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Weaving The Threads of Design

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The Role of Interior Design in Improving the Health of Latino Residents Living in Apartments Homes in Sandy Springs, GA

Natalie Holloway, Natalie Holloway Interiors

Abstract

The movement of immigrants to the United States from Latin America and Mexico has increased significantly in the past fifty years with the metro Atlanta area experiencing substantial growth among this population. As the service and agricultural industries in the state of Georgia continue to need workers in low-skill positions, it is projected that the influx of immigrants will continue to increase, bringing with this the need for affordable housing for these individuals and their families. As opposed to other immigrant groups, Mexican immigrants are less likely to become naturalized and are more likely to live in poverty without health insurance, with 8% of the U.S.-born population being uninsured versus 38% of Mexican migrants in 2019. Research has shown that upon arrival to the United States immigrants reside in areas where there are others in similar situations, however as they are able to make financial gains they move into different neighborhoods with lower rates of poverty (Asad & Rosen, 2019). Issues such as the presence of lead-based paint, mold, ventilation and pest infestations create homes which can negatively impact the health and well-being of residents. Through the use of surveys, photoethnography, and interviews, the researcher delves into the needs of the Latino community related to the built environment in order to get a better understanding of how these spaces can be improved. The concept of health equity,

which was first documented in the late 1960s, relates lower socioeconomic status and related implications to poorer health outcomes. This disparity disproportionally affects blacks and minorities, leading to the creation of the World Health Organization Commission which studied Social Determinants of Health (SDH) in an attempt to reduce unequal opportunities for health (Osmick & Wilson, 2020). These concepts are researched and the findings are applied to data that pertains to the built environment. The enforcement of building codes is crucial in ensuring these homes are safe for their residents, placing the burden of enforcement on local municipalities. The researcher hypothesizes that the presence of mold, lead-based paint, pest infestation, and additional factors contributing to unequal health opportunities are likely to be found in aging apartment homes in Sandy Springs and there is an opportunity for leaders within the community to come together to ensure that all residents are able to live in safe and reliable homes. The International Residential Code was created and is updated by a council with backgrounds in health, architecture and engineering however there is limited presence of practitioners of interior design who have a wealth of knowledge on materials and building systems. This field should lobby for greater involvement in code development to ensure all people have access to healthy living environments. Why and how should elected officials address these potential issues, and is there an option for landlords, builders and interior designers to work together to create a living environment that fosters positive health outcomes for residents of low-income apartments in this area?

References

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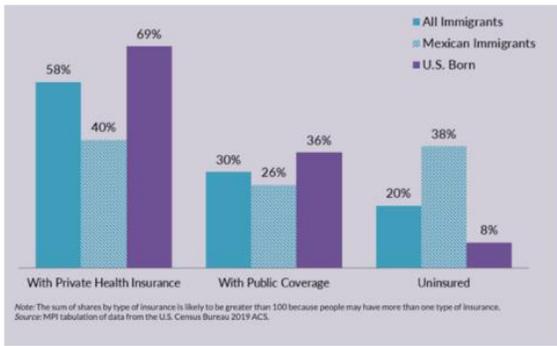https://doi.org/10.1177/0890117119896122d

Figure 1. Mexican Immigrant Residence
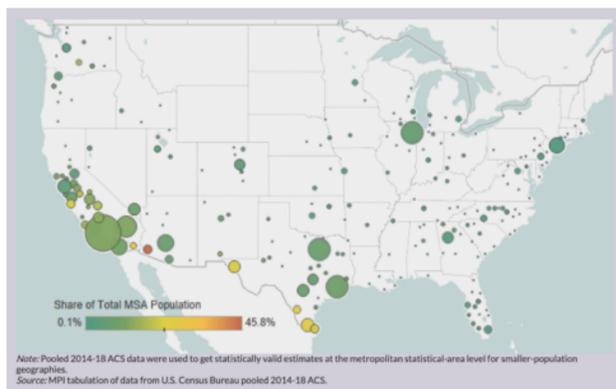
Note. This figure shows the share of the Metropolitan Statistical Area (MSA) of residence for Mexican immigrants to the United States between 2014 – 2018 (Batalova, 2020).

Figure 2. Health Coverage in the United States

Note. This bar graph displays the disparity in health coverage among different portions of U.S. population (Batalova, 2020).

Figure 3. Hispanics in the Labor Force
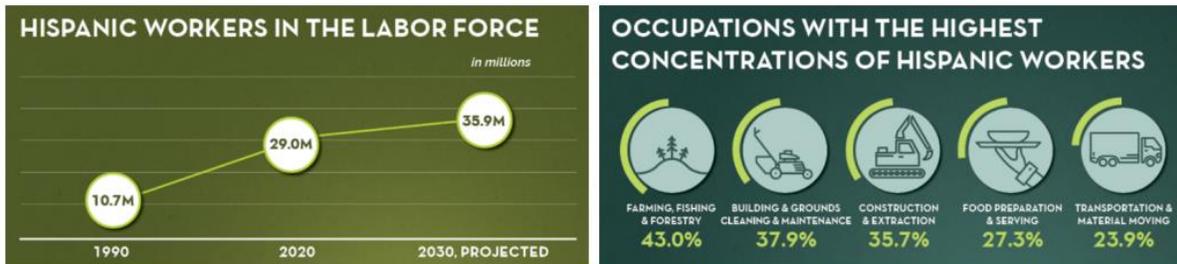
Note. These infographics provide data on the number of Hispanics in the work force as well as the fields in which they work. This population is projected to account for 78% of new workers in America between 2020 – 2030 (Dubina, 2021).

Figure 4. *Research Photographs, Apartment Building in Sandy Springs, April 2022*

These interior photographs are from a bedroom wall and ceiling in an apartment in Sandy Springs, showing a significant presence of mold.

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Batalova, J. B. E. I. and J. (2020, November 4). *Mexican Immigrants in the United States.* Migrationpolicy.Org. https://www.migrationpolicy.org/article/mexican-immigrants-united-states-2019

Dubina, K. (2021, September 15). *Hispanics in the Labor Force: 5 Facts | U.S. Department of Labor Blog.* https://blog.dol.gov/2021/09/15/hispanics-in-the-labor-force-5-facts

Relief Revival Reincarnation

Lisa Moon, Independent Practitioner

Abstract

There is a complex connectivity that we have with the built environment that goes beyond visual aesthetics and stimulates each of our senses. This connectivity is tied to our identity and the way we contextualize our experiences and our world. Inspired by ethnographic observations, Oscar Newman's seminal work, and the Pruitt-Igoe documentary, the project examined the elements of this connectivity or in some cases the reduced connectivity within a public housing residential environment. What contributes to this reduced connectivity? Newman examined it from an architectural perspective, exterior elements of building, space designation, corridors, skip|stop elevator, circulation patterns, natural surveillance opportunities. In this way, the predominate design approach for public housing focused on quantitative elements (i.e., architecture, engineering, economics). Other researchers (domestic and international) emphasized the importance of interior elements that contribute to a sense of belonging and ownership that include personalization, spatial layout, light, relational qualities between rooms, occupancy standards, and the spaces that support socialization. This research consistently suggested that the interior environment is equal to and in some cases exceeds the importance of the building shell, prioritizing functionality, flexibility, aesthetics, and adaptability (Roger, 2005; Pader, 2016; Hadjiyanni, 2007). The project

design improved the livability of the interior environment in public housing residential units by emphasizing the design elements of light, dimensionality, circulatory liberation, balance and symmetry, relief, and spatial adaptability in the critical living areas, while preserving the historical context of the community. Designing beyond the provision of safe shelter, this project illustrated participatory design in a public housing community, such that a renewed sense of choice, autonomy, ownership, and connectivity facilitates ownership and (re)connectivity for a group whose housing opportunities have been limited by race and economics. The research question asks when the livability of the interior space is prioritized through design elements, can a renewed sense of ownership and connectivity to the space occur, thus changing the public housing landscape.

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All We Ever Wanted: A Heart Conversation About HGTV

Amy Roehl, Texas Christian University

Abstract

HGTV is not going anywhere. The pervasive brand conjures a range of tv and streaming content about decorating the American home. Criticism of HGTV has gotten us nowhere. Attempts to set the record straight including ASID 2008, Interior Design: More Than Meets the Eye and IIDA 2010, What is Your Definition of an Interior Designer? collectively yield barely 10,000 views to-date. The strategy has been to fight the heart with facts and the heart is winning. Momentarily putting aside myriad problems with and consequences resulting from HGTV allows exploration of the why behind the 30-year media powerhouse. What does HGTV's popularity tell us about who we are, what we value, where our attention is, and what our desires are? This review of literature examines the HGTV-style programming phenomenon through the lens of anticipation to better understand the desire-driven viewership (Everett, 2004). Findings may be leveraged to develop a framework for more effectively discussing the profession of interior design with current and prospective students. Human imagination is potent, enabling projection of future desirable (or undesirable) events and anticipation of the happiness (or unhappiness) they might bring. Research reveals a direct correlation between anticipation of future desirable events and well-being (Luo, Chen, Qi, You, & Huang, 2017) yet studies show a drop in happiness upon the arrival of the anticipated event (Nawijn, Marchand, Veenhoven, & Vingerhoets, 2010). HGTV's 2003 campaign

slogan We turn viewers into doers capitalizes on anticipation, convincing viewers they are in control of their destiny through re-design of their homes. Houston (1984) argues that TV's function is more directly linked to consumption, which it promotes by shattering the imaginary possibility over and over, repeatedly reopening the gap of desire (p.184). On the topic of the reality of renovations, in her New York Times article, Going Down the Pinterest Rabbit Hole (2016) Ronda Kaysen confirms that imagining and doing are two vastly different deals. Responding to a neighbor's admiration of her do-it-yourself home project, If only she knew how little joy was involved in making it so. Might this phenomenon be exactly what unsuspecting students experience in the foundational year? The belief that transforming our physical surroundings will change our experience for the better is the driving force of our discipline. This conviction energizes professionals defending design in the face of naysaying clients, value engineering, and adverse agendas to name a few hurdles faced throughout a project. How can we be more effective in communicating our discipline and at the same time embracing the widespread love of interiors and the belief in the positive transformation they provide? Can we gently move our youngest students through the difference between loving the idea of something and the reality of making it happen before we all suffer through the foundational year? This paper considers our next steps as interior design educators in the fight for legitimacy that impacts our status within academic institutions, teaching salaries, recruitment of students who are serious about design, professional pay, and perceived worth by the public.

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genre formations in transformation TV. Journal of Visual Culture, 3(2), 157-181.

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happier, but most not happier after a holiday. Applied Research in Quality of Life, 5, 35-

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Webcam-Based Eye Tracking in Interior Design Research: Preliminary Research Design Outcomes and Lessons Learned

Alp Tural, Virginia Tech

Abstract

Webcam-based eye tracking was not a well-accepted data collection method due to its low accuracy when compared with dedicated screen-based or wearable eye tracking cameras. After the Covid pandemic, higher education institutions in the US have instated measures and protocols to minimize exposure which inadvertently had an effect on research involving human subjects. Since screen-based and wearable eye tracking data collection would have necessitated working with participants in close contact, companies developing eye-tracking solutions started revisiting webcam-based data collection protocols which they have formerly criticized. This study involved a pilot webcam-based eye tracking data collection protocol. The aim was to examine participants gaze and sense of spaciousness when asked to rank their perceived spaciousness on static interior images presented through an online survey. Former research has adopted theories of stimulation, attention restoration and affordances to assess users' sense of spaciousness. Their findings suggest a strong correlation between the sense of spaciousness and physical components of the space such as area, height, amount of light, and boundary roughness for outdoor spaces, and furniture layout, density, floor area and surface color for indoors (Stamps 2009, 2010, 2011; Imamoglu, 1986; Inui and Miyata, 1973; Al-Zamil, 2017; Moscoso et. al., 2015; Castell

et. al., 2014). More research was deemed necessary specifically to study permeability considering aperture design and their position on vertical surfaces (Stamps, 2007). In this study, the construct of permeability was studied through configurational changes (position and design) of the openings on vertical surfaces. Following the laws of Gestalt perception theories (such as proximity, symmetry and similarity), a series of abstract interior settings were modeled and rendered digitally. The participants visualized those through single point perspective renders. For each setting, participants' rate of spaciousness is analyzed statistically using descriptive statistics and also utilizing Mann-Whitney U test to test the hypotheses (such as H1: The interior space will be perceived less spacious when opening sizes are equal but their designs are dissimilar). The spaciousness ratings are also correlated with participants gaze data using the created areas of interest (AOIs) and gaze-based statistical values. Preliminary findings show higher dwell time for the mid-wall regardless of opening configurations when dwell time for vertical surface AIOs are compared across all responses. Preliminary findings will be presented not only focusing on spaciousness ratings based on opening designs but also considering research design and data collection processes and challenges to help inform researchers in interior design fields who consider adopting eye tracking data collection protocols for their studies. There is great potential to using the webcam-based tools when researchers are well aware of the limitations.

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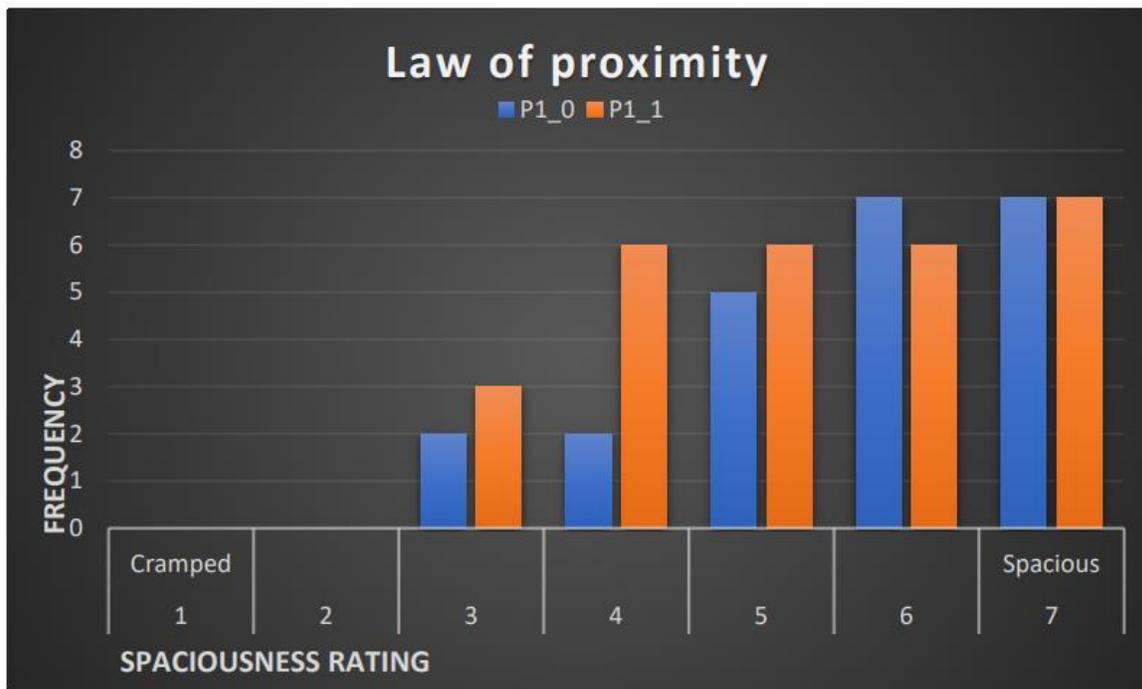
Studies, 28(5), 535–557.

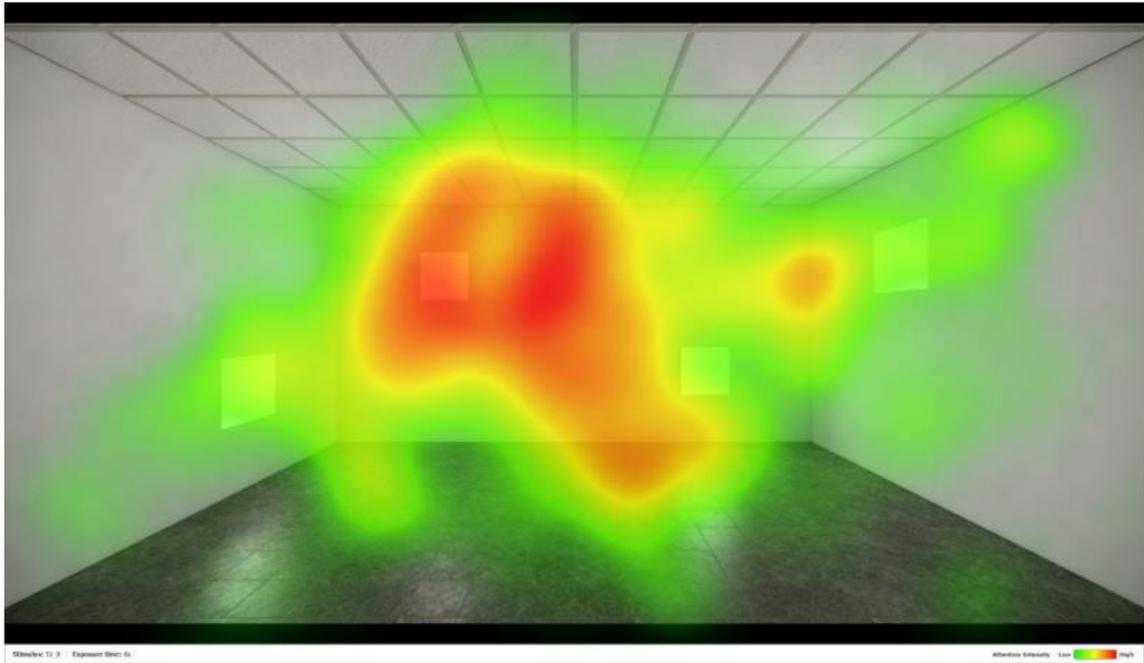Figure 1. Comparing spaciousness rating among proximity image responses

Figure 2. Aggregated gaze heatmap for image 1 of the similarity set

Evaluating Themes in Undergraduate Interior Design Capstone Topics: A 4-Year Study

Sarah Boehm, Savannah College of Art and Design
Catie Pzzichemi, Savannah College of Art and Design
Ricardo Nivarro, Savannah College of Art and Design
Dinah Caudle, Savannah College of Art and Design

Abstract

Over the past few years, the United States has witnessed major political shifts, widespread protests related to social inequality, and momentous events, particularly the COVID-19 pandemic, which continue to impact people's lives and livelihoods in this country. According to Fowles (1991), "changing population, social structure, cultural values, economics, technology, and resources will influence the future course of any profession and education" (p. 17). Likewise, the Global Context Professional Standard set forth by the Council for Interior Design Accreditation (CIDA) suggests that "interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work" (2022, p. 16). Given the events of the last several years and CIDA's intention to guide interior design curriculum to include a global context, an exploratory study was conducted to survey interior design capstone topics over a four-year span. The study used a deductive qualitative data analysis to discern themes and potential influences of topic selections. The results were compared to notable events that happened in and around the time students selected their capstone topics. Events were vetted as notable using Google Trends, "an unbiased sample of

Google search data" (Rogers, 2016). Rogers (2016) notes that "examining what people search for provides a unique perspective on what they are currently interested in and curious about" (Rogers, 2016). Early findings from this study will allow us the insight and responsiveness to adapt to changes in student populations, to fulfill their interests, and to create educational content that considers social, cultural, economic, and ecological contexts.

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Juvenile Justice Centers: Addressing Rehabilitation Through Interior Design

Callie Welsh, Savannah College of Art and Design

Abstract

Methods: A non-counterbalanced within-subjects design employing both qualitative and quantitative techniques was adopted. The effects on multiple student outcomes (e.g., academic achievement and students' experience) of two distinct course structures implemented in a two-course sequence (i.e., Construction Technologies I and II) were examined. Third-year students in both (1) Architecture and (2) Interior Architecture and Design programs enrolled in these courses. To improve learning outcomes, the structure of CTECH II was modified based on direct observations and feedback from students enrolled in CTECH I. While the content of the two courses was relatively comparable, the delivery mode, assessments, and incentives varied in numerous aspects (e.g., onsite vs. online; textbook-based vs. lecture-based; passive exercises vs. active exercises; few vs. daily checkpoints; individual work vs. teamwork; etc.). Analyses were conducted on final grades and student responses to the end-of-semester course evaluation. A paired-samples t-test was conducted to compare final grades (as the measurement of academic achievement) between the courses. For other measurements, a descriptive statistic was conducted. Open-ended questions from the course evaluation were analyzed qualitatively to understand students' perceptions regarding each course structure.

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Joyner, S. (2020, December 14). AIA takes an official stance on the design of prisons and justice facilities. Retrieved from Archinet News: https://archinect.com/news/article/150241186/aia-takes-an-official-stance-on-the-design-of-prisons-and-justice-facilities

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Social Connections: Creating Opportunities of Social Interactions for Adolescents Within High School Spaces

Sarah Lopez, Savannah College of Art and Design
Ricardo Navarro, Savannah College of Art and Design
Sarah Boehm, Savannah College of Art and Design
Jasmine Tyson, Savannah College of Art and Design

Abstract

Social media use has been shown to increase loneliness, anxiety, and depression in adolescents affecting mental health, well-being, and their overall adolescent development (Divecha, 2017). Further contributing to adolescent development includes the quality and quantity of social interactions leading to social inclusion or social exclusion (Karim, 2020). High schools are currently lacking spaces that promote social inclusion and positive social media behavior which is essential for respite from the negative effects of social media use. This study addressed the association of mental health threats in adolescent development through various research methodologies ultimately determining that social media has positive and negative effects on adolescents influencing the use of spaces and overall high school culture. A quantitative research study was conducted through an anonymous end-user survey of current high school students to determine the needs related to the built environment and social media behavior while in high schools. The results were then affirmed through a qualitative research study of end-user interviews by current high school females.

