

TEACHING PORTFOLIO

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Tlad-044g-02: Collegiate Teaching
RISD / Fall 2018
Nancy Friese

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"As an architect, you design for the present, with an awareness of the past, for a future which is essentially unknown."

Norman Foster

Every time I attempt to learn something new, I use a simple mind trick: I imagine that I am acquiring new knowledge in order to teach it to someone shortly thereafter. This method shifts my attention fully to the subject at hand and seems to sharpen my focus. It helps me to analyze and organize the newly acquired material, distill the main ideas, select the most interesting supporting evidence, and think of relevant examples and possible application. A trick of the mind.

I am a passionate life-long learner and believe that the goal of any educator is to spark love of learning in her students. Growing up in (at the time) communist Poland, I spent endless hours, both at school and after classes, on memorization exercises. Reading novels by Stanislaw Lem, an acclaimed Polish science-fiction and philosophy writer, I dreamt of being able to somehow have that knowledge at my fingertips. I could not have imagined that in just a few years, my wishes would come, first with a computer, then with an iPhone. We live in a world where knowledge is easy, a touch or a click away. What is needed are passionate educators who challenge their students and inspire them to tap into that knowledge; teachers who provide students with tools to think critically and creatively, to challenge assumptions and derive independent conclusions, which are essential skills in today's information age.

The field of interior architecture requires cross-disciplinary knowledge of history, art, math, sociology, psychology and physics, to name a few. Thorough design research is a necessary component of any project, and a solid understanding of the challenge, site and context is of paramount importance. As an avid learner, I am thrilled to think of these project-related requirements, and with every design challenge, I discover new worlds and learn from new disciplines, which informs my work. Teaching in this field should focus on learning through hands-on making and experimentation, which implies that failure is – in fact – an option and an inevitable part of the process. This is how I attempt to teach my students. I plan to challenge them to test their limits, require that they use physical study-models as tools to think through design, push them to experiment, and offer encouragement if they fail. For example, in an introductory-level studio class, I would expect students to create a series of minimum ten study models during a semester, which would accompany each step of their design process. Such quick (and imperfect) spatial studies would not only help students to visualize their ideas, but also develop their making skills and – on a basic level – allow them to slow down and be in the present; an essential skill in today's fast-paced,

technology driven world. Moreover, I would ask them to disassemble each model and recycle its materials in building the consequent prototypes. This would showcase the importance of process over outcome, and stress the significance of reuse, recycling and upcycling in their practice.

To me, a successful studio class incorporates components of seminar-style learning, is heavily research-based, encourages group discussions, allows for individual reflection, and – as mentioned above – emphasizes hands-on making and experimentation. Students are guided through the design process, but they are the ones who decide on the direction. They are allowed to focus on their areas of interest and encouraged to learn about the topic from various points of view, through the lenses of different disciplines. Reading and scholarship are both essential parts of learning. My students would be required to complete weekly readings and reflect on what they learned from these readings during class discussions. They would be asked to pose a key question regarding the studied material, to be shared with their classmates, in order to encourage independent and critical inquiry.

I plan to assess my students based on their class participation, weekly pinups, and formal quizzes. I would also meet with each student on individual basis, to discuss how they evaluate their own, as well as my efforts in the class. The projects would be a combination of group and individual assignments, which the students would have to present and defend at a midterm and a final. This approach offers opportunities to all types of students, introverts and extroverts, to apply themselves and showcase their individual talents.

I have been a Teaching Assistant during my graduate program, and pursued the credited Collegiate Teaching Certification, in order to develop a truly reflective teaching approach. As a life-long learner, I grasp every opportunity to do research and acquire more knowledge to be shared with my students. For example, my most recent fellowship position at Hart Howerton Architects, has allowed me to research the topic of biophilic design, meet with industry's leading experts in the field, write and present about the subject at multiple offices of the organization. I possess over five years of professional interior design experience in New York City. During my time in New York, I was often invited to the Fashion Institute of Technology (FIT) and the Pratt Institute as a studio critic to evaluate work of both undergraduate and graduate interior design students. I found those opportunities extremely fulfilling! The students' bold ideas were refreshing and their sheer enthusiasm, infectious! Teaching is a transfer of knowledge both from the educator to the student and vice-versa. To challenge one another, to encourage deep learning and exploration, and create a safe space for trial and error, where failure is an option, that to me, is a successful teaching practice.

