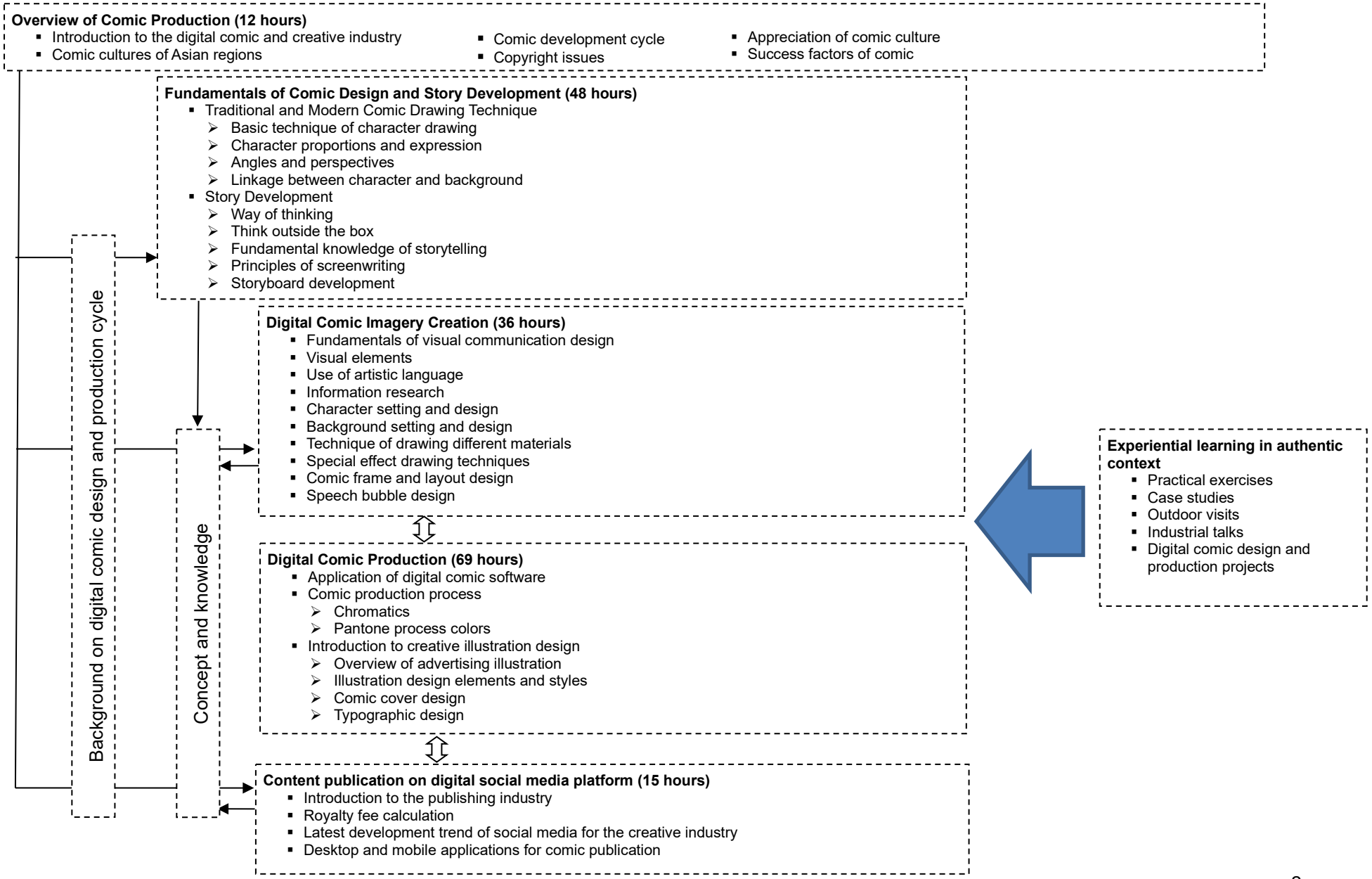
# Applied Learning

## 2025-27 Cohort; 2027 HKDSE

| Item | Description |
|---|---|
| **1. Course Title** | Digital Comic Design and Production |
| **2. Course Provider** | School of Professional and Continuing Education,<br>The University of Hong Kong |
| **3. Area of Studies/ Course Cluster** | Creative Studies/<br>Media Arts |
| **4. Medium of Instruction** | Chinese or English |
| **5. Learning Outcomes** | Upon completion of the course, students should be able to:<br><br>(i) describe the functions of various job positions in the comic industry;<br>(ii) demonstrate creative thinking and storytelling skills through expressing ideas in innovative ways in the story development process;<br>(iii) apply comic design principles and techniques to produce digital comic content;<br>(iv) integrate problem-solving, analytical and communication skills to solve digital comic design and production related problems through teamwork;<br>(v) demonstrate a basic understanding of the work ethics and proper values of the comic and creative industry; and<br>(vi) enhance self-understanding and explore directions on further studies and career pursuits. |

