

[Rethinking Design Process for Digital Technology]  
Presented by Michelle C. Rose

# DIGITAL DESIGN PROCESS

## NKBA EDUCATORS FORUM 2011

With current trends toward sustainability, students feel compelled to use less paper for schematic planning, and consequentially tend to jump ahead into the digital drafting environment prior to properly developing project solutions. Exorbitant time is wasted in an effort to draft solutions rather than properly developing a variety of solutions through quick ideation sketching. By rethinking the steps of the typical hand drawn design process and comparing the manner in which students utilize computers for the development of projects, strategies were developed to determine the most efficient ways to digitally express the design process. A variety of digital media utilized by students in the classroom and all facets of the interior design industry were examined in order to assure flexibility and versatility in the classroom, as well as future work environments. Procedures for the digital design process were outlined that varied based on skill level and project type. Digital design process procedures were implemented through a series of course assignments, resulting in greater student attention to development and evaluation of a variety of design solutions, thus increasing student productivity, efficiency, and the ability to justify design solutions. Additionally, exhibiting evidence of the student design process for accreditation purposes becomes less difficult.

**Presentation Title**  
Digital Design Process

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### Assignment 1: Concept Sketches

Using any desired media, draw 10 conceptual sketches that portrays the inspiration for the project.

### Assignment 2: Concept Statement

After completing and presenting the concept sketches, develop a concept statement that encapsulates the overall significance of the project. Relate the concept sketches to objects, ideas, impressions, feelings, or such, as the concept or inspirations for the project. Create a statement describing the inspirations and the abstract conceptual ideas that formulate throughout the design process.

### Assignment 3: Bubble Diagrams

Create one or more bubble diagrams, using digital media only, showing all minor and major adjacencies, as well as needed separations.

### Assignment 4: Adjacency Matrix

After completing the bubble diagram, convert all information to an adjacency matrix.

### Assignment 5: Block Plans

Using the selected bubble diagram, create a minimum of (number) block plans, documenting each plan as a .pdf file. Label each area and show all circulation paths.

### Assignment 6: Design Development

After Completing the block plans, continue to document each phase of the design development as a .pdf file. Print and bind all schematic materials (assignments 1-6) and label accordingly.

### Summary

- PDF software can be free (pdf995), edited, a quick way to document, a way to maintain graphic properties and save scans, easy to digitally bind, and is ready to print!
- Assignments should vary based on course level, project detail, and skill sets
- Kitchen and bath projects should be modified to meet NKBA planning process
- NKBA projects can include completion of digital forms (PDF Fill In Forms) as part of programming requirements, to allow final editing prior to printing
- Time limits should be set to prevent students from over-editing/formatting design process work and wasting time

