

ORGANIZING A STUDENT WORK DISPLAY - PHYSICAL AND VIRTUAL MATERIALS

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TEXAS TECH UNIVERSITY
College of Human Sciences
Department of Design™

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TIMELINE

August 2018

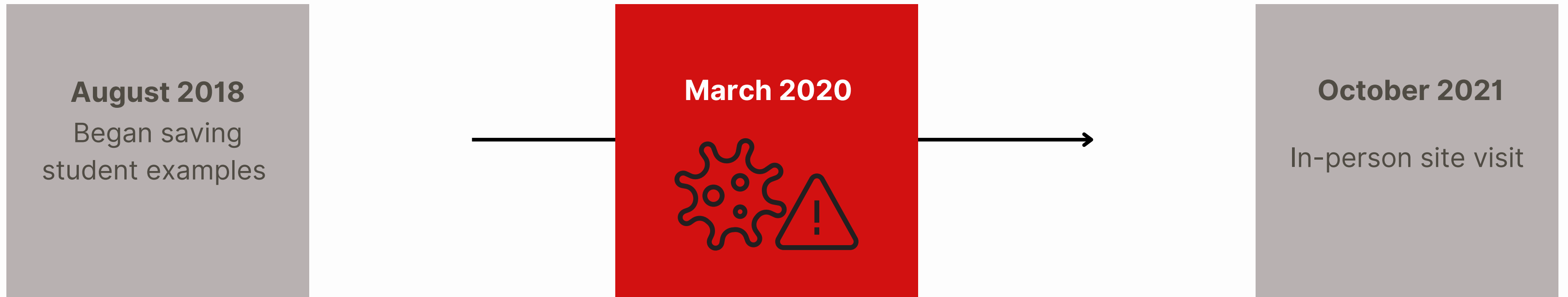
Began saving
student examples

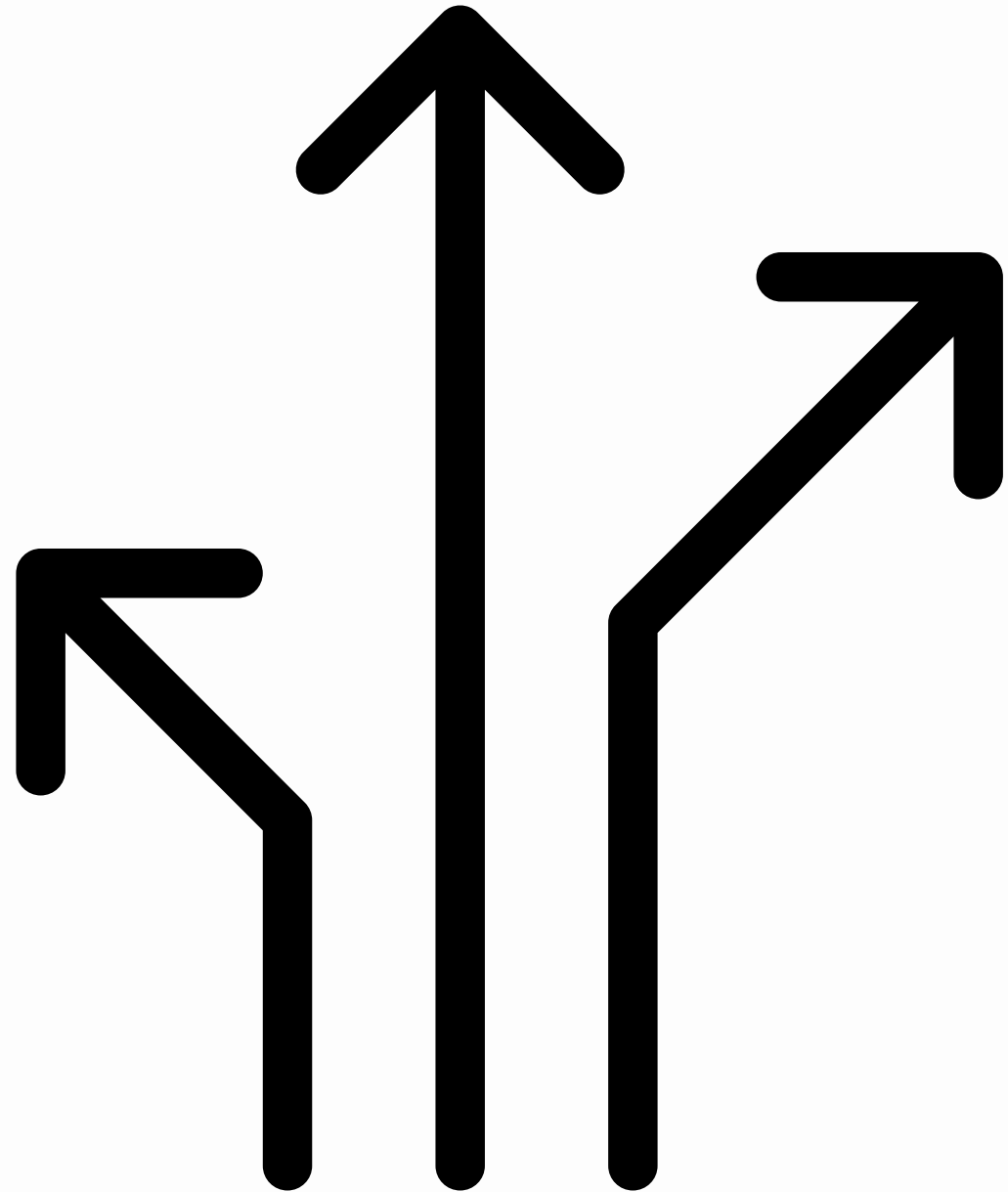


October 2021

In-person site visit

TIMELINE





A TIME TO PIVOT

- Everything went online.
- It wasn't clear how long we would remain online.
- At the end of the semester, work from a single class was half physical work and half digital work.
- Course work was being modified to accommodate the new modality.
- It was clear we needed to **pivot** and **regroup**.

1. COURSE WORKSHEETS

- Fall 2020, "Course worksheets" were prepared for each individual course
- A PDF with the respective standards for that course.
- Each standard had a fillable textbox.
- Faculty were to describe, in detail, where the evidence for a particular standard could be found.



Course Name and Number - ID 2383- Environment and Behavior

Standards met with *aware/awareness*

6c) Students have an awareness of breadth and depth of interior design's impact and value.3

See "Intro to Env't and Beh" lecture in January.

12e) Students have awareness of a range of sources for information and research about color.

See "Lighting and Color" lecture in March.

Standards met with *understand/understanding*:

4b) Student work demonstrates an understanding of how social, economic, cultural, and physical contexts inform interior design.1

See "Intro to Social Interaction" lecture in March. See "Socio-spatial Coping: Territory, Privacy, and Crowding" lecture in April. See Exam 3 question #8.

4c) Student work demonstrates an understanding of how environmental responsibility informs the practice of interior design.

See "LEED and WELL buildings" lecture in April. See Exam 3 questions #9, 10, 11, 13.

7a) Student work demonstrates understanding of theories related to the impact of the built environment on human experience, behavior, and performance.1

See Environmental Analyses - Restorative Environments, Wayfinding, and Social Interaction topics. See E&B Posters. See Exam 1 questions #4, 11, 17, 20 (for student Helmke - the questions in Exam 1 appeared in random order).

7b) Student work demonstrates understanding of the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.

