

A. INSTRUCTION

4. Professional Studio Courses Curriculum Development

This discussion will examine two courses in which the candidate achieved significant contributions to the curriculum. The two courses are ID 460.08 Intermediate Interior Space Design I - U5, taught in the Autumn Quarter, and ID 462.08 Intermediate Interior Space Design I - U5, taught in Spring Quarter.

ID 460.08 Intermediate Interior Space Design I - U5

Autumn 1992, studio with 18 students.

The course is the first studio course required of interior space design majors in the Department of Industrial Design. The candidate taught the only section in Autumn 1992.

The studio problems in the professional program of the interior design major typically last the duration of the quarter. The need for this length of problem is based in two realities. First, the professional typically experiences projects which run from several months to several years. Second, this duration is caused by the complexity of the issues, and the number of people and organizations associated with the problem.

For this quarter the course required a significant revision in subject matter. Prior to this year, the course served as the initial introduction to the interior space design major. Now, two changes drove the need to revise subject matter. First, an internal change. A significant portion of ID 460.08 content has been assigned to the ID 253.01 section for interior space design majors, which is a prerequisite for ID 460.08. Consequently, students entering ID 460.08 were prepared for more challenging studio problems with new subject matter. Second, an external change. The interior space design major received accreditation from Foundation of Interior Design Education and Research (FIDER).

Working with the other two faculty members of the interior space major, Profs. Heike Goeller and Virginia Weinholt, the candidate designed major revisions to the course curriculum during the quarter preceding the course. The revisions achieved two fundamental changes to the curriculum. First, to improve consistency of subject matter in relationship to FIDER standards and second, to link subject matter across the studio

problems assigned throughout the two year professional program of the interior space design major. The studio problems of the major are involved within contract design: office, commercial, and institutional.

a. Development of Curriculum

The basic subject matter focuses on the primary segment of the contract interior design field: the office. This is the first time an office project has been offered at this level in the major. Usually, an office project is offered during the first quarter of the senior year. Office design has a wide spectrum of requirements and subject matter. In this case, the candidate maintained certain core issues of office design and reduced emphasis on other secondary issues.

The subject matter framework falls into two basic categories: design process and office design requirements. The design process subject matter defines the system used to solve an office design problem. Office design requirements defines the knowledge and concepts associated with making offices function. The process and requirements subject matter combine to form phases to the project: programming, space planning, concept generation and presentation, support for human behavior and task performance, creation of an environmental ambiance, and use of finish materials. The general knowledge and skills associated with design process and design requirements will be applied and reinforced again and again as the student progresses through the major.

A basic objective of the course was for each student to achieve specific knowledge and skill levels. The candidate set the knowledge and skills to levels recognized as FIDER standards.

Awareness : structure and construction, building systems, business practice and management.

Understanding : elements of design, composition and color, design theories, human factors, design process, space planning, attributes of materials, lighting, etc, detailing, materials, laws and building codes, data collection practices.

Competency : visual presentation, oral and written presentation, drafting

This system of establishing knowledge and skill levels provides a means for both the student and the instructor to compare abilities and performance in as the student progresses through the major.

There are two basic conceptual themes associated with office design. The first is space function: human task performance vs. the physical environment. This theme focuses on the integration of human complexity into a planned order. The second is space style: specified furniture systems vs. custom designed casegoods. This theme focuses on unifying a design language.

Based on the above subject matter and studio objectives, the candidate developed more detailed subject matter and concepts.

b. Curriculum Contributions and Innovations

The candidate designed a number of contributions and innovations to the curriculum to enhance the student's understanding of design process and office design requirements.

Designed New Standards for Studio Curriculum

Designed a more rigorous studio problem to fit in with the overall shift in the Interior Space Design major curriculum. The studio problem for the quarter was a modification of one developed jointly by the Institute of Business Designers (IBD) and the Haworth Furniture Company. The project was to design an office environment for a medium sized travel agency. The agency had 50 employees to fit into 14,000 square feet of space.

Designed Curriculum to Enhance Student Confidence

Developing a student's confidence to begin and complete a complex design problem requires their understanding that any problem can be broken into manageable parts. Recognizing the structure of a problem down and the steps necessary for solving is critical to the student's development as an effective designer. The candidate designed the course to direct that development and create confidence in the student. At this point in their education the students need demonstration and examples.

Required Students to Maintain a Graphic Journal to Encourage Drawing

The student was required to maintain a "Sketch Book" which documents as sketches and drawings the design process they followed through the problem. The Sketch Book contains research documentation, analysis,

conceptual development drawings, photographs of models and other pertinent information.

ID 462.08 Intermediate Interior Space Project - U5

Spring 1992 and 1993, studio with an average of 18 students.

