IND 1020 DESIGN INNOVATION   SYLLABUS

Instructor

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COURSE INTENTIONS

The course provides students with an understanding of design innovation in interior design and allied fields. Impacted by individual, social and environment factors, design innovation surfaces in creative personality traits, processes, products and environments. Through the study of precedent as well as theories of creativity and space, this course will examine innovation at play in contexts ranging from the workplace to healthcare and learning environments. Further we will study innovations in sustainability in design competition work. Opportunities to examine innovation will be discussed in new building forms as well as in the creative adaptation of existing spaces.

To explore innovation, this course will focus on the design engagement framework with impact markets as well as other creative theories and methods of study. In particular, narrative inquiry, will be explored as a vehicle for examining innovation since it provides some access into the mind of the designer and into perceptions of memorable spaces and places offering purposeful and imaginative solutions necessary for the world in which we live. Throughout the course, narrative cases will be studied not only to better understand creativity in individuals but will reveal team dynamics, client interactions and end user perceptions. As design professions continue to become increasingly collaborative and interactive, it is necessary to study innovation in relation to client, end user and stakeholder engagement.

GENERAL EDUCATION REQUIREMENT FULFILLED BY IND 1020: DESIGN INNOVATION
This classsatisfies a "Humanities" (H) general education University of Florida requirement.

Educational objectives
Student learning outcomes facilitating an understanding of the humanities:
- Students are *able* to recognize the influences (and potential biases) of individual, social, and environmental factors on definitions of design innovation.
- Students are *able* to learn from precedent when studying design innovation in the context of interior design and allied fields.
- Students are *able* to understand creativity and design innovation from related and sometimes competing worldviews.

- Students are *able* to analyze and interpret narratives on design innovation using frameworks and theories.
- Students have *awareness* of methodologies from narrative inquiry and evidence-based design to understand the assessment of creativity and design innovation.
- Students are able to *apply* precedent and theory in a design intervention in the built environment in which they design, observe and communicate their process and results.

Student Learning Outcomes facilitating an understanding of the interior design discipline[1]:
- Students are *able* to: a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria). b) gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation). c) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements. d) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.[2]
- Students have *awareness* of: a) team work structures and dynamics. b) the nature and value of integrated design practices.[3]
- Student work demonstrates *understanding* of: a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants. b) the implications of conducting the practice of design within a world context. c) how design needs may vary for a range of socio-economic stakeholders.[4]
- Students effectively *apply* the elements and principles of design to: a) two-dimensional design solutions. b) three-dimensional design solutions. c) Students are *able* to evaluate and communicate theories or concepts of spatial definition and organization.[5]
- Student work demonstrates *understanding* of: a) color principles, theories, and systems. b) the interaction of color with materials, texture, light, form and the impact on interior environments.[6]

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[1] Students successfully completing this course will demonstrate an awareness of fundamental design concepts and issues, thus broadening their understanding of innovation within the context of interior design. Discipline-specific learning outcomes for this course support selected accreditation standards (2009) established by the Council for Interior Design Accreditation (CIDA).

[2] Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

[3] Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

[4] Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

[5] Entry-level interior designers apply elements and principles of two-and three-dimensional design.

[6] Entry-level interior designers apply color principles and theories.

COURSE ORGANIZATION
Schedule
Tuesday– 8:30-10:25am (2nd and 3rd period, ARC 411),
Thursday – 8:30-9:20am (2nd period, ARC 411)

Required Texts
- Dohr, Joy H. & Margaret Portillo. *Design Thinking For Interiors: Inquiry + Experience + Impact.* Hoboken, NJ: John Wiley & Sons, 2011. ISBN: 978-0-470-56901-6
- Jones, Lynn & Phyllis Allen. *Beginnings of Interior Environments* (11th edition), Upper Saddle River, NJ: Prentice Hall, 2014. ISBN: 978-0-13-278600-3

Format
- Student learning will occur through module lessons containing assigned readings, instructor presentations, related videos, quiz assessments, reflections, and in some weeks additional assignments will be due.
- Students will work in assigned pairs for the Make a Difference and Deep Dive projects (unless the instructor has given instructions to work individually).
- Outside work includes locating a design client in the community, site visits, project administration and assessment.
- All assignments, quizzes and projects will be administered/submitted on Sakai.
- The Make a Difference project (with an assigned milestone and a final submission) offers a learning opportunity for students to apply course concepts in a real life context.
- The course contains 16 lesson weeks consisting of readings, assessments, assignments and required submissions.
- The course instructor will be happy to respond to any questions either in person or on-line. Additionally the instructor will available during set office hours.

The instructor reserves the right to alter the course in response to opportunities or extenuating factors.