See Environmental Analyses assignments - topics: Restorative Environments, Wayfinding, Workstations, and Social Interaction. See Quiz 3, questions # 1 and 2. See Exam 1 questions #4 and 14 (for student Helmke). Exam 2 questions #6, 8, 9, 11. Exam 3 questions # 2, 4, 6, 7, 12, 14, 15, 17.

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8i) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.

N/A - Students read peer-reviewed empirical literature in the fields of Design Studies and Environmental Psychology. This standard is better met in ID 4381.

11a) Students understand the elements and principles of design and related theories, including spatial definition and organization.1

See "Perception" lecture in February for introduction of Gestalt laws of perception. See applications of Gestalt laws in final E&B Posters. See Exam 1 questions #20 (Helmke student) or #22 (Warren student) for question relating Gestalt perception to Environmental Preference Theory.

12f) Students understand how light and color impact health, safety, and wellbeing in the interior environment.

See "Lighting and Color" lecture in March. See Environmental Analysis - Workstation assignment. See Exam 2 question # 9, and Exam 3 question #6.

13a) Student work demonstrates understanding of how furnishings, objects, materials, and finishes work together to support the design intent.

See Environmental Analyses - topics: Wayfinding, Workstations, and Social Interaction.

14a) Students understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.

See "Acoustics and Thermal Comfort" lecture in March and "LEED and WELL buildings" lecture in April. See Exam 2 question #8 and Exam 3 questions #6, 8, 14.

16b) Student work demonstrates understanding of standards and guidelines related to sustainability and wellness.1

See "LEED and WELL buildings" lecture in April. See Exam 3 questions #10-14.

2. MASTER LIST

- Responses from the course worksheets were consolidated and organized by standard into a single document aka the **master list**.
- Any time evidence for standard 11b, for example, was listed across the worksheets it was consolidated into the master list.
- The course worksheets and the consolidated list was then turned over to the individual who was writing the PAR.
- When writing the PAR, that individual simply had to go to a single standard on the master list to find a detailed description of the evidence.

Student Learning Expectations

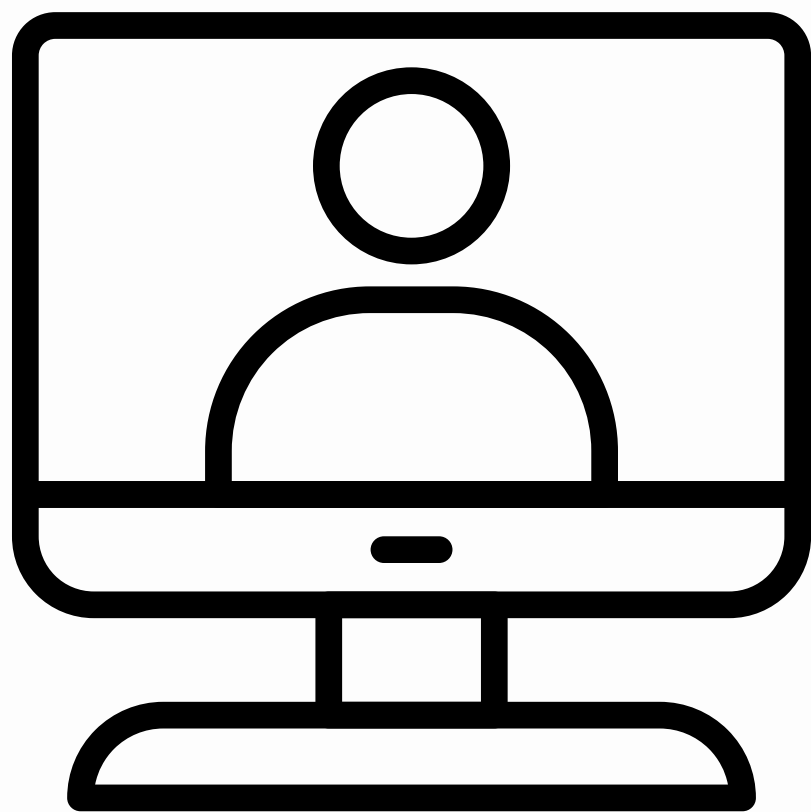
- a) Students understand the elements and principles of design and related theories, including spatial definition and organization.¹
- ID 1385. Posters addressing scale and proportion regarding the buildings of Texas Tech University. Students created collage posters on the elements and principles of design (Assignment 2, Part A, 2019 and 2020). In 2021, students were asked to specifically list elements and principles that supported their design concepts in their concept statements (See "Programming and Concept Development Phase" Assignment and Assignment Sheets).
 - ID 2383. See "Perception" lecture (February) for introduction of Gestalt Laws of Perception. See applications of Gestalt Theory in final Environment & Behavior Posters. See Exam 1, questions #20 or #22 for questions relating Gestalt perception to Environmental Preference Theory.
 - ID 3385. Shown in both Schematic design and Design Development sections through the use of designing on a grid in addition understanding of the ratio relationships of 1:2, 2:3, 3:5 etc.

Student work demonstrates the ability to:

- b) explore a range of two- and three-dimensional design solutions using a variety of media.¹
- ID 2381. See precedent studies leading to the design of the ADA Hotel Room Project and Farm House Project (renderings, mood boards, elevations).
 - ID 3381. See student work using a variety of media including the creation of videos, physical models, virtual models, renderings, screens cut by a laser cutter, etc.
 - ID 4383. See final projects, students continuously transition from 2D to 3D within the application of Revit technology.

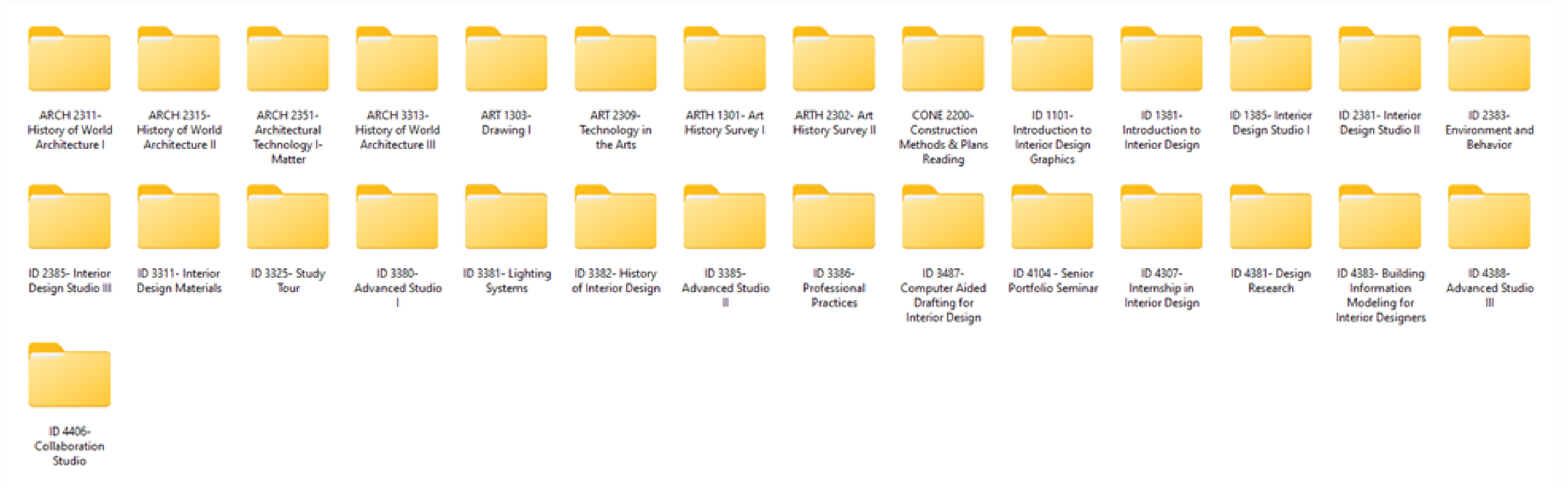
Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:

