



Genova, 2024/09/24

Self-Assessment Report on the Undergraduate Cooperative Program and Double Degree Program in Industrial /Product Design between Beijing University of Chemical Technology and University of Genoa

Foreword

As stated in the foreword of the Working Agreement, the Program was launched to «(a) further enhance the education exchange and cooperation between Beijing University of Chemical Technology (hereinafter, BUCT) and University of Genoa (hereinafter, UNIGE), and provide students of both institutions with better international education opportunities; (b) provide principles and methods for implementing the Cooperative Program in Industrial Design/Product Design agreed upon between BUCT and UNIGE on August 4, 2015 (hereinafter, the CCE Program – see Appendix 1); (c) establish an agreement on and provide principles and methods for implementing a Double Degree Undergraduate Program for UNIGE and BUCT students in Industrial Design/Product Design between Beijing University of Chemical Technology and University of Genoa (hereinafter, the Double Degree Program).»

This Program offers both parties a great opportunity. BUCT students will learn design from a different perspective, since Italy has a well-established tradition in style definition and product design. On the other hand, UNIGE students will experience what it is like to study and live in China, one of the leading countries in the innovative and technological aspects of this field.



An Overview of the Bachelor Degree in Product and Naval Design

The degree in Product and Naval Design has two curricula: Product and Communication Design and Naval Design. At present, the Double Degree concerns only the curriculum in Product and Communication Design. In 2020 UNIGE was selected by the Italian National Agency for the Evaluation of Universities and Research Institutes (ANVUR) for a quality assessment and the score achieved by the university was 5.91 and, therefore, satisfactory. ANVUR then proposed the Accreditation of the University and all its Courses of Study for the maximum duration allowed by current national regulations. More specifically, regarding the degree in Product and Naval Design, the ANVUR report states the following “The degree appears to be adequately designed, with particular attention to the actual employment potential of the graduates. In view of the changing needs, technologies and consequently the modalities teaching, the CdS requires continuous updating. Such updating can also benefit from the results of specific sector studies and from comparisons with international scenarios.”

An Overview on the Double Degree Program

The Double Degree Program started in the academic year 2017/2018, and after a period in which courses were held remotely due to the pandemic situation, in the academic year 2023/2024 there was a return to the in-person teaching format. Starting in the 2020/2021 academic year, the first graduations of the cohorts of students who attended the Double Degree Program were held. To this day, 33 Italian students and 88 Chinese students have graduated. Both Universities present every year the Program to their students and it is met with increasing interest especially since returning to the in-person format. Italian students have a compulsory mobility at BUCT during the first semester of their third year, while the mobility at UNIGE during the first semester of their fourth year for Chinese students is voluntary and available to up to 25 students, according to the requirements specified in the Working Agreement. In the last academic year (2023/2024) 11 Chinese students came to study in Italy and 3 Italian students went to study in Beijing. All students showed great engagement in the overseas experience by forming close ties with their counterparts and describing themselves as very satisfied at the end of the experience. UNIGE students have shown great interest in the Double Degree Program, but their main concern is to meet the language requirement of 600 hours of Chinese. The Working Agreement specifies that «According to the Original Agreement, the two parties will cooperate in the program for five cohorts of students. Each party will periodically assess the quality and the performance of the Program, which is expected to meet the quality standards of both Universities. Given that the in-person mode of use was discontinued after only a year and has only recently resumed, it can be said that the Program is still in its definition phase from a practical and logistical point of view. However, we are confident that things are improving and that everyone's efforts will yield great benefit in the future.



