The Student Work Display

Miami University
Oxford, OH
Primary Issues

Space
• limited display, staging & storage
• displacement of regular classroom activities

Cost
• limited budget

Staffing
• large, interdisciplinary faculty that work with students
• few ID faculty assigned to assist
Overarching Guidelines

Presentation form to match original form

Clear and straightforward – for visiting team & faculty

Investment must be reusable for storage and/or future display

Acknowledge & celebrate student work
  • review meets gallery opening

Reflect program’s/department’s design sensibilities:
  • holistic approach
  • sustainable
  • highly organized
  • aesthetically coordinated
## Display Components

### Display Organization System

<table>
<thead>
<tr>
<th>Icon</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>📚</td>
<td>Located in Binder</td>
<td>Work to follow (in binder)</td>
</tr>
<tr>
<td>📁</td>
<td>On Display</td>
<td>Indicates work is:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• panel mounted,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• on table or nearby pedestal, and/or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• in cardboard portfolio (loose drawings)</td>
</tr>
<tr>
<td>📁</td>
<td>On Thumb Drive</td>
<td>Binder prompts will indicate path of file location on drive</td>
</tr>
<tr>
<td>🕐</td>
<td>Rolled Drawing</td>
<td>Clip-on tag on drawing roll keyed to binder prompts</td>
</tr>
</tbody>
</table>
Assignment: Project 1
Fall 2015 (in-progress)

Student Work

ARC403 Studio VII / Fall 2015 / Assignment / Student Work / Project 1 / Research Project/
  Team 6 – Research Presentation.pdf
  Team 6 – Talking Points.pdf
  Abby Seyfang | Rebecca Hughes | Rachel Hucek | Ashley Kay
  Team 1 – Research Presentation.pdf
  Team 1 – Talking Points & References.pdf
  Kelly Almus | Rosamaria DiCristoforo | Sofie Vermeulen | Lila Wengler
  Team 5 – Research Presentation.pdf
  Team 5 – Talking Points.docx
  Alana Carson | Addie Foran | Lucy Hurley | Lauren Visco
  Team 8 – Research Presentation.pdf
  Jennifer Churchia | Joseph Mauritzino | Danielle Mulhearn

ARC403 Studio VII / Fall 2015 / Assignment / Student Work / Project 1 / Visioning Session with Students/
  Visioning Session Compilation.pdf

Final Presentation Poster
Team 4 - Sara Musch | Kaley Sobanski | Amanda Goldenberg

Iterative Work Area Models
Team 4 - Sara Musch | Kaley Sobanski | Amanda Goldenberg
Team 6 - Abby Seyfang | Rebecca Hughes | Rachel Hucek | Ashley Kay
Team 8 - Jennifer Churchia | Joseph Mauritzino | Danielle Mulhearn
Team 5 - Alana Carson | Addie Foran | Lucy Hurley | Lauren Visco

Final Presentation Poster
Team 3 - Cristian Lombardo | Stephen Swab | Haley Wypeszenki
Team 5 - Alana Carson | Addie Foran | Lucy Hurley | Lauren Visco
Team 7 - Matthew Watt | Leah Gray | Jet Qian | Abby Seyfang
## Display Components

### Graphic Standards by Class

<table>
<thead>
<tr>
<th>Curriculum Matrix - Mira University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong></td>
</tr>
</tbody>
</table>

### Standard 2: Global Perspective for Design - Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

#### Student Learning Expectations

**Student work demonstrates understanding of:**

- The concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and processes.

#### Program Expectations

**The interior design program provides:**

- Exposure to contemporary issues affecting interior design.
- Exposure to a variety of business and organizational structures.
- Exposure to varying group processes and dynamics.
- Opportunities for developing knowledge of other cultures.

---

Notes: ARCH is a new course name, where or similar content has been provided previously under ARCH 477 Independent Study.
ARC222 Arc History II

Standard 2. Global Perspective for Design - Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Students understand:

2b the implications of conducting the practice of design within a world context.