- c) two-dimensional design solutions.²
- ID 1385. See Assignment #4 the Bistro Project (use of pattern as a parti in applying the elements and principles to the interior); see Assignment #5 the NYC Loft. See collage posters on the elements and principles of design (Assignment 2, Part A, 2019 and 2020). Students were asked to consider the composition of their poster when they laid them out. In 2021, students were asked to specifically list which elements and principles they utilized in their projects (See Final Project, 2021, Annotated Plan)
 - ID 2383. Students practice two-dimensional design and layout in the Environmental Analysis Assignments and the Environment & Behavior Poster Assignment.
 - ID 4101. See e-portfolios.
 - Other: Student interviews
- d) three-dimensional design solutions.²



VIRTUAL
REVIEW

3. VIRTUAL LIBRARY



- On the institution's ShareDrive, a CIDA folder was created.
- The ShareDrive is a folder owned by the institution that all faculty have access to, even remotely.
- Inside of this folder, a folder was created for each course.

3. VIRTUAL LIBRARY

Inside of each course folder were folders for:
Syllabi, Schedules, Lectures, Handouts,
Assignments, and Tests.

Within each of these folders, a folder was made
for 2018, 2019, 2020 for fall courses and 2019,
2020, 2021 for spring courses.



Name	Date modified	Type	Size
Assignments	3/5/2021 10:54 AM	File folder	
Exams	10/15/2020 9:37 AM	File folder	
Field Trips	10/15/2020 9:37 AM	File folder	
Final Grades	3/12/2021 2:40 PM	File folder	
Guest Speakers	10/15/2020 9:37 AM	File folder	
Handouts	3/5/2021 11:09 AM	File folder	
Lectures	3/12/2021 1:56 PM	File folder	
Schedule	3/5/2021 9:36 AM	File folder	
Syllabus	3/5/2021 9:35 AM	File folder	



Name	Date modified	Type	Size
Spring 2019	3/12/2021 2:45 PM	File folder	
Spring 2020	2/11/2021 1:24 PM	File folder	
Spring 2021	3/26/2021 5:16 PM	File folder	

3. VIRTUAL LIBRARY

- Next, faculty were to upload all information into their respective courses, folders and years.
- For any work that did not have a virtual back up (aka only a hard copy), a note was added to that folder of where the physical copies could be found.

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chshare (M:) > CIDA REVIEW > FINAL FILES FOR CIDA > ID 1385- Interior Design Studio I > Assignments > Spring 2021








Name	Date modified	Type	Size
Assignment 1 - Small Group Research	11/2/2021 10:13 AM	File folder	
Assignment 2 - Programming and Concept Development	11/2/2021 2:53 PM	File folder	
Assignment 3 - Schematic Design Phase	11/9/2021 1:18 PM	File folder	
Assignment 4 - Design Development 1 Phase	11/10/2021 8:27 AM	File folder	
Assignment 5 - Design Development 2 Phase	4/23/2021 11:05 AM	File folder	
Assignment 6 - Final Project and Presentation	10/4/2021 3:32 PM	File folder	

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chshare (M:) > CIDA REVIEW > FINAL FILES FOR CIDA > ID 1385- Interior Design Studio I > Assignments > Spring 2021 > Assignment 6 - Final Project and Presentation

Name	Date modified	Type	Size
Student Work Examples	10/4/2021 3:40 PM	File folder	
Final Project Assignment Sheet	4/14/2021 9:44 AM	Microsoft Word Document	33 KB
Grading Rubric	4/22/2021 11:46 PM	Microsoft Word Document	33 KB

hare (M:) > CIDA REVIEW > FINAL FILES FOR CIDA > ID 1385- Interior Design Studio I > Assignments > Spring 2021 > Assignment 6 - Final Project and Pres

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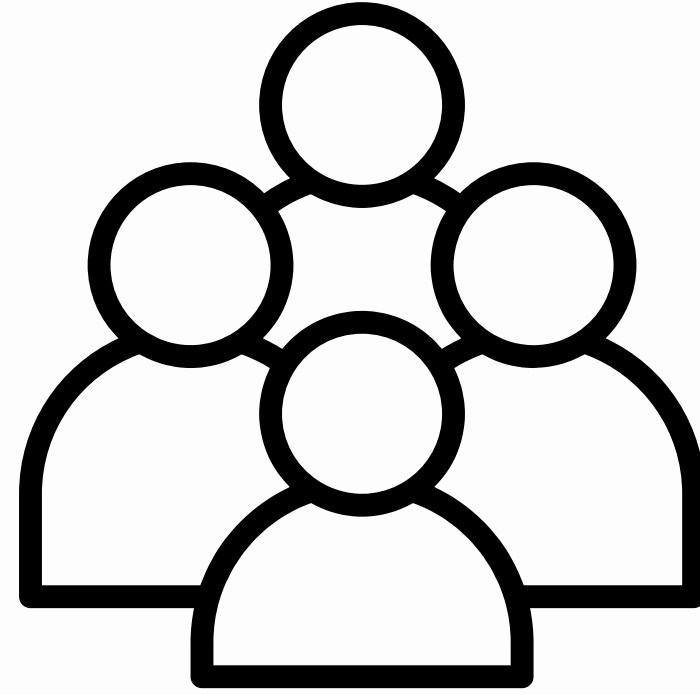
Field Trips | Interior Design

1. Fall 2018, Class trip to Junction, TX for ID 3385.
2. Tour: Collins Tile and Stone (February 27, 2019) 35 students from ID 3311.
3. Tour of All about Looks – Furniture, fabrics & workroom (February 18, 2019, February 24th, 2020). 35 students each year from ID 3311.
4. Tour of Fiber and Biopolymer Research Institute (February 6, 2019, February 12, 2020). 35 students each year from ID 3311.
5. Tour of Leftwich Chapman Flooring (February 20, 2019, March 9, 2019). 35 students from ID 3311.
6. Tour University Student Housing including recycling center, cabinet shop, upholstery shop, painting shop, design studio, project tours (March 25, 2019) 35 students from ID 3311.
7. Tour: Parkhill Smith and Cooper. LEED Certified building and Green Roof (April 17, 2019). 35 students from ID 3311.
8. Tour of Office Wise led by Andrea Wade, Furniture Manager. (September 5, 2019). 29 students from ID 3380).
9. Tour of Dekker/Perrich/Sabbatini in Albuquerque, NM and construction site of Amaran Assisted living (September 20, 2019), 28 students in ID 4406 Collaboration studio.
10. Urbanovsky Park on Texas Tech Campus - IIDA & ASID Back to School Games (September 10th, 2019). 30 students from Interior design program.
11. Fall 2019 Dallas Trip (first year students to showrooms, juniors to commercial showrooms).
12. Fall 2019, Collaboration trip to DPS architecture, Albuquerque, NM.
13. Dallas Showroom Tour: Allsteel, National Office Furniture, Steelcase, OFS, Design Tex, and Humanscale, with showroom managers leading each tour (October 24, 2019). 29 students from ID 3380.
14. Halloween Social by IIDA to the Corn Maze. (November 5th, 2019). 30 IIDA student members.
15. IIDA SHIFT Student Conference – Dallas Tx. (January 29th - 31st, 2020). 8 IIDA student members.
16. Tour of Trinity Church and Indiana Baptist Church – Lubbock, TX led by Kreg Robertson and Liz Morgan of Parkhill (September 22, 2020). 28 students from ID 4406.
17. Tour of Office Wise led by Andrea Wade, Furniture Manager. (September 2021). 35 students from ID 3380).