Teaching in China

At present several courses have been taught by UNIGE professors in China: CCE34800E - Subject Design Laboratory I and CCE34801E - Subject Design Laboratory II (101847, Laboratorio tematico design e prototipazione); CCE34A02E - Subject Product Image Design Laboratory (84625, Laboratorio tematico grafica per il prodotto); CCE34600T - Design History (56096, Storia del design); CCE34102T - Graphic History (101840, Storia della grafica); CCE14902T - Digital Representation (101841, Rappresentazione digitale); CCE35900C - Design Foundation (84620, Fondamenti di design); CCE28602E - Contemporary Architectural History (65410, Storia dell'architettura contemporanea); CCE23900T - General Sociology and Social Survey Methodology (98934, Sociologia generale e metodologia); CCE34A00E - Design Laboratory (84621, Laboratorio di design); CCE34A01E - Product Image Design Laboratory (84624, Laboratorio di grafica per il prodotto); CCE44402E - Furniture design (101845, Design del prodotto d'arredo); CCE34601T - Interior Design (101844, Design degli interni). According to the agreed plan of study, the other courses of the first year are taught by Chinese professors at BUCT according to UNIGE's syllabus or according to BUCT syllabus. To ensure the highest quality standards of the lectures and of the proposed academic activities, all UNIGE Professors are highly skilled and qualified and may prove many years of teaching experience at university level. In accordance with what previously stated, the first two Professors teaching at BUCT are indeed internationally recognized. BUCT students responded very well to the classes taught by UNIGE professors. They showed great interest, actively participated in class activities and almost all of them passed the final examination with good scores. Professors gave positive feedback of their teaching experience at BUCT, they were especially impressed by the nord campus facilities and were enthusiastic about their stay in China. The multiple courses held by UNIGE professors at BUCT not only include basic courses that are essential in order to provide students with the foundations of design that will be further developed in other courses and in the studios, but also several major courses that address the topic of design in more depth and applied to specific contexts. The Program is mainly project-based, and it is built to meet the needs of both BUCT and UNIGE learning standards. Learning and developing general and specific skills in problem solving, students are expected to reach a level of knowledge that will allow them to develop a project from its early stages to its final realization. According to the complexity of the project, students will work on the research and the development of the concept, and/or on its graphics and communication aspects.

CCE34800E and CCE34801E - Subject Design Laboratory I and II (Laboratorio Tematico Design e Prototipazione I e II, 101847)

As for the last academic year (2023-2024) the Subject Design Laboratory part I has been carried out by Professor Francesco Burlando and Professor Xavier Ferrari Tumay, while part II by Professor Niccolò Casiddu and Professor Massimo Musio Sale. The two parts are linked together and follow the process described as follows. The course is proposed as an opportunity to develop knowledge related to the methods and techniques of design in all its phases: from the analysis of the context of reference to the identification of needs, the verification of technological, productive, cultural and social aspects, and the prototyping of the project. The course aims to develop an aptitude for innovation that enables the student



to link the project to social changes, market dynamics, and technological development, within the contemporary scenario. Through experience and experimentation it guides the understanding of the dialectic between the project - understood in the broadest sense of the term - and the transformation of behavior, context, social and cultural environments, in order to acquire one's own awareness of the design process. The course also aims to provide the basic tools and concepts of digital prototyping for use by the designer. The objective of the teaching is to develop a design for a product that corresponds to the theme presented in collaboration with a local company that is a leader in its field. The project is to be developed in all its parts up to the creation of a prototype. It is intended to transfer to students a design method through the use of a set of tools that can help develop the idea, define the concept, detail the project, prototype it, verify it with users, and present it to the public. Students are asked to think innovatively, through cross-disciplinary and multidisciplinary approaches. The design path starts with a briefing submitted and introductory contributions aimed at framing the design scope and providing students with the basic knowledge needed to address the proposed theme. This is followed by the design process divided into phases (by way of example: research, benchmarking, sketching, modeling, verification, prototyping...). Each of these phases is carried out in the classroom under the mentorship of the teaching team and meets periodic in-progress validations of progress. Finally, students are provided with the tools necessary for proper project presentation and essential for interfacing with client/company/public.

