

Initial 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 2018 UNIGE was selected by the Italian National Agency for the Evaluation of Universities and Research Institutes (ANVUR) for a quality assessment and our degree was one of the 12 degrees to be assessed. A board of examiners visited our Department in November 2018, they interviewed our students, our teaching and administration staff, and they have been shown our facilities (library, computer lab, classrooms, ecc.) Our accreditation has been confirmed.

An Overview of the Double Degree Program

The Double Degree Program started in the academic year 2017/2018, so we are currently at a very early stage. A more comprehensive assessment will be possible after the graduation of the students of the first cohort (academic year 2020/2021). Both Universities presented the Program to their students and it was met with great interest. As stated in the *Working Agreement*, up to 25 students from UNIGE and 50 students from BUCT can be enrolled in the double degree.

BUCT degree in Industrial Design lasts 4 years, while UNIGE degree in Product and Naval Design lasts 3 years, so the 2018/2019 academic year is the first cohort for Italian students and the second cohort for Chinese students.

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*.

This year UNIGE should officially enroll 30 BUCT students. 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. Both parties guarantee the implementation of the program for the first two cohorts, i.e. 2017 cohort and the 2018 cohort, and will decide if and how to continue the program based on the evaluation of the program at the end of solar year 2018» and so each party will periodically assess the quality and the performance of the Program, which is expected to meet the quality standards of both Universities.

The set up of this Program has been quite complex for both parties, but we are confident that we will soon benefit from this initial organizational effort.

Teaching in China

At present two courses have been taught by UNIGE professors in China, CCE34600T - Design History (Storia del design, 56096) (June/July 2018) and CCE35900C - Design Foundation (Fondamenti di design) (November 2019). 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. Both Professors gave a very positive feedback of their teaching experience at BUCT, they were impressed by the campus facilities and were enthusiast of their stay in China.

The two courses held by UNIGE professors at BUCT are 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.

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.

CCE35900C - Design Fundamentals (Fondamenti di design)

Design Fundamentals introduces Design methods as a subject, contemporary practices, research skills and a range of issues related to broader contexts in art, design and craft. Students will share ideas with their peers in seminars and develop their critical thinking as well as their speaking and drawing skills.

The objective of the course is to provide tools to understand the meaning of the basic concepts of product design and to test the design process deepening the dimension of the design activity following its main phases, from needs detection to the design and making of products, alternating lectures and class workshop activities. The course lays the foundations of a method that allows to tackle different topics with a user-centered approach to the project, capable of including its complexity in the design process.

CCE34600T - Design History (Storia del design, 56096)

The course Design History aims to provide the broader possible picture of the birth, evolution and contemporary development of design, through a journey that identifies moments, places, movements and pivotal personalities, with the precise purpose of generating an adequate theoretical knowledge of the subject.

Through a wide-ranging and comprehensive presentation of the topics, following the structure of the chosen textbook, this course offers a substantial, punctual and transversal knowledge, with the intention of allowing students to create a wider, valid and detailed view of the historical matter of design.

The course includes the development of frontal lessons, either on the general introduction of topics or on deepening some nodal themes; during interaction and comparison the students are invited to follow the timeline and to identify geographical locations of the proposed themes.

BUCT student's feedback

Students' feedback for Design History: Dr. Luisa Chimenz has very clear teaching objectives with key points illustrated. She paid attention to the combination of theory and practice by using real examples. Dr. Luisa Chimenz class was very active that could cultivate students' sense of creativity and arouse students' interest in learning Industrial Design. She respected students and attached great significance to students' personality cultivation.

Students' feedback for Design Foundation: Dr. Silvia Pericu is a very responsible professor who prepared lessons very well and carefully delivered lectures and graded assignments. She showed her respect to all the students. In the classes, the teaching tasks were clear and informative with brief key points illustrated, and her class was very interesting that cultivated students' sense of creativity and arose students' interests in learning Industrial Design.