Invited Speakers | Interior Design

1. James Marsteller, MA, RID, FASID, The Art Institute of Dallas and Board Member, Texas Association for Interior Design (TAID) (January 28, 2019). Getting to know TAID and the Process for Becoming RID.
2. Cynthia Leibrock, MA, Hon. IIDA, award winning author, international lecturer. President, Easy Access to Health, LLC. (April 2, 2019) Three lectures: Universal Design, Design for Aging, and Design for Health. 100 students from the ID program (Includes 33 students from ID 2385, 17 students from ID 4388).
3. Tina Patel (Client for Amaran project), Kate Dimock, Ronnie DiCappo, Jennifer Maddox with Dekker/Perrich/Sabbatini in Albuquerque, NM (August 28, 2019). Skype session - Introduction to Amaran assisted living project and discussion of Montessori principles for dementia. ID 4406, 28 students.
4. John Botello, A 2013 Graduate of TTU Interior Design Program, A Presentation About His Professional Life as the Creative Manager for The Executive Residence "The White House, Washington DC. (October 7th, 2019).
5. Liz Morgan, IIDA, RID from Parkhill, Smith, and Cooper. (October 8th, 2019). What to know about the NCIDQ. 37 Interior Design students.
6. Tina Patel, Ronnie DiCappo, Jennifer Maddox with D/P/S to Lubbock. (October 14, 2019) for Preliminary Design critique, ID 4406, 28 students.
7. Cory Hamilton, Director of Raider Education – TTU Division of Diversity, Equity, and Inclusion, (October 23, 2019) Inclusive Leadership and the Collaborative Process workshop, 28 students in 4406.
8. Tina Patel, Ronnie DiCappo, Jennifer Maddox with D/P/S to Lubbock. (December 10, 2019) for Final Design presentations and critique, ID 4406, 28 students.
9. David Holt, Interiors Practice Leader for HOK Seattle. (March 12th, 2020). Personal Tool Kit for a Healthy Designer. 48 Interior design students, professionals.
10. Donna Vining, RID, FASID, Vining Interiors and Executive Director of TAID, and Keesha Erdmann, IIDA, National Office Furniture and TAID Board Member (February 4, 2020). Update on Legislation in Texas and How it Pertains to Interior Designers.
11. Keesha Erdmann spoke on commercial furniture to 25 students (Zoom and F2F combined) in ID 3380 Advanced Studio I.
12. In 3380 today, Oct. 1, we had Bradley Bawcum, TTUHSC Fire Marshal, and Redha Gheraba, PhD, speak to the class on the topic of occupancy types, loads and the determination of number of means of egress.
13. Cynthia Henry, Librarian TTU College of Human Sciences (September 1, 2020) Using library resources to inform evidence-based design, 28 students in ID 4381.
14. Kreg Robertson, Principal and Director of Church design with Parkhill; and Liz Morgan, Interior Designer with Parkhill (September 1, 2020) Parkhill Overview/Church Design/The art and science of First Impressions, 28 students in ID 4406.
15. Kreg Robertson, Principal and Director of Church design with Parkhill; and Liz Morgan, Interior Designer with Parkhill (September 10, 2020) Student research presentations and Q&A, 28 students in ID 4406.
16. Cory Hamilton, Director of Raider Education – TTU Division of Diversity, Equity, and Inclusion, (September 17, 2020) Inclusive Leadership and the Collaborative Process workshop, 28 students in 4406.
17. Kreg Robertson, Principal and Director of Church design with Parkhill; and Liz Morgan, Interior Designer with Parkhill (October 15, 2020) Schematic design critiques, 28 students in ID 4406.
18. Kreg Robertson, Principal and Director of Church design with Parkhill; and Liz Morgan, Interior Designer with Parkhill (December 5, 2020) Final Presentation critiques, 28 students in ID 4406.
19. Dak Kopec, "The Use of Environment and Behavior Methods for The Justification of Design (April 14, 2021). 150 interior design students.
20. Dr. Laura Cole, Assistant Professor University of Missouri Architectural Studies (April 22, 2021), Design for Sustainable Behavior and Environmental Education, 18 students in ID 2383
21. Liz Morgan, IIDA, RID from Parkhill, Smith, and Cooper. (October 7th, 2021). What to know about the NCIDQ. 37 Interior Design students.
22. Bailey Estes, IIDA, From Parkhill, Smith and Cooper. (October 7, 2021). Experiences of taking the IDFX as a senior. 37 Interior Design students.

