AUS | الجـامعة الأميركيـة في الشـارقة
American University of Sharjah

Packaging Design

UKPSF: A1-A4; K1-K4

For Participatory Enquiry, Object-based Learning, Group Discussion and Debate

- The Package Design course examines packaging trends in the context of the needs of the region to develop economical, responsible, and sustainable solutions. It covers environmental and social issues related to packaging related to design optimization, use of sustainable materials and role of packaging in solid waste systems.
- Learners visited a local organic farm specializing in producing certified organic vegetables, fruits, and eggs using sustainable farming practices providing customers with the freshest organic products and the role packaging plays in maintaining food safety and the organic certification.
- The learners reflected on their own interact with product packaging, researched ecological packaging options considering transportation and cost and developed a sample package that was presented to the co-founder and operation manager for feedback.

How the specific learning objectives were targeted

By the end of the module the students were able to:

- Describe the product development process from concept development to execution.
- Utilize basic sketching ideas to communicate ideas.
- Identify the various types of packaging materials available in the industry.
- Research the development of an ecologically friendly package.
- Plan, Create and present an ecologically friendly package cooperating and collaborating with other students.
- Produce realistic photographs of the product.
- Evaluate the physical, financial, and ethical impacts of decisions on both society and the environment.

How the specific learning objectives were assessed

Learners will be assessed on their ability to analyse and problem solve typical packaging challenges with a sustainable solution, through class discussion and a research and analysis paper submission. Additionally, the learner will be assessed on the final exhibition and presentation of their ecologically friendly package design. Each learner is evaluated not only on the ascetics and material choice of the design, but also their ability to articulate why it is a superior design socially, economically, and environmentally.

How the SDGs targeted were embedded

2 ZERO HUNGER The learner knows about the importance of access to nutritious and safe food.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION The learner knows about reducing waste, promoting sustainable procurement practices, and discouraging wasteful consumption.

How were the learning and teaching activities designed and delivered?

Participatory Enquiry and Object-based learning

Learners researched about sustainable packaging systems, life cycle, brand identity, materials, and techniques. They experimented through simulations, mock-up templates, and produced three-dimensional creative projects in the form of packaging. Learners reflected on their own emotion and experience in product packaging. Looked at current organic produce packaging and visit the farm where organic produce was grown.

Collaborative Learning

Through critique sessions of individual projects and peer-assessment, learners were able to identify characteristics of bold brand experiences aligned with the objective of

How the specific learning objectives were targeted

By the end of the module the students were able to:

- Analyse theories of international development.

- Recognise sources of and challenges to women's empowerment worldwide.

- Analyse the relationship between capitalism, patriarchy, and gender inequality.

- Group discussions on the quality and impact of service and the environment that it is provided.
- Self-reflect through journaling about their experience working with the mentees.

- Tutoring and mentoring the orphaned girls seeking access to higher education.

How the specific learning objectives were assessed
Learners will be assessed on readings through participation in group discussions and using Perusal, a learning tool that enhances academic reading experience. Engagement levels will be assessed based on the number and quality of annotations and interactions by each learner in Perusal. Additionally, student will be assessed on written reflections and a class presentation on the service learning.

How the SDGs targeted were embedded

The learner knows about access to education and discrimination in education.

The learner knows about the gender-based discrimination and equal rights to economic resources.

## How were the learning and teaching activities designed and delivered?

Participatory enquiry and action activities:
Hands-on experience working with a local NGO tutoring and mentoring orphaned girls seeking access to higher education. Reflection on the quality and impact of service and the environment in which it is provided.

Group discussion:
Discuss readings on education and globalisation, access to education, gender representation in the workforce, and the feminisation of poverty with reflections on their hand-on experience with local civil society/NGOs.

Fundamentals of MIS

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KC1 KC3 KC5 KC7 KC8
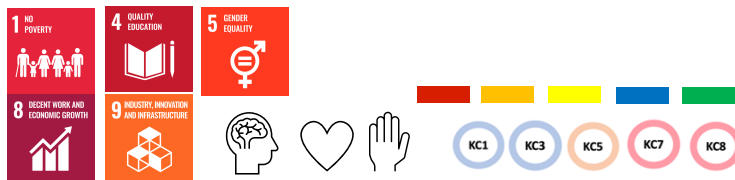
For Participatory Enquiry, Action competence and Action-based learning

- Fundamentals of Management Information Systems (MIS) focuses primarily on the organizational foundation of MIS. It provides students with the knowledge to understand what information systems are and how they can be applied to other business fields such as finance, marketing and production.
- It is one of the most challenging and interesting courses to teach since it is an MIS foundation course offered to all business students.
- The course project has two objectives: 1) to give students an opportunity to work closely with local businesses/non-governmental organizations (NGOs) and learn real life challenges related to Information Systems (IS) and Information Technology (IT). 2) to explore the roles of IS/IT in creating new products and services and in solving business challenges.
- Latest project: Students teamed up with a small non-profit organization known as the Citizens Foundation (TCF), who operates schools for the less-privileged children in Pakistan.

How the specific learning objectives were targeted

By the end of the course the students were able to:

- Explain the importance of studying information systems.
- Define the concept of an information system and classify different types of information systems.
- Identify the organizational issues associated with the implementation and control of computerized information systems and recommend appropriate solutions in achieving the SDGs.

- Collaborate, negotiate, and communicate during a hands-on experience working with a local NGO.

How the SDGs targeted were embedded

SDG1: End poverty in all forms.
SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
SDG5: Achieve gender equality and empower all women and girls.
SDG8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
SDG9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

How were the learning and teaching activities designed and delivered?

Participatory Enquiry and action activities
While doing this project, students work very closely with TCF.

- Students learn how TCF operates schools for the less privileged children in Pakistan including girls where nearly half of the students are girls.
- Propose innovative ideas on how TCF and other NGOs can leverage technology to achieve the SDGs. **Group Discussion**
- Students discuss how NGOs such as TCF (the largest private employer of women in Pakistan with an all-female faculty member) operates.
- The role of technologies in such organizations.
- The role of technologies for the poor.