



## IND 1020 DESIGN INNOVATION

## SYLLABUS

### Instructor

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Office hours: Thursdays 10:30am-12:00pm or by appointment

### COURSE INTENTIONS

The course provides students with an understanding of design innovation in interior design and allied fields. Impacted by individual, social and environmental 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 markers 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 class fulfills a “Humanities” (H) general education requirement at the University of Florida.**

### 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<sup>1</sup>:

- Students are aware that building technology, materials, and construction vary according to geographic location (4a). Students work demonstrates understanding of how social, economic, and cultural contexts inform interior design (4b). The program provides: a) exposure to the current and relevant events that are shaping contemporary society and the world (4d), b) exposure to a variety of cultural norms (4e), c) opportunities for developing multi-cultural awareness (4f).<sup>2</sup>
- Students have awareness of the nature and value of integrated design practices (5a). Students understand team work structures (5d).<sup>3</sup>
- Students have awareness of: a) impact of a global market on design practices (6b), b) breadth and depth of interior design's impact and value (6c). Students understand professional ethics and conduct (6h). The program provides exposure to: a) career opportunities an interior design education and afford and the options for advanced study (6i), b) the role and value of legal recognition for the profession (6k), professional organizations (6l), and life-long learning (6m).<sup>4</sup>
- Student work demonstrates the ability to: apply human factors, ergonomics, and universal design principles to design solutions (7e).<sup>5</sup>
- Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions (8h). This program includes: a) opportunities for innovation and risk taking (8j), b) exposure to methods of idea generation and design thinking (8k).<sup>6</sup>
- Students are able to effectively: a) express ideas in oral communication (9b), b) express ideas in written communication (9c).<sup>7</sup>
- Students understand significant movements, traditions, and theories in furniture, decorative arts, and material culture (10c).<sup>8</sup>
- Student effectively apply the elements and principles of design to: students

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<sup>1</sup> 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 (2017) established by the Council for Interior Design Accreditation (CIDA).

<sup>2</sup> Entry-level interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

<sup>3</sup> Entry-level interior designers collaborate and also participate in interdisciplinary teams.

<sup>4</sup> Entry-level interior designers understand the principles and processes that define the profession and the value of interior design to society.

<sup>5</sup> Entry-level interior designers apply knowledge of human experience and behavior to designing the built environment.

<sup>6</sup> Entry-level interior designers employ all aspects of the design process to creatively solve a design problem.

<sup>7</sup> Entry-level interior designers are effective communicators.

<sup>8</sup> Entry-level interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

understand the elements and principles of design, including spatial definition and organization (11a).<sup>9</sup>

- Students understand: a) the principles of natural and artificial lighting and design (12b), b) how light and color in the interior environment impact health, safety, and wellbeing (12f). Student work demonstrates understanding of: a) color terminology (12g), b) color principles, theories, and systems (12h).<sup>10</sup>
- Students have awareness of the origins and intent of laws, codes, and standards (16a). Students apply: barrier-free and accessibility regulations and guidelines (16j).<sup>11</sup>

## COURSE ORGANIZATION

### Schedule

Tuesday– 8:30-9:20am (2nd period, ARCH 411),

Thursday – 8:30-10:25am (2nd and 3rd period, ARCH 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. *Beginnings of Interior Environments* (11th edition), Upper Saddle River, NJ: Prentice Hall, 2014. ISBN: 978-0-13-278600-3

### Format

- The course contains 16 lesson weeks consisting of 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 Canvas.
- The Make a Difference project (with assigned milestones and a final submission) offers a learning opportunity for students to apply course concepts in a real life context.
- The course instructor will be happy to respond to any questions either in person or on-line. Additionally, the instructor will be available during set office hours.

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

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<sup>9</sup> Entry-level interior designers apply elements and principles of design.

<sup>10</sup> Entry-level interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

<sup>11</sup> Entry-level interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

## 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 not be accepted.

### Criteria for Grades

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

### 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 “Quizzes” tool on Canvas e-Learning.**

### Reflections

Students are required to complete a written reflection (200-250 words) or a drawing exercise 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 “Assignments” tool on Canvas 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 through the “Announcement” tool on Canvas e-Learning. 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 “Assignments” tool on Canvas 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.<sup>12</sup>

**Utilizing the provided IDEC template, students will upload a PDF of their Final Make a Difference project through the “Assignments” tool on Canvas e-Learning for review.**

**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 each 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**

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

**COURSE POLICIES**

**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

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<sup>12</sup> 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.

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.