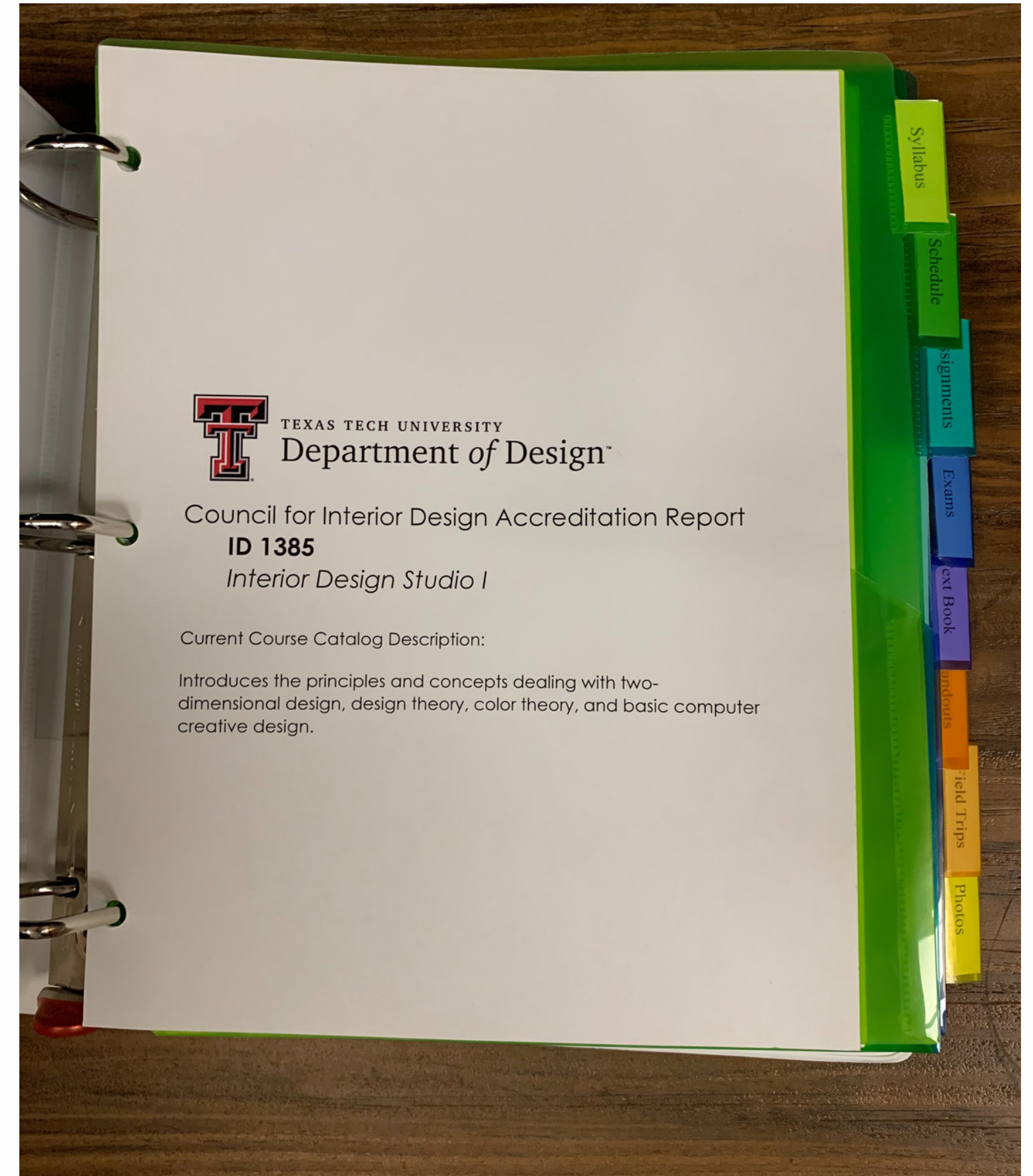
4. FIELD TRIP LIST & GUEST SPEAKER LIST



PHYSICAL
REVIEW

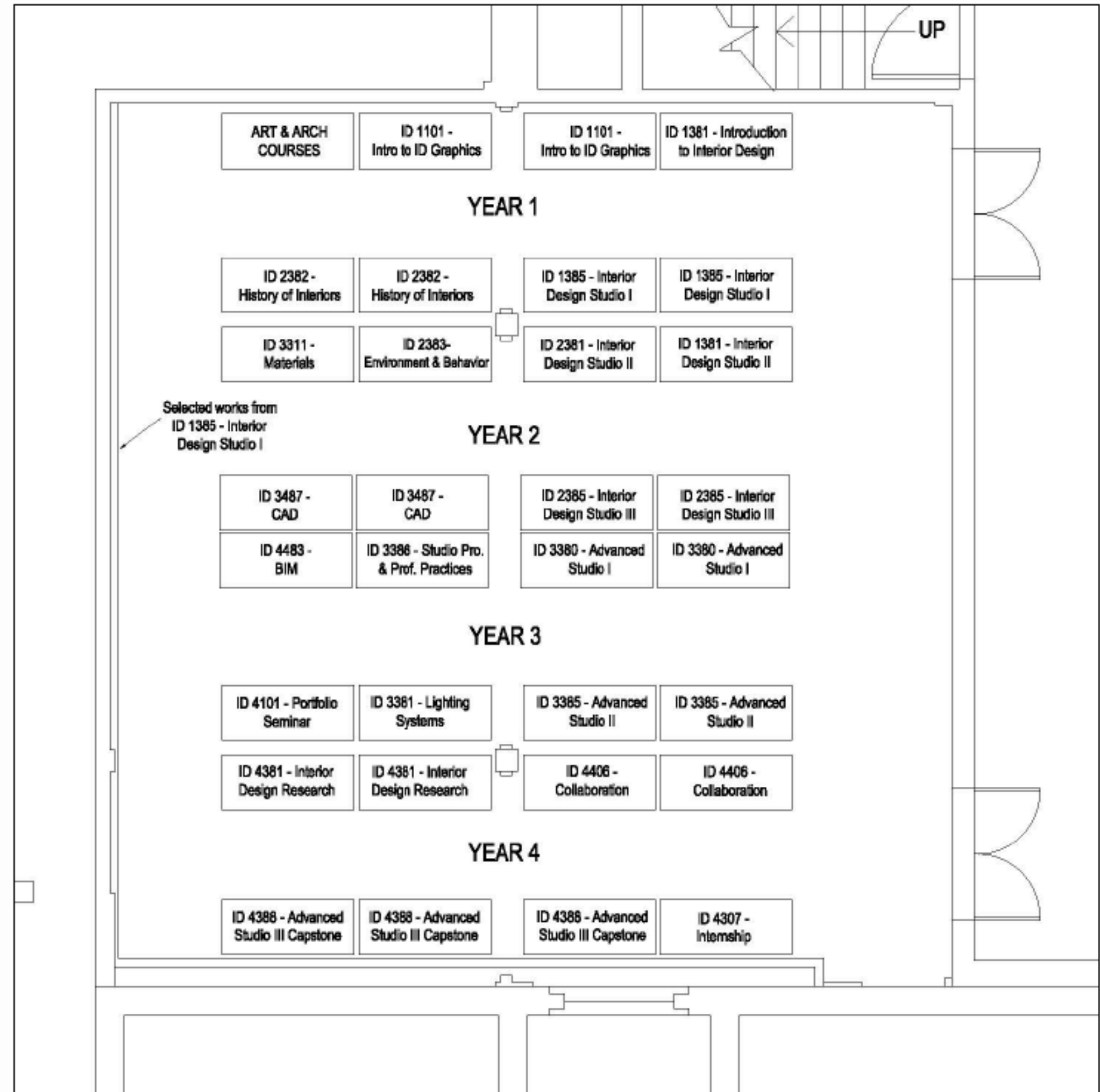
5. CLASS NOTEBOOKS

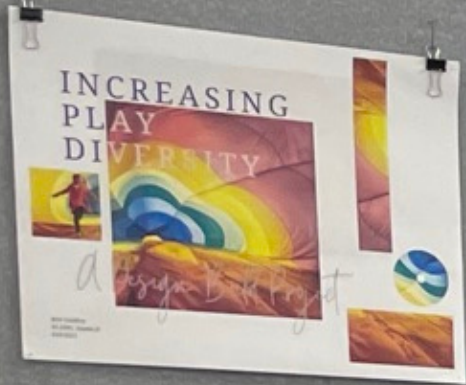
- Information from the ShareDrive was printed out.
- This included: all syllabi and schedules, all handouts, all lectures, all tests, and a number of selected projects.
- This printed information was then organized into binders (one binder per class) with tabs for all major sections.



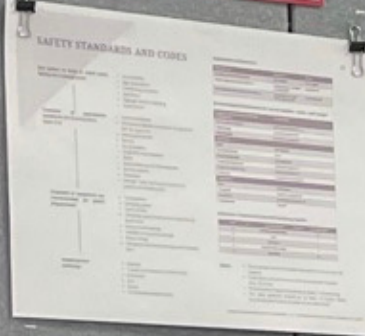
6. PHYSICAL DISPLAY

- Faculty were given the approximate space they would have for the physical display and selected which hard copies of projects they would like to print for display.
- The physical display was set up in one large gallery space. The space was laid out in four rows and by year in the program.
- Most studios were given 2 tables and lectures were given one table.