CCE35900C - Design Foundation (Fondamenti di design, 84620)

As for the last academic year (2023-2024) the Design Laboratory has been carried out by Professor Alessia Ronco Milanaccio. Design Foundation introduces students to the complex world of design and offers a new perspective on the world around us. It provides a path of knowledge that helps students understand the cultural, methodological, and technical elements that form the foundation of design culture in industrial design. The course covers the fundamental theories, methods, techniques, and tools involved in the design of both physical and virtual artifacts, with a focus on their morphological characteristics and their deeper relationships with context and users. The objective of the course is to provide the tools necessary to understand the basic concepts of product design and to engage in the design process by exploring the key phases of design activity. This includes everything from identifying needs to designing and creating a prototype, combining lectures with hands-on workshop activities. The course is structured in two parts: one dedicated to lectures and theoretical research, and the other to workshop activities, where students can learn by doing and develop projects that include reviews and public presentations. Classwork is considered essential for training. Students will exchange ideas with peers during seminars and develop their critical thinking, communication, and drawing/designing skills. After completing the course, the student will be able to develop the design process with specific research and design methods that facilitate the identification of problems, their description and the proposal of a solution to solve them; read, understand and describe design products in relation to functional, market, production and semiotic aspects; carry out user studies and use various techniques to create concepts and creatively develop the project; visualize and present the final result of the design project in a convincing way. In the course held in the last academic year (2023-2024), students were asked to analyze simple actions they perform daily on campus. Once these actions were studied and contextualized from a design perspective, they were asked to reflect on how the action could be narrated through a project, considering

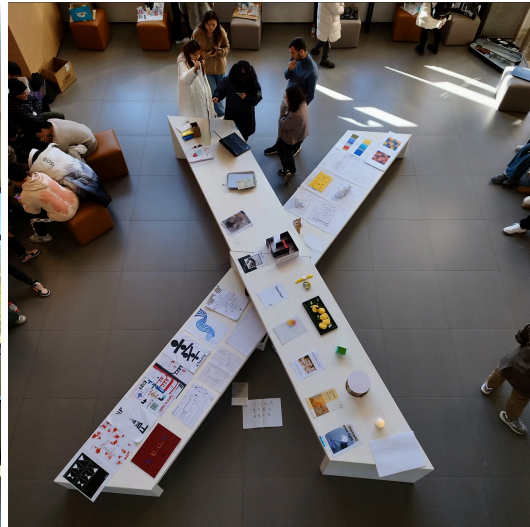


its historical and cultural research, its context, and the relationships between the action, the environment, and the people involved. Students then selected their own project theme (the action) and the area of focus (product design, communication, set-up design, installation, etc.), tackling the entire design process - from research, to concept development, technical drawings, and the final prototype, including the graphic communication of the project itself.

CCE34A00E- Design Laboratory (Laboratorio di Design, 84621)

As for the last academic year (2023-2024) the Design Laboratory has been carried out by Professor Giovanna Tagliasco and Professor Francesco Burlando. The design laboratory is an opportunity to acquire a method and experience the knowledge related to the design process in all its phases: from the analysis of the context and the reference scenario to the identification of needs, target, to experimentation through productive, cultural and social issues. With the support of lessons and exercises students have to demonstrate the ability to manage each phase of the project (empathize, define, ideate, prototype) and to know how to produce the related outputs (research and analysis of references, storyboard, moodboard, naming, sketches, concept, visualization, project details, model and prototype). The laboratory is a space of work and collaboration, in which we learn by putting ourselves in comparison with others. Some theoretical/practical contributions are provided, but didactics and learning go through the exercise, the revision, the deepening of the subject. In the last academic year, the course theme was related to the concept of sitting, understood as an action in general and not merely as an act related to the chair object. At the end of the course, together with Design Foundation (CCE35900C) an exhibition of the work created by the students was set up at the North Campus teaching building halls. The exhibition received much interest among the students attending the campus. Below are some pictures.