Outcomes of all research methodologies were produced by the triangulation of data and had five key findings: 1. Students were found to seek socialization throughout the duration of their time during school but fearful of being socially excluded or punished. 2. Student responses indicated that the only places to seek privacy throughout the duration of the school day were an empty bathroom stall or their car, concluding that no spaces of solitude were present within high schools when students needed respite. 3. Adolescents continue to use social media for the socialization and entertainment value, but during school hours students were found to use social media platforms as a creative outlet and a means of expression through independence. 4. Students regularly sought out opportunities for identity support by means of visiting the school library. This space and time allowed students to practice personal and social development. 5. Social independence was successfully sought out through the duration of the scheduled lunch period, resulting in positive school culture and student behavior. These key findings provide five implications for design with each finding, being addressed by a design solution for the high school built environment. The implications for design include: 1. The Chalk Talk for socialization and social inclusion, 2. BeCalm for solitude and respite, 3. The Break for healthy social media use, 4. The Reprint as a library redesign to support identity, and 5. The Turf to obtain social independence and, not just a time for lunch. Each implication for design addresses a need found in adolescents and their time in high school. A growing divide of students making social connections within high schools presents the need for interior design interventions within high school spaces. Overall, this study addressed needs found in adolescents and their time in high school

through design solutions that promote social inclusion and positive social media

behavior through the implications for design addressing a need found in adolescents.

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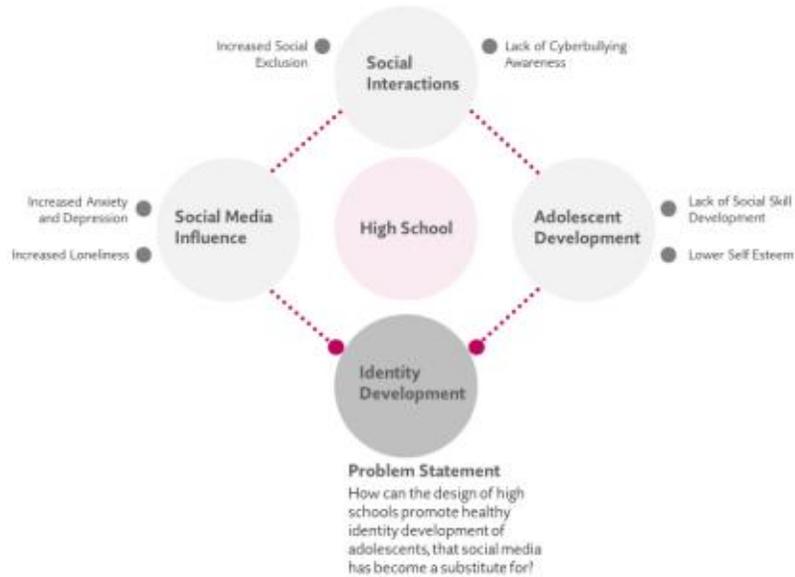
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Problem Identification

PROBLEM Identifying the Gap

Social Interactions of Adolescents within High School Spaces

Increased Social Exclusion

Social Interactions

Lack of Cyberbullying Awareness

Increased Anxiety and Depression

Social Media Influence

Increased Loneliness

High School

Adolescent Development

Lack of Social Skill Development

Lower Self Esteem

Identity Development

Problem Statement
How can the design of high schools promote healthy identity development of adolescents, that social media has become a substitute for?

(Divecha, 2017) (Karim, 2020)

Problem Identification: Identifying Gap Within Literature (By Author)

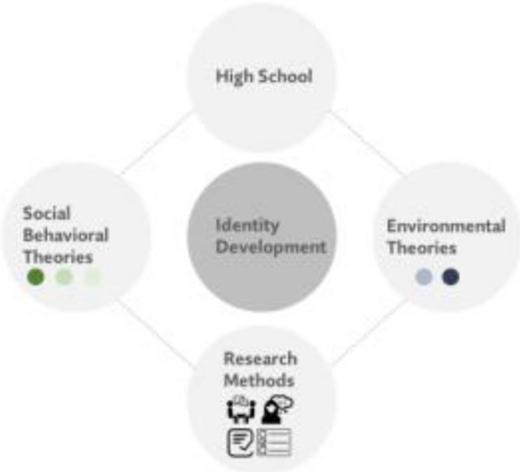**Goal of Study: Process Identification**

GOAL

Creating Opportunities for Social
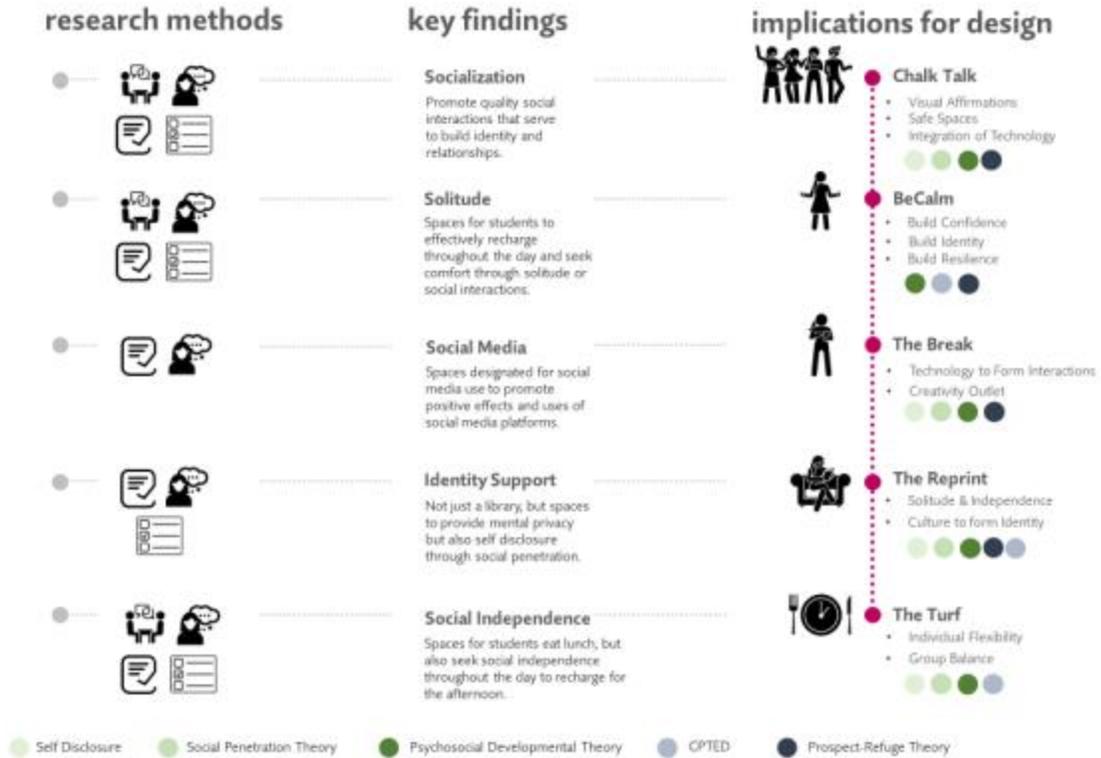Interactions of Adolescents,
within High School Spaces.

Legend

🗣 Expert Interview

👥 End-User Interviews

📝 End-User Survey

📋 Case Studies

● **Psychosocial Developmental Theory**

Stage in development where adolescents
explore their independence and develop
their identity through social connections
and relationships.

● **Social Penetration Theory**

Explores the ways in which
relationships develop through
interpersonal communication to
create personal relationships.

○ **Self Disclosure**

Achieved through Social Penetration,
needed to increase intimacy in
friendships and social groups by
revealing personal details about
oneself.

● **Crime Prevention Through
Environmental Design**

Enhances design to promote safety
of development through spaces, to
minimize opportunities for crime.

● **Prospect-Refuge Theory**

Spaces that provide safety and sense of
security through environments that give
the capacity to observe without being
seen.

High School

Social Behavioral Theories

Identity Development

Environmental Theories

Research Methods

Goal of Study: Process Identification of Research to Methodologies (By Author)

Implications for Design Determination

research methods	key findings	implications for design
	Socialization	**Chalk Talk**
	Promote quality social interactions that serve to build identity and relationships.	• Visual Affirmations • Safe Spaces • Integration of Technology
	Solitude	**BeCalm**
	Spaces for students to effectively recharge throughout the day and seek comfort through solitude or social interactions.	• Build Confidence • Build Identity • Build Resilience
	Social Media	**The Break**
	Spaces designated for social media use to promote positive effects and uses of social media platforms.	• Technology to Form Interactions • Creativity Outlet
	Identity Support	**The Reprint**
	Not just a library, but spaces to provide mental privacy but also self disclosure through social penetration.	• Solitude & Independence • Culture to form Identity
	Social Independence	**The Turf**
	Spaces for students eat lunch, but also seek social independence throughout the day to recharge for the afternoon.	• Individual Flexibility • Group Balance

Self Disclosure   Social Penetration Theory   Psychosocial Developmental Theory   CPTED   Prospect-Refuge Theory

Implications for Design: Determination Through Key Findings (By Author)

Implications for Design Identified Pt. 2

Implication for Design	Experience	Social Media Use	Associated Activities	Applicable Theories

The Break
• Spaces designated for social media use to promote positive effects and uses of social media platforms.
• Promote identity positively through social media.
	• Designated spaces to pull out phones or devices and use social media without punishment or criticism.
	• Reinforces positive elements of social media use such as creativity, expression, connection to friends, and keeping up with current news.
	• Create a safe environment to self express and promote identity through social media.
		• High social media use/activity.
		  • This is the designated space to use phones or devices so this would be a device friendly space.
		  • Social interactions are still promoted; social media is the avenue in order to get to face-to-face interactions.
			• Showing current news in pop culture, politics, and local news.
			• Technology to play music, have interactive games (ex. Wordle), express creativity (ex. Music, fashion, trends).
			• Self express through social media.
			• Create opportunities for social interactions.
				● CPTED
				● Social Penetration Theory
				● Self Disclosure
				● Psychosocial Developmental Theory

The Reprint
• Included in the school Library but expanded upon by the need of more spaces.
• Provide social independence through opportunities in the space.
	• Students are able to experience social independence while going to a space to do work, meet with friends, lounge and read a book, or do work alone.
	• Able to seek privacy and recharge in the space in being independent or with peers.
		• Moderate social media use.
		  • Although social media use is acceptable face-to-face interactions are still emphasized to create quality interactions.
		  • This can be the quick break needed to check social media or to escape social media.
			• Lounge area to read, sit alone, or meet with a friend.
			• Mix of individual and collaborative furniture to do work alone or with others.
			• Seek social independence and solitude if needed.
			• This will be a spaced used periodically by different people throughout the day.
			• Designated events to promote community, education direction, college, etc.
				● CPTED
				● Social Penetration Theory
				● Self Disclosure

The Turf
• Spaces for students to not only eat lunch, but seek a time of social independence throughout the day to recharge for the afternoon.
• Time to take a mental and physical break to be ready for the afternoon.
	• Students are able to socialize freely to see friends and socially recharge in the middle of the day.
	• Students are able to seek solitude through individual spaces that promote dignity.
	• Students are able to comfortably interact with various sized groups of people.
		• Moderate social media use.
		  • Although social media use is acceptable face-to-face interactions are still emphasized to create quality interactions and build identity.
		  • Promote social interactions more so than social media use.
			• Eat/buy lunch with other individuals, large group of people, or by yourself.
			• Seek social independence by providing multiple different space for types of socialization and of different sizes.
			• Rethink typical cafeteria.
			• Build identity by promoting social interactions with peers.
				● CPTED
				● Social Penetration Theory
				● Self Disclosure
				● Psychosocial Developmental Theory

Implications for Design Identified: Pt. 2 Project Program & Experiences (By Author)

Implications for Design Identified Pt. 1

PROJECT PROGRAM

Implication for Design	Experience	Social Media Use	Associated Activities	Applicable Theories

Chalk Talk
• Designated spaces to promote face-to-face social interactions.
• Promote quality social interactions that serve to build identity and relationships.
	• Students have a designated space to socialize freely and independently throughout the day.
	• Socialize without punishment yet with security.
	• Socialize comfortably and build confidence in face-to-face interactions.
		• Moderate social media use.
		  • Although social media use is acceptable, face-to-face interactions are the primary focus in this space.
		  • Practice social skills but also practice socializing with and without the presence of phones and social media.
			• Integration of technology to show conversation starters or talking points.
			• Affirmation maybe
			• Practice Social Penetration through Self Disclosure. Safe spaces to develop genuine relationships and communication.
				🟢 Social Penetration Theory
				🟢 Self Disclosure
				🟢 Psychosocial Developmental Theory

BeCalm
• Spaces for students to effectively recharge throughout the day and seek comfort through solitude or social interactions.
• Promote balance of personal preservation and bonding through group support, to leave with confidence.
	• Designated spaces to go when feeling stressed, overwhelmed, in need of comfort, or to socially recharge.
	• Provide spaces of dignity for seeking social solitude.
	• Provide experience for group bonding to build confidence and dignity alongside peers.
		• No social media use.
		  • This space provides a break from social media use and an opportunity to disengage from the social media world.
		  • This is the place to recharge from self comparison, low self esteem, and the negative social media influences.
			• Space to sit alone, in own designated room.
			• Space to cry.
			• Space to be silent.
			• Space to think out loud.
			• Small group space to talk if needed.
			• Build confidence individually and with others
			• Build identity by knowing self and needs better
			• Build resilience from stressors and triggers
				🔵 Prosect-Refuge Theory
				🔵 CPTED
				🟢 Psychosocial Developmental Theory

Implications for Design Identified: Pt. 1 Project Program & Experiences (By Author)

Weaving Diverse Cultural Narratives into Studio Design Learning Objectives

Johnnifer Brown, Western Carolina University

Abstract

Design Intelligence in Studio learning comes from various characteristics such as Comfort with Ambiguity, Creativity, and Cultural History (Ankerson & Pable, 2008). Jr Studio I is a teaching and learning environment that combines the design characteristics of cultural history, and creative storytelling using client profiles and personas. One narrative using everyday culture teases out storylines underlining design. (Van Erva, 2018) Students were asked to create a client profile and persona from a different culture based on research. The clients consisted of multiple generations residing and working in a mixed-use space. This client persona would carry a storyline through the design process and the development of a course long project. The purpose of this study was to understand how students wove their choice of cultural design into the course objectives using cultural research of a multi-generational family. Each stage of the design process was aligned with a rubric and reflected the visual and analytical aspects of learning. Each student was asked to provide written and verbal statements of takeaways or personal lessons learned during their presentation. It was during these moments that true efficacy was discovered by each student where their authentic selves emerged and

spoke freely on true learning. Students in 2020 created a client profile. Students of 2021 created a profile and persona. Project design and student takeaways at the end of the semesters, the results determined the level of cultural learning. These results were taken by two sets of students within two years. There were 19 students in Fall of 2020 and 24 students in Fall of 2021. Fall 2020 demographics consisted of 16% Black, 10% Latina, and 73% White students. There were 14 cultures researched for projects. According to the student take-aways, only 13% of the students focused on diverse culture into their projects. This set of students were instructed in either an online or hybrid format of a studio with minimal space planning and codes knowledge prior to this course. Fall 2021 class demographics consisted of 13% Black, 8% Mexican, and 79% White students. There were 19 cultures researched for projects. The course learning objectives reflected in student takeaways were 33% Research of the Culture. This set of students were instructed in an in-person face to face studio with a full course of space planning and codes prior to this course. The second set of students were more focused on weaving culture into their projects, and it was shown within the rubrics and design boards of the students. In conclusion, the following questions arose for further discussion: How does creating a cultural client profile and persona increase student learning? How does culture weaving of narratives affect course learning objectives of the design process? What new assessment tools are needed at each phase of the design process to enhance student cultural learning? This study for Fall 2022 will explore new methods to enhance cultural learning within the studio course.

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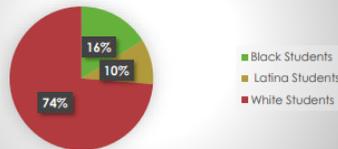Creswell, J.W. (2003). Research design, qualitative, quantitative, mixed method approaches. Thousand Oaks, CA: Sage.

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Jr. Studio I – 2020 Data Collection

Course Student Demographics - 19 Students
- Black Students 16%
- Latina Students 10%
- White Students 74%

CULTURES RESEARCHED 2020

GERMAN
AFRICAN-AMERICAN
IRISH
CHINESE
MEXICAN
SPANISH
JAPANESE
INDIAN
LATINA
GREECIAN
SWEEDISH
CHEROKEE
MORROCAN
COLUMBIA

0   0.5   1   1.5   2   2.5
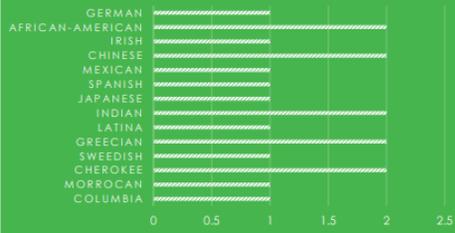
Jr. Studio I - Fall 2020 Student Learning Takeaways
- COVID 6%
- Patience 4%
- Other (New, interesting, retail, restaurant, time consuming, etc.) 17%
- Design process & Space Planning 19%
- Codes Knowledge 21%
- Cultural Knowledge of Design 13%
- Mixed Use Multi Gen 8%
- Organization of Files 12%
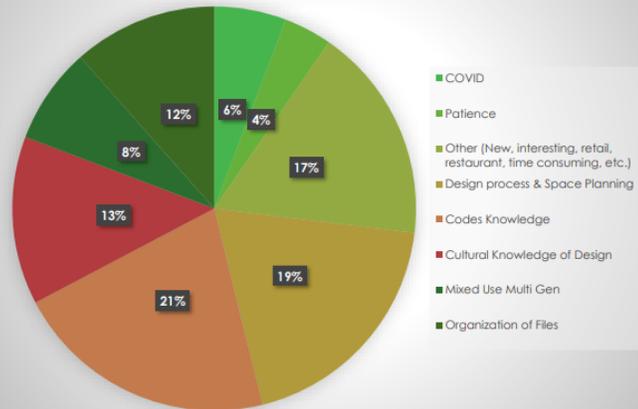
Jr. Studio I – 2021 Data Collection

Jr. Studio I Class 2021 Demographics
- Black 13%
- Mexican 8%
- White 79%

Jr. Studio I - Fall 2021
19 Cultures and Client Profile Personas Created by Interior Design Students

5
0

- Hawaian
- Carribean
- Korean
- African American
- Japanese
- Peruvian
- Chinese
- Indian
- Spanish/Hispanic
- Swedish
- Cuban
- Italian
- Greecian
- Equidorian
- Morrocan
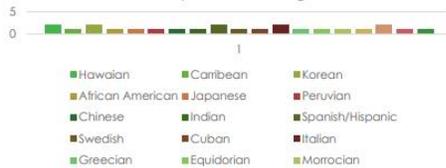
Jr. Studio I - Fall 2021 Student Learning Takeaways
- Design Process 10%
- Space Planning 21%
- Codes 13%
- Research of the Culture 33%
- Mixed Use & Multi Gen 10%
- Other 13%
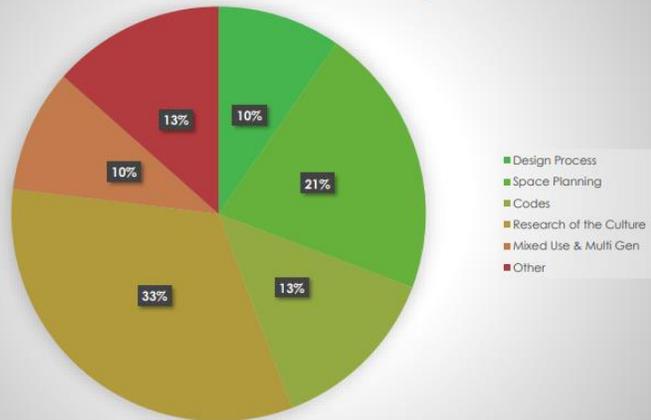
Jr. Studio I – 2020 Student Projects

RESIDENTIAL SKETCH

COMMERCIAL SKETCH

CLIENT PROFILE: THE BELLANI FAMILY

Bilal Bellani (45)	•Loves to fish •Needs an office space to run his business
Imane Bellani (39)	•Loves the outdoors •Wants a craft space to work on various projects
Zarif Bellani (17)	•Loves computer programming •Wants a space where he can play video games
Amina Bellani (13)	•Is an aspiring dancer •Would like to have a practice room
Farrah Abdel (73)	•Imane's mother •Skilled rug maker •Would like a large studies
Mehdi Abdel (79)	•Imane's father •Enjoys the outdoors •Wants a prayer room in the home

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Jr. Studio I – 2020 Student Projects

CLIENT DESCRIPTION

RESIDENTIAL 3D SKETCH

COMMERCIAL 3D SKETCH

RESEARCH FINDINGS

ABOUT FAMILY:
- CHINESE FAMILY
- FROM BAR HARBOR, MAINE
- OPENING AN ASIAN/AMERICAN RESTAURANT CALLED "PINYIN" (JOIN TOGETHER)
- TROY (48) IS A CHEF AND JORANI IS A MASSAGE THERAPIST (42) THEY ARE THE OWNERS OF THE SPACE.
- KYLE (17) AND GIA (15) CHILDREN
- HARDEO (67) RECENTLY RETIRED AND HERMI (65) GRANDPARENTS

NEEDS OF THE FAMILY:
- PRIVATE SPACES
- FAMILY SPACES
- NATURAL WOODS
- PLANT LIFE
- LARGE KITCHEN
- SLEEK AND MODERN DESIGN, CHINESE CULTURAL ASPECTS
- ENVIRONMENTALLY FRIENDLY FEATURES IN TOP AND BOTTOM FLOOR
- SPACE FOR THEIR DOG JACO

THE FOUR TOPICS:
1. MIX-USED SPACE
   - There will be several spaces in the residential top floor for the family to come together to practice their hobbies, and spaces for the family to be in private.
   - The bottom floor will have a private entry way for the family to get upstairs.
   - The commercial space will have a large kitchen and dining room as well as other spaces needed in a restaurant.
2. MULTI-GENERATIONAL FAMILY
   - Chinese culture is known for their tight generational families so in the residential space the grandparents will have a semiprivate living quarters and so will the parents and children.
3. CHINESE CULTURE THAT IS PRACTICED IN THIS FAMILY
   - There should be a high amount of respect from each family member to the grandparents.
   - Worshipping should be a big part of their lives, as well as giving back to the community.
4. HOW SOCIAL DISTANCING WILL BE IMPLEMENTED IN THE SPACE
   - Six feet apart tables and booths.
   - Use of privacy wall to create a barrier that is protective and decorative
   - Also large waiting areas

Jr. Studio I – 2021 Student Projects

The Yang Family

Tom- age 50, who works as a lawyer at his local law firm, Hunt and Yang. Needs an office for clients and document storage.