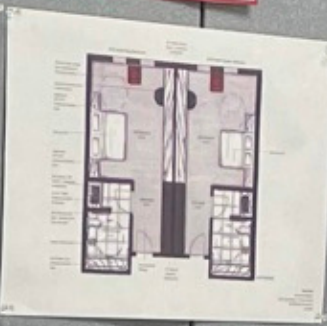
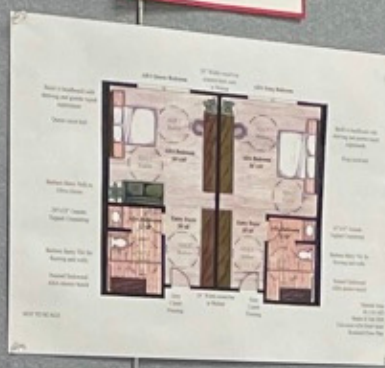




Increasing Play Diversity: A Design Build Project Example 1



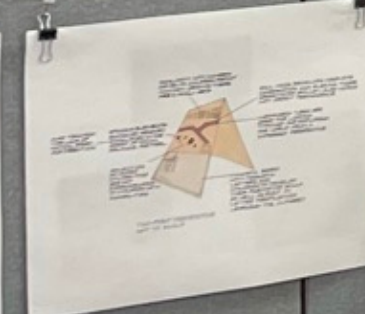
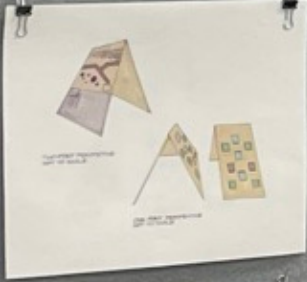
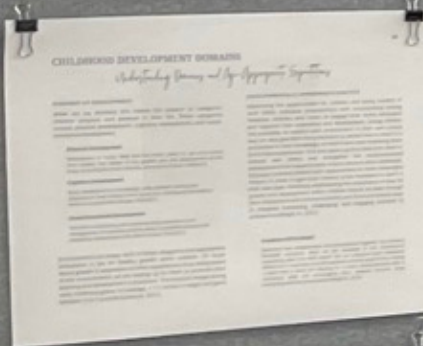
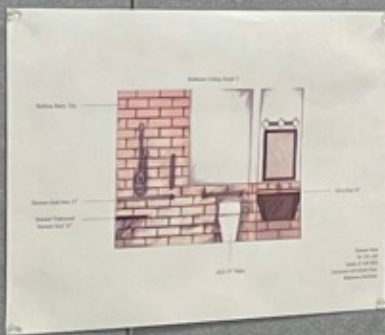
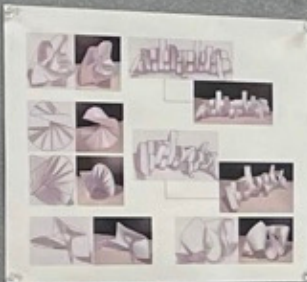
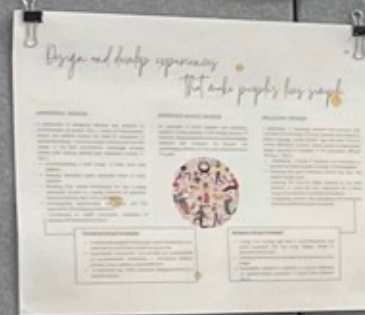
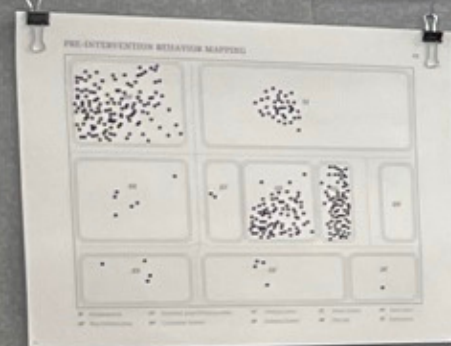
Interior: All-in-One Room Example 1



Interior: All-in-One Room Example 2



Interior: All-in-One Room Example 3



ID 2381 - Interior Design Studio II

Workstation area with a black table covered in architectural documents, including floor plans and renderings. A black chair is positioned at the table. On the table, there are several small architectural models: a white pyramid, a colorful pyramid, a white house-like structure, and a wooden structure. A printer is visible on the right side of the table. A vertical sign on the right wall reads 'ID 2381 - Interior Design Studio II'.

