

DESIGN INNOVATION SYLLABUS

INSTRUCTOR: Genesis Okken, MID, NCIDQ | E: gokken@dcp.ufl.edu
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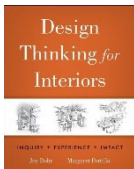
OFFICE HOURS: Directly after class (or by appointment)

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

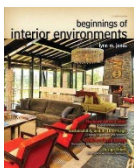
COURSE WEBSITE: <https://elearning.ufl.edu/>

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

RECOMMENDED TEXTS: Kelly, Tom & Jonathan Littman. The Ten Faces of Innovation. Currency DoubleDay, New York, 2005.

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 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 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 from multiple perspectives. 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 in the fields of innovation, creativity and design.
- 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):

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 (2022) established by the Council for Interior Design Accreditation (CIDA).

- 4b) Student work demonstrates an **understanding** of how social, economic, and cultural contexts inform interior design.
- 5a) Students have an **awareness** of the nature and value of integrated design practices.
- 6c) Students have an awareness of the breadth and depth of interior design's impact and value.
- 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.
- 11a) Students **understand** the elements and principles of design, including spatial definition and organization.
- 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 color terminology, color principles, theories, and systems.
- 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.

Design Reflections. Throughout the semester, students will be assigned written reflections that assess an aspect of the course content presented in assigned lessons or readings. Each reflection is worth 100 points. Students will submit their Reflection directly or upload completed Reflections through the "Assignment" tool in Canvas. **The use of Chat GPT and similar algorithms to create the written reflection 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. We want to see your critical thinking and communication skills.**

Design Thinking and Innovation Exercises. Understanding different ways of approaching the creative problem-solving process is critical for future designers. We will explore the design thinking process and its many iterative phases in both individual and group exercises throughout the semester. Some of the innovation exercises focus on exploring the strengths of different innovative personas based off of Tom Kelley's book, "The Ten Faces of Innovation" as well as assessing products of innovation. We will discuss what makes a product innovative and what makes a person an innovator.

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. Creativity exercises for the journal assignment will be completed as a start-up in class.

A 5% deduction from the participation grade will be assessed for each unexcused absence. 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 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% |
| Design Thinking and Innovation Exercises | 15% |
| Design Reflections (200-250 word essays) | 40% |
| Participation (attendance, peer/self evaluations, creativity exercises, 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 5/13 | Course Introduction | |
| | W 5/14 | Why Design Innovation Matters & the Value of Interior Design | Reading: Jones, Ch1 <i>Understanding Interior Design</i> |
| | R 5/15 | Design Innovation & Human- Centered Design | Reading: Dohr & Portillo, Ch 1 <i>Introduction to Design Engagement</i> Design Reflection 1; Week 1 Quiz due by 11:59 pm Sunday |
| 2 | T 5/20 | Design Innovation & Change | |
| | W 5/21 | Design Innovation & Engagement | Reading: Select pages from Dohr & Portillo, Ch 3 <i>Impact Marker: Process of Engagement</i> [pp.57-65; 80-84] |
| | R 5/22 | Design Innovation & Narrative Inquiry Design Thinking Exercises | Reading: Dohr & Portillo, Ch 2 <i>Why Narrative Inquiry?</i> Week 2 Quiz and Design Reflection 2 due by 11:59 pm Sunday |
| 3 | T 5/27 | Design Innovation & Empathy | Reading: Dohr & Portillo, Ch 4 <i>Impact Marker: Contextual Civility</i> & Ch 5 <i>Impact Marker: Empathy</i> |
| | W 5/28 | Design Innovation & HSW | Reading: Jones, Ch 2 <i>The Value of Interior Design: Health, Safety, and Welfare</i> |
| | R 5/29 | Design Thinking Exercises | Week 3 Quiz due by 11:59 pm Sunday |
| 4 | T 6/03 | Innovation & Design Composition | Reading: Jones, Ch 3 <i>Elements and Principles of Design</i> |
| | W 6/04 | Innovation & Design Composition | Reading: Jones, Ch 4 <i>Color</i> & pages 185-194 (on lighting) |
| | R 6/05 | Innovation & Design Composition Design Thinking Exercises | Week 4 Quiz & Design Reflection 3 due by 11:59 pm Sunday |
| 5 | T 6/10 | Design Innovation & Place Identity | Reading: Dohr & Portillo, Ch 6 <i>Impact Marker: Place Identity</i> |
| | W 6/11 | Communicating with Elements & Principles of Design | |
| | R 6/12 | Design Thinking Exercises | Submit Design Reflection 5 due by 11:59 pm Sunday |
| 6 | T 6/17 | Design Innovation & Strategic Space Planning | Reading: Jones, Ch 7-8 <i>Space Planning</i> |
| | W 6/18 | Design Innovation from Furniture to Material Culture | Reading: Jones, Ch 11 <i>Furniture</i> Design Reflection 4 due by midnight |
| | R 6/19 | <i>No Class</i> | |

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.