Jennifer- age 46 is a dental hygienist in the west part of town.

Ella- age 23 has recently finished college and lives at home while searching for a job. She has started an online business where she sells culturally accurate, painted mugs. She needs an office to create, package, and ship out orders.

Emory-age 17, she loves to play tennis, and she has recently won a scholarship to play tennis on a university level. She needs a desk for studying and wants a vanity for makeup.

Chújú (Jú for short)-age 73, immigrated in 1950 to the US, recently widowed, will be owning Chújú Cháguǎn.

Research Findings

The four main topics discussed are:
- **Codes, Occupancy, and ADA**
  The occupancy classification for the tea shop is an A-2, the residence is R-3, and the rooftop garden is a U (Specifically greenhouse nobis). The construction type is III, because to the need to support the rooftop space. Every bathroom, hallway, door, and elevator will be ADA compliant.
- **Chinese Tea Culture**
  Tea is very important to the Chinese culture. It is the national drink. Tea also is involved in many tea ceremonies. The GongFu ceremony, The Wu Wo Tea Ceremony, The Perennial Tea Ceremony, and The Wedding Ceremony. If tea is poured for you, you must accept, this is a way to show respect for those ahead of you. Tea is more of a lifestyle in China.
- **Multigenerational Living in Chinese Culture**
  It is very common to have more than one generation living in a traditional Chinese home, in fact, it is encouraged. It is almost always three generations, grandparents, parents, children. In a traditional Chinese household, the oldest male in the house is considered the head of the family and if he has daughters, they are taught to obey him so that they will learn to obey their husbands. This usually does not take place in an American Chinese household, but children are still taught to respect and obey their elders. Repeated in Chinese Culture. Respect.
- **Sustainability and Environmental awareness**
  China is one of the least sustainable countries in the world. This is due to their mass production of all of the world's products and their vast love for materialism. In Chinese culture the more items you have and the more expensive those items are the higher you are on the caste system. Wealth is shown with the ability to purchase. The water, air, and soil have taken a large hit from this.

Daisy Tea House
Chújú Cháguǎn 雏菊茶馆

Rendered Floor Plan

Tea Ceremony Room

Dining Area of Daisy Tea House

Acoustic Ceiling Design

Mill Owned Housing: Its History and Its Constructs

Jane Hughes, Western Carolina University

Abstract

An obsolete local textile mill was being developed into a multi-family community with restaurants and retail spaces in out lying buildings. The developers reached out to the fine and creative arts programs with a vision to transform an element of the Mills warehouse building into a creative workspace. Specifically, we discussed how the fine and performing arts could inject creative electricity into the new community space. We applied and received a Project Grant to kick-start a new partnership between the College and the newly renovated Mill. Our purpose was to establish a physical, Arts presence at the Mill that gives students and the community, an alternative venue for experiential making and learning. The interior design programs contribution included having Sophomore level students first project of the semester be a deep dive into researching Mill/ Factory owned housing and the sociological and economic realities of the average Mill employee. Research included identifying average salary and expenses of mill workers, and the housing options afforded them within these constraints. Floor plans from existing homes and/or public records were examined and discussed in this context. Students then replicated a mill house floor plan within the mill building, along with supporting documentation identifying design elements, and features within a 1:1 scale model plan.The objectives of this project were: Goal 1. Creative and functional applications of art and design theory complemented by products and processes and

used to develop their interior solutions; manual and digital methods of graphic visualization competently used to portray their interiors; and verbal and written explanations of their interiors. Goal 2. understanding of the role of interior design in historic and current cultures, and the team of stakeholders involved in interior design projects The Outcomes of this project were: Outcomes for Goal 1. Student project outcomes indicate their appropriate development in understanding and applying: Research and analysis Structure of critical design aesthetics Interior components Communication graphics Speaking and writing skills Outcome for Goal 2. Student project outcomes indicate their appropriate development in understanding: Historic applications Cultural diversity Students begun the research and analysis by: Identifying average salary and expenses of mill workers Housing options afforded mill workers within the above constraints. Floor plans from existing homes and/or public records will be examined and discussed in this context. Exploration of cultural diversity within the Mill framework. Identifying what they could about the specific mill, the owners and their position within the community, who designed the building, when it was built and closed, and anything else of interest. Guest Speakers were included, a walking tour of a Mill neighborhood, which include a discussion on Historic Preservation. After the presentation of our research to the community at the Mill Reopening Ceremony, the students began their final project of the semester. The students began with the four-room mill house plan we researched and redesigned it for a young single parent family unit, based on select project narratives, geared at revitalizing the residential community surrounding the Mill.

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Average Mill Worker's House
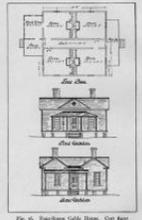
Fig. 36. Four-Room Gable House. Cost $400

Sq. Ft. Area: 1,020
Salary: $0.25 per day
Cost of Home: $400

Superintendent's House

Fig. 29. Superintendent's House. Cost $1,500

Sq. Ft. Area: 2,050
Salary: $2.00 per day
Cost of Home: $1,500

Floor Plans
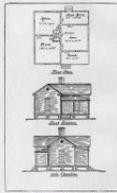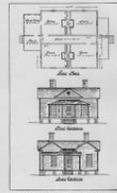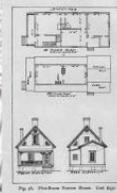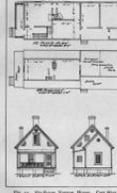
Type of Housing

One dwelling is a family unit; therefore, a double house is considered to be two dwellings. Frame structures were the most popular style, followed by brick.

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Types of Housing

- Single Dwellings
- Double Dwellings
- Row Dwellings
- Other

Number of Rooms

- Four Rooms
- Five Rooms
- Six Rooms
- One Room
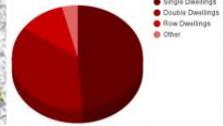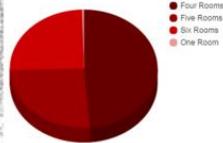
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Background Image: Meeks, Martin. "Drayton Mill." Converse College, Spartanburg. 18 Feb. 2016. Lecture.

Other Images: Meeks, Martin. "Preserving Mill Villages." Converse College, Spartanburg. 18 Feb. 2016. Lecture.

Bridging the Inequity Gap: Instructional Invterventions to Improve Academic Success to First-Generation College Students

Saman Jamshidi, University of Nevada Las Vegas

Abstract

Background: To achieve social equity, it is critical that underrepresented students, such as first-generation college students, have the opportunity to succeed in higher education. However, first-generation students tend to have certain characteristics that make it more challenging for them to successfully complete their education. Among the characteristics of first-generation college students cited in the literature are having a full-time job, being financially independent, supporting their families, attending college part-time, and having a relatively older age than their peers. Thus, in order to increase the academic achievement of these underrepresented students with the ultimate goal of establishing social equity, it appears crucial to identify novel teaching strategies that cater to their unique requirements. Accordingly, this study aims to examine the effectiveness of two distinct course structures on the academic achievement of design students in a two-course sequence of technical courses at a first-generation serving university.

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Tests of Normality to Satisfy the Assumptions of T-Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CTECH_1	.092	47	.200[*]	.974	47	.388
CTECH_2	.065	47	.200[*]	.985	47	.793

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	CTECH_1	85.2428	47	5.97738	.87189
	CTECH_2	91.4940	47	3.65501	.53314

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	CTECH_1 - CTECH_2	-6.25128	5.32092	.77614	-7.81356	-4.68899	-8.054	46	.000

Descriptive Statistical Analysis of Data from the Course Evaluation

Item in the Course Evaluation	CTECH I		CTECH II	
	M	SD	M	SD
This course increased my knowledge.	4.22	0.88	4.39	0.86
This course provided sufficient opportunity for me to learn.	3.90	1.12	4.22	0.90
This course challenged me intellectually.	4.35	0.93	4.11	1.12
The instructor made a significant impact on my understanding of the course content.	3.63	1.39	4.08	1.00

Revisiting Design Concepts in Color, Form, and Space Through One-Point Perspectives

Yaoyi Zhou, Virginia Tech
Jinting Yang, YUZO Design
Yunhao Lu, YUZO Design

Abstract

Today, interior perspectives in various formats are used expansively to explore and illustrate design concepts. One point perspective is a drawing method that shows how things appear to get smaller as they get further away, converging towards a single vanishing point on the horizon line. It is a way of drawing objects upon a flat surface so that they look three-dimensional and realistic. This drawing technic is well developed and widely applied in the drawing of built environments both indoors and outdoors since the Italian Renaissance. This presentation showcases a series of interior renderings in a unified one-point perspective format with techniques, texture, and color palette inspired by hand-drawings popular in the early 20th century. The drawings are attempts to merely depict the most essential design elements in the projects done by a design firm based in southern Virginia. The rationale for formatting the perspective and drawing technics is to encourage the designers to revisit the most fundamental design elements in interior settings that have been built. The focus was placed on the interplay between the spatial form and organization of surfaces and objects. We argue that the use of a one-point perspective as the primary presentation format encourages the designer to

rethink design with a focus on the proportion and composition of different colors, objects, and spatial forms. It works as a reflection and provides the designers a chance to revisit the projects and rethink the relationships between the elements proposed in the settings. It also shows a different method of visual presentation of interior spaces with intentional controls on what to show and what not to show. The drawings we illustrated embody the following characteristics: A one-point perspective view. An enhanced expression of color, shadow, form, proportion, and composition. A euphemistic illustration of the function of the setting. A controlled demonstration of context. A controlled manner for illustrating material and texture. An opportunity to re-interpret the symbol of the form. A more static and abstract expression. We believe that architectural drawings are ideally an attempt to establish a comprehensible order out of an otherwise jumbled collection of perception and stimuli. A successful design as a piece of artwork has a lucid sense of prioritization - a clarity in its concept speaking to the viewer as to which elements must come of primary as well as secondary and tertiary importance. The more static the art, the more distant and abstract it becomes, the closer to infinity and perfection (Schaller, 1997, p.22).

