ID 440 CONTRACT II

Advanced problems in commercial interiors with an emphasis on hospitality, retail and medical or institutional projects.
OBJECTIVES

➤ Develop understanding of a systematic approach to design problem solving

➤ Demonstrate an understanding of color principle sand theories and appropriate select and apply color with regard to its multiple purposes

➤ Apply all aspects of the design process to creative problem solving (research, problem definition, goals/objectives, concept statement, design analysis, design solution, space planning, lighting, and presentation methods)

➤ Experience the various methods of research to gather essential data for non-residential projects.

➤ Demonstrate the ability to appropriately apply universal design principles

➤ Demonstrate the ability to appropriately apply theories of human behavior in the built environment
OBJECTIVES

➤ Competently select and apply luminaries and light sources

➤ **Demonstrate an understanding that design solutions are impacted by security systems in a retail environment**

➤ Demonstrate an understanding of laws, codes and standards that impact fire and life safety

➤ Develop an awareness of a broad range of resources and materials for non-residential applications

➤ Develop skills in both verbal and visual communication for the presentation of design solutions

➤ Organizes a set of documents and design presentation materials into a professional portfolio format

➤ Develop an understanding of group dynamics
TEXTBOOKS

THE CODES GUIDEBOOK FOR INTERIORS

Sharon K. Harmon | Katherine E. Kennon

2010 ADA Standards for Accessible Design

WELL BUILDING INSTITUTE™
LIBRARY RESOURCES

➤ http://libguides.lib.usm.edu/c.php?g=267804&p=4018981
WHAT WENT WELL?

➤ Project 1- Marine Research Center
➤ Specs writing
➤ Budget (low and mid-point)
➤ WELL Building application
➤ Client presentation
➤ Working and consulting with professional designers
➤ working on a team
WHAT WENT WELL?

➤ Partnership with Graphic Design - Hotel Branding
➤ Concept presentation (video and vignettes)
➤ Joint Field Trip to New Orleans - Hotel Tours
➤ Renderings and presentation booklets
➤ Exposure to new resources - hospitality design (Alice Limer-alumn)
➤ Final Exam

Hotel Concepts
Hotel Concepts
WHAT DIDN'T GO WELL

➤ Process drawings
➤ Research- precedent
➤ Hospitality codes research/application
➤ Application of anthropometrics and human factors theory
➤ Planning for security
➤ Time management
➤ Sample boards
➤ No Evidence: 7A, 7C, 7D, 7E, 8D, 8E, 8F, 8H, 9D, 10F, 12K, 14G, 16B, 16C
CIDA SHORTCOMINGS

➤ 7A: The impact of the built environment on human experience, behavior, and performance
➤ 7C: Method for gathering human-centered evidence (maybe)
➤ 7D: analyze and synthesize human perception and behavior patterns to inform design solutions
➤ 7E: apply human factors, ergonomics and universal design principles to design solutions
➤ 8D execute the design process: pre-design, schematic design, and design development
➤ 8E: synthesize information to generate evidenced-based design solutions
➤ 8F: explore and iterate multiple ideas
➤ 8H: students understand the importance of evaluating the relevance and reliability of information, and research impacting design solutions
CIDA SHORTCOMINGS

➤ 8I: exposure to a range of problem identification and problem solving methods
➤ 9D: express ideas developed in the design process through visual media, ideation drawings and sketches
➤ 10F: student apply precedents to inform design solutions
➤ 12K: select and apply color to multiple design functions
➤ 14G: how the selection and application of products and systems impact indoor air quality
➤ 16B: sustainable environment guidelines
➤ 16C: compartmentalizations: fire separation and smoke containment
WAYS TO IMPROVE COURSE:

➤ Develop a template to document research

➤ Use library resources more

➤ require student make an oral presentation on how they applied their research in their design (precedent studies, anthropometrics, security, human factors, codes, color, indoor air quality, etc.)