The course is the third studio course required of Interior Space Design (ISD) majors in the Department of Industrial Design. The candidate taught the only section in Spring 1993.

The studio problems in the professional program of the interior design major typically last the duration of the quarter. The need for this length of problem is based in two realities. First, the professional typically experiences projects which run from several months to several years. Second, this duration is caused by the complexity of the issues, and the number of people and organizations associated with the problem.

Since the profession and the needs it serves continue to change, it is standard procedure to revise or develop new studio problems which reflect current design directions, technologies, and needs. The candidate designed the studio problem during the quarter preceding the course. The new studio problem reflected a need to study the issues of residential interior design for the physically, visually, and aurally disabled, or what is commonly referred to as "Universal Design".

For this quarter the course required a significant revision in subject matter. Prior to this year, the course served as the initial introduction to developing specialized interior spaces within contract design. Now, an external requirement drove the need to revise subject matter. The ISD major received accreditation from Foundation of Interior Design Education and Research (FIDER) in 1992. As part of the accreditation process, the external FIDER review team made recommendations for changes in the ISD major. Implementing the recommendations enhances the renewal of this national accreditation in 1994. One of the major recommendations was for the ISD major to include a residential interiors component in its traditionally contract interior design program.

Working with the other two faculty members of the interior space major, Profs. Heike Goeller and Virginia Weinholt, the candidate designed major revisions to the course curriculum during the quarter preceding the course. The revisions achieved two fundamental changes to the curriculum. First, to improve consistency of subject matter in relationship

to FIDER standards and second, to integrate residential component subject matter into a contract interior design curriculum.

a. Development of Curriculum

The basic subject matter of this course focuses on the knowledge and skills associated with the design of specialized interior spaces. These specialized spaces can be simple, such as a bath room. But usually the issues addressed are more complex. Of particular interest are the issues of: systematic problem solving approach; universal design problem definition and programming; support for special populations through space planning and organization, user interaction and dynamics, and interior products; residential design for private, public and utility spaces; creation of a design language with form, shape, light, color, material, interior architecture details; and using the language to define activity, cultural and aesthetic contexts. Within interior space design these issues have a wide spectrum of requirements and subject matter. In this case, the candidate maintained certain core issues and reduced emphasis on other secondary issues.

This studio problem created a broader design educational experience for the students. As with previous studio courses in the major, students will perform the necessary work following the standard professional sequence of phases:

1) Research, analysis, programming and proposal; 2) conceptual / schematic design; 3) design development; and 4) final presentation.

In addition, the course continues content introduced in the prerequisite: ID 461.08. This content includes conceptual planning, space organization, space requirements, and human factors.

A basic objective of the course was for each student to achieve specific knowledge and skill levels. The candidate set the knowledge and skills to levels recognized as FIDER standards.

Awareness : business practice and management.

Understanding : structure and construction, building systems, design theories, detailing, materials, laws and building codes, data collection practices.

Competency : design process, elements of design, composition and color, space planning, human factors, lighting, attributes of materials, visual presentation, oral and written presentation, drafting.

This system of establishing knowledge and skill levels provides a means for both the student and the instructor to compare abilities and performance in as the student progresses through the major.

There are two basic conceptual themes associated with residential design. The first is space function: human privacy, relaxation, and work vs. the physical environment. this theme focuses on the integration of human complexity into a planned order. The second is space style: a unique cultural context vs. the existing architectural envelope of the building. This theme focuses on creating an acceptable design language.

Based on the above subject matter and studio objectives, the candidate developed more detailed subject matter and concepts.

b. Curriculum Contributions and Innovations

The candidate designed a number of contributions and innovations to the curriculum to enhance the student's thinking and visualization.

Designed Studio Problem to Encourage Exploration of New Directions for Interior Space Design

The primary project of the course developed a universal design solution to a private residence, integrated with a business in the home.

The candidate further structured the project by developing three hypothetical clients. The candidate assigned a profile and a space for renovation to each client. In addition, a basic program of the client's desires for types and number of spaces was developed. The three clients: a paraplegic mother working from home through telecommunications; a 15 year old quadriplegic and his lawyer parents; and a blind musician. The students choose their client and formed teams to conduct the first phase of the project: research. All work after the research phase required individual effort.

Designed Studio Problem to Encourage New Research Activities and Team Work

The design issues for the project were split into three categories: function, behavior, and appearance. The studio problem was divided into manageable assignments covering: research, analysis and program, concept design, and design development.

To start the research phase, the candidate set up and led the students in a field research trip to First Community Village in Columbus. First Community Village managers and residents permitted the students to observe and interview residents with various disabilities. This initial field research set the stage for further field research by the student research teams.