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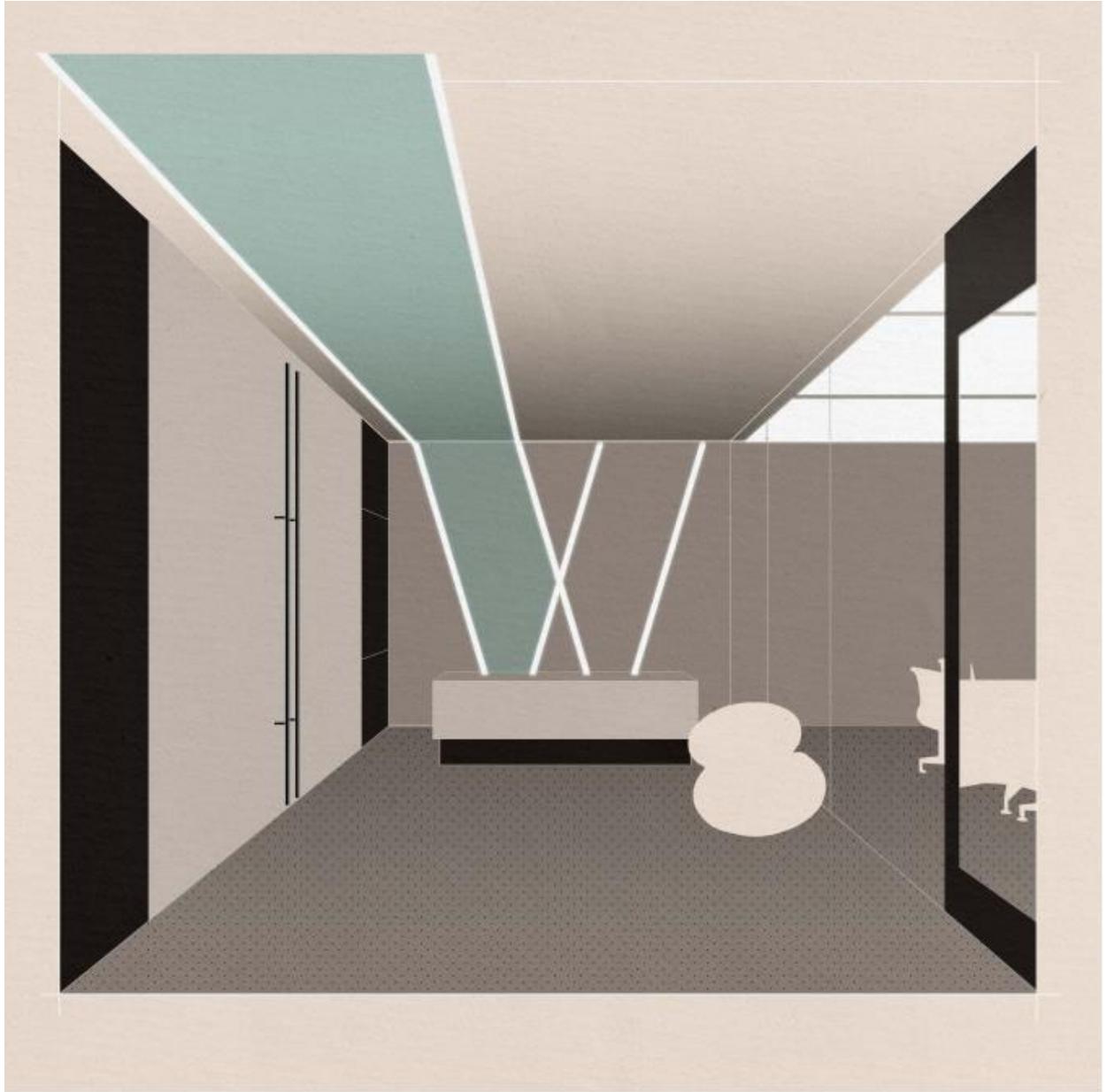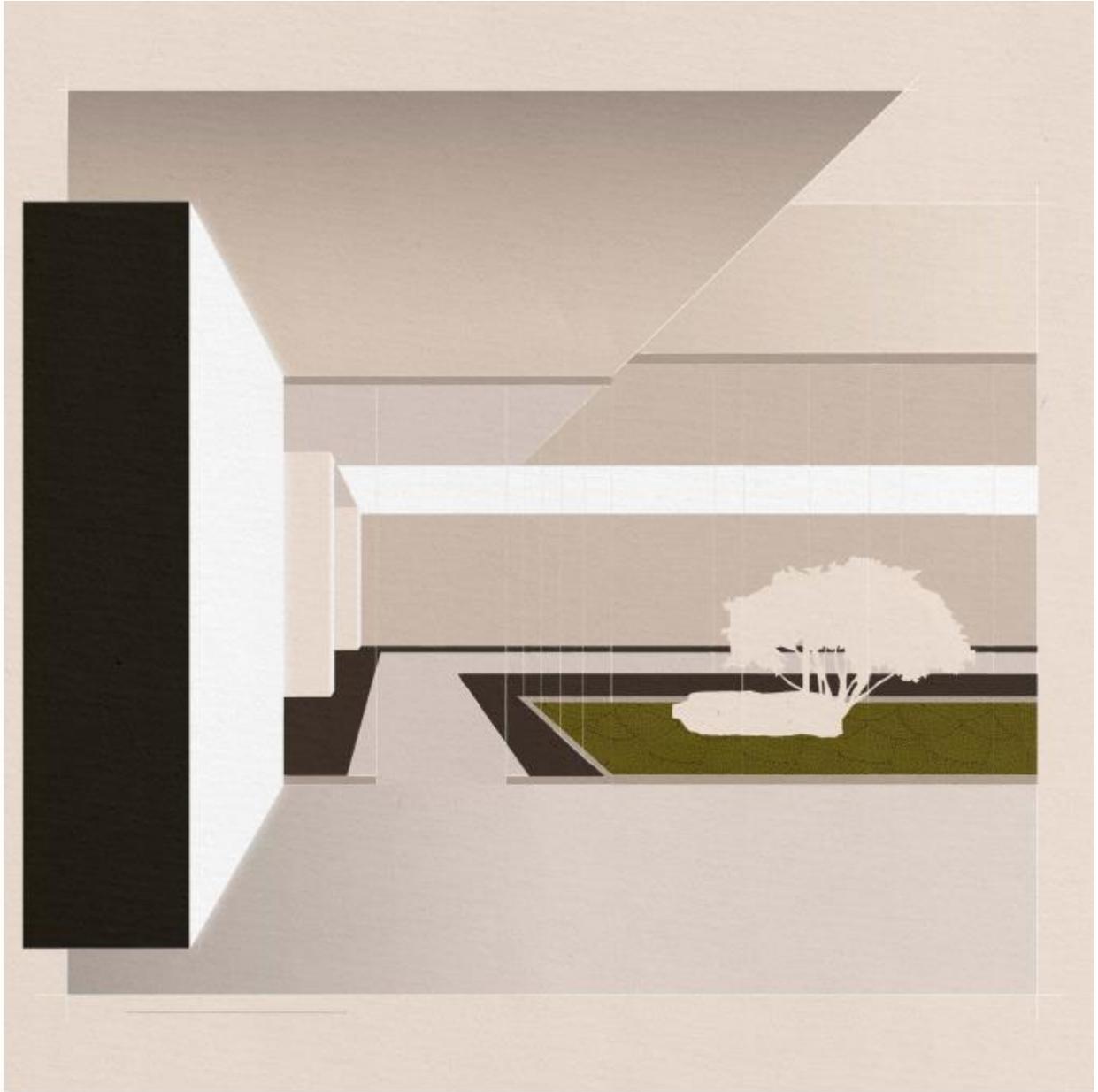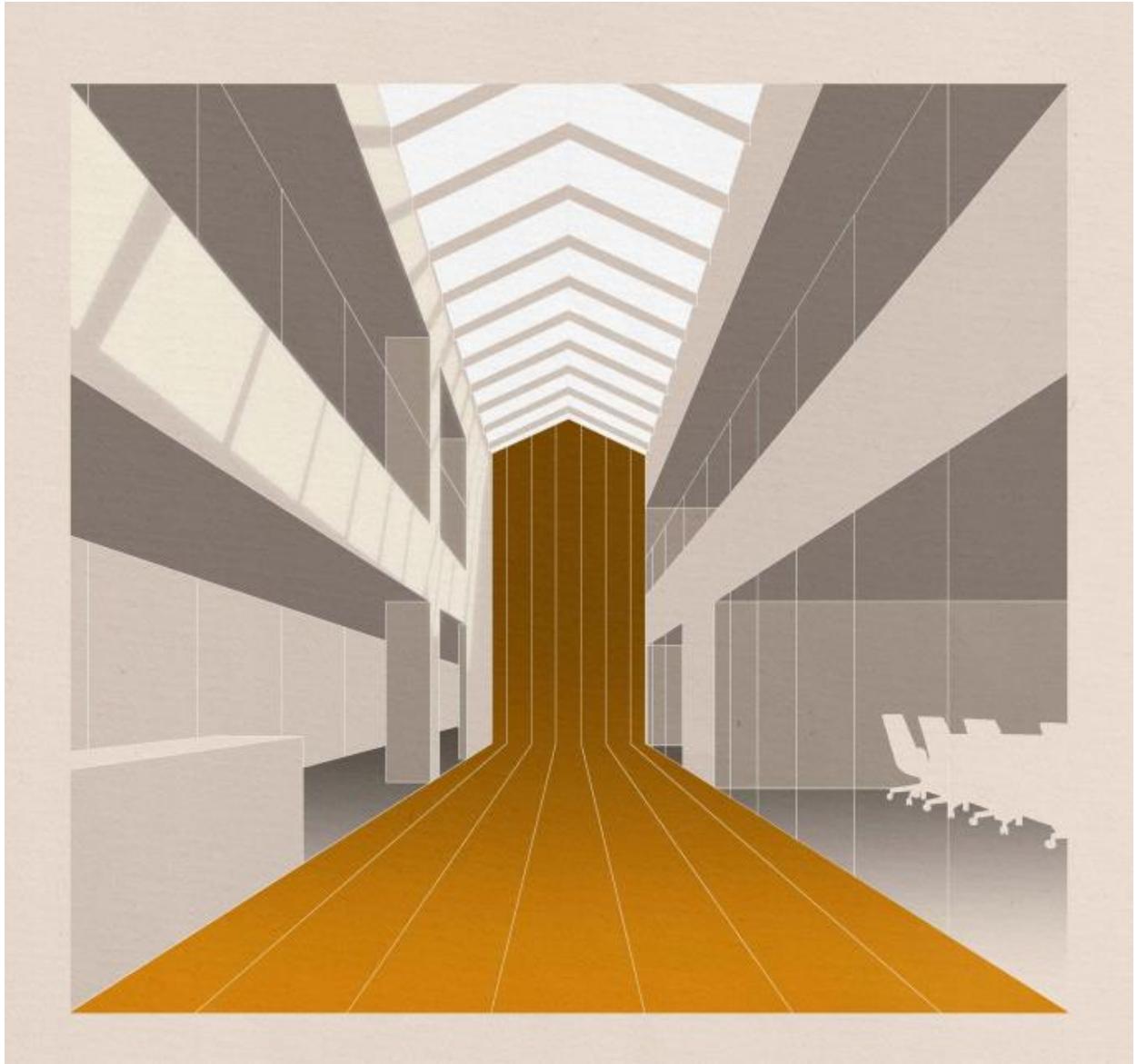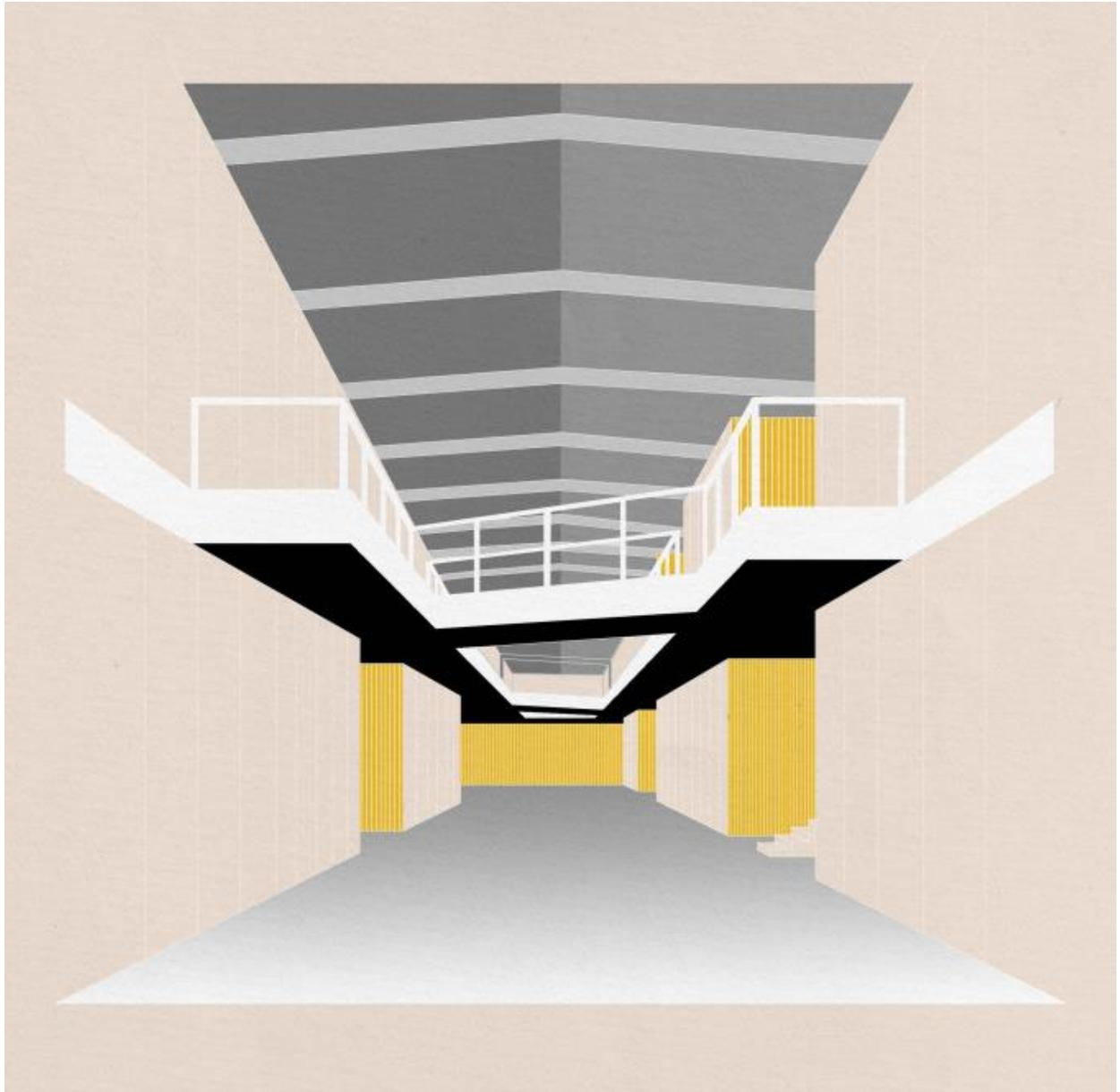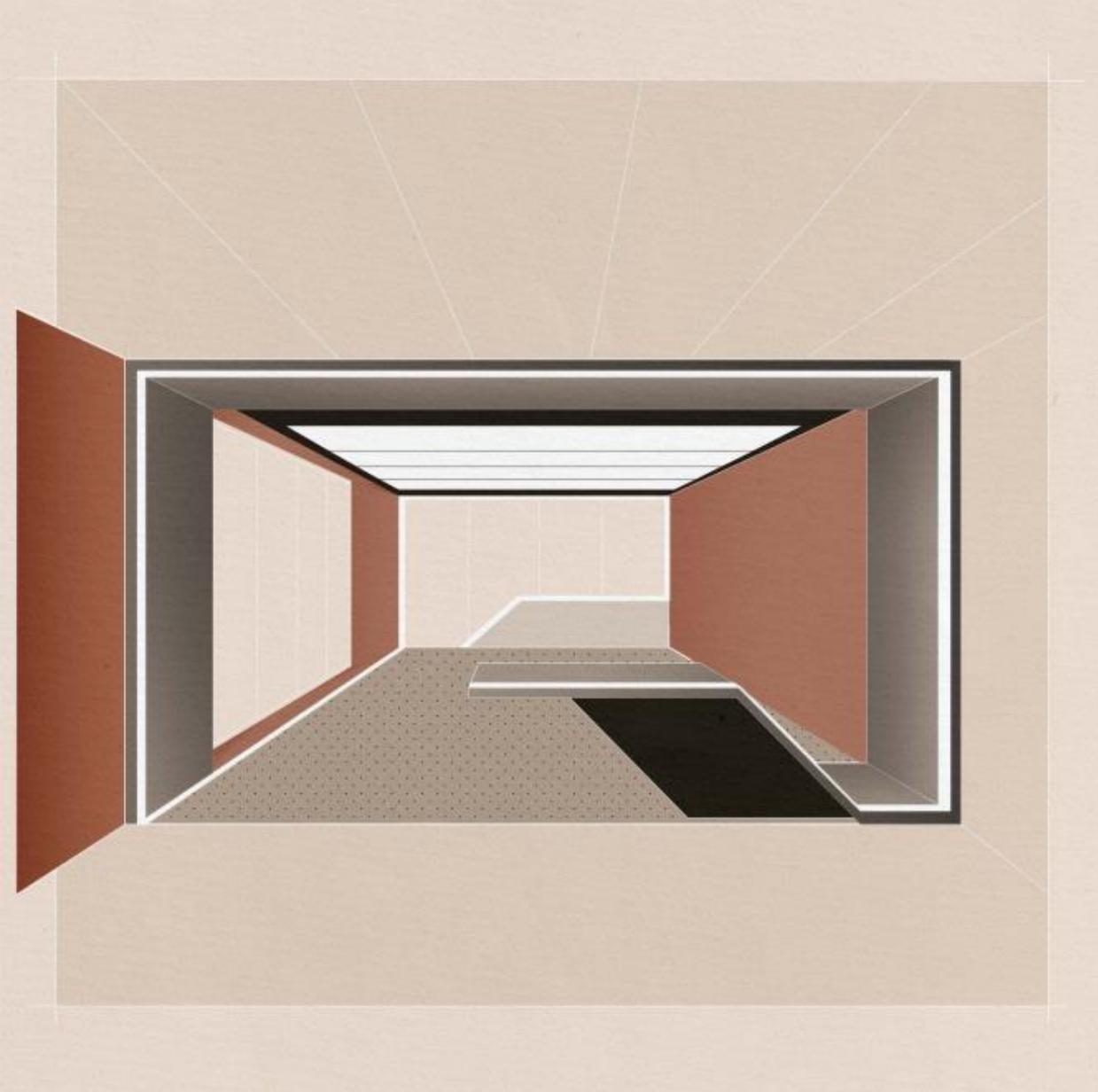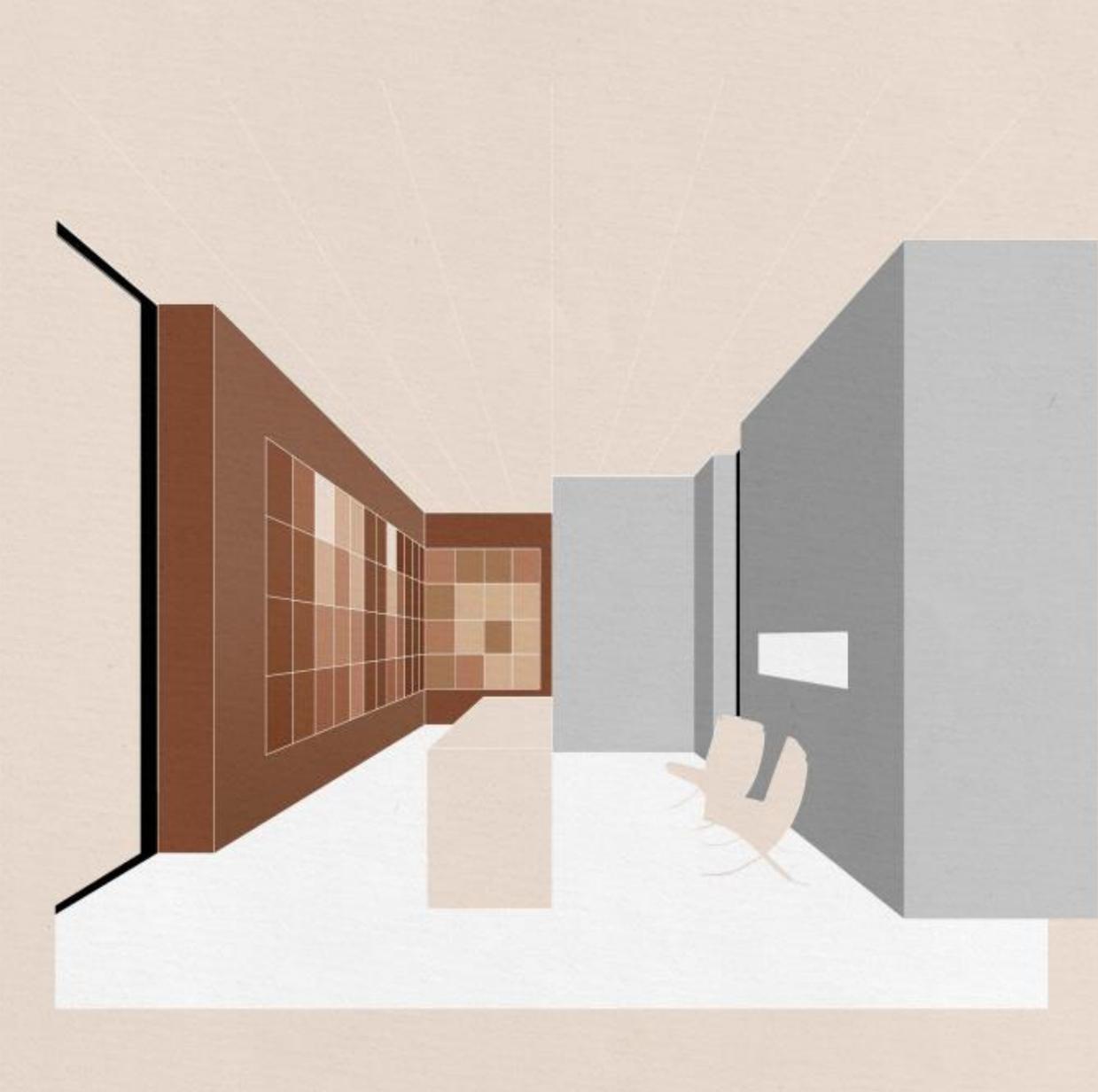
Creative Scholarship- Design as Idea
Presentation

Worthy

Anna Gatlin, Auburn University
Steve Bice, Luceo Studio

Abstract

Identity and worth are foundational to interior design practice. Since its inception as a profession, interior design has been used to establish and portray identity: of the family, of the brand, of the client. While harder to measure, worth has also been a core aspect. Residentially, design has also been continuously used as a tool to symbolize identity and worth, and historically decorative objects have held great significance for the owner (Csikszentmihalyi, 1993). Comfort was an expensive luxury and art an indicator of taste and success (Ames, 1985). Today, decorative objects that provide comfort or visual pleasure are ubiquitous and mass-produced, but a sense of worth is still intrinsic in ownership of these items. In the early 1900s the symbology of the home itself shifted from primarily that of familial status to a symbol of personal identity (Cohen, 2006). Many have explored the meaning of home, material culture, and the effect of home and material culture on personal identity and self-worth (Ames, 1985; Maquet, 1993; Marcus, 2006). This work delves deeper into questioning representation of worth as it relates to the residential decorative arts material culture, a stream of research becoming increasingly more salient in the age of online shopping, celebrity brands, and social media depictions of impeccably staged homes. Are brand names and hashtags more important than function and comfort? In the related fields of textile and fashion design, a

label provides a sense of identity (brand), function (care instructions, sizing), and worth (designer or not). The label is integral to the garment the way that decorative objects are integral to a room. The purpose of this handsewn, quilted pillow crafted entirely of discarded garment labels questions how we use high-end products to establish self-worth. The log cabin quilt pattern of labels surrounding the center label, which depicts a fashionable human, symbolizes how our choices can actually contain self, hiding it rather than displaying self without the fine trappings. Several portions of the pillow have been decoratively handsewn to symbolize how material culture can be used to create individual identity by personalizing mass-offered choices. The labels were collected over a decade by a tailor in a local shop, and the brands range from mass-market big-box to high-end couture, representing the range of home goods people cloak their space in to establish worth. The medium of a pillow was chosen to reflect the worth that is put on accessories and the residential decorative arts a throw pillow can cost $20 or it can cost $2000, but in the end it remains a throw pillow. If the garments the labels were removed from are considered as part of the cost this throw pillow would be worth approximately $26,000. However, since it's made from discarded pieces of those garments it's worth is merely the cost of the thread and the filling: $1.27. What determines true worth? The pillow explores some of the ways that question can be answered through making.

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IMAGE 1: FRONT VIEW

IMAGE 2: BACK VIEW
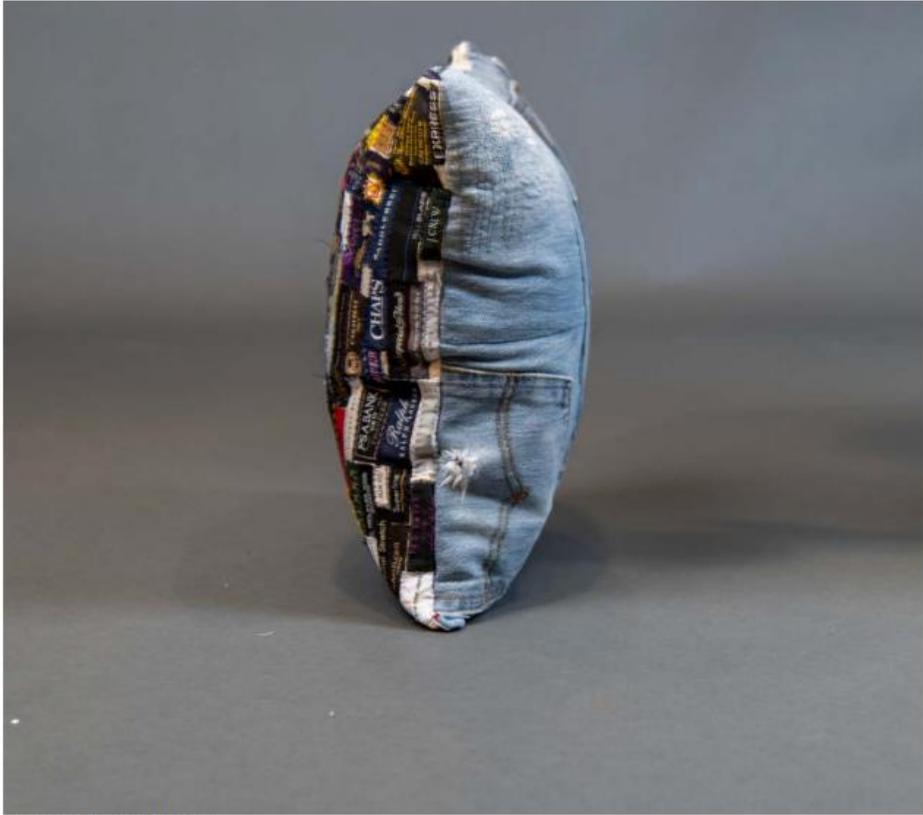
IMAGE 3: SIDE VIEW

IMAGE 4: DETAIL VIEW #1

IMAGE 5: DETAIL VIEW #2

IMAGE 6: DETAIL VIEW #3

IMAGE 7: IN SITU, ROCKER PROVIDES SCALE

Creativee Scholarship- Design as Idea
Presentation

Warped: Demographic Disparities Woven in Design

Anna Ruth Gatlin, Auburn University

Abstract

In interior design, representation matters. Designers of space matters, since intentionally or not, designers cultivate space for their own culture and subconscious cultural biases (Heazlewood, 2017). 79% of all interior designers in the US are female and 83.9% are White (Zippia, 2022), a significant deviation from national demographics, where 57.8% are White and 50.52% female (United States Census Bureau, 2020). There has been no significant shift towards inclusion and diversity in interior design education: within the author's program, 91% of the students are white females. The remaining 9% represents everyone else. Textiles have also been used as representation for thousands of years, with the first woven cloth used to signify cultural association dating back to the 6th century BCE (Hamilton, 1987). Since then, humans have used textiles to visually sort themselves into identifiable groups. Examples of this cultural sorting via textiles includes denoting tribal affiliation, hierarchical rank, religious order, royalty, cultural and familial groups, peasant class, and trade groups the world over (Hamilton, 1987). Textiles have also signified socio-economic status by the fineness of the weave. For example, in the American South, where post-Civil War cotton mills produced a majority of the country's cloth, mill workers would wear the cheapest

and most loosely woven clothing, denoting their low placement in society. The use of decorative objects to assert or convey data about the owner, their values, their identity, and their self-worth has occurred for hundreds of years (Schlereth, 1985). This creative scholarship work is grounded historically in the use of decorative objects as instruments of communication; this set of pillows uses the medium of textiles to juxtapose objects made for comfort with data that creates discomfort. This metaphor is important because designers appropriate multi-cultural design to make space comfortable and attractive, but looking beneath assumptions reveals the merging patterns of disparity, making the viewer uncomfortable. The historically deep roots of woven textiles to visually represent the aforementioned demographic data make the viewer uncomfortable with the disparity of who is being represented in space. Each pillow was hand-woven on a lap-loom using 26 different yarns in the weave ranging from acrylic to silk; one wool yarn creates the weft. The 26 yarns vary in fiber, weight, and texture; the one yarn is homogenous. The individual pieces of weaving that comprise the exterior had to be hand-pieced together to create the uniform facade. After completing the outer layers, they were constructed into pillows by a combination of hand- and machine-sewing, and stuffed with a traditional polyester fill. The two pillows represent an underlying disparity. Pillow One: 91% white females (coral yarn) 9% other (multi-color yarn) to reflect the demographics of students in the author's academic program. Pillow Two: 31% white females (coral yarn) 69% other (multicolor yarn) to reflect demographics of the 2020 US Census. The people designing our spaces don't look the same as the people living, working, and recreating in those spaces.

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Front of "Demographics of the United States of America" pillow

End of "Demographics of the United States of America" pillow

Front of "Demographics of the <redacted> Interior Design Program" pillow

Back of "Demographics of the <redacted> Interior Design Program" pillow

Side of "Demographics of the <redacted> Interior Design Program" pillow

The pillows together, creating the collection "Warped"

The two pillows, in situ

Creative Scholarship- Design as Idea
Presentation

This is Interior Design

Tameshia West Albert, Auburn University
Anna Ruth Gatlin, Auburn University

Abstract

The contemporary conversations around the interior design profession are focused on its: future development around identity and equity; effectiveness in design and construction process; and efforts around sustainable design (International Interior Design Association, 2019a, 2019b). In this forward motion, a review of past contributions from decorative artist can often be marginalized. Often, these works are performative examples of male architects, and their ventures into creating highly structured, form-forward masculine objects that exist within interiors. These highly celebrated objects often overshadow the contributions of softer feminine decorative arts thus limiting and disregarding past contributions of historically female makers. In these mediums of expression, mostly including knitting, quilting, sewing, and embroidering (Chansky, 2010; Amos & Binkley, 2020, Newmeyer, 2008), women found themselves confined to over several centuries (Parker, 1984; Amos & Binkley, 2020; Chansky, 2010; Newmeyer, 2008) through the hegemonic stratification of arts and art culture (Parker, 1984; Amos & Binkley, 2020). Popular culture has seen an advent of Third-Wave feminists reclaiming the decorative arts as a means of political expression (Newmeyer, 2008). This creative scholarship positions itself through the lens of critical

discourse analysis (CDA) to question the academy to consider what the contributions of feminine decorative arts are to the contemporary field of interior design. Juxtapositioning decorative arts-based items made by female interior designers to historically celebrated and masculine decorative arts objects, the makers ask the viewer to question textile and traditionally contributions to the inclusive future of interior design. Images of a carefully crafted tableau consisting of form-forward masculine objects opposed to soft textile-driven feminine decorative objects are contrasted to the same setting without the masculine items, leaving the feminine pieces to probe the viewer into questioning whether or not the soft goods and decorative objet d'art so formative to the practice and history of interior design can exist as enough in its own right. Each feminine piece portrayed in the tableaus is unique, original, and hand-crafted by the authors using a variety of construction methods; each piece portrayed in the tableaus is designed by a notable artist and produced for the mass-market. Three tableaus are presented in photographed form, each twice (with and without the objects). As part of the meta-approach of this questioning, one of the objet d'art featured in a tableau is a hand-embroidered, functioning QR that takes the viewer to a mixed-methods survey of the creative scholarship in interior design, allowing viewers who would otherwise remain aphonic an opportunity to have a voice in the discourse.

