efforts" - Randy Stoecker and Adrienne Falcon
[Handbook on Participatory Action Research and Community Development. United Kingdom, Edward Elgar Publishing, 2022.](#)

On Hong Kong Planning and Architecture

New Territories Tomorrow - Rethinking Hong Kong's New Towns

https://www.dropbox.com/s/h12hb8o28uymtcs/NTT_06202022_FINAL_reduced.pdf?dl=0

Burdett, R. (ed) LSE Cities. *Hong Kong: Cities, Health and Well-being*. Available at: <http://lsecities.net/ua/conferences/2011-hongkong/>

Christ, E. [et al], eds. (2010). *Hong Kong typology: an architectural research on Hong Kong building types*, Zurich: GTA.

Cuthbert, A.R. and K.G. McKinnell (1997). "Ambiguous space, ambiguous rights - corporate power and social control in Hong Kong". *Cities* 14:5.

Frampton, A., Solomon, J.D. and C. Won (2010). *Cities Without Ground: A Hong Kong Guidebook*, ORO Editions.

Li, Shi Qiao (2014). *Understanding the Chinese City*, Los Angeles: Sage.

Smith, P.C. (2006). *The urban design of impermanence: streets, places and spaces in Hong Kong*, Hong Kong: MCCM Creations.

Shelton B., Karakiewicz J. and T. Kvan (2011). *The Making of Hong Kong From Vertical to Volumetric*. Abingdon, Oxfordshire: Routledge.

SCHEDULE

Term 1: 2 September 2024 (Monday) – 19 December 2024 (Thursday)

STAGE 1 - INVESTIGATE

WEEK 01

02.09 Overall UD Program Introduction

06.09 No studio

WEEK 02

09.09 Term 1 Studio Intro [1.0] Brainstorming the Issue Topics
Workshop: Brainstorming the Issue Topics [1.1] Mapping the Issue Topic
Lecture: Design Thinking

12.09 Visit GIS lab in Kwun Tong
Present: Define Research Question [1.2] Stakeholders Mapping

WEEK 03

16.09 Field trip 1 : Sha Tao Kok, Fanling, Sheng Shui

19.09 Field trip 2 : Tin Shui Wei, Yuen Long

WEEK 04

23.09 Guest Speaker: HKSITP [1.3] Stage 1 review requirements
Desk research/desk crit

26.09 Community Partners sharing [2.0] Stakeholder Engagement Strategy
Workshop: Video Making
Desk research/desk crit

WEEK 05

30.09 Field trip 3 : Shenzhen

03.10 Stage 1 Review

STAGE 2 – ENGAGEMENT + STRATEGIZE

WEEK 06

07.10 Fieldwork: Community Engagement
Studio: Desk Crit (first 3 groups)

10.10 Fieldwork: Community Engagement
Studio: Desk Crit (second 3 groups)

WEEK 07

14.10 Desk Crit [2.1] Refined Problem Definition

17.10 Review Stakeholder Engagement Results [2.2] Mid-term requirements

WEEK 08

21.10 Review Refined Problem Definition [2.3] Prototyping Process (Tactical Urbanism)
Lecture: Theory of Change

24.10 **UD studio showcase**

WEEK 09

28.10 **Prototype round 1**

30.10 **Mid-Term Presentation**

STAGE 3 – DESIGN FRAMEWORK

WEEK 10

04.11 **Lecture: From Urban Strategy to design** [3.0] Final Review Requirements

07.11 Prototype round 2 + Desk Crit

WEEK 11

11.11 Prototype round 3 + Desk Crit

14.11 **Present: Prototype and findings**

WEEK 12

18.11 Desk Crit

21.11 Desk Crit

WEEK 13

25.11 **Present: Pre-final** [3.1] Final Documentation Requirements

28.11 Desk Crit

WEEK 14

02.12 Desk Crit

05.12 **Final Review**

19.12 **Submission final documentation (TBC)**

IMPORTANT NOTE TO STUDENTS

Expectations for Professional Conduct

The motto of The Chinese University of Hong Kong (CUHK) is “Through learning and temperance to virtue”. This motto places equal emphasis on the intellectual and moral education of students. In addition to pursuing academic excellence, students of CUHK are expected to maintain and uphold the highest standard of integrity and honesty in their academic and personal lives, respect the rights of others and abide by the law. More information on Postgraduate studies can be found in the PG Student Handbook. <https://www.gs.cuhk.edu.hk/>

Attendance

Class attendance is required in all courses. For an excused absence, the instructor must be notified and presented with documentation of illness or personal matter. Please note: **Three (3)** or more unexcused absences may result in a failing grade for the course.

Academic Honesty and Plagiarism

The Chinese University of Hong Kong places very high importance on honesty in academic work submitted by students and adopts a policy of zero tolerance on academic dishonesty.