Feedback about BUCT's student assistant and teaching assistant

BUCT University provides a student assistant to all professors to welcome them upon arrival and assist them with the logistics of accommodation and needs during their stay. Some student assistants prove to be very welcoming and kind toward professors, making themselves available even more than would be strictly required of them, for instance joining them on sightseeing excursions during their free time. Other student assistants are less helpful, and this can create some problems especially in the initial stages when professors are (perhaps for the first time) in a completely different context from what they are used to. At the same time, BUCT provides a teaching assistant for each course who is responsible for helping professors in the classroom in getting understanding with students and managing logistics (finding the most suitable classroom, retrieving necessary materials, etc.). In fact, especially in this case the teaching assistants proved to be more than just assistants by getting in great harmony with the Unige professors. The Professors provided particular positive feedback in this regard to Xiaoqun Xue and Xin Zhao's work. The former proved to be very kind in assisting the professors by making sure that everything proceeded as well as possible in the classroom and also in collaborating during the thesis preparation phase of the Chinese students who were being tutored by the Italian professors as distance tutors. However, a very special mention must be made of Xin Zhao whose work has greatly exceeded the role of teaching assistant, becoming a true all-around companion to the Professors and, in some cases, establishing a true friendship with some of the younger Professors. All the professors provided incredibly positive feedback about him, showing that they greatly appreciated his efforts to make their stay in Beijing enjoyable and his delightful company. We believe that his role is very important in establishing strong personal connections that can greatly benefit the fruitful continuation of the relationship between the two universities.



Excellent work by students

Unige professors have all provided positive feedback on the quality of the work carried out by students in the courses. In general, a very good quality and a satisfactory level of depth can be found for both projects done for the courses and those done for the graduation exam. Shown below are, by way of example but not exhaustive, some of the projects particularly worthy of consideration.

1. "Journey HeART" Airstream project - Where journey meets art therapy.

Course: Subject Design Lab.

Students: Huiyu Lei, Shiyue Zhang, Maria Virginia Zuniga Pilo.

The designed RV offers a variety of therapeutic art activities to promote users' emotional well-being. The goal is to create a safe and welcoming place where users can experience and process their emotions through creativity.



2. Catch my cheese

Course: Design Foundation

Students: Yi Jia Ting, Wu Xin Ran, Wang Yi Zhen

Ergonomic bench design that can be assembled in various configurations suitable for people and cats to promote well-being.



3. The uncomfortable chairs

Course: Design Laboratory

Student: He Wen Jie, Dong Jing Yi, Chen Xin Yu

The project involves the production of a series of uncomfortable chairs that highlight the inappropriate attitudes that lead people to assume uncomfortable positions when they sit. Through the creation of a paradoxical display of these elements, the designers aim to make users think about the issue by promoting people's physical well-being.

Dipartimento Architettura e Design

architettura.unige.it

P. IVA 00754150100

+39 010 209 5875

Stradone S. Agostino 37, 16128 Genova

direttoredad@arch.unige.it



Università
di Genova

DAD DIPARTIMENTO
ARCHITETTURA E DESIGN



Dipartimento Architettura e Design

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4. Extreme Athlete Neck Protection

Course: Degree exam

Student: Li Yida

Italian tutor: Prof. Francesco Burlando

Protective design for extreme sportsmen (bikers, snowboarders) that provides increased protection to the neck through a series of pistons that connect the helmet to the shoulders.



Final
Product





Language requirements

As stated in the Working Agreement, lectures are in English and in Italian only for final year courses. This should make it possible for Chinese students to come to Italy to take courses in the first semester of their senior year, which are taught in Italian. As said, the Chinese speaking teacher assistants support UNIGE professors in the classroom in order to help them integrate and communicate more quickly and effectively with BUCT students. This arrangement is very effective and contributes to the general satisfaction of both parties with the experience and the final outcomes.

At present, the University of Genoa offers six Chinese language courses in its curriculum: Chinese Literature and Culture I, II, III and Chinese Language I, II, III. This implements the opportunity to help UNIGE students meet BUCT language requirements.

Suggestions from UNIGE

The main suggestion about the educational field is to improve the Italian level of BUCT students so that they have better communication skills and interaction with UNIGE professors. Indeed, although the Chinese teaching assistant was an effective intermediary between students and professors, the problem persists more sensitively for students who come to take courses in Italy.