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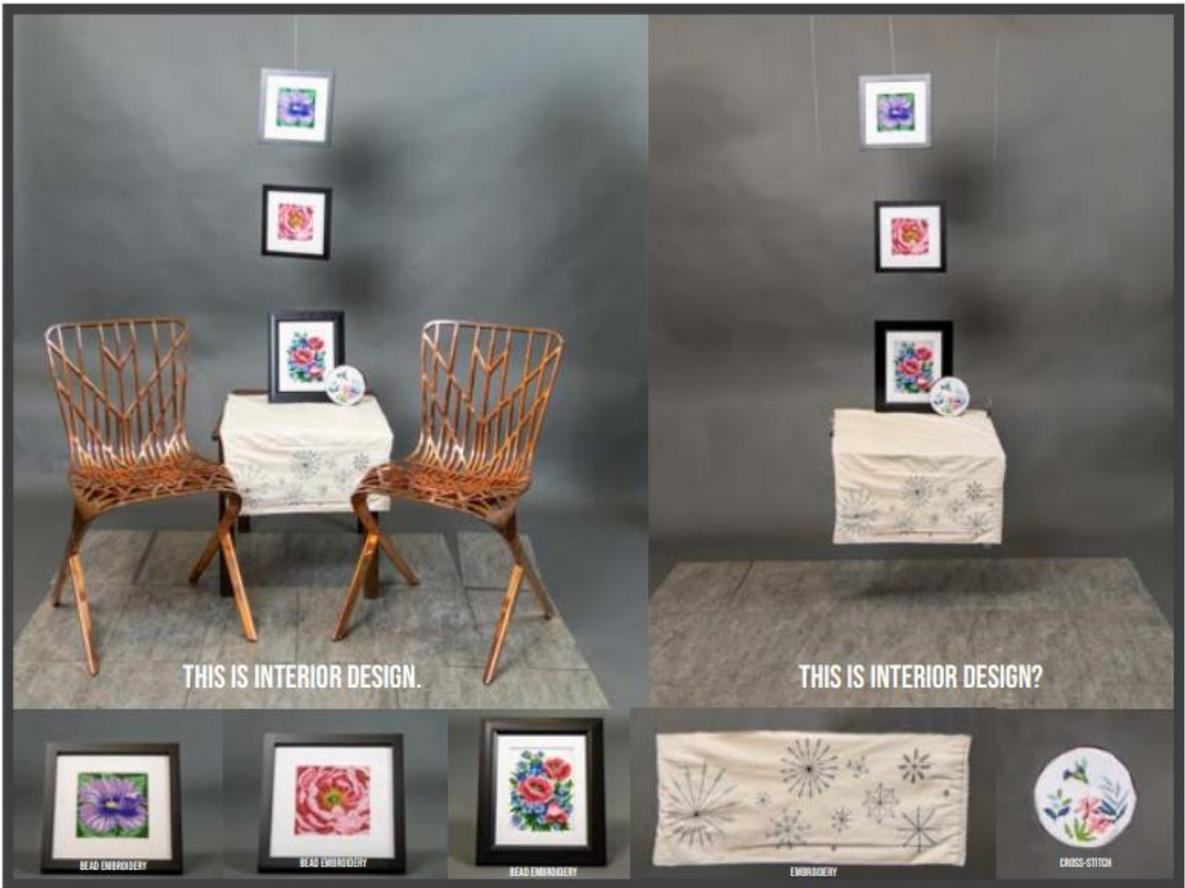
IMAGE #1

THIS IS INTERIOR DESIGN.

THIS IS INTERIOR DESIGN?

QUILTING

EMBROIDERY

CROCHET

CROCHET

IMAGE #2

THIS IS INTERIOR DESIGN.

THIS IS INTERIOR DESIGN?

BEAD EMBROIDERY

BEAD EMBROIDERY

WEAVING

QUILTING

PAPER FLORALS

IMAGE #3

THIS IS INTERIOR DESIGN.

THIS IS INTERIOR DESIGN?

BEAD EMBROIDERY

BEAD EMBROIDERY

BEAD EMBROIDERY

EMBROIDERY

CROSS-STITCH

Ecologically Balanced Ideation Regimes and Effects of Critique

Lindsay Tan, Purdue University

Abstract

Narrative: The term critique regime describes a perspective that acknowledges critique's long-standing role in shaping design ecosystems. Critique has been a source of disturbance, as well as an integral part of ecosystem health, for as long as design has existed. It changes the pattern of ideation and the composition and structure of design outcomes at a variety of scales. Critique has clear and immediate impacts on design outcomes. There are many ways in which a critique regime might be described. Functionally, a critique regime may be viewed as a practical description of the role of critique, its characteristics, and its effects within a given design ecosystem. Although critique may seem to be systematic and predictable, in truth it demonstrates a high degree of variability across space and time. It can be difficult to define a single classification system for critique regimes for several reasons: 1. Difficulty in bounding parts and components of the critique that can vary continuously 2. Difficulty in accounting for complex, interacting variables in the process 3. Difficulty in simplifying classification in a way that will still be accurate and practical. Although classification is difficult, it remains necessary in order to communicate about the role of critique and so is often approached by focusing on one of two things: characteristics of the critique or effects produced by the critique the critique effects. Factors include critique frequency,

critique periodicity, critique intensity, scale of critique, pattern on the ideation habitat, stage of design, and depth of critique with critique frequency and intensity as the two primary classifications. Critique intensity and severity are not the same thing, and intensity can be problematic in its own regard because there are different ways to measure intensity. Critique regimes can also be described by type; examples include surface critique regime, replacement critique regime, and non-critique regime. Critique effects can be described in terms of physical, technical, and introspective effects. Physical effects, such as endorphin release, are fairly easy to replicate. Technical effects, such as the consumption of idea biomass, can also be replicated with some degree of accuracy if enough is known about the performance of a specific design ecosystem. Introspective effects have a high degree of variability, to the degree that they may seem random, and yet they are a keystone factor of the critique regime and a strong influencer on the health of the design ecosystem. Designer's notes: This work is part of a series exploring the design process through an ecological lens. Each piece in the series began with a unique set of digital photographs taken by the designer in situ. The raw photos were combined and manipulated, then overlayed with filters, special effects, and mixed media on a texturized canvas.

References

None Listed.

Title: *Ecologically balanced ideation – regimes and effects of critique*

Composition:

Details:

Creative Scholarship – Design as Interior
Presentation

Designing for Social Change: Through Diversity, Equity, and Inclusive Deisgn for Employees with Special Needs

Jane Hughes, Western Carolina University

Abstract

A look at influencing positive change through ice cream and the environment it is served in. The initial project charge was to design an 800 sq. ft. ice cream parlor that doesn't look like a traditional pink and white ice cream parlor of days gone by. The goal was to create something vibrant, fun, and that fits in with Asheville, NC's vibe while also creating a space that is easy to maintain (a high level of cleanability) and that has strong acoustic solutions. Beyond the aesthetics, the space must support its employees - individuals with special needs - in their ability to complete their assigned tasks with a high level of success. The primary issues of the design include ease of achieving and maintaining an elevated level of cleanliness and a high level of acoustic control. The client set a goal of maintaining 98 or higher on all sanitation scores for the business. This goal was set as a means of circumventing the projected fears regarding the abilities of the employees to maintain a hygienic food establishment. The other primary concern was acoustics as many individuals with autism deal with acoustic sensitivity. Given that these were the two primary issues, building and interior materials became increasingly important and a primary focus for the design solution. The space also must

support customers from the neighboring community in providing a spirit of place, which allows an invisible weaving of culture, relational aspects, and the physical aspects of the place. The space must also be a safe place for individuals with special needs and those without to interact in an environment that is designed to support a positive interaction between the two groups. It is important for the design solution to focus on diversity, equity, and inclusion for its employees and its varied customers, as well as support positive social impact in the community. Programming was conducted and identified the issues of audibility, comfort, DEI, social impact, image, interaction, maintenance, and ambience. Then design resources were focused on solving these issues and design solutions focused on form, lighting, interior building materials and finishes.

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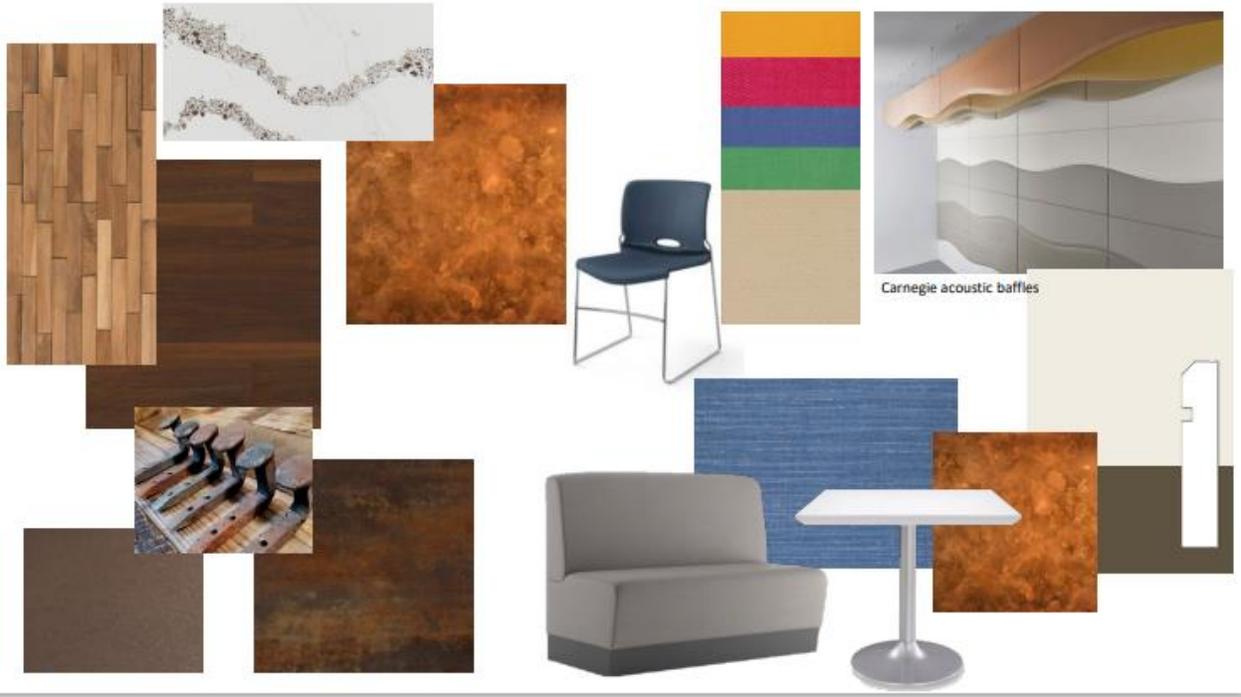
Carnegie acoustic baffles

Biophilic Playgrounds for Children in Highly Transient Communitites of Oahu

Ying Yan, Auburn University
Lindsay Tan, Auburn University

Abstract

Incorporating nature into urban outdoor playgrounds promotes children's health and well-being, including physical, emotional, cognitive, and social development (Frost, 2008). Active play in a natural environment strengthens children's communication and problem-solving abilities. The use of natural and local materials enhances children's interaction with nature to reduce children's mental fatigue (Cengiz & Boz, 2019). Outdoor play is necessary for healthy communities; obesity is a serious health problem, affecting about 19.7% (14.7 million) children and adolescents. Without outdoor activities, 9.4% (5.8 million) children have been diagnosed with anxiety and 4.4% (2.7 million) children have been diagnosed with depression in 2016 & 2019 (3-17 years) in the United States (Bitsko et al., 2022). Biophilic playgrounds in an urban setting can be challenging; they often begin with few natural elements on site such as trees, sand, water, or other natural elements. Designers may focus on adding natural forms to enhance the aesthetic aspect at the expense of meeting design functionalities, resulting in a fantastical but impractical playground (Andreucci et al., 2021). Practicality is critical to effective playground design, not just for comfort but also safety. Outdoor play carries

some other risks. For example, the incidence of hand-foot-and-mouth disease (HFMD) is a common viral infection in children at public playgrounds. Therefore, biophilic playgrounds must balance lifestyle and vector borne disease prevention with the desired restorative effects. Consequently, this study seeks to explore the potential relationship between natural design elements and child development theories to address the specificity of biophilic playgrounds in practical application. The site of the study is Oahu, Hawaii. Hawaii's population is a blend of many cultures (middle of the Pacific Ocean). In the 2019 census of Hawaii's residents, 57.3% were Asian, 43.5% Caucasian, 27.0% Pacific Islander, 10.7% Hispanic, 4.8% American Idina and Alaska Native, and 3.6% Black or African American. Hawaii has a lengthy history of immigration resulting in abundant diversity of cultures. With the growing and densifying urban populations, former forest lands are considered primary human land use for cities to convert into mixed commercial-residential areas and resulted in the lack of urban biophilic playgrounds. The research method of this study used systematic observations of children's play behaviors interaction with others at the Ala Moana Playground Climber - and precedent studies of playgrounds in Oahu, Hawaii. Findings suggest children enjoyed climbing and had higher interaction with others during climbing activities. Findings also reveal limited natural and cultural Hawaiian components in commercial playgrounds. Hence, this study uses design to explore two aspects the vernacular and the organic design in biophilic playgrounds. Informed by Jean Piaget's child cognitive development theory (2000), the colorful play is intended to grab children's attention and enhance their play experiences. Natural elements and local cultural motifs encourage child-nature interaction. Combining child development and natural elements into

biophilic playground design principles is designed to enhance the connection between children and nature. The design outcomes from this study can inform the body of knowledge for playground design as well as other play-related spaces.

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Landscape Map

Flag

Seal

State quarter

Island of Hawaii (the big island)   Molokai (the Friendly Isle)
Maui (the Valley Isle)   Lanai (the Pineapple Isle)
Oahu (the Gathering Place)   Niihau (the Forbidden Isle)
Kauai (the Garden Isle)   Kahoolawe (the Target Isle)
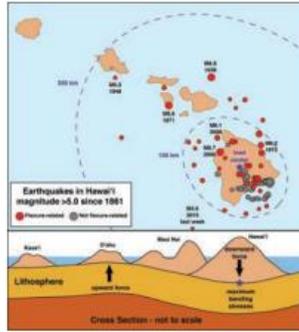
Earthquakes in Hawaii

Tsunamis

Great waves that strike the shore
The city of Hilo on the Big Island has been
most affected by Tsunamis

Water
Onshore aquifers, which are
layers of rock and soil under-
ground that collect water after
rainfall.

Water

Transportation
Dependable Hawaiian Express
(DHX)
Hawaiian Air Cargo

Power
Fossil fuel
Renewable resources
Petroleum and Coal
The Waves of the Future
Visible Light Uses
Wind and Water
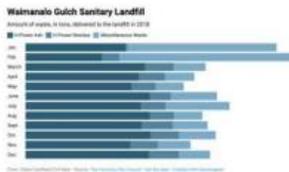
Agriculture
sugar cane
coffee
cattle
hogs

Landscape Map

Site anylsis - O'ahu Island

Hawaii was the first state to set a
deadline for generating 100% of its
electricity from renewable energy
sources (be achieved by 2045).
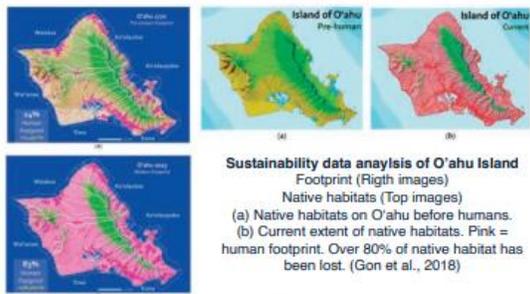
Sustainability data anaylsis of O'ahu Island
Footprint (Rigth images)
Native habitats (Top images)
(a) Native habitats on O'ahu before humans.
(b) Current extent of native habitats. Pink =
human footprint. Over 80% of native habitat has
been lost. (Gon et al., 2018)

Life Zone Map of O'ahu
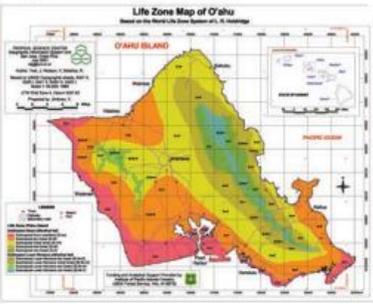
**Business & Economy
Oahu's Opportunity**

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Landscape Map

Zoom in community environment

Geographic location: Queen Kapi'olani Hotel Waikīkī Beach
Site boundary: 150 Kapahulu Ave, Honolulu, HI 96815
Entrance locations and types
Site security
Existing buildings (see right image)

This 19-floor, 315-room property in Waikiki has two excellent features: its location and its wallet-friendly prices. A minute's walk away from Waikiki Beach and right next door to Honolulu Zoo, Queen Kapiolani Hotel is a convenient choice for the budget-conscious traveler, who doesn't mind the obvious display of wear and tear that can be seen all over the hotel.

Neighbouring buildings
The rooms at this 176-room budget hotel, located five minutes from the beach, are fairly spacious -- but also noisy, tired looking, and a bit grimy
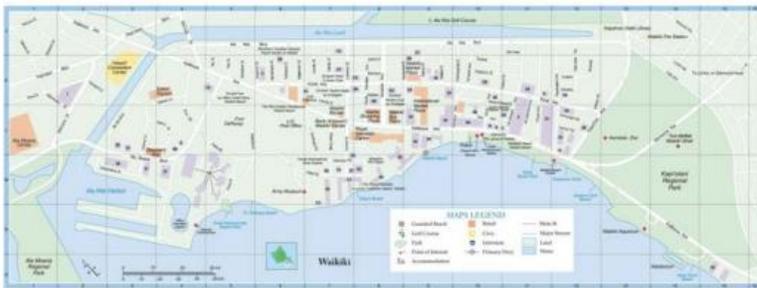
🙂 Lovely views
One block from Waikiki Beach and next door to Honolulu Zoo
Close to excellent surfing
Free beach towels
Free Wi-Fi
Discounts available at two local golf courses
On-site spa, pool and shops
Smoke-free

🙁 Decor is dated
No free parking
Not directly on beach
Breakfast at a cost
The entire building could use an upgrade.

Landscape Map

Literature Review

Play Theory & Child Development

The Tilt-a-Whirl thrill ride contacts six elements. Anticipation, waiting with expectation, wondering what will happen, curiosity, a little anxiety, perhaps because there is a slight uncertainty or risk involved (can we hit the baseball and get safely on base), although the risk cannot be so great that it overwhelms the fun. Surprise, the unexpected, a discovery, a new sensation or idea, or shifting perspective. Pleasure, a good feeling, like the pleasure we feel at the unexpected twist in the punch line of a good joke. Understanding, the acquisition of new knowledge, a synthesizing of distinct and separate concepts, an incorporation of ideas that were previously foreign. Strength, the mastery that comes from constructive experience and understanding, the empowerment of coming through a scary experience unscathed, of knowing more about how the world works. Poise, grace, contentment, composure, and a sense of balance in life. In the child physical education, David L. Gallahue suggest parents and teachers allow children (5 to 12 years old) to have a minimum of 60 minutes of activity each day and avoid them to stay still for long

How children are feeling during their play time ?

Figure 3. Combine and refine Scott G. Eberle's Elements of Play and David L. Gallahue's child physical development movements

Biophilic playgrounds

Humans with a positive contact with nature in a built environment.

Places rich in experience
Places rich in play
Places rich in teaching
Places rich with people
Places to be significant

Research Method

Site Analysis

Figure 5. Geographic location: Queen Kapi'olani Hotel Waikīkī Beach
Site boundary: 150 Kapahulu Ave, Honolulu, HI 96815

This 19-floor, 315-room property in Waikiki has two excellent features: its location and its wallet-friendly prices. A minute's walk away from Waikiki Beach and right next door to Honolulu Zoo, Queen Kapiolani Hotel is a convenient choice for the budget-conscious traveler, who doesn't mind the obvious display of wear and tear that can be seen all over the hotel.

