ORGANIZING A STUDENT WORK DISPLAY
- PHYSICAL AND VIRTUAL MATERIALS

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TIMELINE

August 2018
Began saving student examples

October 2021
In-person site visit
**TIMELINE**

- **August 2018**
  - Began saving student examples

- **March 2020**
  - Coronavirus outbreak

- **October 2021**
  - In-person site visit
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.
8d) 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.

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 question #20 (Helmsle student) or #22 (Warren student) for question relating Gestalt perception to Environmental Preference Theory.

12d) 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 #8.

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


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.

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.

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Student Learning Expectations:

a) Students understand the elements and principles of design and related theories, including spatial definition and organization.
   - 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 #30 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:
     - 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:
   - ID 1385. See Assignment #4 the Bistro Project (use of pattern as a part in applying the elements and principles to the interior); see Assignment #8 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:
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.
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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<th>Date modified</th>
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4. FIELD TRIP LIST & GUEST SPEAKER LIST

1. Field Trip: Field trip to Jumonville, PA (October 20, 2021) - 10 students from ID 3389.

2. Field Trip: Field trip to the Philadelphia Art Museum, PA (October 21, 2021) - 15 students from ID 3389.

3. Field Trip: Field trip to the Philadelphia Zoo, PA (October 22, 2021) - 15 students from ID 3389.

4. Field Trip: Field trip to the Independence Hall, PA (October 23, 2021) - 15 students from ID 3389.

5. Field Trip: Field trip to the Liberty Bell Center, PA (October 24, 2021) - 15 students from ID 3389.


7. Field Trip: Field trip to the Philadelphia Zoo, PA (October 26, 2021) - 15 students from ID 3389.

8. Field Trip: Field trip to the Independence Hall, PA (October 27, 2021) - 15 students from ID 3389.


10. Field Trip: Field trip to the Philadelphia Zoo, PA (October 29, 2021) - 15 students from ID 3389.

11. Field Trip: Field trip to the Independence Hall, PA (October 30, 2021) - 15 students from ID 3389.


13. Field Trip: Field trip to the Philadelphia Zoo, PA (November 1, 2021) - 15 students from ID 3389.

14. Field Trip: Field trip to the Independence Hall, PA (November 2, 2021) - 15 students from ID 3389.


17. Field Trip: Field trip to the Independence Hall, PA (November 5, 2021) - 15 students from ID 3389.


19. Field Trip: Field trip to the Philadelphia Zoo, PA (November 7, 2021) - 15 students from ID 3389.

20. Field Trip: Field trip to the Independence Hall, PA (November 8, 2021) - 15 students from ID 3389.


22. Field Trip: Field trip to the Philadelphia Zoo, PA (November 10, 2021) - 15 students from ID 3389.

23. Field Trip: Field trip to the Independence Hall, PA (November 11, 2021) - 15 students from ID 3389.

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.
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

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
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.

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.

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.
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.

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.

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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