In terms of logistics, it is recommended to improve the logistics related to the arrival of both Professors and Italian students in China (e.g.: standards of accommodations provided, support in obtaining a sim card, provision of wi-fi...). All of these things, which are already being done and in most cases work very well, sometimes find some troubles that are nevertheless a source of great discomfort for those who find themselves (sometimes for the very first time) in such a different foreign country. One solution might be to assign Professors with student assistants who are actually students in their courses, so as to facilitate the establishment of a more proactive collaboration.

Firma
Niccolò Casiddu



于热那亚, 2024/09/24

北京化工大学与热那亚大学工业/产品设计专业本科合作办学和双学位项目自评报告

前言

根据《北京化工大学与热那亚大学中外合作办学工业/产品设计专业和双学位合作项目 执行协议》前言部分所言, 本项目旨在: (a) 进一步提升北京化工大学和热那亚大学的教育交流与合作, 为两校学生提供更好的国际教育机会; (b) 为北京化工大学与热那亚大学在 2015 年 8 月 4 日所确立的工业设计/产品设计专业中外合作办学项目(以下称“CCE 项目”, 详见附录 1)提供实施原则和方法; (c) 建立针对热那亚大学学生的本科和双学位联合培养项目并为其实施提供原则和办法。本项目为双方提供了很大的机遇。北京化工大学的学生将从一个截然不同的视角学习设计, 因为意大利在风格定位和产品设计方面有着坚实的传统; 而热那亚大学的学生将有在中国学习和生活的全新体验, 毕竟中国是在本领域创新和技术方面走在前列的少数几个国家之一。

产品与造型设计学士学位概述

产品与造型设计专业有两个课程大类: 产品与船舶设计和航海设计。目前, 双学位只涉及产品与船舶设计课程。2020 年, UNIGE 被意大利国家大学和研究机构评估机构(ANVUR)选中进行质量评估, 该校获得了 5.91 分, 因此令人满意。随后, ANVUR 建议在现行国家法规允许的最长期限内对该大学及其所有课程进行认证。更具体地说, 关于产品与造型设计学位, ANVUR 的报告指出:“该学位的设计似乎是适当的, 特别关注了毕业生的实际就业潜力。鉴于需求、技术以及教学模式的不断变化, 课程计划需要不断更新。这种更新还可以受益于具体部门研究的结果以及与国际情况的比较”。

双学位项目概述

双学位项目始于 2017/2018 学年。2017/2018 学年开始, 由于大流行病的影响, 在一段时期内采用远程授课, 之后在 2023/2024 学年又恢复了面授形式。从 2020/2021 学年开始, 参加双学位项目的学生举行了首届毕业典礼。至今已有 33 名意大利学生和 88 名中国学生毕业。两所大学每年都会向学生们介绍该项目, 尤其是在恢复面授形式后, 学生们对该项目越来越感兴趣。意大利学生必须在第三学年的第一学期到北京理工大学学习, 而中国学生在第四学年的第一学期到联合国大学学习则是自愿的, 根据工作协议的规定, 最多可有 25 名学生参加。所有学生都表现出了对海外学习生活的极大热情, 与同行建立了密切的联系, 并在学习结束后表示非常满意。热那亚大学的学生对双学位项目表现出了极大的兴趣, 但他们最关心的是如何达到 600 个汉语小时的语言要求。《执行协议》明确规定:“根据原协议, 双方将在该项目中合作培养五批学生。双方将定期评估该计划的质量和绩效, 预计该计划



将达到两所大学的质量标准”。鉴于面授模式仅使用了一年就停止了，直到最近才恢复，可以说从实际和后勤角度来看，该计划仍处于界定阶段。不过，我们相信情况正在好转，大家的努力将在未来产生巨大的效益。鉴于面授模式仅使用了一年就停止了，直到最近才恢复，可以说从实用和逻辑的角度来看，该计划仍处于界定阶段。不过，我们相信情况正在好转，大家的努力将在未来产生巨大的效益。

