

DESIGN INNOVATION SYLLABUS

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OFFICE HOURS: Directly after class (or by appointment)

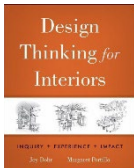
CLASS TIME: T 2:00 -3:15 PM; R 2:00-4:45 PM IN RNK225

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

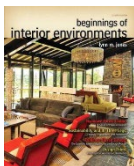
COURSE COMMUNICATIONS:

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
Reserved at the library



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

MATERIAL & SUPPLY FEES:

This course does not have any additional fees.

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. A minimum grade of C is required for general education credit.

Student Learning Outcomes facilitating an understanding of the humanities:

- Identify, describe, and explain the history, underlying theory and methodologies used.
- Identify and analyze precedent when studying design innovation in the context of interior design and allied fields.
- Analyze and interpret design narratives on innovation using frameworks and theories.
- Awareness of methodologies from narrative inquiry and evidence-based design to understand the value and assessment of creativity and design innovation.
- Identify and analyze key elements, biases and influences that shape thought within the interior design field as well as the broader disciplines associated with design innovation and creativity. Approach issues and problems within design and creativity from multiple perspectives using narrative inquiry.
- Communicate knowledge, thoughts and reasoning clearly and effectively through reflections and presentations.
- 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 discipline¹ (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.

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.

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

- 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. ***The use of Chat GPT and similar algorithms is prohibited for all assignments and will be treated as plagiarism. Instances will be reported to the Dean of Students through the Honor Code Incident Report***

“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 develop a real-life design solution. Essentially, the project involves:

- Finding a real-life problem in the community that could be made better through some type of design intervention.
- Developing a solution for a low cost/no cost, meaningful design solution, either temporary or permanent.
- Assessing their final prototype concepts and opportunities for refinement.²

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 arrive to class on time, remain in class for the duration of instruction, and attend every scheduled class period. Engaged participation is critical to the success of this course, and therefore students are expected to focus on course content during the class period, participate in discussions, and participate in any activities, etc. that arise during class time. Lack of engaged participation can result in a deduction from the participation grade.

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.

ATTENDANCE POLICY:

It is expected that students will be both present and on time for each class session, remain in class for the duration of the instruction, and that the instructor will be notified in advance of any necessary absence in person, by phone or by email. Please provide documentation for all excused absences (illness, religious holidays, serious family emergencies, etc.) See more details on acceptable reasons for absences on the university attendance policy:

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

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

² 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.

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 (<https://disability.ufl.edu/get-started/>). 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 accommodation letter 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 <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. The Honor Code outlines the expectations for student conduct in regards 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.

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. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Getting Help:

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

- 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

For help with writing:

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/>.

Grading Policies:

At the end of each module, students typically complete 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. Rubrics are posted on Canvas under each assignment and project.

ASSIGNMENT	PERCENTAGE
Quizzes	40%
Make A Difference Project (including midpoint & final submissions)	30%
Reflections (200-250 word essays)	15%
Breaking Boundaries (presentation)	10%
Participation (attendance, peer/self evaluations, and informal class 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/UGRD/academic-regulations/grades-grading-policies/>

SCHEDULE:

WK	Date	Topics / Activities	Due
1	T 5/16	Course Introduction	Reflection 1 – Part 1
	W 5/17	Why Design Innovation Matters & the Value of Interior Design	Reflection 1 – Part 2 Reading: Jones, Ch1 <i>Understanding Interior Design</i>
	R 5/18	Design Innovation & Human- Centered Design	Reading: Dohr & Portillo, Ch 1 <i>Introduction to Design Engagement</i> Week 1 Quiz due by 11:59 pm Sunday
2	T 5/23	Design Innovation & Narrative Inquiry	Reading: Dohr & Portillo, Ch 2 <i>Why Narrative Inquiry?</i>
	W 5/24	Make a Difference – Discussing current trends with KI	Make a Difference – Checkpoint 1
	R 5/25	Design Innovation & Engagement <i>Breaking Boundaries</i> Presentations	Reading: Select pages from Dohr & Portillo, Ch 3 <i>Impact Marker: Process of Engagement</i> [pp.57-65; 80-84] Week 2 Quiz and Reflection 2 due by 11:59 pm Sunday
3	T 5/30	Design Innovation & Empathy	Reading: Dohr & Portillo, Ch 4 <i>Impact Marker: Contextual Civility</i> & Ch 5 <i>Impact Marker: Empathy</i>
	W 5/31	Design Innovation & HSW	Reading: Jones, Ch 2 <i>The Value of Interior Design: Health, Safety, and Welfare</i>
	R 6/01	Critique of Make a Difference Midpoints	Make a Difference Midpoint with KI Week 3 Quiz due by 11:59 pm Sunday
4	T 6/06	Innovation & Design Composition	Reading: Jones, Ch 3 <i>Elements and Principles of Design</i>
	W 6/07	Innovation & Design Composition	Reading: Jones, Ch 4 <i>Color</i> & pages 185-194 (on lighting)
	R 6/08	Innovation & Design Composition	Week 4 Quiz & Reflection 3 due by 11:59 pm Sunday
5	T 6/13	Design Innovation & Place Identity	Reading: Dohr & Portillo, Ch 6 <i>Impact Marker: Place Identity</i>

	W	6/14	Design Innovation & Strategic Space Planning	Reading: Jones, Ch 7-8 <i>Space Planning</i>
	R	6/15	<i>Breaking Boundaries</i> Presentations	Reflection 4 due by 11:59 pm Sunday
6	T	6/20	Design Innovation & Change	Reading: Select pages from Dohr & Portillo, Ch 7 <i>Impact Marker: Innovation</i>
	W	6/21	Design Innovation from Furniture to Material Culture	Reading: Jones, Ch 11 <i>Furniture</i>
	R	6/22	Critique of Final Make a Difference Project with KI team	Make a Difference Final Week 6 Quiz due by noon Friday

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.