BUCT peer's feedback

Feedback for Design History: Dr. Luisa Chimenz fulfilled the teaching objectives of Design History, which was proven by the Industrial Design Project Exhibition held in November 2018. From students' design works, we can see that students have a deep understanding about design history and historical design concept. Dr. Luisa Chimenz has a unique insight on sorting out design history knowledge by creatively adapting new tools and methods and highlighting key points in the class. Analyzing specific cases more in-depth, Dr. Luisa Chimenz paid significant attention to investigating reasons behind design with distinctive perspectives, which made students feel immersed in the different phases of design history and the opportunity to relive in different eras.

Feedback for Design Foundation: The teaching objective for Design Foundation is to provide students with tools to understand the meaning of the basic product design concepts and experience design process and its related ranges, which is fully achieved. Students' 100% passing rate and 100% excellent feedback is a proof that students mastered the knowledge by listening to the lectures and working on various practical projects in class. Dr. Silvia Pericu combined theory and practice in her class, illustrating advanced design programs and methods in the lecture, adapting different teaching approaches and systematic assessment measures, which cultivated students' comprehension on design methods and understand the great importance of teamwork.

Language requirements

As stated in the *Working Agreement*, lectures are in English or in Italian.

A Chinese speaking co-teacher supported UNIGE professors in the classroom in order to help them integrate and communicate more quickly and effectively with BUCT students.

This arrangement was very effective and contributed to the general satisfaction of both parties with the experience and the final outcomes.

The Academic Senate of the University of Genoa has recently decided that, starting from next academic year, the Department of Modern Languages and Cultures will include a Chinese language course of 130 hours.

This could be a great opportunity to help UNIGE students meet BUCT language requirements.

Suggestions from UNIGE

Our only suggestion to date is to improve the Italian level of BUCT students so that they have better communication skills and interaction with UNIGE professors, although the Chinese co-teacher was an effective intermediary between students and professors. We would also recommend that BUCT students will study at UNIGE during the first semester of their final year.

Genoa, 20.03.2019



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”，详见附件 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 Naval 设计学士学位概述

产品与 Naval 设计学士学位包含两套课程，即产品与沟通设计课程和 Naval 设计课程。目前，双学位仅涉及产品与沟通设计课程。2018 年，热那亚大学被意大利高校及科研机构国家评估局选为质量评估对象，其学位是被评估的 12 个学位之一。评估专家于 2018 年 11 月走访了我系，与我系学生以及教学和行政人员进行了会谈，并在相关人员带领下参观了我系设施（图书馆、计算机实验室、教室等）。我系通过审核评估。

双学位项目概述

双学位项目始于 2017/2018 学年，我们目前处于刚刚起步阶段。首批学生毕业（2020/2021 学年）后，有可能将实行更全面的评估。这两所大学均向其学生推出了本项目，学生们对此表现出很大的兴趣。正如《执行协议》所言，双学位项目在热那亚大学最多录取 25 人，在北京化工大学最多录取 50 人。

北京化工大学工业设计本科专业的学制为 4 年，而热那亚大学产品与 Naval 设计本科专业学制为 3 年，因此 2018/2019 学年对于意大利学生来说是第一年，对于中国学生来说则是第二年。

根据《执行协议》的要求，热那亚大学学生须在第三年第一学期前往北京化工大学进行交换学习，而北京化工大学学生在第四年第一学期自愿选择前往热那亚大学交换学习，最多交换人数为 25。

本年度，热那亚大学应从北京化工大学正式录取 30 人。热那亚大学的学生对双学位项目表现出很大的兴趣，但他们主要关心的是达到学习汉语 600 个小时的要求。

《执行协议》规定：根据原始协议，双方将合作举办本项目，共招录 5 届学生。双方保证对最初两届（即 2017 届和 2018 届）学生实施本项目，并在 2018 年年底根据对本项目实施情况的评估结果决定是否以及怎样继续举办本项目。因此，双方将定期审查本项目的执行质量及成果，看其是否符合质量标准。

本项目的设置对于双方来说是一个很复杂的事项，但我们坚信我们终将得益于当初为设置本项目而进行的大量组织工作。

在中国的教学情况

目前，热那亚大学教授在中国开设了两个课程，它们分别是 CCE34600T — 设计史（Storia del design, 56096）（2018 年 6 月/7 月）、CCE35900C — 设计基础（Fondamenti di design）（2019 年 11 月）。根据双方约定的课程安排，第一年的其他课程由中方教授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教授均专业精通，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两名教授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教授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。这两名教授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。