“We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.”

Max de Pree

Almost everyone I meet either mispronounces my first name or asks if there is a typo in the writing. My name is Ewa, pronounced EV-ah. At the age of 15, I immigrated to the United States from a small city in South East Poland, a country that during my early childhood had still been communist. My parents were from the first generation born after the war and into the communist regime. Thankfully, Poland managed to transition into a democracy, but not without much sacrifice. It was during that transition, in the late 1990's when my family decided to migrate to the United States.

I did not speak English when I moved to New York City. However, I managed to learn it within the first year upon my arrival, and have been mastering the skill ever since. I attended a very diverse public high school in Lower Manhattan, where I made friends with students from all around the world. Meeting these fascinating people, learning about their backgrounds, and hearing their unique stories was an eye-opening experience for someone from a very homogenous country. As I worked on honing my English proficiency during high school, I was often asked to tutor my peers in math and chemistry, something I enjoyed while in junior high school back in Poland. I saw these tutoring sessions as highly mutually beneficial, where I could relay the science knowledge in very simple terms (often, the only ones I knew), at the same time, be exposed to native English speakers. Subsequently, during my college years, in addition to working after school to pay for my tuition, I also volunteered at the International Center in New York City, teaching English to new immigrants. I viewed this experience as a chance to 'give back,' honoring some of the dedicated teachers who supported me in my journey as a young émigré. Thanks to those educators, who acknowledged my potential despite my language difficulties, I was able to take college-level courses while still in high school, and acquire an understanding of the higher education system in the USA, a concept very different from the public colleges in my country. These early challenges had a profound impact on shaping my character, and taught me that any obstacle can be overcome with hard work and dedication. I carried these early lessons into my university years and graduated with honors as the first university graduate in my immediate family.

During the last few years, I have worked and studied in both the United States and abroad. My initial move to the USA and the subsequent international experiences helped me to develop my interpersonal and communication skills, and made me into a compassionate individual I am today. As a professor, I plan to mentor students, especially freshmen from underprivileged and international

backgrounds. Entering a university is a stressful experience, more so for individuals from such circumstances. As the first-generation college graduate, I empathize with students who may lack role models in their families or immediate communities. Moreover, I understand how intimidating it is to be the newcomer who does not understand the culture, customs, and systems governing the new environment.

I know this country to be open and welcoming. It embraced me, allowing me to pursue my dreams and follow my passions. This spirit of acceptance will be nurtured in my classes. My students will be encouraged to acknowledge and honor each other's individuality. I will strive to create a supportive and safe environment where they will be encouraged to express themselves and freely share their ideas. The uniqueness of each person is to be respected and celebrated, because diversity is a valuable asset to be proudly shared with others, and enriches all of our lives.

IntAR-1002: What sparks your (environmentally-conscious) genius? Model-making as a design tool. (Credits) 6

This introductory studio course will expose and subsequently challenge the concept of sustainability in the built environment. Weekly seminars and guest lectures will expose students to current topics around environmentally-aware design, including cradle-to-cradle, biomimicry, passive, biophilic and regenerative design. Guest lecturers will include, amongst others, Judith Heerwagen, a pioneer in biophilic design, and Laura Briggs, a leader in passive architecture practice. At the outset of the course, students will be tasked to consider an issue that they would like to investigate, and will be encouraged to apply the learned concepts in their ongoing explorations with the aid of physical study models. A roster of possible student topics will be provided.

Physical models can serve as an investigating tool in any design practice. Typically, architects and interior architects make a physical model as a 3D representation of their final design proposal. What if we employed study models during each step of the design process? Students will use study or rough models as tools to think through ideas and learn through making. They will be required to make a minimum of ten models during the semester. Although emphasis will be placed on presentation techniques, this is not a class where we will focus on making perfect models. In fact, experimentation and failure will be encouraged. At the outset of the course, students will be exposed to traditional model-making techniques, using materials such as cardboard, chipboard, and plaster. Subsequently, students will be asked to actively think through design prompts and investigate potential solutions. In addition to model-making, this class will involve weekly lectures, assigned readings and individual research.