ID 3381 - Lighting Systems



THROUGH THE EYE OF ANOTHER

Concept Statements, Materials, Project Description

Modern Mosaic

DESIGN CONCEPT

LIGHT & SHADOW

Concept, Site Plan

LIGHT AND SHADOW

Concept, Site Plan

CONCEPT

Architectural drawings, floor plans, lighting diagrams

PERSPECTIVES

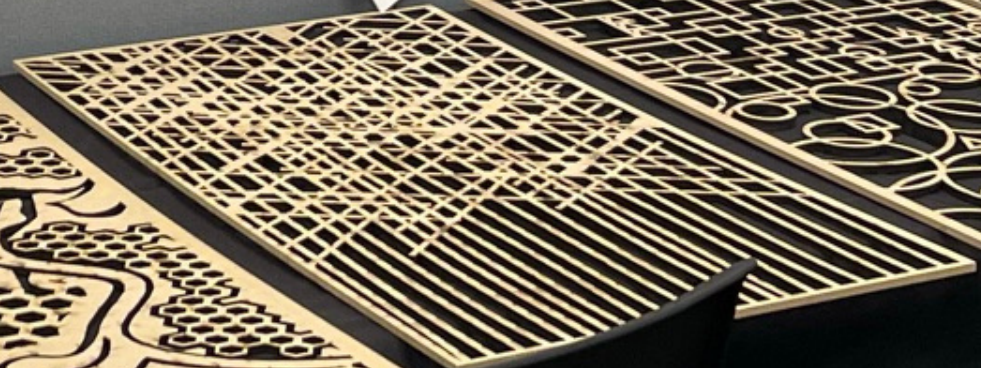
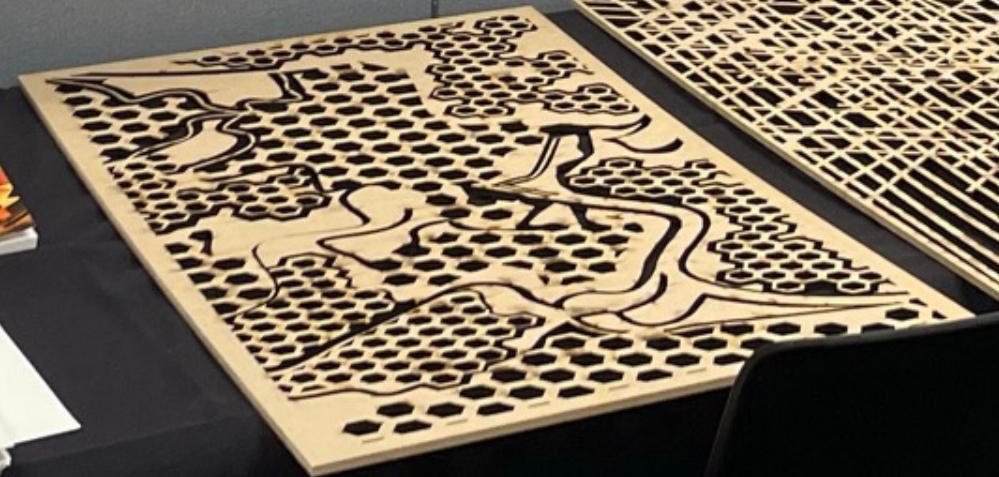
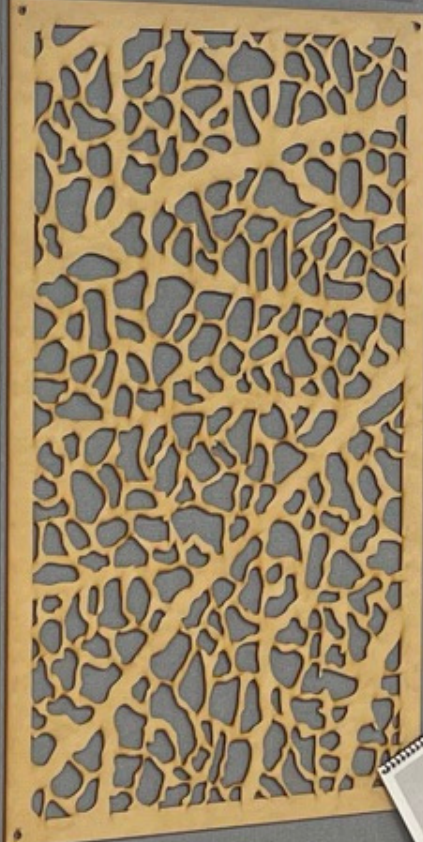
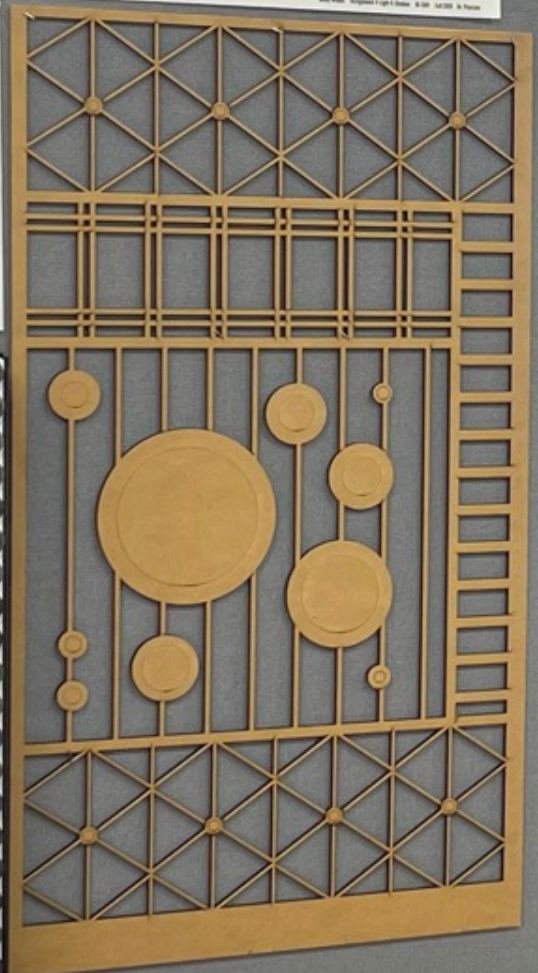
Interior rendering images of the space

ID 4104 Portfolio seminar



Portfolio grid with various project images and text

Additional portfolio items and documents



Desk area with papers, a book titled 'FUNDAMENTALS', and other supplies

Zen Tea Shop Source Board

Tropical Coffee Shop



Gold Color Board



Tropical Residential



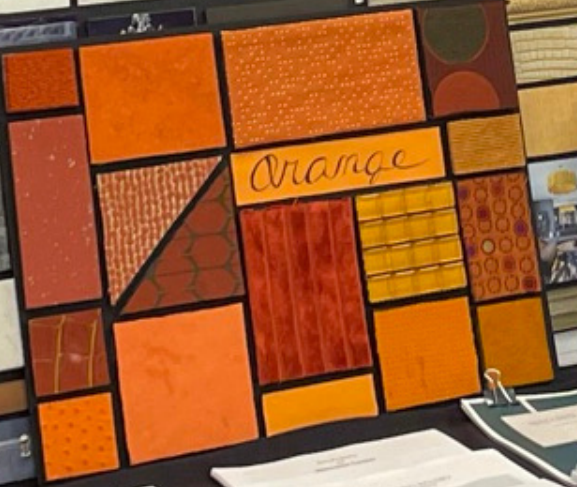
Zen Residential Source Board



RED LOUNGE



Orange



ID 3311 - Interior Design Materials

ID 2383 - Environmental and Behavior

Materials Notebook

SPECIFICATIONS

MATERIALS NOTEBOOK

LEED ONE WELL STUDENT PRESENTATIONS ID 3311

PAINTS AND FINISHES

Interior design workspace with a desk covered in a black cloth, holding various materials notebooks, specification books, and presentation materials. A black office chair is positioned at the desk. The background wall is covered in project-specific color and material boards.



DURING THE
REVIEW

7. EXTERNAL HARD DRIVES



- All files from the ShareDrive were copied onto 3 external hard drives, which were then provided to the reviewers.
- Reviewers had access to their individual laptops and dual-monitor desktops.
- The reviewers had the option to walk through the physical display and/or use the external hard drives.
- The external hard drives could be taken with the in the evening to continue working at the hotel.
- Should the reviewers have questions or request additional evidence, the faculty were able to direct them to a particular file in a particular folder.

8. REVIEWER WELCOME PACKAGE



Campus Information



The Department of Design is located in the College of Human Sciences. The address of the COHS is 1301 Akron Avenue, Lubbock, Texas 79415. Please see the campus map for more detailed information (next page).

Parking Information

You will be parking in Lot R-13. You can access Lot R-13 through the campus inlet at the intersection 15th Street and University Avenue. Please note that Saturday is the TTU Homecoming Football game (6:00 p.m.) so traffic is expected. On Saturday, this lot will be monitored by a parking agent. We have added your names to a list so you should be able to access this lot without issue. If you encounter any problems, please feel free to call Dr. Parkinson or Dr. Pearson.

Travel to Campus to Avoid Gameday Traffic

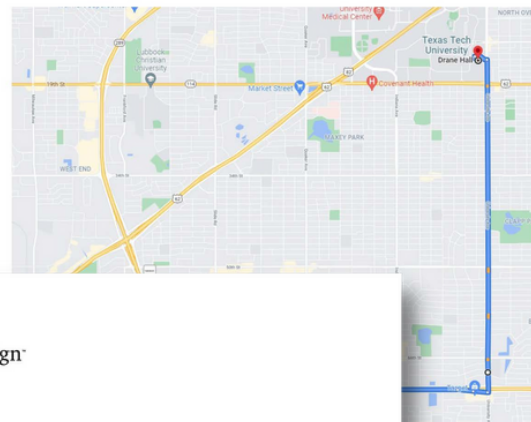
Homecoming Football game so traffic is expected. To avoid traffic, we recommend taking the route outlined on the following pages.