热那亚大学教授在北京化工大学执教的两个课程都是基础课，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。

CCE35900C — 设计原理 (Fondamenti di design)

“设计原理”课程介绍设计方法、当代实际做法、研究技能以及与艺术、设计和工艺等更广阔的背景有关的诸多问题。学生通过研讨会与其同伴交换意见，培养至为重要的思考能力，当然还有说话能力和绘图能力。

课程旨在帮助学生理解产品设计基本概念的含义，通过测试设计流程，促进多维度设计理念的培养，从需求探测到产品的设计和制造，课堂讲授与研讨活动交替进行。该课程为学生设计课程的学习，奠定了良好的基础，同时以客户为中心的思想解决项目问题，锻炼学生在设计过程中处理复杂问题的能力。

CCE34600T — 设计史 (Storia del design, 56096)

“设计史”课程旨在通过依次讲述设计发展历程中的重要时刻、地点、运动和关键人物展现其诞生和演变进程以及当代的发展动态，提供了设计方面的理论知识。

该课程通过广泛而全面的表述，遵循选定教材的结构，提供了内容充实、时间准确、注重横向联系的知识，旨在使学生对设计史实有较为广泛、有理有据、具体细致的了解。

该课程包括课堂讲授课的开发，这种授课方式适用于对课堂内容的一般性介绍或对某些节点性主题的深入讲解；而在互动和比较课上，学生则应教师之邀遵守时间安排，指出相应主题所处的地理位置。

北京化工大学学生的学生反馈

设计史课程反馈：Luisa Chimenz 博士尊重学生，重视学生人格培养，教学任务明确，重点突出，教学注重实际结合，讲解实例，能够培养学生创新意识，调动学生积极性，激发学生学习兴趣。

设计基础课程反馈：Silvia Peircu 教授备课充分、授课及作业批改认真，有高度的责任感，尊重学生，教学任务明确，重点突出，教学内容充实，课堂生动有趣，能够培养学生的创新意识，调动学生学习的积极性。

北京化工大学教师反馈

设计史课程反馈：Luisa Chimenz 博士达成授课目标，通过 2018 年 11 月学生设计在工业设计作品展展出成果，表明学生已对设计史课程的知识点有较深入的理解，学生通过适当的研究，形成了一个更广泛、有效、详细的历史设计观。Luisa Chimenz 博士对设计史的梳理有自己独到的观点和见解，创造性的提出了很多方法和工具。案例分析深入，视角独到，注重分析设计案例背后的形成因素，课堂教学重点突出，使学生仿佛身临其境，理解特定时代背景下设计形成的原因。

设计基础课程反馈：《设计基础》课程的教学目标，旨在提供设计工具和方法，使学生掌握设计的基本概念和意义，以及体验设计过程的涉及范围。学生期末 100% 的通过率展示了学生已对《设计基础》课程的原理和方法有较深入的理解和掌握，学生通过学习和实践，基本具备了从理论和实践两个视角提出和展现设计概念的能力，达到了预期的教学目标。同时，Silvia Pericu 教授讲授大量设计领域最前沿的设计程序和方法、课堂教学注重理论和实际操作的结合、教学手段多样化，小组设计的体验，使得学生深刻理解了在工业设计中团队合作的重要性。

语言要求

根据《执行协议》要求，授课用英语或意大利语。

北京化工大学安排一名中方教师，协助热那亚大学教授进行课堂教学，以帮助其迅速、有效地融入北京化工大学课堂，实现无障碍沟通交流。

此项安排非常得力，这是双方对其合作体验和最终结果总体上比较满意的重要因素。

热那亚大学学术评议会最近决定：从下学年开始，语言文化系开设 130 个学时的汉语言课程。这是帮助热那亚大学学生达到北京化工大学对外籍学生语言要求的重大举措和良好机会。

热那亚大学的建议

迄今为止，我们给出的唯一建议是提高北京化工大学学生的意大利语水平，以便与热那亚大学教授更好地沟通和互动，尽管中方助课教师是中方学生和意方教授之间的有效沟通桥梁。同时，我们还建议北京化工大学学生在其最后一年的第一学期去热那亚大学学习。

2019 年 3 月 20 日 热那亚