Playgrounds site analysis

McCully Playground (2.7 / 7 reviews)
2015 Kapiolani Blvd, Honolulu, HI 96826
No shade at all, kids will be hot
Ruined by homeless people and drug addicts

Barwick Playground (3.0 / 2 reviews)
Piper's Pali, Honolulu, HI 96822
Open: 6 am – 10 pm
Looks like a nice playground but it's a part of Punahou School. Not open to the public

Paki Playground (4.3 / 133 reviews)
3503 Leahi Ave, Honolulu, HI 96815
Close to Waikiki
Padded ground, clean and soft edges (metal but rounded) Swings are not baby swings but soft curves seats. Toilets and picnic area with nice grass. Shaded by big tree. Not fenced as such but has rock wall and ramp. Our one year old loved it!
Nice amount of shade
All the trees (amazing shade)

Kamamalu Playground (3.1/ 28 reviews)
1440 Queen Emma St, Honolulu, HI 96813
No upkeep
So many homeless people camping/living around the park (noise / very difficult to park your vehicle)
Restroom is closed
Only one swing
Need to be monitored
Loose dogs

Ala Moana Playground Climber (4.3/12 reviews)
528 Kona St, Honolulu, HI 96814

▲ Digital elements
▲ More interaction
▲ Enhanced safety
▲ Enhanced inclusivity

Figure 6. Ala Moana Playground Climber Photo by Ying

Concpet

Hawaii Pala'ie

BIOPHILIC PLAYGROUND

· Less Hawaii Style
· Less Natural Element
· Less Safety (Homeless ?
· Neglect Space

· Natural Element

Nature + Water + Color + Play ⇒ FUN ⇒
☀ Dooly   · Night ☽

Improving the Longevity of China's Senior Populations: Reducing Social Isolation and Loneliness

Muxuan Zhao, Savannah College of Art and Design

Abstract

Research has shown that an increasing number of senior citizens in China have been troubled by loneliness due to social isolation stemming from the transition to retirement. Social isolation and loneliness pose a higher risk for seniors' physical and mental health leading to premature death (Donvito, 2018). However, the mortality rate dropped from 8% to 6% for seniors who continued to work from 62 - 65 years old (Fried, 2021). Additionally, working-class seniors have a life expectancy that is 3.5-year shorter than white-collar professionals (Fried, 2021). That said, six months can be added to a senior's life span if lifelong education is supported (Second Wind Movement, 2022). For these reasons, a more interactive and inclusive community environment needs to be developed to support seniors to continue working or change careers by learning. The study aims to alleviate seniors' loneliness and improve their well-being in the senior community center by utilizing interior design, human behavior theories, and psychological therapies for loneliness. Through two user groups were identified, as highly educated and minimally educated people. Results of interviews help narrow down user demands from the lens of Maslow's hierarchy of needs, in which self-actualization, a sense of belonging, and hobby pursuits are the primary stimulus for seniors to

continue working and learning when they age. While case studies reveal that interaction, flexibility, and accessibility are significant for seniors' positive cognitive abilities, productivity, and social engagement. In summary, the design implication of the study is to accommodate the older adults to better continue working and build lifelong learning, and have more social activities when they arrive at the age of retirement, thus prompting their well-being in an interactive senior community by reducing aging loneliness.

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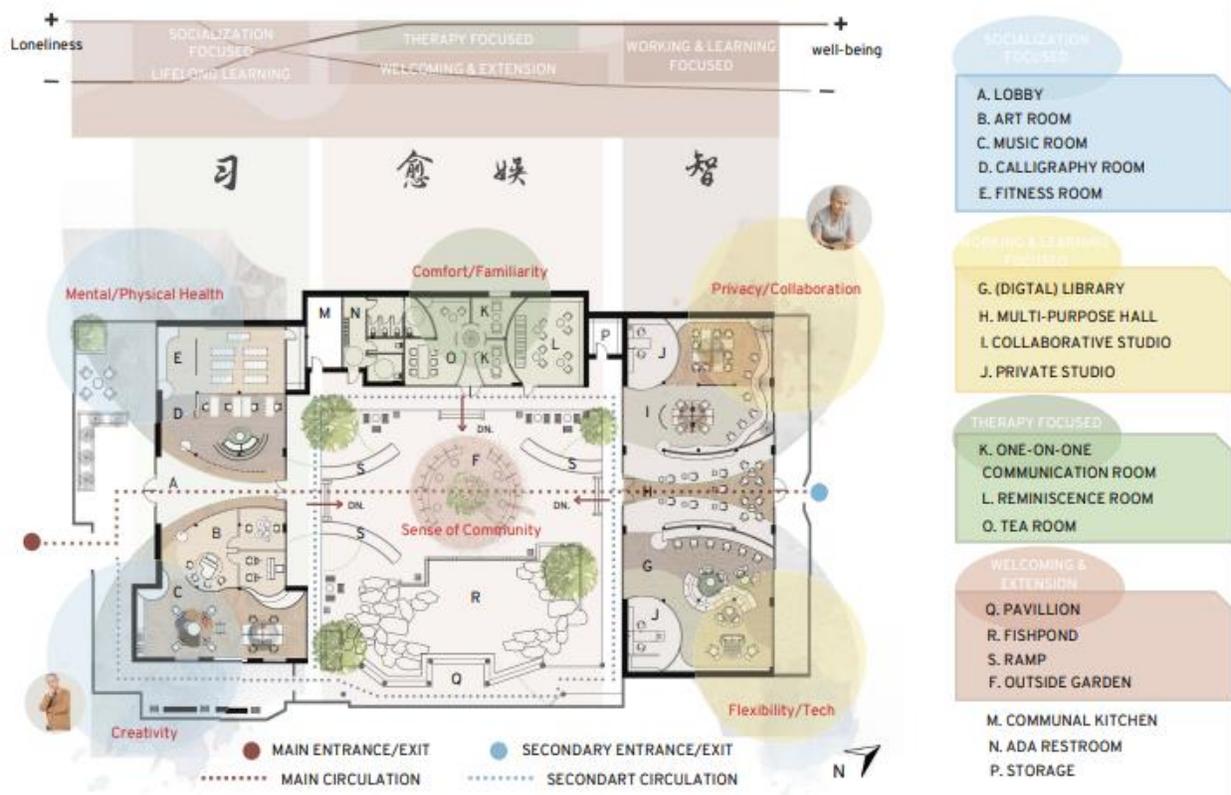
Theory Summary
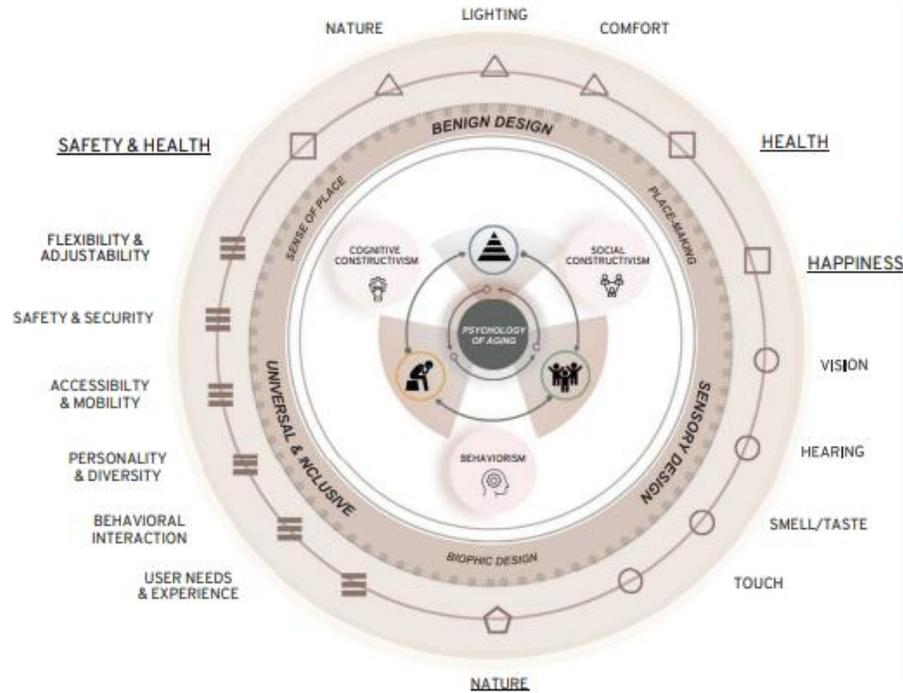
PSYCHOLOGY OF AGING
INCENTIVES FOR WORKING AFTER RETIREMENT

Maslows Hierarchy of Need

It presents in a pyramid shape, with basic needs at the bottom of the pyramid and more high-level, intangible needs at the top (McLeod, 2022).

Models for the Loneliness

Loneliness happens when the social connections that people want don't match their actual experience of relationships with others ("The Psychology of Loneliness," n.d.).

Activity Theory for Aging

It describes the psychosocial aging process, which emphasizes the importance of ongoing social activity ("Theories of Ageing," 2022).

WELCOMING/EXTENSION CULTURAL HERITAGE

SENSE OF COMMUNITY

THERAPY FOCUSED & SENSE OF PLACE

IMPLICATION FOR DESIGN

1 Use partition walls and acoustical panels to achieve a balance between interaction and privacy.

2 Design the lounge seating with exhibition shelf to improve the sense of comfort.

3 The wall decoration highlights Chinese cultural atmosphere.

3 Calligraphy promotes good cognitive behaviors by developing seniors' concentration and patience.
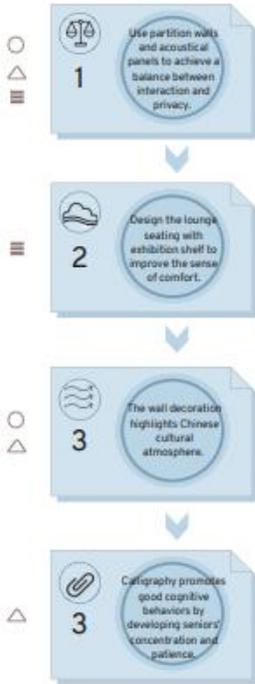
USER NEED

1. Highly and Minimally educated people need an elegant space to develop their positive cognitive behaviors

2. The connection to nature and co-workers alleviate seniors' loneliness and increase well-being

HUMAN BEHAVIOR & PSYCHOLOGY

DIGTAL LIBRARY
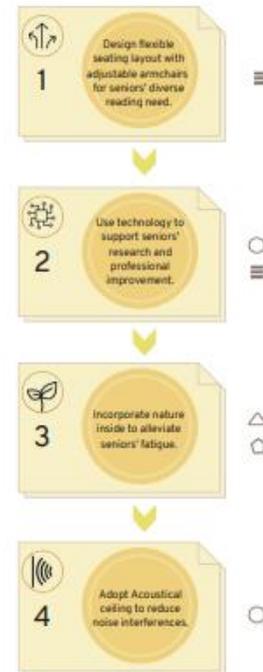
USER NEED

1. Highly and Minimally educated people need a quiet reading space to improve their professional knowledge and build lifelong learning.

2. The learning process with technology supports seniors to build the self-actualization and alleviate loneliness.

HUMAN BEHAVIOR & PSYCHOLOGY

IMPLICATION FOR DESIGN

1 Design flexible seating layout with adjustable armchairs for seniors' diverse reading need.

2 Use technology to support seniors' research and professional improvement.

3 Incorporate nature inside to alleviate seniors' fatigue.

4 Adopt Acoustical ceiling to reduce noise interferences.

Psychological Trauma Rehabilitation: A Center for Children Affected by the Pandemic

Yue Che, Savannah College of Art and Design

Abstract

Psychological trauma in children, as a pervasive social problem, is increasing the possibility of children suffering from it after the influence of the pandemic. Children with existing mental health problems have seen a 2-percentage point increase in prevalence due to restrictive policies on daily life and school closures (Gatell-Carb & et al., 2021), due to schools being the only source of trauma-informed care and support for students (Phelp & Sperry, 2020). However, this situation is not paid enough attention to in society. The widespread inequities and social neglect of childcare are such that only 20% of children with psychological trauma receive effective treatment and services. The situation underscores the urgent need and necessary measures for attention and intervention in the aspect of mental health and psychological trauma for children. The preliminary research indicates a lack of interior design or space type with healing functions integrated with schools after the impact of the pandemic. In addition, it also shows that adverse childhood experiences (ACEs), which are potentially traumatic events that occur during childhood (0-17 years), are the major cause of psychological trauma in children (Goddard, 2021). Meanwhile, according to the data from the Arkansas fact sheet, Arkansas children are significantly more likely than children in

most other states to endure adverse childhood experiences (ACEs) (Burch, 2019). Therefore, the project focuses on providing Arkansas children with a new interior design solution that effectively mitigates psychological trauma. The methodology uses qualitative research, including surveys, interviews, ethnography, and case studies, to identify the mental health issues, life challenges, and existing school issues which are the potential of children's psychological trauma during the pandemic and explore the trauma-informed design for children. The methodology uses qualitative research, including surveys, interviews, ethnography, and case studies, to identify five issues that need to be solved in this project, including the health safety issue, the psychological trauma issue, the lack of socialization opportunities, the emotional neglect by families, and the fear of going back to school. Furthermore, the research findings reveal the necessity of children's socialization activities, the use of natural components during the pandemic, and the importance of increasing children's participation through interactive tactics. The significance of the study and design implications, which are guided by a theoretical framework that includes biophilia, phenomenology, child development theory, proxemics theory, and the third-place theory, are dedicated to motivating children to engage in social activity, family cooperation, and immersive healing experience, thus improving the rehabilitation efficiency of psychological trauma, based on this detailed investigation and analysis.

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Gatell-Carbó, A., Alcover-Bloch, E., Balaguer-Martínez, J. V., Pérez-Porcuna, T. Esteller-Carceller, M., Álvarez-Garcia, P., & Fortea-Gimeno, E. (2021). State of child and adolescent mental health during the first wave of the COVID-19 pandemic and at the beginning of the 2020–2021 School Year. Anales De Pediatría (English Edition), 95(5), 354–363. https://doi.org/10.1016/j.anpede.2021.08.004

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Phelps, C., & Sperry, L. L. (2020). Children and the COVID-19 pandemic. Psychological Trauma: Theory, Research, Practice, and Policy, 12(S1), S73–S75. https://doi.org/10.1037/tra0000861

Problem Statement

Nearly half (45%)
of American in a Kaiser Family Foundation (KFF) poll reported that their mental health has been negatively impacted by worries and stress about the virus (KFF, 2020).

For children with existing mental health problems, the prevalence increased by **2 percentage points** after the blockade (Gateli-Carbó et al., 2021).

School Closure
in 188 countries, affecting more than 1.6 billion children(UNSDG, 2020), and are affecting the education of 80% of children worldwide (Van Lancker & Parolin, 2020).

Berly

People with mental illness

Violence Risks

Emotional Neglect

Social Isolation

Poverty

For many students, schools are their **only** source of trauma-informed care and supports.

Child Psychological Trauma
The experience of an event by a child that is emotionally painful or distressful, which often results in lasting mental and physical effects" (National Institute of Mental Health).

Literature Review

Child Psychological Trauma

Main Cause: Abserve Childhood Experiences (ACE)

Overview — Main Result: Mental Illness (Depression and Anxiety)

Traumatic events lead to traumatic stress disorder

Pandemic Impact — Behavioral and Social Immediate Consequences (Physical) Possible Long-term Consequences (Mental Health)

Treatment — Socialize

Built Environment

Most healing environment located in hospital

Healing Environment — Children's requirment of healing environment

Gap
Lack of design with healing functions integrated with schools after the impact of the pandemic, prevents effective recovery of the children with psychological trauma.

Research Question
How can interior design help child psychological trauma recovery?

Research Findings

Case Study

Survey (85 Participants)

I | Main Issues   K | Key Findings   Findings

k-1 Nature elements increase air condition

Clear Wayfinding

k-2 Connecting to outside release stress

Sense of engagement

k-6 Sense of belonging and security to stay and focus

Color Theory

I-1 Health Safety Issue worried about catching COVID-19

I-2 Psychological Trauma Traumatic Stress Disorder

Social activity prefer public open space

Lack of sense of private

k-4 Sharing and expressing reduce negtive emotions

Social activity prefer 5-20 people group

I-3 Lack of Social Opportunities

I-4 Family Neglect of Children in Emotional and Behavioral

Ethnography

k-3 Multiple sensory experiences help healing process

k-5 Building the right relationships to gain trust and benefit the recovery process

I-5 Fear of Going Back to School leaving home

Hyperactive

Decreased sleep quality

Decreased diet quality

Distraction

Interview (4 Participants)

Design Implications

Nature Connection
Nature elements reduce stress, attract attention, and reduce concerns about hygiene.

Immersive Sensory Experience
Multi-sensory stimulation enable users to intelligently experience the physical world, thus forming a subjective weaving of each person's self

Social activities support
Community environment provides opportunities to make friends

Cooperation Experience
A variety of family cooperation activities to promote communication and enhance feelings

Multiple ways of interactions and engagements
Adventurous and challenging environment provide multiple interactions, to increase sense of engagement and belonging

Theory & Application of Design Implications

✓ Attrention Restoration Theory
✓ Biophilia

✓ Phenomenology
✓ Stress Restoration Theory
✓ Trauma-informed Approach

✓ The third place
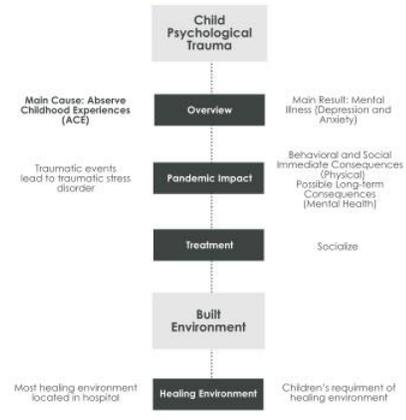✓ Theory of proxemics

✓ Theory of proxemics

✓ Children Development Theory
✓ Attention Restoration Theory
✓ Phenomenology

Biomorphic pattern | Water elements | Nature elements

Tactile material | Music and bird sound | Visual Connection

Group space | Private space | Semi-open space

Cooperation facility

Flexible furniture | Induction facility

Attention Restoration Theory (ART) says that people can concentrate better after they spend time with nature, or even just by looking at or imagining such scenes.

Biophilic design provides opportunities for people to connect with nature, raising awareness of health safety.

Phenomenology emphasizes approaches to sensory Design.

Stress Restoration theory considers the beneficial role of restorative environments in reducing stressors and improving well-being.

Trauma-informed design means safety, trustworthiness, peer support, collaboration and reciprocity, voice and choice.

The third place provide social oppurtunities.

Theory of proxemic indicates the way in which people will maintain varying degrees of personal distancing depending on the social environment.

Theory of proxemic shows that environment can influence degree of social and cooperation.

Children Development Theory explains how children acquire knowledge, with an eye toward understanding the nature of intelligence.

Arkansas

NO.1

Arkansas River

Architecture:
eStem East Village
Elementary School

410 Shall Ave, Little Rock, AR 72202

Arkansas is the state with highest rates of Adverse Childhood Experience (ACE)

60% of children experience at least one ACE.

However, the national average in United States is **45%**

Reasons

FLOOR PLAN

J4
- Social Center
- Group Therapy
- Learning Center

J5
- Storage
- Horticulture Workshop
- Family Activity Room
- Family Waiting Area

J3
- Staff Room
- Behavioral Health Room
- Healing Garden
- Mental Health Counseling Room

J2
- Immersive Library
- Gaming Zone

J1
- Drawing Wall
- Individual Room
- Hygiene Check

USER ANALYSIS & USER JOURNEY (J)

Child
Characteristic:
Children with psychological trauma affected by pandemic / existing psychological trauma

Child
Characteristic:
Children who need social opportunities / children in need of professional mental health counseling.

Child's Parents/ Family
Characteristic:
Children's parents/ family who need to built a good relationship with their child.

J1 Awaking → J2 Participating → J3 Expressing → J4 Interacting → J5 Reviewing

Gaming Zone

Immersive Library

J2. Participating

Design Implication

Gaming Zone
Multiple ways of interactions and engagements

Immersive Library
Multiple ways of interactions and engagements

Key Experiences

Gaming Zone
Multiple Interactive Facility
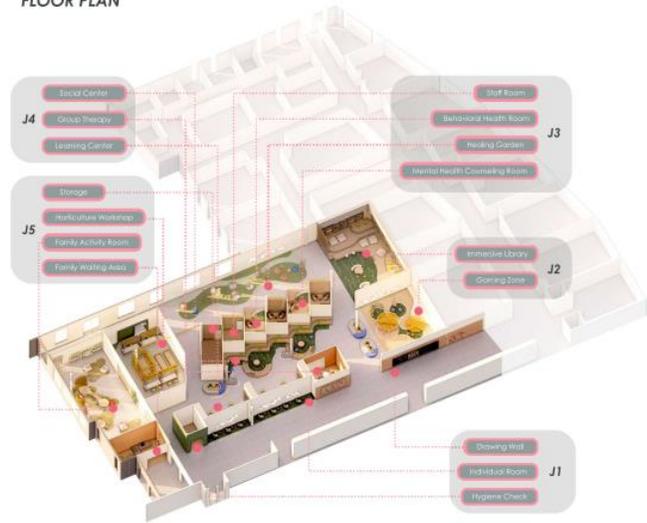Induction Lighting
Children's Cognitive Board

Immersive Library
Immersive Reading Experience
Gentle Music
Individual Reading Couch
Group Reading Salon

Theory

Gaming Zone
⊘ Children Development Theory
⊘ Phenomenology

Immersive Library
⊘ Phenomenology
⊘ Trauma-Informed Approach

Healing Garden & Mental Health Counseling Room

J3. Expressing

Design Implication
Immersive Sensory Experience
Nature Connection

Key Experiences
Picture Tree/ Message Tree
Swing Chairs and Beanbags
Trunk Wood Table

Pipe Landscape Installation
Semi-open Rooms

Theory
⊘ Phenomenology
⊘ Stress Restoration Theory
⊘ Trauma-Informed Approach
⊘ Attention Restoration Theory
⊘ Biophilia

Social Center

J4. Interacting

Design Implication

Nature Connection
Social activities support

Group Learning Area
Tactile Stone Material
Visual Connection

Key Experiences

Open Social Area
Group Therapy Room

Theory

⊘ The third place
⊘ Theory of proxemics
⊘ Biophilia

J5. Reviewing

Design Implication

Horticulture Workshop
Immersive Sensory
Experience
Nature Connection
Social activities support

Family Activity Room
Cooperation
Experience
Social activities support

Key Experiences

Horticulture Workshop
Seed Adoption
Nature Connection
Farm Observation
Pipe Landscape
Installation
Specimen Making
Workshop

Family Activity Room
Family Cooperation
Activity
Flexible Revolving Door
Family Desk
Display Panel

Theory

Horticulture Workshop
⊘ Atttention Restoration
Theory
⊘ Biophilia
⊘ Phenomenology
⊘ Stress Restoration
Theory
⊘ Trauma-informed
Approach
⊘ The third place
⊘ Theory of proxemics

Horticulture Workshop

Family Activity Room

Evidence-Based Residential Design for Aging-in-Place and Multi-generational Living

Cher Pombuena, University of Nevada Las Vegas
Saman Jamshidi, University of Nevada Las Vegas

Abstract

Findings: The end-of-semester course evaluations were completed by 51 of 54 (94%) CTECH I students and 36 of 48 (75%) CTECH II students. Statistical analysis showed that the final grades of CTECH II students (M = 91.49, SD = 3.66) were significantly higher than those of CTECH I students (M = 85.24, SD = 5.98); $t(46) = -8.05$, $p < .05$. The qualitative analysis suggests that the new course structure may have helped students to (1) better absorb the content by enabling them to watch the prerecorded lectures at their own pace; (2) study efficiently by identifying and focusing on key contents as a result of doing weekly exercises; (3) perform better in exams by having better time management in reviewing the course material; (4) remain engaged during lectures; (5) achieve the intended learning outcomes with less effort from students. However, the qualitative data also demonstrates that some students did not take responsibility for their learning, which made some assignments less effective. The limitations of this study and directions for future studies will be discussed.

