

Dar Al Uloom University
College of Architecture and Digital Design
INTERIOR DESIGN PROGRAM

HANDBOOK
FOR
TEACHING
STRATEGIES

جامعة دار العلوم
Dar Al Uloom University
لعلوم البنائيات والخط
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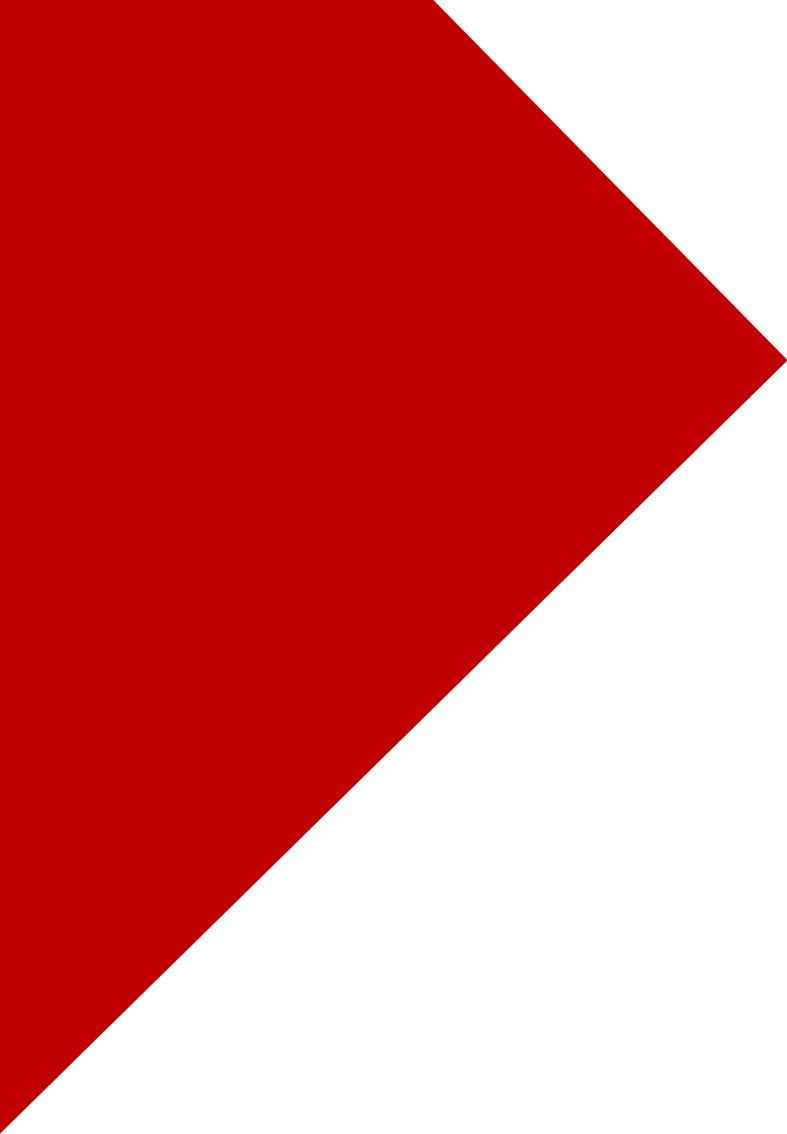


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INTRODUCTION:

The teaching staff of Interior Design Department at DAU are adapting to the changing needs in the design world. The teaching staff is committed to make learning environments more interactive, integrate technology into the learning experience, and use collaborative learning strategies when appropriate. When deciding on the incorporation of teaching methods in their teaching, instructors first reflect on the learning outcomes they would like their students to achieve.

Learning outcomes dictate the selection of teaching methods. Staff members assess the nature of the classroom, whether it is a Design studio, Practical lab or Theory course. In one class, interactive lecture might be appropriate, while in another class, small group learning activities, discussion, or active learning strategies methods might be more effective.

Regardless of the teaching activity or strategy selected, instructors in the Interior Design Department strategically think through the purpose and goals of using that particular approach to deliver the highest quality of education to the students at DAU.

At DAU, we believe that the way teachers design curriculum, and facilitate learning inside and outside the classroom has a powerful effect on student motivation and the approaches they adopt to learning

It is important to note that the literature states that students learn and achieve when competent teachers use well-organized instructional strategies, a variety of methods and tools, and use them effectively.

Teaching philosophy of the program

Students have different modes of learning. The program uses diversified methods of teaching to enhance students' learning. The aim is to empower learners, not to restrict them to one modality of learning.

Modern teaching tools used in the program incorporate audio-visual techniques that influence the interest and memory of students.

The philosophy of teaching in the Interior Design program encourages students to learn by arousing curiosity, which enables students to continue self-learning for life. Research has shown that being good at self-learning, means increased ability to develop other skills that the students need to employ in order to learn. The studio culture in design studios revolves around the same philosophy, which aims at instilling in students a passion for design thereon creating successful graduates who are independent thinkers and emerging leaders in the field of Interior Design.