The interior design program provides:

2g opportunities for developing knowledge of other cultures.

Standard 6. Communications - Entry-level interior designers are effective communicators.

Students are able to:

6c express ideas clearly in written communication.

Standard 8. History - Entry-level interior designers apply knowledge of interiors, architecture, decorative arts, and art within a historical and cultural context.

Students understand the social, political, and physical influences affecting historical changes in design of the built environment.

Students understand movements and traditions in:

8b interior design.
8c architecture.
8d furniture, decorative arts, and art.
ARC419
ID MAT

S
6b
12 a-b
13 c-e
14 b

P
7 i
11 a-d
12 c-d, g-h
13 b, g
14 a

2 a
6 f
Display Components

Space Organization

• Team Room
Display Components

Team Room Schedule

- **Monday**: Lecture seating removed; vertical panels installed; prepared tables and student work relocated from staging room (see below)
- **Tuesday**: Student work hung; displays organized
- **Wednesday/Thursday/Friday**: Final coordination of course displays with binder information; photography
- **Friday through Tuesday**: Site Visit
- **Wednesday**: Work dismantled/stored as originally staged; moved to staging space for storage until report response period completion
- **Thursday**: Lecture seating reinstalled
- **Friday**: classes resume
Display Components

Team Room Organization
Display Components

Key Lessons Learned: **Team Room**

- Take the time to celebrate the display
- Use the display to market to faculty, administrators, special guests
- Photos are good, but simply can’t do justice
Display Components

Space Organization

- **Ancillary Support Spaces**
  - Cage Gallery – used for furniture display
  - Restroom Access
  - Elevator Access
  - Staging Room
  - Work Storage Space (basement and CIDA Storage Vault)
Display Components

Display Elements

- **Binder Materials (on tables)**
  - Tabs/Cover Sheets
  - Syllabus/Schedule
  - Assignments
    - assignment prompt
    - student work (display location)
  - Exams/Quizzes
    - blank exam
    - lecture Materials
  - Handouts
  - Presentation Materials (display location, if needed)
- **Other Tabs, as needed**
  - field trips, guest lecturers
    (display location, if needed)
Display Components

Key Lessons Learned: **Binder Materials**

- Assignment prompt served two important functions
  - Encouraged faculty members to clearly define assignment parameters
  - Helped to develop consistent project/assignment titles for development/match with PAR
- We will likely place more emphasis on the assignment prompt earlier in the process next time around
Display Components

Display Materials

- **Standing Height Table (casters)**
  - Repurposed studio work tables
  - Covered w/Kraft paper to provide neutral backdrop for work (and contribute to design theme of recycle/reuse)
Display Components

Display Materials

- **Double-sided Wire Mesh Panels**
  - Existing system within department
  - Binder clips as hangers
Display Components

Display Materials

- **Thumb drive** for each visiting team member
  - Access to digitally presented materials
  - Exception: course management software systems were problematic
    - online materials
    - video format lecture materials

- **Laptop** (from library) for each visiting team member
Display Components

Display Materials

- **Rolled Drawings**
  - Stored in vertical storage containers
  - Tagged and keyed to information in course binder
Display Components

Display Materials

• **Loose Drawing Corrals**
  • Handmade
  • Tagged with course number and title
Display Components

Display Materials

- **Model and Collateral Material Display**
  - 12 x 12 & 12 x 24 cardboard boxes
  - combined in various ways to provide variety of platform dimensions around and under tables
Display Components

Installation Photographs: Team Room
Display Components

Installation Photographs: Cage Gallery
Display Components

Reference Materials

- **Site Visit Reference Manual**
  - contact info
  - binder graphic code
  - site visit schedule
  - curriculum
  - course reference guide
  - faculty listing by class
  - course descriptions