At the completion of the course, the students will possess hands-on model making skills, as well as an understanding of sustainable design topics, approaches and techniques. This course is open to students of all majors and is designed for those with little or no experience in physical model-making.

Estimated Material cost: \$50.00

Prerequisites: None

Course type: Elective studio

Open to Freshmen & above

Location: Main Campus

Offered: Fall Semester

IntAR-2002: Double adaptation: using found objects for model making in adaptive reuse architecture practice. (6 Credits)

Do you ever look around the architecture studio and contemplate the amount of waste created when making models? What if we could use found objects to create them? Discarded Amazon boxes, empty juice cartons, chopsticks – you name it – they could all be given a new life!

Adaptive reuse (AR) in interior architecture implies using existing structures to offer them a ‘second life’ through the introduction of new programs and functions. It is an innately sustainable practice, where structures are upcycled for new use. In this course, we will explore both historical and contemporary approaches to the practice of adaptive reuse, starting from the ancient Rome and some of its ancient AR examples, and ending in modern-day Spain and projects such as the Nieto Sobjano’s Martin Chirino Foundation or San Telmo Museum. During the first half of the semester, we will look at history, theory, materials and delve into the issues of preservation, conservation and restoration. The course will provide students with a solid understanding of the adaptive reuse practice, through weekly seminars, field trips to AR sites in Providence and Boston, and guest lectures. Our course textbook will be, *Adaptive Reuse: Extending the Lives of Buildings*, by Lilliane Wong, a leading expert in the field. Students will be required to complete weekly readings from this and other assigned texts, and reflect on their findings during group discussions.

Students will be encouraged to apply the newly gained knowledge during the second part of the semester to think through and propose an adaptive reuse intervention of a local site. The design process will be heavily making-based, and following the old idiom, “one person’s trash is another’s treasure,” students will employ mostly recyclable, recycled and/or found materials for their models. Focus on using such materials, will help students understand that all of their actions, even the smallest ones, have a greater impact on our environment. This course is open to architecture and interior architecture undergraduate students and is designed for those with solid experience in physical model-making.

Prerequisites: Architecture or Interior Architecture Studio 01

Course type: Elective studio

Open to: Juniors and above

Location: Main Campus

Offered: Spring Semester

IntAR-4005 NatuRE:engaged. Biophilic Design and Healthy learning environments. (6 Credits)

Nature Deficit Disorder (NDD) affects most children in the developed world, according to Richard Louv, author of *Last Child in the Woods*. Although not an official medical term, NDD is an idea that spending most of the time indoors – and apart from nature – negatively impacts children’s mental and physical health. Research studies show that exposure to nature (in both directed and indirect ways) improves creativity, attention, and test scores (Terrapin Bright Green.) Biophilic design is a human-centered design approach that focuses on re-establishing the vital human-nature connection, and can be used to prevent the NDD when applied in classroom settings. ¹

This graduate-level studio will expose students to the vital role interior architecture plays in influencing health and performance of building occupants. We will learn what it means to design in a sustainable human-centric way that is regenerative for both people and the environment. The course will be a deep dive into the topic of biophilic design (BD,) aiming to unpack this design approach and its elements. We will explore the subject of institutional/school design for the modern students and will look into exemplary precedents by Scandinavian designers including, RosanBosch and Verstas Architects, and will apply the newly gained knowledge to redesign of a middle-school in Providence, RI.

The semester will be divided into two parts. The initial lectures, assigned readings*, and class discussions will examine the existing BD frameworks and precedents, which will help students think critically and creatively about design solutions for optimal learning environments. A series of guest lectures and two field trips to a local middle-school will expose students to the challenges of institutional design. Experts including Bill Browning of Terrapin Bright Green, and Helena van Vliet AIA, will join us to offer their expert insights on the topic. The first half of the semester will involve a series of 4 short individual assignments. During the second half of the course, students will work in groups and will be challenged to apply the newly acquired knowledge to arrive at a wellness-oriented design proposal for an existing middle-school.