Display of Student Work

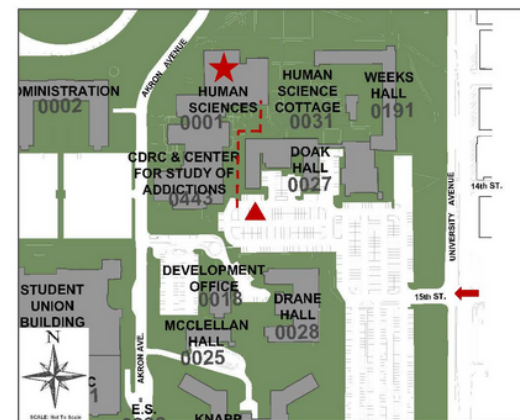
- College of Human Sciences – Room 60 (Basement)
- Door Codes: Room 60 – 468468, Room 61 – 729410



Suggested Route to Campus on Gameday

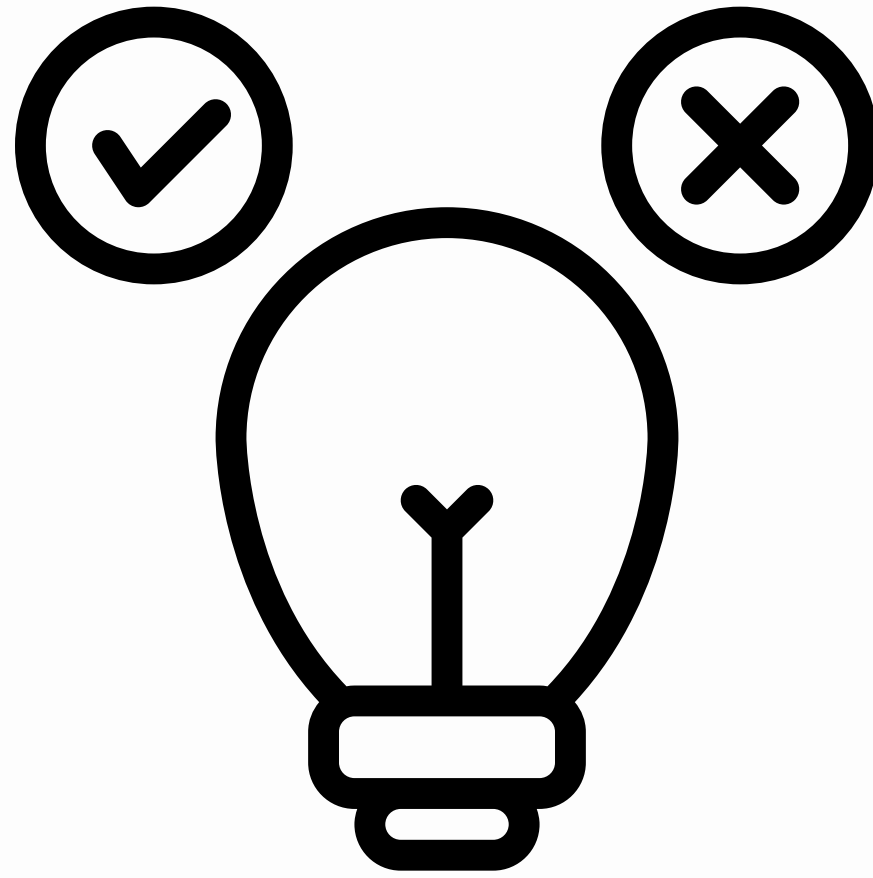


Campus Map



- KEY**
- ← Entrance to Parking Lot
 - ▲ Parking Lot R-13
 - - - Route to building
 - ★ College of Human Sciences

1. Contact information
2. Dining recommendations
3. Campus parking
4. Travel information
5. Campus Map
6. Program Review Schedule
7. Map of Student Display



OTHER
CONSIDERATIONS

WHO WAS ENGAGED, AND HOW, IN CREATING THE CIDA DISPLAY?

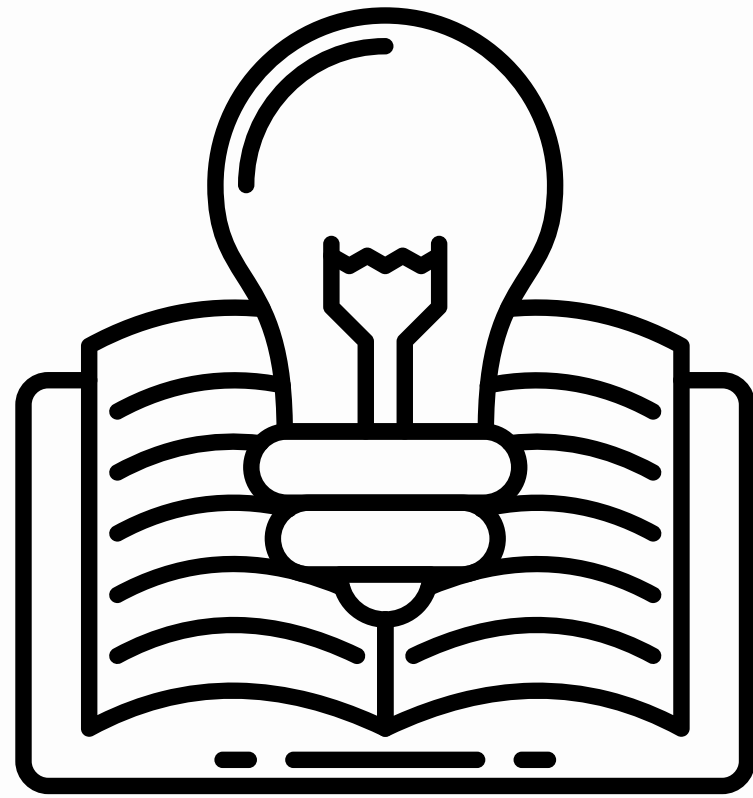
All faculty were involved in creating the CIDA display. For the virtual component, the faculty were instrumental in completing their own Course Worksheets and uploading their files to the CIDA ShareDrive folder. There was also the assistance of graduate students and the Business Coordinator. For the physical display, faculty were assigned and responsible for the display of their individual courses.

WHAT PLATFORM WAS USED TO DISPLAY
VIRTUAL MATERIALS; WHY DID YOU SELECT
THAT OPTION; AND WOULD YOU USE THE SAME
PLATFORM IN THE FUTURE:

OneDrive, Teams and Dropbox were considered but ultimately eliminated because one individual would have to own and manage the folder.

ShareDrive was selected after consultation with TTU's IT Department. ShareDrive was owned by the institution and daily back-ups were created for all work. Therefore, if something was deleted it could be restored.

We would still elect to use this platform in the future, although there was a fair amount of lag when uploading files. This was often due to faculty working and accessing the drive remotely.



LESSONS
LEARNED

1

Creating both virtual and physical displays was quite burdensome and time consuming. However, this was required due to the uncertainty of the pandemic. There was also a bit of a learning curve for how to upload files to the ShareDrive, especially as faculty worked remotely.

2

Although burdensome, the virtual display has become a helpful repository of information and project examples for faculty. This has been the most unexpected and beneficial surprise that we continue to use even a year and a half later.

3

The worksheets were a very helpful way to organize information and specifically call out where evidence could be found. For the individual writing the report, this was especially helpful. Texas Tech will be continuing these worksheets for future accreditation visits.

4

The reviewers were appreciative to have the opportunity to take the external hard drives to the hotel in the evening to continue their work. It is my opinion that this reduced the requests for additional evidence because there was more of an opportunity to review the evidence.

5

By only printing a small, selected groups of projects, we were able to reduce printing costs and efforts. If additional examples were needed, the reviewers were able to review the external hard drive. This was an added benefit to the review method.

6

Certain projects and file types were more easily shared in a digital format. For example, student videos, recorded lectures, or recorded student portfolio presentations were easily shared in this format.

7

a lesson in adaptability.

THANK YOU!
QUESTIONS?

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