- **Faculty Annual Reports**

- **PAR**

- **CIDA Survey Findings**
### Contact Info

#### Department Info

<table>
<thead>
<tr>
<th>Number</th>
<th>Person/Office</th>
<th>Additional Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>(513) 529-2110</td>
<td>ARC+ID Office</td>
<td>101 Alumni Hall&lt;br&gt;350 E Spring Street&lt;br&gt;Oxford, OH 45066</td>
</tr>
<tr>
<td>(615) 945-1510</td>
<td>Katherine Setser</td>
<td>Program Chair</td>
</tr>
<tr>
<td>(937) 305-6137</td>
<td>Mary Rogero</td>
<td>Department Chair (Interim), Architecture + Interior Design</td>
</tr>
<tr>
<td>(513) 529-0429</td>
<td>Sarah Riggie</td>
<td>Administrative Assistant</td>
</tr>
</tbody>
</table>

#### Security and Support

<table>
<thead>
<tr>
<th>Number</th>
<th>Person/Office</th>
<th>Additional Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>(513) 529-2222</td>
<td>Miami University Police</td>
<td></td>
</tr>
<tr>
<td>(513) 523-4321</td>
<td>Oxford City Police</td>
<td></td>
</tr>
<tr>
<td>(513) 529-7900</td>
<td>Miami University IT Services Support Desk</td>
<td></td>
</tr>
</tbody>
</table>

#### Hotel Info

<table>
<thead>
<tr>
<th>Number</th>
<th>Person/Office</th>
<th>Additional Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>(800) 324-4925</td>
<td>The White Garden Inn</td>
<td>6194 Brown Road&lt;br&gt;Oxford, OH 45066</td>
</tr>
</tbody>
</table>
# Curriculum

## First Year | 32 Credit Hours

<table>
<thead>
<tr>
<th>Fall Semester (16 credit hours)</th>
<th>Spring Semester (16 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC101 Studio I (5)</td>
<td>ARC102 Studio II (5)</td>
</tr>
<tr>
<td>ARC113 Graphics I (2)</td>
<td>ARC124 Graphics II (2)</td>
</tr>
<tr>
<td>Miami Plan Foundation (3)</td>
<td>Miami Plan Foundation (3)</td>
</tr>
<tr>
<td>Miami Plan Foundation (3)</td>
<td>Miami Plan Foundation (3)</td>
</tr>
<tr>
<td>Miami Plan Foundation (3)</td>
<td>Miami Plan Foundation (3)</td>
</tr>
</tbody>
</table>

## Second Year | 32 Credit Hours

<table>
<thead>
<tr>
<th>Fall Semester (16 credit hours)</th>
<th>Spring Semester (16 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC203 Studio III (5)</td>
<td>ARC204 Studio IV (5)</td>
</tr>
<tr>
<td>ARC213 Graphics III (2)</td>
<td>ARC224 Graphics IV (2)</td>
</tr>
<tr>
<td>ARC212 Environmental Systems I (3)</td>
<td>ARC222 Architecture History II (3)</td>
</tr>
<tr>
<td>ARC221 Architecture History I (3)</td>
<td>Miami Plan Thematic Sequence I (3)</td>
</tr>
<tr>
<td>ARC225 Design &amp; Human Behavior (3)</td>
<td>Miami Plan Foundation (3)</td>
</tr>
</tbody>
</table>

## Third Year | 33-36 Credit Hours

<table>
<thead>
<tr>
<th>Fall Semester (15-18 credit hours)</th>
<th>Spring Semester (18 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Studio V (3-6)</td>
<td>ARC304 Studio VI (6)</td>
</tr>
<tr>
<td>ARC321 Interior Design History (3)</td>
<td>ARC309 Furniture Design &amp; Construction (3)</td>
</tr>
<tr>
<td>ARC417 Architectural Materials (3)</td>
<td>ARC414 Environmental Systems II (3)</td>
</tr>
<tr>
<td>Business Elective - FSB or CCA Arts Management (3)</td>
<td>ARC419 Interior Design Materials (3)</td>
</tr>
<tr>
<td>Miami Plan Thematic Sequence II (3)</td>
<td>Miami Plan Thematic Sequence III (3)</td>
</tr>
</tbody>
</table>

## Fourth Year | 29 Credit Hours

<table>
<thead>
<tr>
<th>Fall Semester (14 credit hours)</th>
<th>Spring Semester (15 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC403 Studio VII (6)</td>
<td>ARC408 Studio VIII (6)</td>
</tr>
<tr>
<td>ARC436 Research &amp; Programming (3)</td>
<td>Miami Plan Foundation (3)</td>
</tr>
<tr>
<td>ARC444 Professional Practice (3)</td>
<td>General Elective (3)</td>
</tr>
<tr>
<td>General Elective (2)</td>
<td>General Elective (3)</td>
</tr>
</tbody>
</table>

---

1. Elective Studio is intended to be taken outside the major or through off-campus study for a minimum of 3 and a maximum of 6 credit hours.
2. ARC 301 Studio V or other Architecture studio may count as Elective Studio
3. ARC 441C Building Information Modeling recommended companion course to ARC 403 Studio VII
<table>
<thead>
<tr>
<th>FALLS YEARS</th>
<th>Abbrev'</th>
<th>Title'</th>
<th>Prereq/Coreq'</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC101</td>
<td>Studio1</td>
<td>Beginning Design Studio1[5]</td>
<td>Acceptance into major</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING YEARS</th>
<th>Abbrev'</th>
<th>Title'</th>
<th>Prereq/Coreq'</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC102</td>
<td>Studio1</td>
<td>Beginning Design Studio1[5]</td>
<td>ARC 101</td>
</tr>
<tr>
<td>ARC114</td>
<td>GraphicsII</td>
<td>Graphic Media II[2]</td>
<td>ARC 113</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALLS YEARS</th>
<th>Abbrev'</th>
<th>Title'</th>
<th>Prereq/Coreq'</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC212</td>
<td>Env/Sp I</td>
<td>Principles of Environmental Systems[3]</td>
<td>ARC 211 and concurrent registration in ARC 203</td>
</tr>
<tr>
<td>ARC221</td>
<td>Arch I</td>
<td>History of Architecture[3]</td>
<td>ARC 204</td>
</tr>
<tr>
<td>ARC225</td>
<td>Behavior</td>
<td>Behavior, Perceptions, Aesthetics[3]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING YEARS</th>
<th>Abbrev'</th>
<th>Title'</th>
<th>Prereq/Coreq'</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC204</td>
<td>StudioIV</td>
<td>Interior Design Studio1[5]</td>
<td>ARC 101, ARC 102 and ARC 203</td>
</tr>
<tr>
<td>ARC214</td>
<td>GraphicsIV</td>
<td>Graphic Media IV[2]</td>
<td>ARC 113, ARC 114 and concurrent registration in ARC 204</td>
</tr>
<tr>
<td>ARC222</td>
<td>Arch II</td>
<td>History of Architecture II[3]</td>
<td>ARC 204</td>
</tr>
</tbody>
</table>
What would we do differently?

Consider more consistent guidelines for student presentation formats
  • orientation can make a huge difference
  • for display and review of drawings

Improve functionality of online course management system (hopefully)
  • already working with our eLearning and IT folks to develop some additional functionality
    • print as PDF function w/proper pagination ...would improve accessibility for everyone!
    • printing of individual exams
    • access to video frames that highlight specific content

Start earlier; imbed the process
  • use the collection process as an imbedded form of self-evaluation to its fullest advantage
  • use the momentum from recent review to launch a more robust (and more standardized) end of term evaluation and collection process
Best Advice

Learn from others, but make it your own
Engage students in the process
Celebrate the work