DESIGN STUDIOS:

Studio based learning is the center of Interior Design at DAU. In design studios students gain a broad range of insight concerning the synthesis of history/theory, design, technology and best building practices specific to the education of an interior designer. From one semester to the next, these skills are rigorously tested.

In Design Studios, the primary guiding principles concerning collaborative teamwork, and ethical conduct essential to the profession, are honed and practiced. Research, analysis, interpretation and criticism represent the developmental phases that come together as a holistic project, a larger commitment to the integration of cultural, design, and professional considerations.



The Following Teaching Strategies Enhance the Approach of Holistic Design:

- 1. Case Study Analysis:** Instructors believe that in our data-rich age, understanding how to analyze and extract true meaning from the digital insights available is one of the primary drivers of success. Analysis of case studies is an effective method for problem solving in design studios. A good case study has sufficient detail to necessitate research and stimulate analysis from a variety of viewpoints or perspectives. Students actively engage with the materials, discovering underlying issues, dilemmas and conflict scenarios.
- 2. Field Trips:** Field trips are an integral part of teaching and learning strategy. Although planning and organizing a successful field trip involves a great deal of preparation, instructors go out of the way to organize field trips to benefit students. They are used as a valuable tool in making learning more engaging and provide unique opportunities for learning certain concepts, including design standards by putting them into a more realistic and relevant context. Students have shown a significant increase in factual knowledge and conceptual understanding after participation in a well-designed field trip.
- 3. Brainstorming:** Brainstorming is a large or small group activity that is an integral part of all design studios. It encourages students to focus on a topic and contribute to the free flow of ideas. By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness. The main purpose of brainstorming is to:
 1. Focus students' attention on a particular topic
 2. Generate a quantity of ideas
 3. Teach acceptance and respect for individual differences
 4. Encourage learners to take risks in sharing their ideas and opinions
 5. Demonstrate to students that their knowledge and their language abilities are valued and accepted
 6. Introduce the practice of idea collection prior to beginning tasks such as designing or solving problems
 7. Provide opportunity for students to share ideas and expand their existing knowledge by building on each other's contributions.

4. **Sketching:** Sketching is one of the main approaches used in design studios to communicate a design. It encourages students to present potential ideas and solutions in many design phases (i.e., conception, abstraction and visualization).

Instructors use it as an effective tool to capture fleeting ideas, record new ideas, and evaluate generated design ideas. Students find concept sketches a powerful way to process concepts and convey them to others.



5. **Problem Based Learning:** Realistic design focuses on the characteristics of real projects and these projects influence the learning situation in a design studio. Instructors help students deal with design constraints, which emphasizes the importance of authentic learning in design studios. Working on site also provides students with the opportunity to apply learning processes to real-life context.
6. **One on One Desk Critique:** The desk critique involves an active fifteen to twenty minute one on one dialogue between the student and studio instructor, which acts as a twice-weekly form of critical feedback on both the student's process and product surrounding the design problem. During the desk critique, the studio instructor reviews the student's progress in solving the design problem by reviewing the student's preliminary sketches, two and three dimensional drawings, detail drawings, and physical study models. The final choice of the appropriate representation of the solution is up to the student depending on their level of skill and knowledge.
7. **Expert Critique (Internal Jury):** It is the most common form of critique sessions used in IDE dept.at DAU. Group of students from each level take part in a criticism by two or more instructors. Usually students will present their work in front of their instructors and peers and receive feedback, which can be from instructors only. These critics are held twice during the semester. Students can see that teachers have variety of perspectives and can have apparently contradictory positions and show

disagreement between teachers in critique. This is important since this shows there is not just one true way. Positive criticism and feedback from instructors help students improve their design project to achieve a level of perfection by the end of each semester.

8. Public Critique (External Jury): At senior studio level, professionals from industry or other departments are invited to be a part of the critiques panel. Students gain from external experience, external perspective and feedback.

9. Physical Modeling: Model making is used as a design communication method in design studios during the final representation phase. However, Instructors are also trying to use physical models during the form creation phase of conceptual design.



10. Interdisciplinary Collaboration: We now recognize collaboration as being important to creativity in a professional context, and see creativity as being enacted and valued as much in a particular disciplinary context as in an interdisciplinary one. Integration of theoretical courses and design studios allow students to apply theoretical knowledge to solve design problems successfully.

11. Participating in Design Competitions: Instructors in the IDE department are relentlessly encouraging students to push the boundaries of their creativity. Competitions are a chance to experiment with new tools and new concepts in design. Students get a chance to build their portfolio and win recognition not only in the interior design community, but also by potential future employers. Some Competitions are community oriented providing students with opportunities to serve communities.