This course is open to architecture and interior architecture graduate students who are interested in exploring the subject of biophilic and institutional/school design.

**This course is heavily reading-based. Students are expected to complete assigned weekly readings and be prepared to participate in class discussions.*

Course Type: Graduate Level Elective Studio
Course type: Elective studio (Interior Architecture and Architecture majors only)
Open to: 2nd year graduate-level students
Location: Main Campus
Offered: Fall Semester

¹ Louv, Richard. 2005. *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. 1st ed. Chapel Hill, NC: Algonquin Books of Chapel Hill.

IntAR-4005 NatuRE:engaged. Biophilic Design and Healthy Learning Environments. (6 Credits)



INTAR 4005: Graduate Level
Elective Studio
Instructor: Ewa Podgórska
epodgors@risd.edu
Fall Semester
Tuesdays 10am– 4pm
Room: CIT 611
Credits: 6
Lab Fee: N/A
Open to 2nd year graduates in
Interior Architecture and
Architecture

COURSE DESCRIPTION

Nature Deficit Disorder (NDD) affects most children in the developed world, according to Richard Louv, author of *Last Child in the Woods*. Although not an official medical term, NDD is an idea that spending most of the time indoors – and apart from nature – negatively impacts children’s mental and physical health. Research studies show that exposure to nature (in both directed and indirect ways) improves creativity, attention, and test scores (Terrapin Bright Green.) Biophilic design is a human-centered design approach that focuses on re-establishing the vital human-nature connection, and can be used to prevent the NDD when applied in classroom settings.²

This graduate-level studio will expose students to the vital role interior architecture plays in influencing health and performance of building occupants. We will learn what it means to design in a sustainable human-centric way that is regenerative for both people and the environment. The course will be a deep dive into the topic of biophilic design (BD,) aiming to unpack this design approach and its elements. We will explore the subject of institutional/school design for the modern students, and will apply the newly gained knowledge to redesign of a middle-school in Providence, RI.

² Louv, Richard. 2005. *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. 1st ed. Chapel Hill, NC: Algonquin Books of Chapel Hill

The semester will be divided into two parts. The initial lectures, assigned readings*, and class discussions will examine the existing BD frameworks and precedents, which will help students think critically and creatively about design solutions for optimal learning environments. A series of guest lectures and two field trips to a local middle-school will expose students to the challenges of institutional design. The first half of the semester will involve a series of 4 short individual assignments. During the second half of the course, students will work in groups and will be challenged to apply the newly acquired knowledge to arrive at a wellness-oriented design proposal for an existing middle-school.

This course is open to architecture and interior architecture graduate students who are interested in exploring the subject of biophilic and institutional/school design.

**This course is heavily reading-based. Students are expected to complete assigned weekly readings and be prepared to participate in class discussions.*

STUDENT GOALS

- to gain an understanding of the vital role architecture and interior architecture play in influencing health and performance of building occupants (based on the most recent findings in the fields of cognitive science and environmental psychology)
- to gain basic knowledge of institutional/school design and its unique challenges in today's world
- to acquire a deep understanding of the biophilic design approach
- to develop a toolkit of strategies for optimizing human-nature connection in learning environments
- to analyze and evaluate existing projects through the lens of human-centered wellness design
- to apply the newly gained knowledge in a school-design project

STUDENT OUTCOMES

- a collaborative ability on creatively respond to complex design projects 25% of grade
- an understanding of sustainable design practice in interior architecture, including health and wellness building rating systems used in the industry today.25% of grade
- the completion of 4 short individual assignments, building on the lectures and readings during the first half of the semester.20% of grade
- the completion of 3 group projects (including final project) during the second half of the semester, building on the knowledge acquired during the first six weeks of the course. 30% of grade

COURSE ORGANIZATION:

- lectures (including guest lectures), weekly readings, group discussions, in-class group work, 2 field trips, 4 weekly short individual assignments with presentations, 3 group projects (including final project) with presentations
- all assignments need to be submitted in PDF format via Class Google Drive no later than 10pm evening before class, unless otherwise specified.
- Each reading will be available in PDF form

- All course information will be available on a dedicated course website, www.natureengagedStudio.com

CRITIQUE STATEMENT

This class will have a variety of critique techniques, which will include:

