

DESIGN INNOVATION SYLLABUS

INSTRUCTOR: Genesis Okken, MID, NCIDQ

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OFFICE HOURS: T/R 1-3 pm; Virtual Office Hours F 1-3 pm

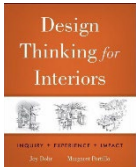
COURSE WEBSITE: <https://elearning.ufl.edu/>

CLASS TIMES: M 8:30-9:20 am; W 8:30-10:25 am; room **RNK 225**

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

COURSE DESCRIPTION:

The course provides students with an overview of the interior design profession. The design of interiors to enhance human activity while observing life safety codes and human performance is stressed. Examination of significant interiors and furniture components from the United States and abroad will overview the design process.

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:

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:

1. Students are able to recognize the influences (and potential biases) of individual, social, and environmental factors on definitions of design innovation.
2. Students are able to learn from precedent when studying design innovation in the context of interior design and allied fields.
3. Students are able to understand creativity and design innovation from different perspectives and sometimes competing worldviews.
4. Students are able to analyze and interpret design narratives on innovation using frameworks and theories.
5. Students have awareness of methodologies from narrative inquiry and evidence-based design to understand the value and assessment of creativity and design innovation.
6. 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 discipline¹ (CIDA Standards):

- 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.

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).

- 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. (H-SLO 1-5)

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. The Canvas rubric assess the Content (40pts), Elaboration (30pts), and Writing Style & Syntax (30pts) (see more details in Canvas). Students will submit their Reflection directly or upload completed Reflections through the "Assignment" tool in Canvas. (H-SLO 2-4) 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/generate 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 you strengthen your critical thinking and communication skills, therefore this is not an instance where AI is appropriate.**

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. (H-SLO 2,6)

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 by missing in-class exercises submissions.

A 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.

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 ACADEMIC POLICIES & RESOURCES:

Please see academic policies and resources (<https://go.ufl.edu/syllabuspolices>) regarding:

- Requirements for attendance and makeup assignments (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)
- Getting connected to the Disability Resource Center (DRC) (<https://disability.ufl.edu/get-started/>)
- UF Grading policies (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>)
- Course Evaluations (<https://my-ufl.bluera.com/>)
- Honesty Policy regarding cheating, plagiarism, etc. (<https://sccr.dso.ufl.edu/process/student-conduct-code/>)
- In-Class Recording
- Academic resources (i.e. Computing Help Desk, Career Connections, Library Support, Writing Studio, etc.)
- Campus Health and Wellness Resources (<https://one.uf.edu/whole-gator/discover>)

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 period. Late submissions will not be accepted. Rubrics are posted on Canvas under each assignment and project.

ASSIGNMENT	PERCENTAGE
Quizzes (H-SLO 1-5)	40%
Design Thinking & Innovation Exercises (H-SLO 2, 6)	20%
Design Reflections (200-250 word essays) (H-SLO 2-4)	30%
Participation (attendance, creativity exercises and informal module activities)	10%
	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 regarding UF's grading policy can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

SCHEDULE:

MODULE	DATES	CONTENT	DUE
1	WK 1 [08/21-08/24]	Start Here – Introduction & Expectations	<ul style="list-style-type: none"> • Readings: Syllabus • Quiz 1 – Syllabus & Plagiarism • Acquire required texts
		MONDAY 8/18	
		WEDNESDAY 8/20	
		Classes start 8/21	Classes start 8/21
2	WK 2 [08/25-08/31]	Design Defined	<ul style="list-style-type: none"> • Readings: Dohr & Portillo, Ch1 <i>Introduction to Design Engagement</i> • Quiz 2 (Due Sunday by 11:59pm)
		MONDAY 8/25	
		WEDNESDAY 8/27	
		<ul style="list-style-type: none"> • Introduction • Why does design matter? • Exploring “Design” from different schools of thought 	Why does Design Matter? - Design as a Profession <i>Innovation Spotlight: Mobike</i> <i>Design Thinking & Innovation Exercises</i> <ul style="list-style-type: none"> • Team building meet-and-greet session
3	WK 3 [09/01-09/07]	Design Narratives	<ul style="list-style-type: none"> • Readings: Jones, Ch1 <i>Understanding Interior Design</i>; Dohr & Portillo, Ch 2 <i>Why Narrative Inquiry?</i> • Quiz 3 (Due Sunday by 11:59pm)
		MONDAY 9/01	
		WEDNESDAY 9/03	
		NO CLASSES	<ul style="list-style-type: none"> • Video: Empathy – The Human Connection to Patient Care • What’s your story? Why Narrative Inquiry is Important to Designers. • <i>Innovation Spotlight: Penguins in 21C Museum Hotels</i>
4	WK 4 [09/08-09/14]	Impact Marker – Innovation	<ul style="list-style-type: none"> • Reading: Dohr & Portillo, Ch 7 <i>Impact Marker: Innovation</i> • Quiz 4 (Due Sunday by 11:59pm) • DT&I Exercises- The Anthropologist
		MONDAY 9/08	
		WEDNESDAY 9/10	
		<ul style="list-style-type: none"> • How do we get from seeds of creativity to innovation? • What are the Four P’s of Creativity [+ Persuasion]? 	<i>Design Thinking & Innovation Exercises</i> <ul style="list-style-type: none"> • Problem Finding/ Initiating narratives