➤ Establish min requirement for acceptable amount of process drawings - no going straight to revit to design

➤ Show examples of acceptable finish boards - don't assume they know what I want.
OBJECTIVES

➤ Communicate the history of the interior design profession to others.
➤ Cite professional organizations related to interior design.
➤ Cite career opportunities related to interior design.
➤ Indicate workable definitions of the responsibilities, experiences and educational needs of an interior designer.
➤ Relate the management of resources to the interior design profession.
➤ Identify elements and principles of design as seen in both residential and commercial applications.
➤ Recognize the role of programming and the design process in interior design.
➤ Evaluate floor plans based on client need and developed criteria for group spaces, private spaces, and support spaces.
➤ Recognize the role of codes as they relate to the interior design profession.

➤ We did discuss the importance of codes, but not in detail and they were not tested on codes.

➤ Cite significant leaders in the interior design profession.
➤ Locate resources pertinent to a research topic.
➤ Orally communicate research findings.
**LIBRARY SOURCES**

- [http://libguides.lib.usm.edu/interior_design/culture](http://libguides.lib.usm.edu/interior_design/culture)

**Interior Design: International Culture and Design for Interiors**

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Resources on Finding Information on Countries

- Library of Congress Country Studies
  - The Country Studies Series presents a description and

Here are some examples of books from our collection about traditional Japanese dwellings, Japanese culture, and Japanese furniture.
WHAT WENT WELL?

➤ Introducing new topics to the course: psychrometric charts, factors in thermal comfort.

➤ Design notebook.

➤ Culture project: no repetition among cultures discussed. A few creative posters, and the use of alternative presentation methods (pre-recording presentation)

➤ Use of available campus resources: subject librarian, writing and speaking center.

➤ Annual Tour of homes: great turn out.

➤ In class documented activities.

➤ Job shadowing assignment went well and some students went outside of Mississippi to complete them
WHAT DID NOT GO WELL?

➤ Some anticipated issues with group project
➤ Students getting mixed up between turning in assignments online and in hand.
➤ High dependability on exam reviews seemed bothersome.
➤ Quality of writing for students who did not meet with writing center specialist was lower than those who did.
CIDA SHORTCOMINGS

➤ 4C: Not completely covered in exam one, but evidence can be collected from the LEED exercise completed in class.

➤ 6B: Not sure about how well I did on covering global market impact on design practices.

➤ 12B, 12C: Discussed in class and covered in the final exam. Not sure if it’s enough evidence though.

➤ 14F: Covered in lectures and questioned in final exam.

➤ 14G: Some students discussed indoor air quality in the behavior assignment.

➤ 15A: Lecture discussed LEED standards on construction impact, and discussed construction management methods: Design-build. Hopefully, that’s enough evidence.
WAYS TO IMPROVE COURSE

➤ Some anticipated issues with group projects: Deducting points for students who depend on partner/ do not pull their weight in project, separating points for presentation effort for each team member.

➤ Students getting mixed up between turning in assignments online and in hand: Follow one policy for the whole semester, either in hand, or online but not both.

➤ High dependability on exam reviews seemed bothersome: exam reviews seemed to spoon feed students the exam questions. Taking away reviews might help students dig deeper into the material more and be more attentive during lectures.

➤ Quality of writing for students who did not meet with writing center specialist was lower than those who did: make writing center consultation obligatory.
ID 238 VISUAL COMMUNICATION IN ID
OBJECTIVES

➤ Basic visual communication design vocabulary
➤ Free-hand drawing
➤ Graphic thinking relevant to problem solving and the design process
➤ Architectural style lettering
➤ Drafting skills: how to use the tools of the trade, how to communicate information through technical drawing (drafting)
➤ The mechanics and artistry of one and two point perspective perspective drawings
➤ Line presentation drawings
➤ Diagrammatic presentation of design concepts (bubble and block diagrams)
➤ Understanding of scaled floor plans and use of architectural scale
➤ Paraline drawings: axonometric and oblique drawings
➤ In addition, this course will address the following CIDA standards:
➤ 5B, 8D, 8K, 9D, 9E, 15H, 15I
SUPPORTING REFERENCES


WHAT WENT WELL?