THEORETICAL COURSES:

Interior design is a strong comprehensive discipline, as well as a cross subject. It involves many fields, such as art, aesthetics, architecture, and materials science. In theoretical courses, the course instructor introduces specific topics to develop the students' knowledge and understanding, through use of presentation, handouts, video material and other modern tools. Additionally, the instructors are keen to encourage the students' participation in class discussion, raise questions, and take an active role to enhance their learning.

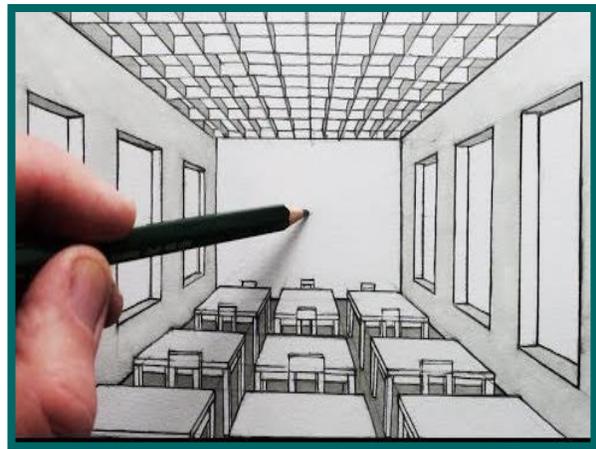
- 1. Interactive Lecturing:** Interactive lecturing is a process for combining engaging lecture segments with selected active learning methods. This form simultaneously accounts for both what the instructor does to teach and what the students do to learn. Instructors focus on uniting and blending lectures and active learning into a seamless whole. Instructors, who want or need to lecture but also aim to do more than transmit information, use this teaching strategy in theory courses. It allows instructors to help students engage in a structured and supportive learning environment that ensures they are active participants before, during, and after the lecture.
- 2. Community Oriented Learning:** This method of learning is unique in its imperative to balance the educational needs of students with the practical needs of the community. For this to happen, instructors create awareness so that community entities be involved in identifying their own needs and in working with students to establish approaches that will address these needs most effectively. In designing a community orientated learning experience, instructors consider the way work and course content relate. What are the students likely to learn from their experience? How are they likely to learn this? Participating in local competitions is also a great community-oriented learning experience, the IDE program encourages students to participate. Creating a challenging, purposeful process behind the competition task is usually a good motivator. Competitions that highlight the process and purpose driven challenges behind the competition, (to solve community problems) increase student intrinsic motivation for the challenge they are faced with, which nurtures the learning process.

3. **Multi-media Learning:** Instructors make a list of questions based on the lecture. Students reinforce the concepts taught during the lecture through extended research.
4. **Field Trips:** This learning method aims to expose the students to the real life practice of the study discipline outside the university campus. Students in specific courses or from various courses are taken to visit design offices, buildings where interior design projects are undertaken, public and private spaces, exhibitions, etc. Students are prepared for the field visit and during the site visit; they observe and note the real life cases, professional working conditions and user behaviors, which form a base for further discussion during and after conducting the field visit.
5. **Guest Speaker:** In some courses, an external speaker from the industry or the academia is invited to present on his/her area of interest, which convey new experience and support the students to expand their knowledge and understanding.
6. **Audio & Video Tools:** Using audio-visual materials to supplement textbooks during teaching sessions is an integral part of teaching and learning. These can be models, filmstrips, movies, pictures, info graphics or other mind mapping and brain mapping tools. Such tools help their imagination thrive and grow. These methods not only develop their ability to listen but also help them understand the concepts better.
7. **Use Real-World Problems:** Problem-based learning using open-ended questions can be very engaging in certain courses. Instructors take inspiration from real everyday problems rather than spending a lot of time designing an artificial scenario. Real world problems facilitate project-based learning and often have the right scope for collaborative learning.

PRACTICAL COURSES:

Under the supervision, of course instructor and/or workshop technician, the students work on giving practical tasks and their design models to develop and enhance the application skills and competences that are required in the field of interior design. Workshops tasks provide opportunities to have hands-on experience of different materials, tools and machines, where the students work as individuals or in groups to be familiar and experienced in the production of interior design elements and projects.

- 1. Demonstration:** Demonstration method is a visual approach to examining information, ideas and processes. This teaching method allows students to see the teacher actively engaged as a learner and a model rather than merely telling them, what they need to know. In this method of teaching, the instructor performs the exercise before the class and simultaneously explains what she doing. She also



asks relevant questions to maintain the interest and attention of students. The students are compelled to observe carefully because they have to describe each step of the exercise and reproduce the drawing accurately.

- 2. Environmental Teaching:** Some lessons are best learnt, when they taught outside of the classroom. Instructors organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. Students find this fresh and exciting. Without taking much effort, they learn and remember what is taught inside the classroom.