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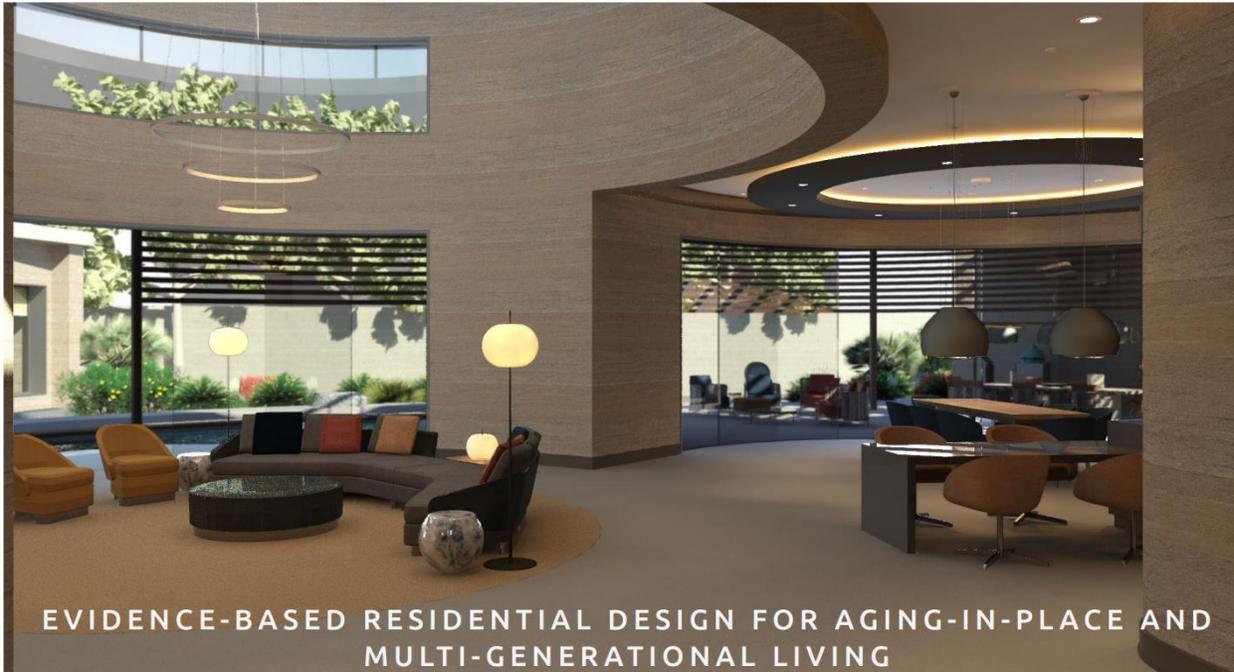
EVIDENCE-BASED RESIDENTIAL DESIGN FOR AGING-IN-PLACE AND MULTI-GENERATIONAL LIVING

SITE PLAN

SC: 1/16" = 1'-0"

155' - 6 15/16"

150' - 10 13/16"

150' - 8 7/16"

SCHUSTER ST.

155' - 3 9/16"

CONN AVE.

N
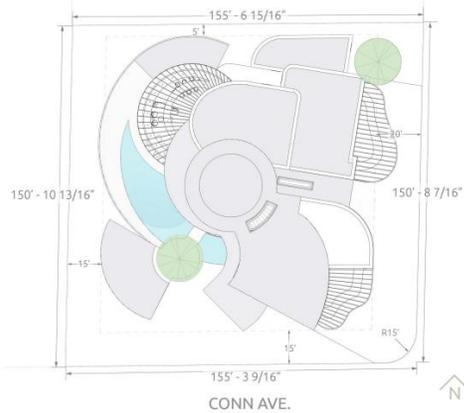
CONCEPT

Generations are shaped by their predecessors in a similar way as to how a potter shapes a block of malleable clay taken from the earth. The process begins with the molding and shaping of an undefined and irregular form until you have something whole and well-rounded. This natural process that comes from the interaction of the potter's hands with the clay is like how generations are shaped by and molded by their previous generations. Molded, the new Franklin residence aims to encourage this shaping and molding by facilitating and encouraging family bonding and interaction through architectural forms and space planning.

IRREGULAR SHAPES, SHARP EDGES

CLEAN CURVES

ROUNDED FORMS

MULTI-GENERATIONAL LIVING · AGING IN PLACE · SUSTAINABILITY

The project's first goal is to accommodate **multi-generational living**. The new residence should be comfortably accommodate the Franklin's, their children, and parents.

The second goal is to support **aging-in-place**. Dr. Franklin and Mariana would like their new residence to be readily able to adapt to changes in their physical, psychological, cognitive, and possible financial needs as they age so that they may continue to live in their own space.

The third goal is **sustainability**. The residence's construction and use should utilize means to lower energy needs, use as few non-renewable resources as possible, limit pollution and waste, and conserve or support the surrounding natural environment where possible.

EVIDENCE-BASED DESIGN FOR AGING-IN-PLACE AND MULTI-GENERATIONAL LIVING | 01

SITE ANALYSIS & SUSTAINABILITY

The project is located in the Southwest region of Las Vegas, Nevada. Daylighting and passive ventilation comprised key portions of Molded's sustainable design strategy. From the daylighting analysis, you can see that the commonly occupied areas have adequate exposure to daylight. The west-facing windows are protected from excess sunlight by vertical shading and overhangs. The living area benefits from a clerestory window and a roof monitor that provides stack ventilation.

DAYLIGHTING ANALYSIS

LEVEL 1 | March 20, 9:00   **LEVEL 2 |** March 20, 9:00   **LEVEL 1 |** March 20, 15:00   **LEVEL 2 |** March 20, 15:00   **LEGEND**

SUN STUDIES

SUMMER SOLSTICE | July 21, 2021 9:00
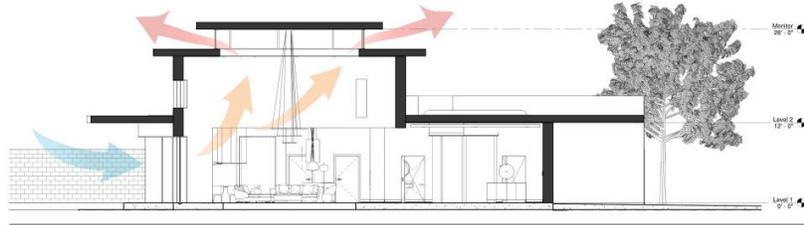
BUILDING SECTION NORTH VIEW | SC: 3/16" = 1'-0"

SUMMER SOLSTICE | July 21, 2021 15:00

WINTER SOLSTICE | December 21, 2021 9:00

WINTER SOLSTICE | July 21, 2021 15:00

The wind wheels depict wind data in months where natural ventilation is feasible. The natural pool was placed in such a way that would provide natural humidity to the otherwise dry wind.
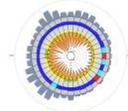
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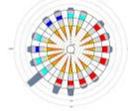
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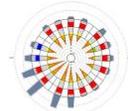
SEPTEMBER

OCTOBER

The nearest neighborhood emergency center is 3.6 miles away, and the nearest pharmacy is less than 1 mile away. Both are vital sites as the clients age.

The closest middle and high schools are within walking distance. This is ideal for sustainability however, it may not be possible during the hotter months. UNLV is a 13-minute drive from the site.

The nearest park and walking trail are within 1 mile from the site. The closest nature preserve is a 16-minute drive. This is ideal for a more active lifestyle while being closer to nature.

- RECREATIONAL GREEN SPACES
- NEIGHBORHOOD
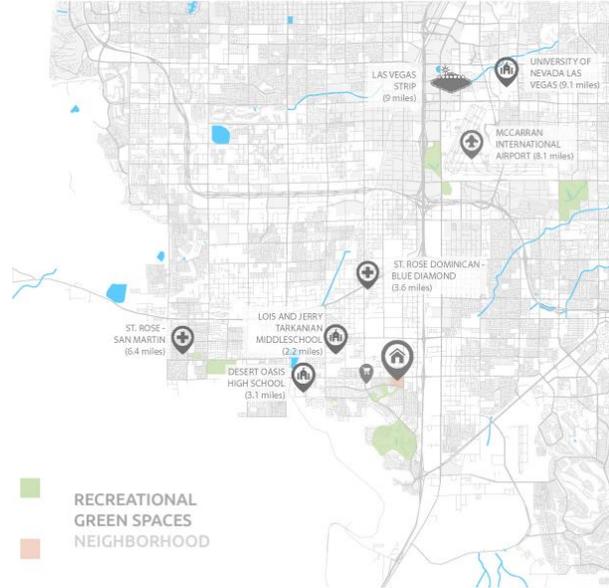
SPACE PLANNING AND WAYFINDING

- Spatial proximity between entrances, bathrooms, bedrooms, and storage spaces is ideal for aging in place. [2]
- Ensure that spaces are well-integrated and have access to important facilities. [4]
- Doors and circulation paths should accommodate people of varying levels of mobility. [6,7]
- Views to the exterior can aid in self-localization. [4]
- Corridors with excessive turns can cause confusing and difficult wayfinding. [4]

AGING IN PLACE

- Allowing seniors to stay in their homes has a sizeable impact on their health and wellbeing. [7,8]
- Aging in place allows seniors to stay near close friends, family ,and known environments. [4,7,8]
- Bathrooms are common spaces requiring design interventions to accommodate aging in place. [7]
- Showers should have textured/non-slip flooring and grab bars. [7]

DAYLIGHTING

- Age-related macular degeneration and other common visual impairments contribute to diminished color perception in the elderly [5,6,7]
- Daylighting has a positive impact on productivity, circadian rhythms, and cognitive health. [3,5]

DESIGN THEORIES/HYPOTHESES

MULTI-GENERATIONAL LIVING

RECIPROCAL DETERMINISM

Behavior modeling, environmental design, psychological processes have a reciprocal relationship. [8,9]

- Promote positive interactions and bonding within the home.
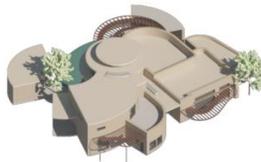 - The main living area is centralized, and an open concept is used for all the gathering spaces.
  - The gathering spaces are rounded with seating oriented to promote dynamic interaction.

AGING IN PLACE

SALUTOGENESIS

Promote health and wellness through an improved sense of coherence and decreased environmental sources of stress. [10]

- COMPREHENSIBILITY
  - decreased number of turns at egress points improves visibility and self-orientation
  - open space planning and a see-through fireplace helps for visualization throughout the main living area
  - use of large windows to aid in self-localization
- MANAGEABILITY
  - increased accessibility
    - increased doorway and circulation clearances
    - decreased distances between bedrooms, bathrooms, and storage spaces
- MEANINGFULNESS
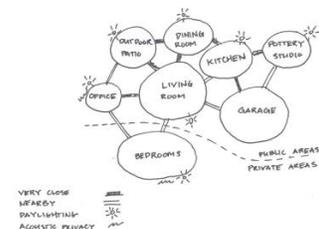 - encouraging interaction and socialization by centralizing gathering spaces

BIOPHILIA HYPOTHESIS

Humanity's genetic need to be amongst other living things. [8]

- Provide opportunities for indoor/outdoor integration.
  - Two large glazed sliding doors allow for integration with the outside in.
  - Windows are oriented towards views of the landscape.

ISOMETRIC VIEWS

SOUTHWEST

NORTHEAST

NORTHWEST

CRITERIA MATRIX

Public ○
Private ●
Very Close ●
Nearby ●
Distant ⊗

	ROOM/AREA	SQUARE FOOTAGE	PRIVATE/PUBLIC	DAYLIGHT	PLUMBING	SPECIAL EQUIPMENT	ACCESSIBLE	ACOUSTIC PRIVACY	SPECIAL CONSIDERATIONS
1.	ENTRYWAY	495 ft²	○	Y	N	N	Y	N	Requires enclosed storage space and mirror.
2.	LIVING AREA	804 ft²	○	Y	N	N	Y	Y	Requires accessible furniture.
3.	DINING AREA	455 ft²	○	Y	N	N	Y	Y	Should include a large dining table, fireplace
4.	KITCHEN	374 ft²	○	Y	Y	Y	Y	U	Custom island with integrated trolley and folding seat.
5.	DIRTY KITCHEN	214 ft²	●	Y	Y	Y	Y	N	Ample storage spaces, messy cooking area, exterior ventilation.
6.	OUTDOOR PATIO	1511 ft²	○	Y	Y	Y	Y	N	Should include an outdoor cooking area.
7.	GARAGE	1092 ft²	●	Y	N	N	Y	N	Should accomodate at least 2 cars.
8.	POTTERY STUDIO	511 ft²	○	Y	Y	Y	Y	Y	Should be expandable, include kiln, refrigeration, turning wheel, and supply/tool storage.
9.	WINE CELLAR	.94 ft²	○	N	N	Y	N	Y	Must be temperature controlled with UV resistant glazing.
10.	OFFICE	572 ft²	○	Y	N	Y	Y	Y	Include artifact collection storage, light and sound control and halfbath.
11.	GAMING AREA	230 ft²	○	Y	N	N	Y	Y	Should include storage space for games, must accomodate 6+ people.
12.	LAUNDRY/MUD ROOM	66 ft² +	○	U	Y	Y	Y	U	Should include integrated, accessible folding and ironing spaces.
13.	HALF BATHROOM	71 ft²	●	U	Y	N	Y	Y	Include grab bars, clearance space below sink, turning space.
14.	MASTER SUITE	869 ft²	●	Y	Y	N	Y	Y	Must include walk-in closet, luxurious en-suite.
15.	GRANDPARENT'S SUITE	641 ft²	●	Y	Y	N	Y	Y	Must include accessible bathroom, kitchenette, seating space and desk.
16.	HERBERT'S SUITE	429 ft²	●	Y	Y	N	U	Y	Must be especially sound proofed to allow for practicing music.
17.	EMILY'S SUITE	442 ft²	●	Y	Y	N	U	Y	Must include storage space for toys and puppets.

NET FLOOR AREA: 8310 ft²
GROSS FLOOR AREA: 8586 ft²

PROBLEM STATEMENT

The major problems for the project concern **visibility**, **flexibility**, and the promotion of an **active lifestyle**. Since the clients plan to age in place and host their parents for long periods of time, opportunities for monitoring and checking on the elderly should be provided while also allowing them privacy. Since the clients are considering aging into their home, the home should be adaptable to provide possible future supplemental income for after the clients retire. Lastly, since the clients seek to have a more active lifestyle, the home should promote mobility without reducing efficiency and hindering wayfinding.

BUBBLE DIAGRAM

WEST ELEVATION | SC: 3/32" = 1'-0"

EAST ELEVATION | SC: 3/32" = 1'-0"

OUTDOOR COOKING AREA

POTTERY STUDIO

WINE STORAGE

DIRTY KITCHEN

OUTDOOR PATIO

GARAGE

DINING AREA

KITCHEN

HALF BATH

LAUNDRY

LIVING ROOM

ENTRY

NATURAL POOL

PACKAGE DROP BOX

Laundry off of garage

GAMING AREA

GRANDPARENT'S SUITE

Accessible doorways

STORAGE

OFFICE

WALK-IN CLOSET

Future elevator location

ARTIFACT STORAGE

MASTER SUITE

RAISED GARDEN

SHADED GARDENING SHED

Grandparent's suite parking access

N

Raised garden beds and a natural pools allows for closeness with nature.

Carpet inlay
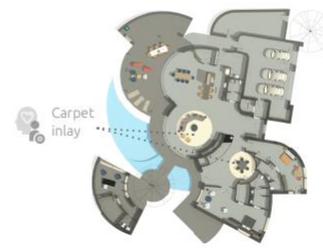
RECIPROCAL DETERMINISM
The kitchen, living room, and gaming area are all located within curved and rounded forms. The seating arranged around rounded tables promotes dynamic interaction and provides the flexibility to accommodate more people. [11]

FLEXIBILITY
The grandparent's suite can easily be converted into a rentable room and serve as a source of income in the future.

VISIBILITY
The office can be seen from both the master suite and the living area, providing both the opportunity for Graham to see into the living spaces and an opportunity for monitoring by other family members as Graham ages.

A mudroom/laundry room next to the garage provides Mariana with a place to change out of her scrubs to limit contamination of the rest of the home.

OPEN TO BELOW

BALCONY

LOUNGE SPACE

EMILY'S SUITE

HERBERT'S SUITE

N
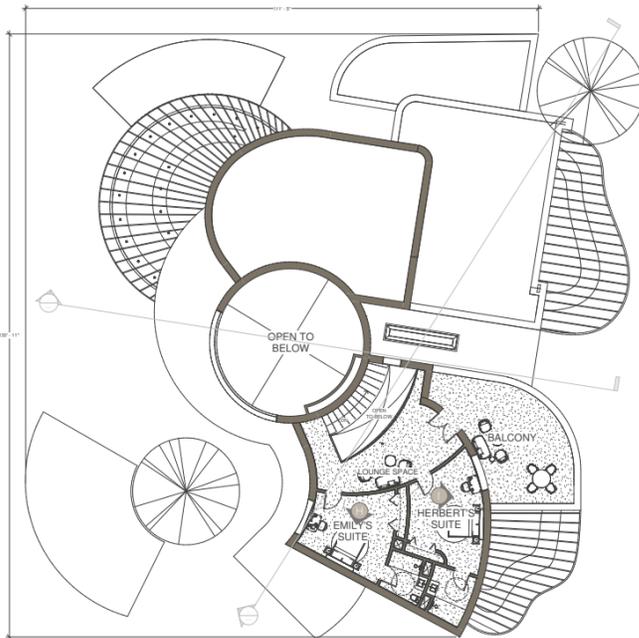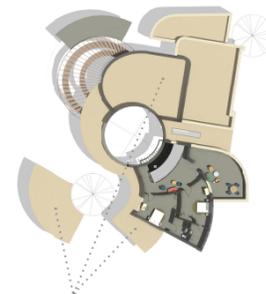
Light colored, low-sloped roofing

LEGEND

COMPREHENSIBILITY

MANAGEABILITY

MEANINGFULNESS

BIOPHILIA

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Leaven. Strenghthening Community by Breaking Bread

Savannah Kruzner, Savannah College of Art and Design

Abstract

Leaven is my undergraduate senior thesis. The design process began by first identifying a problem and then using the lens of design to try and make a space that could remedy the problem within an existing building. Very early in the project I had the opportunity to speak with Paula Kreissler, executive director of Healthy Savannah- a non-profit organization that focuses on the community health of residents in Chatham County. She brought to my attention that Georgia is one of the leading states in chronic diseases due to poor health and emphasized that this is especially amplified in marginalized communities. With the poverty level of Savannah being at nearly 23% there was a demographic here that needed access and education to healthy food. Through research, I found that in case studies, increased self-sufficiency leads to stronger communities and empowered individuals. To make this actionable I turned to two physiological theories: Maslow's Theory of Motivation and Third Place Theory. Maslow's Theory of Motivation supposes that in order to satisfy increasingly complex needs, basic needs must be met and serve as a foundation first. If the local community had reliable access to their physiological needs such as sustenance then their chances of achieving things such as belongingness, esteem and self-satisfaction were far more likely. The Third Place Theory puts forth that we have three primary places in our lives: the home

(1st place, or the one where we spend the most time), work (2nd place) and 3rd places defined as informal meeting spaces that serve to satisfy human social needs. It's common especially in our modern world that 3rd places fall by the wayside. An individual who engages in a 3rd place is regularly interacting with the community. They are less likely to feel lonely or isolated and more likely to feel safe and have a stronger sense of place. Leaven is designed to fulfill this role of 3rd place. The downtown historic building that was chosen as the site for the project was at the perfect location to be accessible to a wide variety of Savannahians, had ample land for community gardens and it's history is strongly rooted in local culture. It was apparent, in the wake of a global pandemic, the desire and need for this type of project was in the forefront of local minds after a conducted survey. With all of the elements needed and a strong foundation of research, the design proper could get underway. After evolving a well rounded program I focused on 12 key spaces; A Tool Rental Space, Classroom, Seed Library, Cookbook Library, Market, Atrium, Living Room, Cafe Communal Chef's Table, Learning Kitchen, Nutrition Museum and Rooftop Bar. The project was fully flushed out with Construction Documents, FFE, budget calculation and in accordance with WELL building standards and ADA requirements. The result is the design for Leaven, a food empowerment center with the goal of serving the needs of its community, celebrating local culture and improving the wellbeing of Savannah.