在中国的教学情况

目前，热那亚大学老师在中国开设了多门课程，它们分别是 CCE34800E - 学科设计实验室 I 和 CCE34801E - 学科设计实验室 II (101847, Laboratorio tematico design e prototipazione); CCE34A02E - 学科产品形象设计实验室 (84625, Laboratorio tematico grafica per il prodotto); CCE34600T-设计史(56096, Storia del design); CCE34102T-图形史(101840, Storia della grafica); CCE14902T-数字表现(101841, Rappresentazione digitale); CCE35900C-设计基础(84620, Fondamenti di design); CCE28602E - 当代建筑史(65410, Storia dell'architettura contemporanea); CCE23900T - 普通社会学与社会调查方法(98934, Sociologia generale e metodologia); CCE34A00E - 设计实验室(84621, Laboratorio di design); CCE34A01E - 产品形象设计实验室(84624, Laboratorio di grafica per il prodotto); CCE44402E - 家具设计(101845, Design del prodotto d'arredo); CCE34601T - 室内设计(101844, Design degli interni) 根据双方约定的课程安排，第一年的其他课程由中方老师在北京化工大学根据热那亚大学或北京化工大学的教学大纲讲授。为确保授课和拟办学术活动的质量，热那亚大学委派的所有老师均专业精通，资历深厚，并有证据证明其在大学任教多年，教学经验丰富。如前所述，热那亚大学最初派往北京化工大学任教的多名老师确实是国际公认的专家。北京化工大学的学生对热那亚大学老师讲授的课程反应良好。他们表现出很大的兴趣，积极参与课堂活动，几乎全部学生以良好成绩通过了最终考试。这些老师对其在北京化工大学的教学经历给予了非常积极的反馈，他们惊叹于这里的校园设施，对在中国的任教经历津津乐道。热那亚大学老师在北京化工大学执教的多门课程都是基础课，对于为学生打下坚实的设计基础是极为重要的，其他课程和实习都是在此基础上的深化。本项目主要是建立在具体项目基础上的，是本着满足热那亚大学和北京化工大学实际需要和学习标准的原则设置的。学生通过本项目学习和发展解决问题的一般技能和具体技能，最终达到能够开发具体项目的水平，即从该具体项目的初始阶段到最终完成均由其一手操办。根据开发项目的复杂程度，学生首先进行相应概念的研究和开发，和/或进行图解和沟通方面的工作。

CCE34800E 和 CCE34801E - 学科设计实验室 I 和 II (Laboratorio Tematico Design e Prototipazione I e II, 101847)

上一学年(2023-2024 年)，学科设计实验室第一部分由 Francesco Burlando 老师和 Xavier Ferrari Tumay 老师负责，第二部分由 Niccolò Casiddu 教授和 Massimo Musio Sale 教授负责。这两部分内容相互关联，其流程如下。本课程旨在提供一个机会，让学生在各个阶段掌握与设计方法和技术相关的知识：从分析参考环境到确定需求，从技术、生产、文化和社会方面的验证到项目原型的制作。该课程旨在培养学生的创新能力，使其能够在当代情景中将项目与社会变革、市场动态和技术发展联系起来。通过体验和实验，引导学生理解项目(从广义的角度理解)与行为、背景、社会和文化环境的转变之间的辩证关系，从而获得自己对设计过程的认识。课程还旨在为设计师提供数字原型设计的基本工具和概念。教学目标是与当地一家在该领域处于领先地位的公司合作，设计一款与主题相符的产品。项目的所有部分都要进行开发，直至制作出原型。该项目旨在通过使用一套工具，向学生传授设计方法，这些工具可以帮助开发创意、确定概念、细化项目、制作原型、与用户验证并向公众展示。设计之路始于提交的简报和介绍性文章，旨在确定设计范围，并为学生提供解决拟议主题所需的基础知识。随后是设计过程的各个阶段(例如：研究、基准、草图、建模、验证、原型.....)。每个阶段



都在教学团队的指导下在课堂上进行,并定期进行进度验证。最后,学生还将获得适当的项目演示所需的工具,以及与客户/公司/公众进行交流的必要工具。

CCE35900C - 设计基础, (Fondamenti di design, 84620)