➤ Final comprehensive project was a success for several students.

➤ The modified pace of the weekly assignments/homeworks seemed to fit students performance.

➤ Video tutorials helped students grasp skills and drafting techniques easily.

➤ Students’ lettering developed throughout the semester due to the weekly journal entries.

➤ Scavenger hunt assignment with construction documents was a success with evidence collected for CIDA 15H, 15 I.
WHAT DID NOT GO WELL?

➤ Readings and handouts were not well read by students

➤ Line quality was impacted because some students did not buy the required materials, but bought less quality items.

➤ Students were not responsible enough to clean up after themselves when the class was finished. i.e: leaving their assignments behind, not cleaning their drafting tables.
CIDA SHORTCOMINGS

➤ 8D: Students did not complete a research component, or precedent study for the final project.
WAYS TO IMPROVE THE COURSE

➤ Assign points to completing readings through pop quizzes, or journal entries.

➤ Assign points to ensure students acquire the appropriate quality of drafting equipment.

➤ Add cleaning supplies (like wipes) to ensure drafting tables and drawings remain clean.

➤ Add hours of community service for maintaining the classroom by students.

➤ Add a research component to the final project to immerse students in the pre-design phase.
COURSE OBJECTIVES

- Further develop and apply visual communication skills, such as scaled drawing, free hand drawing and concept drawing
- Understand and apply graphic thinking relevant to problem solving and design: students are still weak in this area.
- Further develop an ability to visualize three dimensional forms
- Develop competency in drawing estimated perspectives
- Develop a drawing and rendering proficiency suitable for professional application
- Understand and apply technical drawing knowledge to a quick sketch presentation technique
- Develop an appreciation and understanding of the design potential of a variety of graphic media techniques
- Develop proficiency in oral presentation
- Develop proficiency in visual and verbal communication between student (designer) and the instructor (client).
- Develop competency in the application of elements and principles of design composition: no evidence collected on this.
- Research other methods of design presentation techniques suitable for professional design presentations: although students had options for techniques to use, they did not explore beyond what we discussed in class.
- Further develop computer presentation competency
SUPPORTING REFERENCES


WHAT WENT WELL?

➤ Explored new pedagogical strategies (Game-based learning) with student feedback taken throughout the course.

➤ Using virtual avatar apps to develop distinguished client profiles of different cultural backgrounds.

➤ Well paced activities enabled students to spend appropriate time on each stage of the design process resulting in impressive research and precedent study to 2 of the projects.

➤ In class activities helped students complete the different projects that were on hand during the semester.

➤ Using blackboard help document student work more completely than depending on handed in assignments.

➤ Weekly reflection papers helped document student progress and collect feedback as well.
WHAT DID NOT GO WELL?

➤ The pedagogy seemed to overwhelm students slightly.
➤ The structured approach did not seem favorable to a few students.
➤ Less projects were completed than usual semesters (4 vs 5).
➤ Difficulty in pushing students to explore software without very detailed instructions.
➤ Students did not complete readings assigned properly.
CIDA SHORTCOMINGS

➤ 5D: Students did not work in teams due to the small number of the class.

➤ 7E: Universal design was not addressed in projects.

➤ 8F: some students did develop more than one idea, but this aspect could be addressed more fully in future courses.

➤ 12G, 12H: did not cover color terminology and theory in quizzes. Did cover them in lectures. Must cover it in documented format.
HOW TO IMPROVE THE COURSE?

➤ Structure course in a more user-friendly manner.

➤ Less projects were completed than usual semesters: stick to stricter timelines.

➤ Difficulty in pushing students to explore software without very detailed instructions: assign points/ bonus points for exploring additional software.

➤ Students did not complete readings assigned properly: assign points through pop quizzes, journal entries to reflect on readings.