

## DESIGN INNOVATION SYLLABUS

**INSTRUCTOR:** Genesis Okken, MID, NCIDQ

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**OFFICE HOURS:** In-person: TBD (or by appointment)

Online (Zoom meeting): By email request

**COURSE WEBSITE:** <https://elearning.ufl.edu/>

### COURSE COMMUNICATIONS:

Please post general questions to the “General Questions” class discussion board. For other questions and issues, please send an email through the Canvas system or to the instructor’s email directly.

### 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
  - This book is available through [UF All Access](#). To opt in to the program, please go to <https://www.bsd.ufl.edu/G1C/bookstore/allaccess.asp>.

### PURPOSE OF COURSE:

The course explores 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 spheres of design influence in the world through new building forms as well as in creative adaptations.

To delve into the study of innovation, this course will focus on the design engagement framework with impact markers as well as other creative theories and cases. 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 creative process. Further, we will examine creative processes such as memorable spaces and places offering purposeful and imaginative solutions necessary for the world in which we live. Narrative cases will be studied throughout the course, not only to better understand creativity in individuals, but will reveal team dynamics, client interactions, and end user perceptions inherent to design innovation.

### **COURSE OBJECTIVES:** *By the end of this course, students will:*

This course fulfills a “Humanities” (H) general education requirement at the University of Florida.

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 different perspectives and sometimes competing worldviews.
- Students are able to analyze and interpret design narratives on innovation using frameworks and theories.
- Students have awareness of methodologies from narrative inquiry and evidence-based design to understand the value and 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> (CIDA Standards):

**STANDARD 4. GLOBAL CONTEXT.** Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work:

- 4b) Student work demonstrates an **understanding** of how social, economic, and cultural contexts inform interior design.

**STANDARD 5. COLLABORATION.** Interior designers collaborate and also participate in interdisciplinary teams:

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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 (2018) established by the Council for Interior Design Accreditation (CIDA).

- 5a) Students have an **awareness** of the nature and value of integrated design practices.

**STANDARD 6. BUSINESS PRACTICES AND PROFESSIONALISM.** Interior designers understand the principles and processes that define the profession and the value of interior design to society.

Students have an **awareness** of:

- 6c) the breadth and depth of interior design's impact and value.

**STANDARD 7. HUMAN-CENTERED DESIGN.** Interior designers apply knowledge of human experience and behavior to designing the built environment.

- 7b) Student work demonstrates the **understanding** of the relationship between the natural and built environment as it relates to the human experience, wellbeing, behavior, and performance.

**STANDARD 11. DESIGN ELEMENTS AND PRINCIPLES.** Interior designers apply elements and principles of design.

- 11a) Students **understand** the elements and principles of design, including spatial definition and organization.

**STANDARD 12. LIGHT AND COLOR.** Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

- 12b) Students are **aware** of the environmental impact of illumination strategies and decisions.
- 12e) Students have **awareness** of a range of sources for information and research about color.
- 12f) Students **understand** how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates **understanding** of:

- 12g) color terminology.
- 12h) color principles, theories, and systems.

**STANDARD 13. PRODUCTS AND MATERIALS.** Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

- 13a) Students are **aware** of the influence of furnishings, objects, materials, and finishes on human environmental wellbeing.

## INSTRUCTIONAL METHODS:

### *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 (30 minutes) are each worth 15 points. Quizzes are administered through the “Assessment” tool on Canvas 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 Canvas e-Learning.

### *“Breaking Boundaries” Project*

At the start of the semester, the instructor will assign students a topic to explore and present in an original presentation (10-15 minutes). Students will work individually (unless instructed to work in groups) to complete this assignment worth 50 points. This project affords an in-depth look at a focused area of design innovation and creative trends within market sectors. Students will upload their completed Breaking Boundaries project through the “Assignment” 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 facilitate the creation of groups 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. 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 low cost/no cost, meaningful design solution, either temporary or permanent.
- Assessing what happens when people encounter and use their environmental idea.<sup>2</sup>

Utilizing the provided IDEC template, students will upload a PDF of their Final Make a Difference project through the “Assignment” tool on Canvas e-Learning for review at different milestones. This project will require students to make multiple visits their project site (typically no more than three visits in the summer semester).

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<sup>2</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.

## 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 doctor's 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.

### ATTENDANCE POLICY:

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.

### MAKE-UP & ASSIGNMENT POLICY:

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>.

## UF Policies:

### UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

### UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:

 All students at the University of

Florida are expected to adhere fully to University of Florida Student Honor Code, view at:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. 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.

## Getting Help:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://request.it.ufl.edu>

**Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them.** The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## Grading Policies:

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., Breaking Boundaries, or Make a Difference). Each of these assessments or assignments must be completed in the allotted time frame. Late submissions will not be accepted. Rubrics are posted on Canvas under each assignment and project.

ASSIGNMENT	PERCENTAGE
Quizzes	40%
<b>Make A Difference Project</b> (including milestones)	30%
<b>Reflections</b> (200-250 word essays)	15%
<b>Breaking Boundaries</b> (presentation)	10%
<b>Participation</b> (discussion posts and informal module activities)	5%
	100%

### 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	0.67
<b>E</b>	0-59	0.0

Information in regards to UF's grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Disclaimer: This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.