- Single critiques of each person's work by a guest panel and fellow students
- Group critiques of groups of works by many students
- Group critiques preceded by class reading assignments used as a prompt for discussion in critique
- Individual desk critiques; individual informal reviews
- Peer critiques/pin-ups of group work led by fellow students
- Engaged participation and critical dialogue from all students are an imperative for a successful critique and will be required from each student

GRADING POLICY:

- Attendance (25%)
- Active engagement in critical dialogue and engagement (responses to the readings, assignments, class discussion and crit participation) (25%).
- Individual research, assignments and presentations (20%)
- Final group project, research and presentation (30%)

COURSE POLICIES/EXPECTATIONS:

- All Students are expected to attend all classes and arrive on time. Attendance is taken at the beginning of each class. Students who are 15 minutes late to class will be marked absent.
- Two unexcused absences will result in a Failed grade. Class discussions will not be repeated for latecomer.
- All students are required to participate in all class activities. This participation includes completing assignments, joining in class discussions, and presenting your work.
- Each student is expected to come to class prepared with questions, comments, and assignments. Each student has a valued point of view and something to contribute.

ASSIGNMENT DUE DATES

Individual Assignments:

- Assignment 1: Due Tuesday, September 10
- Assignment 2: Due Tuesday, September 24
- Assignment 3: Due Tuesday, October 8
- Assignment 4: Due Thursday, October 22

Group Assignments:

- Assignment 1: Due Tuesday, November 12
- Assignment 2 : Due Tuesday, November 19
- Assignment 3 – Final: Due Tuesday, December 10

INCLUSIVITY STATEMENT:

There is no one else like you in the world! This uniqueness should be respected and celebrated. Let's face it, if we were all the same, the world would be simply boring!

In this class, we acknowledge and honor our individuality. We refer to each other by the name and the pronoun we each declare during our first class.

We are all creative beings, and as such we each have the right and the freedom to express ourselves. In this class, we are all encouraged to share our ideas with one another in a supportive and safe environment. We embrace diversity, and view our differing backgrounds as valuable assets to be shared proudly with others. We are respectful of each other's diversity of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

Students are invited to express their opinions and suggestions, and encouraged to speak freely about any concerns.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Any student who feels they may require accommodation based on the impact of a disability should contact the instructors privately at the beginning of the semester to discuss specific needs. Please contact the Office of Student Development and Counseling Services directly to coordinate necessary accommodations.

SUGGESTED LIFESTYLE

To achieve and maintain optimum cognitive abilities, throughout the course and beyond you are encouraged to apply the following suggestions to your lifestyle:

- eat well and healthy
- exercise regularly
- sleep enough
- dedicate time regularly to activities that make you happy

COURSE MATERIALS

- Sketch pad – required for each student
- Model making tools and materials (as decided by student)

CONTACT INFO

- Email address: epodgors@risd.edu
- Office hours: Mondays and Wednesdays 10:00am-12:00pm and by appointment

COURSE SCHEDULE

WEEK 1 – 4

LEARNING OUTCOMES

- a basic understanding of human-centered design and the impact of the built environment on human health and well-being
- a basic knowledge of the concept of biophilic design
- a foundation of terms and context around sustainable design and various health and wellness building certifications/rating systems used by the industry
- ability to apply the newly gained knowledge in precedence analysis

Week 1 | Tuesday, September 3: Studio Introduction

Presentations

- Course introduction and objectives (EP)
- Student ice-breaker activity, introductions and discussion of individual goals for the course

Class Discussion

Students to reflect on the required reading.

Lecture

Designing for the human experience: the profound ways the built environment shapes our feelings, memories and well-being. The latest research in cognitive science and environmental psychology. (EP)

Required Reading (to be read prior to class)

Louv, Richard. 2005. Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder. 1st ed. Chapel Hill, NC: Algonquin Books of Chapel Hill. Pg. 1-36.

Recommended Reading

Wilson, Edward O. 1984. Biophilia. Cambridge, Mass: Harvard University Press.

Assigned Reading (reading for next class)

Goldhagen, Sarah Williams. 2017. Welcome to Your World: How the Built Environment Shapes Our Lives. First edition. New York, NY: Harper, an imprint of HarperCollinsPublishers. Pg. IX- 42.