ASSIGNMENTS AND GRADING SCALE
At the end of each module, students are to complete a variety of assessments typically including a quiz, reflection and in some weeks a project (e.g., Deep Dive, or Make a Difference). Each of these assessments or assignments must be completed in the allotted time frame. Late submissions will <u>not</u> be accepted.

Criteria for Grades

Quizzes (on-line quizzes)	**40%**
Make A Difference Project (including milestone 1, 2 and final submission)	**30%**
Reflections (200-250 word essays)	**15%**
Deep Dive (Presented PowerPoint/Prezi and on-line submission)	**10%**
<u>**Participation**</u> <u>(5% deduction for every unexcused absence)</u>	<u>5%</u>
	100%

Quizzes

All quizzes are comprised of 15 multiple-choice and/or true/false questions. Each quiz draws from course presentations, videos and assigned readings to assess student knowledge of the content presented each week. The timed quizzes (20 minutes) are each worth 15 points. ***Quizzes are administered through the "Assessment" tool on Sakai e-Learning.***

Reflections

Students are required to complete a written reflection (200-250 words) about an aspect of the course content presented in assigned lessons or readings. Each reflection is worth 10 points. ***Students will submit their Reflection directly or upload completed Reflections through the "Assignment" tool on Sakai e-Learning.***

Deep Dive Project

At the start of the semester the instructor will assign a topic with a published essay for to review and build upon in an original PowerPoint or Prezi (8-10 slides). You will find a PDF copy of your assigned essay on the "Resource" tool on Sakai e-Learning. Students will work individually to complete this assignment. This project affords an in-depth look at a focused area of design innovation and is worth 50 points. Topics have ranged from innovation characterizing evidence-based design to creative ways of being a successful design entrepreneur. ***Students will upload their completed Deep Dive project through the "Assignment" tool on Sakai e-Learning for review.***

Make a Difference Project

This project is adapted from an IDEC challenge to encourage students nationwide and beyond to use their creativity to make daily existence better for human beings (or other living things) or the earth. At the start of the semester the instructor will assign partners to complete this team project (unless the instructor has given instructions to work individually). This project provides students with the opportunity to create a real-life design intervention and is worth a total of 150 points. Essentially, the project involves:

- Finding a real-life problem in the community that could be made better through some type of design intervention.
- Creating and installing a small, meaningful design solution, either temporary or permanent.
- Assessing what happens when people encounter and use their environmental idea.[7]

Utilizing the provided IDEC template, students will upload a PDF of their Final Make a Difference project through the "Assignment" tool on Sakai e-Learning for review.

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[7] This project is adapted from the Interior Design Educator's Council Social Responsibility Network's project inspired by Bryan Bell, founder of Design Corps, a non-profit group dedicated to world betterment through design. The idea is simple, but potentially profound.

Participation
Students are expected to arrive to class on time, remain in class for the duration of instruction, and attend every scheduled class period. A 5% deduction from the participation grade will be assessed for <u>each</u> unexcused absence. Prior notice and proper documentation (a doctors note, signed waiver, etc.) is required to excuse an absence from class. The course instructor reserves the right to deduct participation grades for excessive (3 or more) tardiness. The instructor may also provide a 5% bonus in participation grades for individuals who actively contribute to class discussion, activities, or course learning objectives.

Grading Scale

A	93-100	4.0
A-	90-92.9	3.67
B+	87-89.9	3.33
B	83-86.9	3.0
B-	80-82.9	2.67
C+	77-79.9	2.33
C	73-76.9	2.0
C-	70-72.9	1.67
D+	67-69.9	1.33
D	63-66.9	1.0
D-	60-62.9	.67
E	0-59	0.0

Information in regard to UF's grading policy can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

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COURSE POLICIES
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Attendance
Attendance in class is mandatory. Attendance is essential to the learning process. Students are expected to arrive to class on time, remain in class for the duration of instruction, and attend every scheduled class period. It is expected that students will be both present and on time for each class session, and that the instructor will be notified in advance of any necessary absence in person, by phone or by email.

Project Due Dates
Projects and assignments are to be turned in as specified. No projects will be accepted late except by special permission of the instructor. The quizzes must be taken at the scheduled times. You must notify the instructor before the quiz is scheduled if there are extenuating circumstances. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Classroom Climate
Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

Special Accommodations
Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see http://www.dso.ufl.edu/drc/getstarted.php. The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Academic Integrity
All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at: http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php. The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity.   All examinations, quizzes, design projects, and assignments in the Department of Interior Design are subject to this policy. Maintaining strict academic integrity is a priority of the Department of Interior Design and all instructors will fully enforce the UF Honor Code in their studios and classes. A strict adherence to the Honor Code is expected by the University of Florida and reflects the ethical standards of the interior design profession.

Student Work
The Department of Interior Design reserves the right to retain any student work completed in the curriculum for accreditation purposes, including IND 1020: Design Innovation.