## 6. Curriculum Map – Organisation and Structure



## 7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

**Possible further study and career pathways**

***Further studies***

- e.g. courses related to arts and design, digital media and entertainment, animation, communication, advertising, information technology

***Career development***

- e.g. digital asset assistant, comic artist, graphic and illustration designer, comic cover designer, animator

**Complementarity with core subjects and other elective subjects**

***Enhancing and enriching*****,** e.g.

- enriching the breadth and depth of design concept of **Visual Arts**, such as aesthetics elements, forms and colours by applying knowledge in comic design of this course
- enriching the breadth and depth of technology knowledge and skills of **Information of Communication Technology**, such as software application by applying practical skills in digital comic production with reference to industry standard of this course

***Expanding horizons*****,** e.g.

- students taking **Economics, Geography, History,** and/or **Business, Accounting and Financial Studies** may broaden their views and knowledge in visual communication and digital content creation

**Digital Comic Design and Production**

**Relations with other Areas of Studies/ courses of Applied Learning**

e.g.

***Business, Management and Law***

- knowledge on the requirements of intellectual property and copyright issues, operations of publishing industry and royalty fee calculation developed in this course can enhance students' understanding of the business ideas and legal concept in the area of studies of **Business, Management and Law**

**Foundation knowledge developed in junior secondary education**

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and **English Language Education** – verbal and written communication
- **Mathematics Education** – basic calculations, measurement and scale handling
- **Technology Education** – data handling, information searching and software application
- **Arts Education** – arts appreciation

## 8. Learning and Teaching

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in the digital comic design and production industry.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures on the overview of the development of Hong Kong digital comic industry) and eye-opening opportunities to experience the complexity of the context (e.g. visits to local and/or Mainland digital comic production companies, practical exercises at industry standard and sharing sessions and career talks by the digital comic industry practitioners).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. practical exercises under simulated working environment with industry standard software and hardware to better understand the requirements, knowledge and skills required by the industry).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. in the project, students create the idea of comic design and make use of the knowledge acquired to present their findings in a systematic way. In the process, students apply practical skills at industry standard, demonstrate problem-solving skills through tackling digital comic design and production related issues with multi-disciplinary knowledge, and prepare reports and group presentation. Also, students demonstrate proper values and attitudes required in the industry to complete the project).

## 9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

**(i) Career-related Competencies**

- understand the future development trend of the local and global digital comic industry through lectures, industry visits, sharing and career talks by practitioners;
- explain the functions of various job positions in the comic industry;
- develop basic industry competency including storyboarding techniques, comic graphic design and production skills, through practical exercises which are designed with reference to the industry standard; and
- describe the cultural differences of local and overseas comic design.

**(ii) Foundation Skills**

- strengthen communication skills both in verbal and visual forms through participation in design idea presentation, digital comic design and project report;
- understand the design process to match the complexity of design problems in digital comic production;
- apply mathematical knowledge to solve digital comic design problems such as drawing scale manipulation; and
- enhance information technology and computing skills such as research and information analysis for assignments, projects and the development of digital comic with design software.

**(iii) Thinking Skills**

- integrate knowledge in technology, design, languages and mathematics in tackling comic design and production related problems;
- apply skills in critical thinking through discussions on real life cases and practical exercises which stimulate thinking and enhance understanding of the competency required by creative industry;
- enhance creativity through participation in design exercises, comic appreciation, presentations and site visits; and
- develop skills in problem-solving and decision-making through practical and project works which require information search and filtering, results analysis and consolidation.

**(iv) People Skills**

- apply interpersonal communication and team building skills through participating in the establishment and operation of self-directed work teams;
- understand the importance of division of work through group projects and activities; and
- apply time management skills under simulated comic design working environment, following industrial practices.

**(v) Values and Attitudes**

- develop the sense of responsibility and enhance understanding of the ethical requirements in the creativity industry; and
- understand the concept of rights and respect intellectual property of other people through experience sharing by tutors and practitioners.