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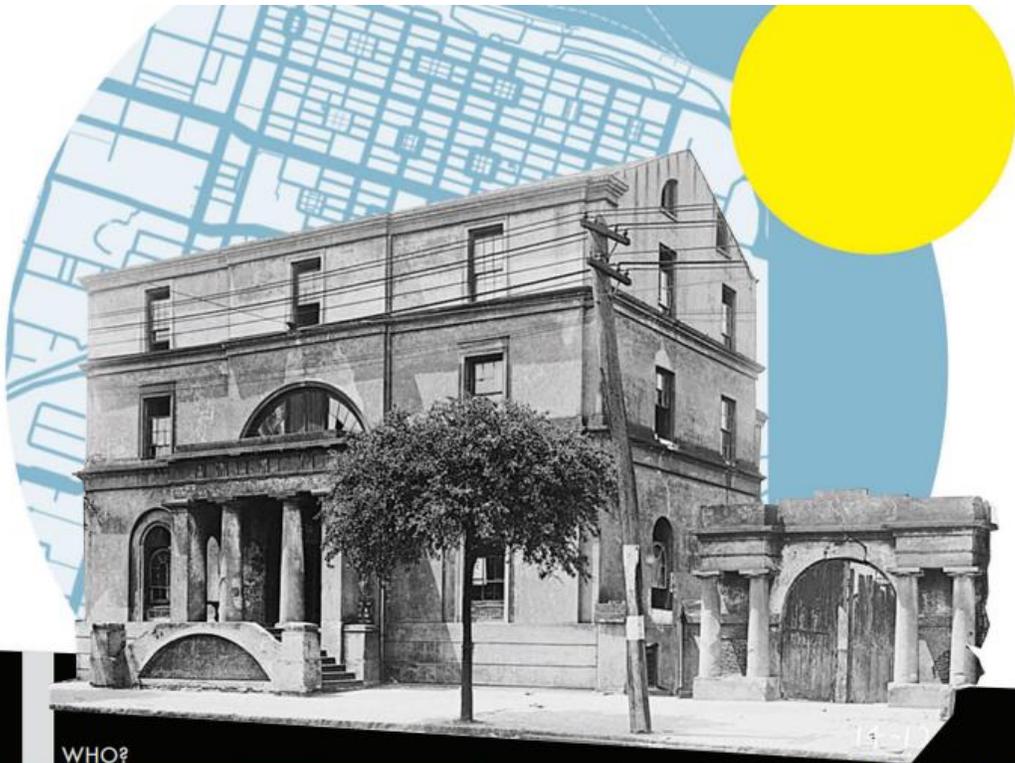
WHO?

The project provides an unequivocally equitable space for locals to access resources and amenities.

WHAT?

Leaven aims to bolster community ties, enhance individual self-sufficiency and celebrate local culture through providing education and the tools necessary to improve community health.

WHEN?

Now, in the wake of a global pandemic as we begin to define our "new normal".

41 Martin Luther King Jr Blvd
Savannah, GA 31401

WHY?

Informal meeting spaces serve a vital function in the wellbeing of a neighborhood. Leaven is a neutral ground in which relationships can form, loneliness + isolation are mitigated and the community can take pride in local culture.

WHERE?

GA is a leader in chronic disease due to poor health. These facts are amplified in marginalized communities. When the basic needs of community individuals are met, the community as a whole experiences the benefits.

Rooftop Bar

At the pinnacle of the center is a rooftop social space with an herb focused cocktail bar and views of the Savannah River and Talmadge Bridge. The rooftop celebrates a sense of place and pride in the cultural identity of downtown Savannah.

Event Space
Commercial Kitchen

Rooftop Bar

Learning Kitchen

Learning Kitchen gives the opportunity for users to cook hands on through classes to build skills preparing healthy food.

Cooking stations are designed to mimic residential kitchen attributes so that skills acquired are easily implemented at home.

Nutrition Library
The Communal Table

The Communal Table provides a Chef's Table experience by evening and cooking demonstration theatre by day. Food is prepared ceremonially to maximize transparency in the cooking process for dinners who experience the space around a single large counter.

The Communal Table

Market

The market with a "cut your own herb wall" sells primarily produce grown in the center's garden and from local farmers. Along side products is nutrition information and methods of preparation. Cool colors motivate shoppers to explore the space and make selections mindfully.

Seed Library

This space provides users with access to seeds and any information they may need to cultivate them with local growing conditions in mind.

This provides the opportunity for community members to acquire skills and tools to work toward healthier lifestyles and self sufficiency.

Cookbook Library

This library is for exchange of recipes. Selections include books that reflect and celebrate local culture, books that cater to specific diets and a variety of formats for accessible use. Annually the center will produce a cookbook of recipes compiled from community members.

Seed Library   **Cook Book Library**

Office Suite . Volunteer Lounge
Tool Rental

The tool rental encourages reoccurring social reactions to rent, learn and return gardening tools. Users are provided with the necessary means to have more autonomy over their health with resources, education and a supportive community atmosphere.

Garden Classroom

One of the most family friendly spaces, the classroom provides a casual theatre for presentations and entertainment as well as a child play area with miniature kitchen and felt garden box. Wall space aims to celebrate members the community and their involvement with the center.

Tool Rental   **Garden Classroom**

B ▶   1 ▶   2 ▶   3 ▶

Learning Kitchen

Atrium

Market

Shaping Socialization: Strenghtening Bonds Between Middle School Students

Alana Houston, Florida State Univeristy

Abstract

A national emergency is how major pediatric groups characterize children's mental health (Strauss, 2021). Given the magnitude of this issue, this study looks to answer, how can informal social spaces in a middle school encourage meaningful interactions to increase social support levels in students from low socioeconomic backgrounds? Adolescence, the developmental years between childhood and adulthood, is a difficult time for many people, leaving many children feeling confused and vulnerable. Early adolescence is the liminal stage of these developmental years and is marked by the onset of momentous biological, psychological, and social changes (typically occurring between ages 10-15) (Arain et al., 2013).   During early adolescence, children's sense of identity becomes strongly influenced by their peers (Strauss, 2021). This coupled with the heightened need for belonging can increase susceptibility to peer pressure and drug and alcohol experimentation (Arain et al., 2013). Low socioeconomic status (SES) further complicates this developmental stage. Differences in SES have been found to affect emotional regulation, behavioral function, social relationships, and self-perceptions (Bukowski et al., 2020). Early adolescents spend most of their time inside a middle school building, making this environment impactful on adolescent development.

Jacquelynne Eccles and co-authors hypothesize that mismatches between the developmental needs of adolescents and the opportunities afforded to them by their environments result in negative psychological and social changes (Wang & Hofkens, 2020). Most middle schools are not set up to support adolescent needs, and students have little time to interact with peers or faculty (Wang & Hofkens, 2020). In turn, students have fewer opportunities for decision-making, exploration, and self-management (Wang & Hofkens, 2020). Furthermore, the lack of interactions and opportunities for relationship building prevents students from satisfying their increased need for a sense of belonging (Wang & Hofkens, 2020). COVID-19 has only compounded the challenges young people face. The pandemic has led to increased difficulties with virtual school, depriving students of socialization. When returning to school, adolescents have had to navigate masks and social distancing alongside typical middle school situations (Strauss, 2021). These issues can reduce students' resilience. Factors that have been found to promote resiliency are tied to social support or an individual's perception of support from their social network (Malecki & Demary, 2002). Higher perceived levels of social support have also been found to have positive outcomes for children of divorce, children with learning disabilities, and disadvantaged children (Malecki & Demary, 2002). This presentation will share a mixed method study that has been designed to explore how school spaces can bolster social support amongst early adolescents. First, 7 students from a school that serves majority economically disadvantaged students will be surveyed with an existing scale that measures levels of social support. They will then answer questions about where they interact most with others in their school, and why they select different environments to

do so. Students will have the opportunity to explain their thoughts more fully in individual interviews. The data collected will be used to develop design considerations for informal social spaces in middle school.

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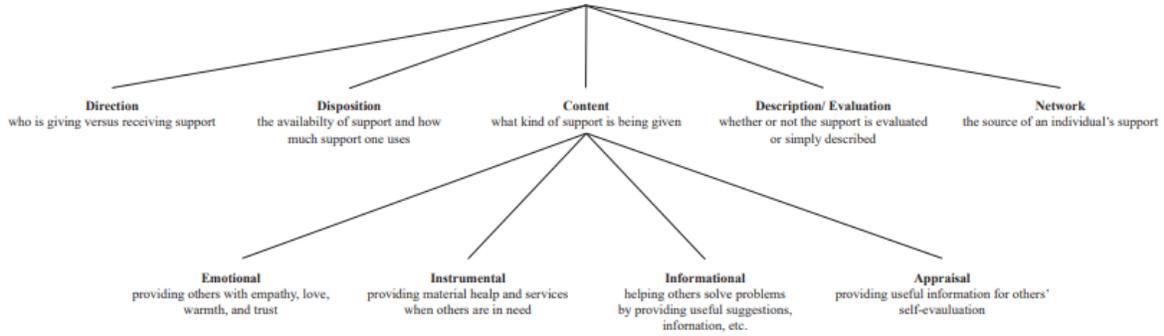
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"Sense of community is a feeling that members have a belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together."	School sense of community "refers to feeling of belonging to the school as a community, perception of emotional connection and bonds with other students, and the feeling that personal needs are satisfied through such membership."
Membership • Boundaries • Emotional safety • Sense of belonging and identification • Personal investment • Common symbol system	**Membership** • Feeling of belonging • Identification with the school • Perception of emotional safety
Shared Emotional Connection • Contact hypothesis • Quality of interaction • Closure • Shared valent event hypothesis • Investment • Effect of honor and humiliation on community members • Spiritual bond	**Emotional Connection** • Relationships and emotional bonds with other members of the school community

Influence
• Member openness to influence by community members
• Power to influence community
 	
Integration and Fulfillment of Needs
• Reinforcement
  • Status
  • Group success
  • Competence
• Shared values
• Members can meet thers' needs while meeting their own
	Opportunities
	• The perception of enjoying opportunities for satisfying needs
	• The perception of opportunities to have influence

SOCIAL SUPPORT MODEL

Definition

An individual's perceptions of general support or specific supportive behaviors (available or enacted upon) from people in their social network, which enhances their functioning and/or may buffer them from adverse outcomes.

Direction
who is giving versus receiving support

Disposition
the availabilty of support and how much support one uses

Content
what kind of support is being given

Description/ Evaluation
whether or not the support is evaluated or simply described

Network
the source of an individual's support

Emotional
providing others with empathy, love, warmth, and trust

Instrumental
providing material healp and services when others are in need

Informational
helping others solve problems by providing useful suggestions, information, etc.

Appraisal
providing useful information for others' self-evauluation

Developed by Charles Tardy as explained in Measuring perceive social support: Development of the child and adolescent social support (CASSS) (2002)
Khristine Kerres Malecki and Michelle Kilipatrick Demaray

Commonly used age definitions of specific terms of relevance for adolescence that span or overlap with the developmental periods of childhood, adolescence, and adulthood.
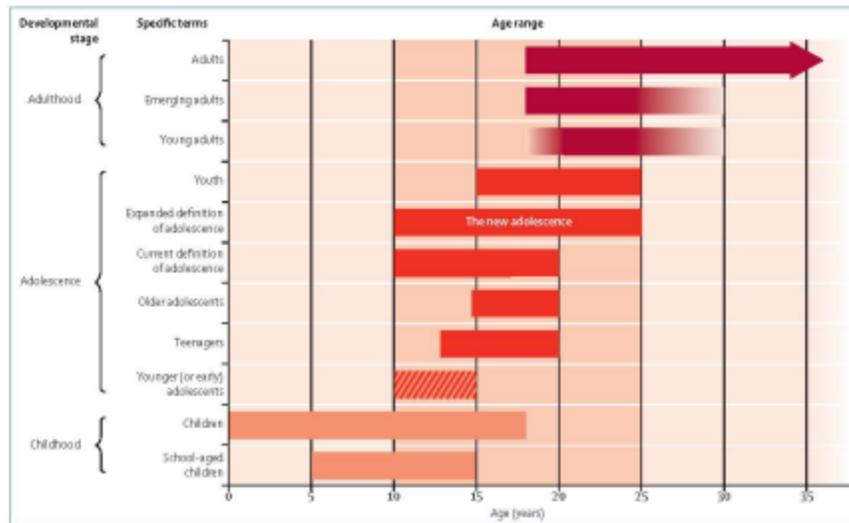
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Explorations in Empathy: An On/Off Campus Challenge

Chris Smith, Georgia Southern University

Abstract

Purpose and Rationale: The purpose of the study was to foster dialog among students around empathy for interior design clients with various limitations by allowing an experiential exercise in the context of a residential undergraduate studio. The piloted exercise was highly successful with greater than 75% students participating. Universal design principles are an important aspect to interior design education. The American Association of Retired Persons (AARP) reported that 88% of those aged 65 and older want to remain in their homes for as long as possible (i.e., aging in place) (Keenan, 2010). Incorporating evidence-based universal design research will be beneficial. Evidence-based design is the process of basing decisions about the built environment on credible research to achieve the best possible outcomes (Levin, 2008, p.8) Methodology: Research Objectives: 1. Pilot an off-campus scavenger hunt exercise from the fall 2020 semester 2. Through the continued development of an off-campus scavenger hunt questionnaire students experience various disabilities. 3. During the scavenger hunt students note challenges and limitations as they assume various persona to better empathize with the experience of navigating interior spaces. 4. Provide students with a variety of tasks at various locations off campus 5. Have

students return to class and share their findings. 6. Through ongoing reflective teaching, evaluate the effectiveness of the scavenger hunt for best practice for teaching. -The researcher developed the universal design scavenger hunt questionnaire using materials from the Center for Universal Design at NC State University. The students further explored universal design principles through a universal design building analysis evaluating a building's interior spaces. Students were assigned a building off campus and completed a multi-page universal design questionnaire. Aspects examined included various aspects of universal design such as clarity, inclusiveness, safety, comfort, choice, and accessibility culminating with a graphic, written, and verbal presentation of findings. Students were assessed on their knowledge through a quiz on universal design principles. Ultimately students synthesized their knowledge of universal design principles in a final course project focusing on a multi-family, multi-generational residence incorporating aging in place, accessibility, and theories on restorative environments. Findings: Students who participated in the scavenger hunt earned higher scores when tested over universal design principles. Students who participated provided regular, timely, critical feedback during desk critiques which facilitated student success. An example of a student comment includes, I feel I am better able to empathize with the daily limitations of clients in their homes. Challenges of the scavenger hunt included student level of engagement, site access, and access to equipment. Conclusions and Implications: Experiential learning activities for college students are possible, attainable, and successful. This exercise provided students with an opportunity to experience a variety of physical user limitations. The research ensured students were afforded opportunities to experience, document, and discuss multiple

limitations at various environments. The exercise will be implemented into curricular

offering within the interior design program.

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Explorations in Empathy: an on/off-campus challenge

Project Statement:

The goal of this project is to promote a deeper empathy in students and understanding of daily life of users with various disabilities and limitations. Each student will be assigned an initial physical limitation and must complete the following tasks with said limitation- try to not break character. Students will travel around various locations on/off-campus as a group completing the tasks of the scavenger hunt. At each stop, please pause to allow your classmates to switch personas with you. This will allow you each to directly experience a full range of challenges inherent in each limitation. **Document** your challenges on the back of this page as well as with selfies.

Project Outline:

Persona:

Limitations may include the following:

- Physical mobility limitation *(use wheelchair/scooter where available)*
- Limited/impaired vision *(close one eye)*
- Baby stroller *(use childe stroller "add on" extension where available)*
- Limited range of motion *(both with non-dominant hand and no arms-place hand in shirt/coat)*
- Sensory impairment *(use gloves/tape hands)*

Tasks:
1. Visit local fast-food restaurant or Dining area on campus of choice
    a. wash hands in restroom
    b. go to order counter and ask for a cup of ice
2. Visit local library or library on campus
    a. Each student must look up one physical book on the library computer and then go get it from the shelf
    b. Each student must check out one book from the library help desk (any book)
3. Visit local coffee shop or grocery store
    a. Everyone go inside and take your picture with a classmate
4. Go shopping at a local clothing boutique or large retailer such as Belk/Wal-Mart
    a. select an article of clothing to try on and go to dressing room in persona
5. Go to local visitor center or Museum on campus and everyone collect a piece of literature
6. **Return to local fast-food restaurant or Dining Area you started at and discuss your findings**

Physical Mobility Limitation 	Restroom: Library: Coffee Shop: Boutique: Visitor Center:
Limited/impaired vision 	Restroom: Library: Coffee Shop: Boutique: Visitor Center:
Baby stroller 	Restroom: Library: Coffee Shop: Boutique: Visitor Center:
Limited range of motion (explore this with using non-dominate hand + missing arms/hands) 	Restroom: Library: Coffee Shop: Boutique: Visitor Center:
Sensory Impairment 	Restroom: Library: Coffee Shop: Boutique:

Opportunity to Adjust the Sails of a Researched Based Capstone Project: Divide and Conquer

Shelby Hicks, Western Carolina University

Abstract

For every new semester and CIDA standards revision comes the opportunity to adjust the sails of the interior design program's curriculum, course content, planning and the assessment of student outcomes. The interior design programs current Capstone project includes a research component in the form of a literature review. The challenge currently, is both the research and capstone project 5-8,000 sq ft occupancy of student choice, are in the same 15-week semester. Although literature review has been acceptable there is an opportunity to improve. The decision to create a new course, Senior Research for Interior Design, as a preparatory research course the fall semester prior to the Spring Capstone Project was made. The interior design faculty researcher will take this opportunity to evaluate the outcomes using a rubric designed to focus on the quality and depth of the literature review and the appropriate concepts to be implemented within the capstone project, the following spring semester. This same rubric will be used to evaluate previous literature reviews from the past semester, in the combined research/project course, to compare the student outcomes. This poster presentation will discuss research on course development, research practices and

approaches, and outcome evaluation methods. Course content, schedules,

assignments, and rubrics will also be included to assist in the viewers understanding of

the research process the students have undertaken. Partial student work will be

presented at the time of the Regional Conference. Viewer's feedback and suggestions

will be welcome, as it is a work in progress.

References

No references listed.

INTERIOR DESIGN
IDES 453 Research Methods for Interior Designers
***Your professor reserves the right to alter or change due dates and projects. Students must adhere to due dates and be in attendance to know if due dates change.

Week	Day	Month	Date	Pre-Design Research	Lecture/Discussion/ Topic	Reading	Project/ PwPt	Assignment	Assignment Points	Assignment Due date
1	W	8	24		Capstone Project and Senior research overview. Project Exploration	Part 1 Chapter 1-3	Research Interior Design and the why?	1. Project type, occupancy, location, mission	100	8/26
1	F	8	26		**Case Study** Project Selection Due. First Project Statement Due. List of research resources due. Client and User Profiles Review, Assigned.	Chapter 1-3	Case study 101	1. case studies	100	9/2
2	W	8	31	Pre-Design Research	Review case studies (redline) Studio research	Part 2 Chapter 3-5				
2	F	9	2		Case studies due	Part 2 Chapter 3-5				

3	W	9	7		**Interviews/Site visits** **Develop questions** **site visit assessment** **Choosing your** **professional advisor**	Part 3 Chapter 6-10	Interview and site visits	1.	Interviews site visits Presentation of research to date Choosing your professional advisor	9/16 9/16
3	F	9	9		Field work	Part 3 Chapter 6-10				
4	W	9	14		Field work					
4	F	9	16		**Presentation of research to date**					
5	W	9	21		**Precedent studies**		Precedent studies			9/30
5	F	9	23		Studio research					
6	W	9	28		Studio research					
6	F	9	30		**Precedent studies due**					
7	W	10	5		Lit review & Interior Design Theory	Lit Review (Groat Wang)	Lit review and design theory		Literature review outline	10/12
7	F	10	7		Studio research					
8	W	10	12		Lit review outline				Literature draft	10/26
8	F	10	14		Studio research					
9	W	10	19		**FALL BREAK**					
9	F	10	21		**FALL BREAK**					
10	W	10	26		**Lit review draft**				Lit review final	11/18

10	F	10	28		Studio research **Last day to W**					
11	W	11	2		Studio research					
11	F	11	4		Studio research					
12	W	11	9		Studio research					
12	F	11	11		Studio research					
13	W	11	16		Studio research					
13	F	11	18		Final literature review due					
14	W	11	23		**Thanksgiving**					
14	F	11	25		**Thanksgiving**					

15	W	11	30		**Programming Begins** Client and User Profile Areas of Design: Functional Needs/Requirements including Spatial Requirements and Adjacencies Functional Needs/Requirements Codes Statements, Sustainability Statement, Special Topic Revised Project Statement Due. Special Topics, Final Document Review, Client Goals Review, Existing Conditions for Spring Review. Client Goals Final Programming Document with Project Statement Review	Programming Chapters 1-3 (Botti-Salitsky)	Program ming (putting it all together)		Programmin g draft Research binder	12/TBD 12/TBD
15	F	12	2		Studio research					
16	W	12	7		Studio research					
16	F	12	9		Studio research					
					Final research and draft Programming Document with					