3. Incorporate and integrate art, local crafts, and culture:

Instructors want students to achieve learning outcomes within a course. Many courses in Interior design focus greatly on psychomotor skills. Since most arts and crafts activities consist of moving fingers and hands, they help in developing fine motor skills. Moreover, they develop an appreciation of and engagement in art, craft and design as critical consumers and audiences and an understanding of its role in the creative and cultural industries that shape and enrich their lives.

Through these opportunities they learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Experiences in art, craft and design enable them to reflect critically on their own and others' work. They learn to think and act as artists, makers and designers, working creatively and intelligently.

LAB COURSES:

The computer machines in the design studios and other university labs are equipped with specialized software that serve the design and architecture disciplines such as AUTOCAD, Photoshop, 3Ds Max. Students are introduced to the basic functions and applications of the software and they are guided and supervised by the course instructor to work on design drawings and representation techniques. The development of visual communication skills and competence ensures that the students are confident in developing design documentations and presenting their design project and are able to apply such software after graduation in the practice of interior design and architecture professions.

1. **Tutorials:** Tutorials typically follow up on a lecture. Instructors guide students to make connections between the tutorial and the course contents.



2. **Guided Assignments:** Instructors post step-by-step guided assignments that help students to learn all the tools and advanced functions in the program. It serves as a revision guide that prepares them to perform well during quizzes and examinations.
3. **Collaborative Learning:** Collaborative activities range from discussions and knowledge sharing to working together on a common project. Social software, such as chats, discussion forums and blogs, are used for online collaboration among learners. Collaborative project work is assigned by the instructor to facilitate collaboration among learners to perform a task. Collaborative activities can include project work and scenario-based assignments.

FEILD TRAINING:

In IDE department, Field Education is a gateway between the employer, the student, and the department. It enables our students to obtain valuable experience in actual workplace environments. Students engage in experimental learning by completing the required hours in a supervised environment to gain an in depth knowledge and expertise in the interior design realm. By the end of the training, our students are equipped with the workplace skills to compete and thrive in the industry immediately upon graduation. IDE department Field supervisors will monitor progress and measure the learning outcomes achieved by the students.

1. **Solving real world problems:** Employers will put field trainees in real world situations, which will help them, think critically and strengthen their ability to find innovative solutions.



2. **Site Visits:** Students are exposed to the real site environment where they get a chance to apply their theoretical knowledge to practical projects.



3. **Working in teams:** Students have to collaborate with interdisciplinary staff and colleagues. This helps them develop leadership skills they need to accomplish the task through teamwork.
4. **Fulfilling the logbook requirements:** Students develop work ethics and learn to take responsibility for completion of assigned tasks, which reflects in the feedback given by the employer and submission of the logbook at the end of the field training.

OFF Curricula Learning:

Off curricula activities is a key teaching strategy used to develop the overall personality of a student in the IDE department at DAU. Instructors are actively involved in organizing teaching and learning experiences that take place outside of the confines of the classroom walls, which as a result benefit the students in unimaginable ways. Instructors believe that off curricula activities foster personal and social development and create higher levels of motivation in students. Students are able to recall the course material more vividly, and have improved academic performance in the class.

1. **Guest Speaker:** In some courses, an external speaker from the industry or the academia is invited to present on his/her area of interest. This provides new experience and support for the students to expand their knowledge and understanding.
2. **Workshops:** Workshops are organized on various topics to refine and enhance the skills of students in different domains. Instructors in the IDE department go out of the way to organize these workshops because they believe that workshops complement curriculum-based learning. Moreover, certain workshops are designed for graduating students, in response to industry requirements outside the conventional undergraduate curriculum to give them hand on experience in the professional field.
3. **Special Events:** To help students meet industry expectations and to bridge the gap between academics and new age technologies and products, students get opportunity to attend conferences, exhibitions, trade fairs etc. that is pertinent to the course content or objectives. These learning experiences broaden the minds and imaginations of students exposing them to real world scenarios. Instructors give a pre-event lesson and a post-event lesson to help ensure students meet the intended learning outcomes

Distance Learning:

Technology has always been an integral part of teaching and learning in IDE department at DAU. While instructors are continuously updating course material with the latest trends and knowledge, models of delivering content are also incorporating innovative ways of making learning more engaging and enjoyable. The IDE department has been successful in keeping pace with the unpredictable real world situations without compromising on the quality of education delivered to the students.

1. **LMS:** DAU is equipped with a strong learning management system. Students submit assignments through LMS. Students are assessed and receive regular feedback. They can also access all learning resources posted by the instructors.
2. **Virtual Classes:** Instructors use Microsoft Teams software as a medium to offer virtual classes to students. It is accessible and easy to handle. Students develop other important abilities, including time management, exchanging information and ideas, written and oral communication skills while developing a strong bond with peers and instructors.