上一学年(2023-2024年)的设计实验室由 Alessia Ronco Milanaccio 老师负责。设计基础课程向学生们介绍了复杂的设计世界,并提供了一个了解我们周围世界的新视角。它提供了一条知识路径,帮助学生了解构成工业设计文化基础的文化、方法和技术要素。课程涵盖了实体和虚拟人工制品设计所涉及的基本理论、方法、技术和工具,重点是人工制品的形态特征及其与环境 and 用户的深层关系。课程的目的是提供必要的工具,以理解产品设计的基本概念,并通过探索设计活动的关键阶段来参与设计过程。这包括从确定需求到设计和创建原型的所有内容,并将讲座与实践工作坊活动相结合。课程分为两部分:一部分是讲座和理论研究,另一部分是工作坊活动,学生可以在实践中学习,开发包括评论和公开展示在内的项目。课堂作业对培训至关重要。学生将在研讨会上与同伴交流思想,培养批判性思维、沟通和绘画/设计技能。完成课程后,学生将能够在设计过程中使用特定的研究和设计方法,以便于发现问题、描述问题并提出解决问题的方案;阅读、理解并描述与功能、市场、生产和符号学方面相关的设计产品;开展用户研究并使用各种技术来创建概念和创造性地开发项目;以令人信服的方式直观展示设计项目的最终成果。在上一学年(2023-2024年)举办的课程中,学生们被要求分析他们每天在校园里所做的简单动作。从设计角度对这些动作进行研究和背景分析后,学生们被要求思考如何通过一个项目来叙述这些动作,同时考虑其历史和文化研究、其背景以及动作、环境和相关人员之间的关系。然后,学生们选择自己的项目主题(行动)和重点领域(产品设计、交流、设置设计、装置等),并处理整个设计过程--从研究到概念开发、技术图纸和最终原型,包括项目本身的图形交流。

CCE34A00E - 设计实验室 (Laboratorio di Design, 84621)

上一学年(2023-2024年),设计实验室由 Giovanna Tagliasco 老师和 Francesco Burlando 老师负责。设计实验室为学生提供了一个机会,使他们能够在设计过程的各个阶段获得方法和实验相关知识:从分析环境和参考方案到确定需求和目标,再到通过生产、文化和社会问题进行实验。在课程和练习的支持下,学生必须展示出管理项目每个阶段(共鸣、定义、构思、原型)的能力,并知道如何制作相关的成果(研究和分析参考资料、故事板、情绪板、命名、草图、概念、可视化、项目细节、模型和原型)。设计实验室是一个工作与合作的空间,在这里,我们通过与他人比较来学习。我们会提供一些理论/实践方面的帮助,但教学和学习是通过练习、复习和深化课题来进行的。上一学年的课程主题与“坐”的概念有关,“坐”被理解为一种一般的行为,而不仅仅是与椅子相关的行为。课程结束时,与设计基础(CCE35900C)一起在北校区教学楼大厅举办了学生作品展。展览受到了校园内学生的广泛关注。以下是部分图片。



关于 BUCT 的学生助理和助教的反馈意见

BUCT 为所有外方老师配备了一名学生助理，负责在老师们抵达时接待他们，并协助解决住宿和逗留期间的后勤问题。事实上，一些学生助理对老师非常热情，甚至超出预期的要求，例如在老师空闲时陪同他们观光旅游。然而，也有一些助理不够积极，这可能在老师初到陌生环境时带来问题，尤其是那些第一次来中国的老师。同时，BUCT为每门课程配备了一名助教，负责在课堂上帮助老师与学生沟通，并处理后勤事务，如寻找合适的教室、准备必要的材料等。特别是在这种情况下，助教与UNIGE老师们的关系非常融洽，超出了助教的职责。老师们对薛小群老师和赵昕老师的工作给予了特别积极的反馈。两位老师非常热心地协助老师们，确保课堂顺利进行，并在远程导师指导下与中国学生合作完成论文准备工作。尤其值得一提的是赵昕老师，他的工作远远超出了助教的职责，成为了老师们的全方位伙伴，有时甚至与年轻老师建立了深厚的友谊。所有老师对他给予了高度评价，表示他不仅为老师们在北京的逗留提供了极大的帮助，还通过令人愉快的陪伴，使他们感到宾至如归。他在人际关系的建立上发挥了重要作用，对两所大学继续保持富有成效的合作关系贡献良多。



