

<p>AUDIENCE (PERSONA)</p> <hr/> <p>PROFILE Age 16–17 · Film, design, marketing, fashion ~90% female · Low science baseline Students with ADHD/dyslexia · Overloaded with major subjects</p> <p>CORE NEED Understand the relevance of natural science to their creative profession. The course must show a direct link to their future work.</p> <p>STUDENT GOAL Gain a concrete professional tool — the ability to justify creative decisions through scientific data on perception.</p> <p>LEARNING PROCESS Practice-oriented, minimal theory, maximum hands-on. 80% in-class. Short activities (15–20 min). Creative industry case studies.</p>	<p>STAKEHOLDERS & CONTEXT</p> <hr/> <p>KEY STAKEHOLDERS</p> <ul style="list-style-type: none"> • Subject expert — course author, sole instructor • Academic Director • Students — 53 people, mixed creative specializations <p>CREATIVE COLLEGE GOALS</p> <ul style="list-style-type: none"> • Natural science as a tool for erudition and critical thinking • Increase engagement in a non-specialist subject • Integrate scientific approach with creative thinking <p>KEY CONSTRAINTS</p> <ul style="list-style-type: none"> • Expert works alone, no teaching team • Students overloaded, no homework culture • Natural science is low priority for students • First year of programme — no senior students for peer support
<p>DESIGN APPROACH</p> <hr/> <p>BACKWARDS DESIGN Learning outcomes (3 competencies) → Assessment criteria → Learning activities. Constructive alignment: every activity develops a specific outcome and is assessed against clear criteria.</p> <p>GRADUAL PROGRESSION Scientific method (6 steps) introduced in stages: modules 2–3 cover first 4 steps · modules 4–5 full cycle · module 6 independent application. Ready-made templates and checklists support students with a low baseline.</p>	
<p>LEARNING OUTCOMES</p> <hr/> <p>1. SCIENTIFIC METHOD AS A PROFESSIONAL INSTRUMENT Students master the full 6–step research cycle and apply it to creative industry tasks.</p> <p>2. PERCEPTION ANALYSIS FOR EFFECTIVE CREATIVE PRODUCTS Students understand how sensory systems (vision, hearing, touch, taste, smell) influence product perception.</p> <p>3. EVIDENCE-BASED ARGUMENTATION Students move from "I like it" to "I can justify it" — grounding creative choices in perceptual science and data.</p> <p>4. PROFESSIONAL CONFIDENCE From subjective opinion to objective, evidence-based professional argumentation.</p>	<p>CORE LEARNING MODEL</p> <hr/> <p>EXPERIENTIAL LEARNING (KOLB'S CYCLE) Students analyse a real product from their own industry (ad, website, packaging) using the scientific method — creating a "Scientific Passport of a Creative Product." Each module = a new passport section.</p> <p>Cycle: experience (experiments) → reflection → theory (laws of perception) → application to own product.</p> <p>Outcome: completed passport + 5–minute defence pitch.</p> <p>SCAFFOLDING Ready-made templates, checklists, gradual complexity increase: 3 steps → 4 → 6.</p>
<p>SUCCESS CRITERIA</p> <hr/> <p>FROM STUDENTS</p> <ul style="list-style-type: none"> • 80%+ complete with a pass grade or above • 70%+ rate the course as professionally useful • 100% produce a Scientific Passport for their portfolio <p>FROM THE COLLEGE</p> <ul style="list-style-type: none"> • Programme delivered without critical issues • Instructor workload reduced — materials ready, no weekly development needed • Programme transferable to any instructor <p>FROM THE DESIGN TEAM</p> <ul style="list-style-type: none"> • Module 3 (Mechanoreception) ready for pilot, Feb–Mar 2026 • Full programme developed by final defence • Minimum 1 module tested with real students 	<p>ASSESSMENT</p> <hr/> <p>FORMATIVE (ONGOING)</p> <ul style="list-style-type: none"> • Passport sections submitted as module gates • Self-check challenges via checklists • Instructor feedback on interim versions <p>SUMMATIVE Completed Scientific Passport + 5–minute defence pitch (+ 2–3 min Q&A)</p> <p>40% ongoing (passport sections) · 60% final defence</p> <p>DEFENCE CRITERIA Clarity · Evidence · Practicality · Professional language</p> <p>AI ETHICS COMPONENT Students submit prompts used, explain decisions and justify choices during the defence, identify where AI was incorrect and what they verified manually.</p>
<p>TOOLS & ROLES FOR DELIVERY</p>	
<p>ROLES Instructor · Biology consultant — module content expertise</p> <p>TOOLS LMS/college platform · Visual editors · AI assistant (with critical review) · Survey tools</p>	<p>PHYSICAL RESOURCES Projector · Whiteboard · Handout materials (templates, checklists) · Minimal experiment supplies</p> <p>ITERATION CHECKPOINTS Manageability for one instructor · Student engagement · Realistic timeline</p>