			<ul style="list-style-type: none"> Being the Anthropologist 	
5	WK 5 [09/15-09/21]	Breaking the Boundaries MONDAY 9/15 Innovating with Technology <ul style="list-style-type: none"> No In-Person Class: Okken at CIDA site visit Watch videos on module page 	WEDNESDAY 9/17 Discussion on videos in-class Design Thinking & Innovation Exercises	<ul style="list-style-type: none"> Watch all Videos listed on the module page Design Reflection 1: Lessons on Innovation with Technology
6	WK 6 [09/22-09/28]	Impact Marker – Engagement MONDAY 9/22 <ul style="list-style-type: none"> What is the Process of Engagement? How can we Develop Creative Confidence? 	WEDNESDAY 9/24 <ul style="list-style-type: none"> How do we Engage within Teams? Design Thinking & Innovation Exercises <ul style="list-style-type: none"> Team building Defining the Problem 	<ul style="list-style-type: none"> Reading: Select pages from Dohr & Portillo, Ch 3 <i>Impact Marker: Process of Engagement</i> [pp.57-65; 80-84] Quiz 5 (Due Sunday by 11:59pm) DT&I Exercises: Problem-Finding & Defining
7	WK 7 [09/29-10/05]	Impact Marker – Civility & Empathy MONDAY 9/29 <ul style="list-style-type: none"> Markers of Impact: Contextual Civility Markers of Impact: Empathy 	WEDNESDAY 10/01 Design Thinking & Innovation Exercises <ul style="list-style-type: none"> Empathizing with different perspectives 	<ul style="list-style-type: none"> Reading: Dohr & Portillo, Ch 4 <i>Impact Marker: Contextual Civility</i> & Ch 5 <i>Impact Marker: Empathy</i> Quiz 6 (Due Sunday by 11:59pm) DT&I Exercises: Empathy maps
8	WK 8 [10/06-10/12]	Innovating for Human-Centered Design MONDAY 10/06 How can Design Impact Health, Safety & Welfare?	WEDNESDAY 10/08 Design Thinking & Innovation Exercises <ul style="list-style-type: none"> Assessing design for human factors 	<ul style="list-style-type: none"> Reading: Jones, Ch 2 <i>The Value of Interior Design: Health, Safety, and Welfare</i> Quiz 7 (Due Sunday by 11:59pm) DT&I Exercises: Considering HSW for problem and pre-design
9	WK 9-10 [10/13-10/26]	Innovative Composition for Communication MONDAY 13 Oct: <ul style="list-style-type: none"> What are Elements & Principles of Design? 20 Oct: Design Thinking & Innovation Exercises <ul style="list-style-type: none"> Developing ideas 	WEDNESDAY 15 Oct: Deep Dive – Light & Color Design Thinking & Innovation Exercises 22 Oct: Discussion + color exercises	WK 9 <ul style="list-style-type: none"> Reading: Jones, Ch 3 <i>Elements and Principles of Design</i> Design Reflection 2: Evaluating Spaces for Elements & Principles of Design (Due Sunday by 11:59pm) WK 10 <ul style="list-style-type: none"> Reading: Jones, Ch 4 <i>Color</i> & pages 185-194 (on lighting) Quiz 8 [Covers content for the entire module] (Due Sunday by 11:59pm)
10	WK 11 [10/27-10/29]	Innovating with Place Identity MONDAY 10/27	WEDNESDAY 10/29	<ul style="list-style-type: none"> Design Reflection 3: Creating visual metaphors

	11/02]	How do we Consider Place Identity in Design?	Applying Elements & Principles of Design to create visual metaphors	<ul style="list-style-type: none"> • Reading: Dohr & Portillo, Ch 6 <i>Impact Marker: Place Identity</i> • Quiz 9 (Due Sunday by 11:59pm)
11	WK 12 [11/03-11/09]	Innovating with Space Planning		<ul style="list-style-type: none"> • Reading: Jones, Ch 7-8 <i>Space Planning</i>
		MONDAY 11/03 •How do we consider strategic 'space-planning'?	WEDNESDAY 11/05 <i>Design Thinking & Innovation Exercises</i> • <i>Critically assessing floor plans</i>	
12	WK 13 [11/10-11/16]	Innovating for Sustainable Futures		<ul style="list-style-type: none"> • Design Reflection 4: Innovation in Sustainability • Assign guest lecture video for discussion in class next Thursday
		MONDAY 11/10 • Defining Sustainability in the Built Environment and Sustainable Futures	WEDNESDAY 11/12 <i>Design Thinking & Innovation Exercises</i>	
14	WK 14 [11/17-11/23]	Innovating for Making a Difference		<ul style="list-style-type: none"> • Final Design Proposals Present in Thursday's class (Submit files in Canvas by 11:59 pm)
		MONDAY 11/17 Presenting solutions for impact	WEDNESDAY 11/19 Presenting solutions for impact	
	WK 15 [11/24-11/30]	Thanksgiving Break		
		MONDAY 11/24 No classes	WEDNESDAY 11/26 No classes	
15	WK 16 [12/01-12/07]	Innovating with Form & Material Culture		<ul style="list-style-type: none"> • Reading: Jones, Ch 11 <i>Furniture</i> • Quiz 10 (Due Sunday by 11:59pm)
		MONDAY 12/01 Complete course evaluation Innovations in Form & Material Culture Course Evals	WEDNESDAY 12/03 <i>Discussing innovations in material culture and residential design</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.