优秀结课作业

对于学生在课程中完成的作业质量，Unige 教授都给予了积极的评价。总体而言，无论是课程项目还是毕业考试项目，质量都非常高，深度也令人满意。下面举例说明一些特别值得考虑的项目，但并非详尽无遗。

1. "Journey HeART" Airstream 项目--旅程与艺术疗法的结合 课程: 课题设计实验室 (Subject Design Lab) 学生: Lei Huiyu, Zhang Shiyue, Maria Virginia, Zuniga Piloza 设计的房车提供各种艺术治疗活动，以促进使用者的情绪健康。目标是创建一个安全、温馨的场所，让使用者通过创造力体验和表达自己的情绪。



2. 抓住我的奶酪 (Catch my cheese) 课程: 设计基础 (Design Foundation) 学生: Yi Jiating, Wu Xinran, Wang Yizhen 符合人体工程学的长凳设计，可组装成适合人和猫的各种配置，以促进身心健康。





3. 不舒服的椅子(The uncomfortable chairs) 课程:设计实验室(Design Laboratory) 学生:He Wenjie, Dong JingYi, Chen XinYu 该项目包括制作一系列不舒服的椅子, 以强调导致人们在坐着时采取不舒服姿势的不恰当态度。设计师希望通过对这些元素的矛盾展示, 让用户思考这个问题, 从而促进人们的身体健康。



Università
di Genova

DAD DIPARTIMENTO
ARCHITETTURA E DESIGN



Dipartimento Architettura e Design

architettura.unige.it

P. IVA 00754150100

+39 010 209 5875

Stradone S. Agostino 37, 16128 Genova

direttoredad@arch.unige.it



4. 极限运动员颈部保护 Extreme Athlete Neck Protection 课程:学位考试(Degree exam) 学生: Li Yida 意大利导师 Prof. Francesco Burlando 为极限运动者(自行车手、滑雪板手)设计的保护装置,通过一系列连接头盔与肩部的活塞,加强对颈部的保护。



语言要求

如工作协议所述,授课语言为英语,只有最后一年的课程才使用意大利语。如此,中国学生就有可能在高年级第一学期来意大利选修用意大利语讲授的课程。如前所述,会说中文的助教在课堂上为 UNIGE 大学老师提供支持,以帮助他们更快、更有效地融入并与 BUCT 的学生交流。这种安排非常有



效,使双方都对教学经验和最终成果感到满意。目前,热那亚大学开设了六门中文课程:目前,热那亚大学开设了六门汉语课程:中国文学与文化 I、II、II 和汉语 I、II、II。这为帮助联合国大学学生达到热那亚大学的语言要求提供了机会。

热那亚大学的建议

对教育方面,UNIGE建议是提高 BUCT 学生的意大利语水平,使他们能够更好地与UNIGE老师们交流和互动。事实上,尽管中国助教在学生和老师之间起到了有效的中介作用,但对于来意大利上课的学生来说,这个问题依然存在。在后勤方面,建议改进与UNIGE老师和学生赴华相关的后勤工作,例如:提高提供住宿的标准、协助获得SIM卡、提供无线网络等。这些方面大多数情况下都在逐步优化,且整体表现良好。然而,有时也会遇到一些麻烦,尤其是对于那些第一次来到这样一个陌生国家的UNIGE教师而言,可能会带来不便。为了解决这一问题,建议为UNIGE教师指派学生助理,这些助理可以是他们课程中的学生,从而促进更积极主动的合作关系。

Firma
Niccolò Casiddu