Plagiarism is the use of another person's words, images or ideas in any academic work without proper acknowledgment. Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at: <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students may be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

Third-Party Assistance

All intellectual work essential to the design project must be completed by the student and cannot, under any circumstance, be outsourced to a third party (including, but not limited to a company, consultant, alumni, and/or friend).

In the design studio context, students may utilize external resources, such as printing services for presentation materials, and/or laser cutting and 3D printing services for prototyping purposes. Use of such third-party services constitutes non-intellectual work done by others. It is only permitted with prior written consent from the studio tutor and acknowledgment of such work done by the third party.

Assistance from other students or friends for aspects of project production also constitutes non-intellectual work done by others; this is allowed only if declared and acknowledged in a written statement attached to any such work that has received assistance.

Under all circumstances, students must declare all work done by others by completing the school's designated form before assessment. This form must include a detailed explanation of the third party's identity (name and relationship to the student), when and how they were utilized, and the specific tasks they performed in the project. The completed form, signed by the student, must be endorsed by the tutor and presented during the final review. The school will collect and retain this form for record-keeping purposes.

Failure to follow this code of conduct may be considered a case of academic dishonesty, to be reviewed by a disciplinary board, and possible failure of the course.

Artificial Intelligence

Unless approved by the Programme or School Director, any use of AI tools such as ChatGPT or image generation tools (Midjourney) etc. is strictly prohibited and may result in disciplinary action in accordance with university policy on academic honesty. Students may refer to the CUHK ‘Use of Artificial Intelligence tools in Teaching, Learning and Assessments’ – A Guide for Students.

Student Work

Submission of studio documentation must be complete and correctly formatted. Missing or incomplete submission of the documentation folder will result in the grade for the course being withheld. This will prevent registration for the following term or delay graduation. In addition, a grade deduction of *one letter grade* will be made.

To ensure a fair assessment of individual student’s contributions and achievements within the team-based work in the studio, students will be requested individually to assess each of their group members. The results will be treated confidentially and will help to verify or adjust individual studio grades. Only the main phase of the studio work needs to be considered.

The peer-assessment form will ask students to assess group members on (1) Participation and team work; (2) Timely input and punctuality; (3) Initiative and leadership; and (4) Knowledge, innovative ideas and quality of work, demonstrated during group discussions and project development throughout the term.

Academic Honesty and Plagiarism

I declare that the assignment here submitted is original except for source material explicitly acknowledged. I also acknowledge that I am aware of the University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website www.cuhk.edu.hk/policy/academichonesty/

Signature

Date

Name

Student ID

Course Code

Course Title

MSUD Design Studio - Peer Assessment Form

To ensure a fair assessment of individual student's contributions and achievements within the team-based work in the studio, we request you to assess each of your group members. The results will be treated confidentially and will help us to verify or adjust individual grades. Only the main phase of the studio work needs to be considered.

We ask you to assess your group members on (1) Participation and team work; (2) Timely input and punctuality; (3) Initiative and leadership; and (4) Knowledge, innovative ideas and quality of work, demonstrated during group discussions and project development throughout the term.

Marks should be given between 0-10, 10 representing the highest score and best performance. The overall contribution should be calculated by adding up the separate marks (maximum score: 40).

Please note that the assessment should be done individually and the assessments will be kept highly confidential. You do not need to assess yourself.

Team Member Name	Participation and team work	Timely input and punctuality	Initiative and leadership	Knowledge, innovative ideas and quality of work	Overall contribution (total score)	Optional - Comments* (strengths & weaknesses)
1.						
2.						
3.						
4.						
5.						

**Please add an additional sheet if required*

Your Name: _____ Signature: _____ Date: ____ / ____ / 202__

Grade	Descriptor	Criteria	Points
A	Excellent	Comprehensively excellent performance on all aspects of the investigation, engagement & strategize, design scenarios and presentation. Achieving all learning outcomes with distinction.	4
A-	Very Good	Generally outstanding performance on the investigation, engagement & strategize, design scenarios and presentation. Achieving all learning outcomes with merit.	3.7
B+	Good	Substantial performance on the investigation, engagement & strategize, design scenarios and presentation. Achieving all learning outcomes satisfactorily.	3.3
B			3
B-			2.7
C+	Fair	Fair performance on the investigation, engagement & strategize, design scenarios and presentation. Achieving all learning outcomes at a passing standard.	2.3
C			2
C-			1.7
D+	Pass	Barely satisfactory performance on the investigation, engagement & strategize, design scenarios and presentation. Achieving all learning outcomes at a barely satisfactory standard.	1.3
D			1
F	Failure	Unsatisfactory performance on the investigation, engagement & strategize, design scenarios and presentation. Not achieving all learning outcomes.	0

Written Feedback to Students

Term: _____

Grade: _____

Course: _____

Date: _____

Assignment: _____

Studio Tutor: _____

Student ID: _____

Group: _____

Student Name: _____

Feedback from Studio Tutor:

Achievements:

Challenges: