

## DESIGN INNOVATION SYLLABUS

**INSTRUCTOR:** Luis Mejia-Puig, Ph.D.

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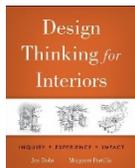
**OFFICE HOURS:** T/R 9:30 am (or by appointment).

**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

- On reserve at the Library. EBook can be found under “Course Reserves” in Canvas



Jones, Lynn & Phyllis Allen. Beginnings of Interior Environments (11th edition), Upper Saddle River, NJ: Prentice Hall, 2014. ISBN: 978-0-13-278600-3.

**MATERIALS AND SUPPLIES FEES:** N/A

### 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:

- 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.

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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).

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 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 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 (8 - 10 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 different 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 develop a real-life design solution and apply the design thinking process introduced in lectures. Essentially, the project involves:

- Finding a real-life problem that could be made better through some type of design intervention.
- Developing an original, functional, and meaningful design solution, either temporary or permanent.
- Assessing their final prototype concepts and opportunities for refinement.<sup>2</sup>

Utilizing the provided Design Thinking Canvas template on the online tool Miro, students will upload a their process work files and their Final Make a Difference project presentation through the “Assignment” tool on Canvas e-Learning for review at different milestones. This project will require students to make multiple online meetings with team members throughout the semester.

**PARTICIPATION.** Students are expected to participate in all assigned discussion posts, peer evaluations, etc. assigned throughout the semester. Active engagement throughout the *Make a Difference* team project is critical to the success of the course. Evidence indicating lack of participation (missing team meetings, not participating in brainstorming sessions, etc.) can result in a deduction in the participation grade.

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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.

## **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:**

**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.

**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.

**NETIQUETTE - COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Violations may result in penalties to relevant assignment and/or participation grades. Please refer to UF's Netiquette guide: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

**COURSE EVALUATIONS.** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under **GatorEvals**, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/).

## 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.

Academic Resources:

- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Health and Wellness:

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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

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

## 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	0.67
E	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>

## SCHEDULE:

<b>MODULE</b>	<b>DATES</b>	<b>TOPICS</b>	<b>DUE</b>
1	<b>WK 1</b> [08/23-08/29]	Start Here – Introduction & Expectations	<ul style="list-style-type: none"> <li>• Complete the <b>Pre-course Reflective Exercise</b>, “What is Design?”</li> <li>• <b>Quiz 1</b> – Syllabus &amp; Plagiarism</li> <li>• <b>Self-Intro Discussion Posts</b> (Part 1 Due Thursday by 11:59pm; Part 2 Due Sunday by 11:59 pm)</li> <li>• Acquire required texts</li> </ul>
2	<b>WK 2</b> [08/30-09/05]	Design Defined	<ul style="list-style-type: none"> <li>• <b>Readings:</b> Dohr &amp; Portillo, Ch 1 <i>Introduction to Design Engagement</i></li> <li>• <b>Quiz 2</b> (Due Sunday by 11:59pm)</li> <li>• <b>Reflection 1</b> – Virtual Scavenger Hunt (Due Sunday by 11:59pm)</li> </ul>
3	<b>WK 3</b> [09/06-09/12]	Design Narratives	<ul style="list-style-type: none"> <li>• <b>Readings:</b> Jones, Ch1 <i>Understanding Interior Design</i>; Dohr &amp; Portillo, Ch 2 <i>Why Narrative Inquiry?</i></li> <li>• <b>Quiz 3</b> (Due Sunday by 11:59pm)</li> </ul>
4	<b>WK 4</b> [09/13-09/19]	Impact Marker – Innovation	<ul style="list-style-type: none"> <li>• <b>Breaking Boundaries Project</b> submissions <ul style="list-style-type: none"> <li>◦ <b>Peer Reviews</b></li> </ul> </li> <li>• <b>Reading:</b> Dohr &amp; Portillo, Ch 7 <i>Impact Marker: Innovation</i></li> <li>• <b>Quiz 4</b> (Due Sunday by 11:59pm)</li> </ul>
5	<b>WK 5</b> [09/20-09/26]	Impact Marker – Engagement	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Select pages from Dohr &amp; Portillo, Ch 3 <i>Impact Marker: Process of Engagement</i> [pp.57-65; 80-84]</li> <li>• <b>Quiz 5</b> (Due Sunday by 11:59pm)</li> <li>• <b>Peer Review for Breaking Boundaries</b> (due Thursday)</li> <li>• Make a Difference Team <b>Discussion Posts</b></li> </ul>
6	<b>WK 6</b> [09/27-10/03]	Impact Marker – Civility & Empathy	<ul style="list-style-type: none"> <li>• <b>MaD Checkpoint 1</b></li> <li>• <b>Reading:</b> Dohr &amp; Portillo, Ch 4 <i>Impact Marker: Contextual Civility</i> &amp; Ch 5 <i>Impact Marker: Empathy</i></li> <li>• <b>Quiz 6</b> (Due Sunday by 11:59pm)</li> </ul>
7	<b>WK 7</b> [10/04-10/10]	Innovating for Human-Centered Design	<ul style="list-style-type: none"> <li>• <b>MaD Milestone 1</b></li> <li>• <b>Reading:</b> Jones, Ch 2 <i>The Value of Interior Design: Health, Safety, and Welfare</i></li> <li>• <b>Quiz 7</b> (Due Sunday by 11:59pm)</li> </ul>
8	<b>WK 8-9</b> [10/11-10/24]	Innovative Composition for Communication	<p><b>WK 8</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Jones, Ch 3 <i>Elements and Principles of Design</i></li> <li>• <b>Design Reflection 2:</b> Evaluating Spaces for Elements &amp; Principles of Design (Due Sunday by 11:59pm)</li> </ul> <p><b>WK 9</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Jones, <i>Ch 4 Color</i> &amp; pages 185-194 (on lighting)</li> <li>• <b>Quiz 8</b> [Covers content for the entire module] (Due Sunday by 11:59pm)</li> </ul>
9	<b>WK 10</b> [10/25-10/31]	Innovating with Place Identity	<ul style="list-style-type: none"> <li>• <b>MaD Milestone 2</b></li> <li>• <b>Reading:</b> Dohr &amp; Portillo, Ch 6 <i>Impact Marker: Place Identity</i></li> <li>• <b>Quiz 9</b> (Due Sunday by 11:59pm)</li> </ul>
10	<b>WK 11</b> [11/01-	Innovating with Space Planning	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Jones, Ch 7-8 <i>Space Planning</i></li> <li>• <b>Design Reflection 3:</b> Assessing an Apartment</li> </ul>

	11/07]		Floor Plan (Due Sunday by 11:59pm)
11	<b>WK 12</b> [11/08-11/14]	Innovating for Sustainable Futures	<ul style="list-style-type: none"> <li>• <b>Design Reflection 4:</b> Innovation in Sustainability</li> </ul>
12	<b>WK 13</b> [11/15-11/21]	MaD Workshop	<ul style="list-style-type: none"> <li>• <b>MaD Checkpoint 2:</b> Prototype for Assessment</li> </ul>
13	<b>WK 14</b> [11/22-11/28]	Innovating with Technology ( <i>Thanksgiving Holiday Week</i> )	<ul style="list-style-type: none"> <li>• <b>Design Reflection 5:</b> Lessons on Innovation with Technology</li> </ul>
14	<b>WK 15</b> [11/29-12/05]	Innovating with Form & Material Culture	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Jones, Ch 11 <i>Furniture</i></li> <li>• <b>Quiz 10</b> (Due Sunday by 11:59pm)</li> <li>• <b>Final MaD Presentation Submissions</b> (Due Sunday by 11:59pm)</li> </ul>
15	<b>WK 16</b> [12/06-12/08]	Innovating for Making a Difference	<ul style="list-style-type: none"> <li>• <b>Discussion Post</b> – Assess MaD final solutions (Due Wednesday by 11:59pm)</li> </ul>

**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.