Assignment 1: Due Tuesday, September 10 (individual assignment)

Think of two interior spaces where you spend a lot of time (i.e., your dorm room, cafeteria, classroom, etc.) and consider how each space impacts how you feel, think and function. Reflect on the unique design features of each space, which may be responsible for such responses. Prepare a short presentation (one slide per space) to be presented to the class during an informal, 5-minute presentation.

Week 2 | Tuesday, September 10

Presentations

Students to present Individual Assignment 1 (5-minute presentation per student)

Class discussion

Students to critically analyze main findings from the presentations in relation to the assigned readings.

Lecture

What is sustainable design? What is regenerative design? Introduction to the green building certifications. (EP)

Assigned Readings/Video

- McDonough, William, and Michael Braungart. 2002. Cradle to Cradle: Remaking the Way We Make Things. New York: North Point Press. Pg. 3-16, 92-157
- "Green Building 101: What Is LEED? | U.S. Green Building Council." n.d. <http://www.usgbc.org/articles/green-building-101-what-leed>.
- "LEED v4 | USGBC." n.d. <https://new.usgbc.org/leed-v4>.

Assignment 2: Due Tuesday, September 24 (individual assignment)

Each student will be assigned a LEED certified building, which they will need to research and analyze. Students are asked to prepare a brief, 10 minute, 2-slide presentation with main findings about their assigned site. Presentation to focus on the LEED features of the structures. Students to apply the basic understanding of sustainable design application, as presented in assigned readings. Findings to be presented to the class during a 10-minute presentation, followed by 10-minute discussion.

Week 3 | Tuesday, September 17

Guest Lecture

Janna Wandzilak, Delos Living LLC., to introduce the students to the work of Delos and discuss LEED and WELL Certifications as well as the current trends in sustainable and wellness-focused design.

Class Discussion

Comparing LEED vs WELL certifications. Students to relate to main learning points from individual assignments and assigned readings during the class discussions.

Assigned Readings

- "Living Building Basics | Living-Future.Org." 2016. International Living Future Institute (blog). November 1, 2016. <https://living-future.org/lbc/basics/>.
- Sturgeon, Amanda. 2017. Creating Biophilic Buildings. Edited by Juliet Grable. Seattle, WA: Ecotone Publishing. Pg. 4-41

Week 4 | Tuesday, September 24

Presentations

Students to Present Individual Assignment 2. (10-minute presentations, followed by 10-minute discussions.)

Lecture

Overview and comparison of various health and wellness building certifications/rating systems (LEED, Living Building, WELL, Fitwel.) Introduction to Biophilic Design (BD) and the BD Initiative by the Living Future Institute. (EP)

Assigned Readings

- “Health and Wellness Rating System Comparison.” 2017. BuildingGreen. March 2, 2017. <https://www.buildinggreen.com/infographic/health-and-wellness-rating-system-comparison>.
- Kellert, Stephen R. 2018. Nature by Design: The Practice of Biophilic Design. New Haven, CT: Yale University Press. Pg. VII – 110.
- “14 Patterns of Biophilic Design.” n.d. <https://www.terrabinbrightgreen.com/reports/14-patterns/>

Recommended Reading

Kellert, Stephen R., Judith Heerwagen, and Martin Mador, eds. 2008. Biophilic Design: The Theory, Science, and Practice of Bringing Buildings to Life. Hoboken, N.J: Wiley. Pg. Chpt.1-5 (inclusive.) Chpt. 10-12 (inclusive.)

WEEK 5 – 8

LEARNING OUTCOMES

- solid understanding of site analysis and hands-on experience with site-measuring
- critical analysis of frameworks used for biophilic design
- expansion of ideas and concepts around learning environment design
- a comparison of precedents of school design

Week 5 | Tuesday, October 1

Lecture

Biophilic Design (BD) framework by Stephen Kellert and the 14 Patterns of Biophilic Design by Terrapin Bright Green

Class Discussion

Critical look at the BD frameworks.

In-class Group Project

Students to work in assigned groups of 3, to analyze assigned historic and contemporary precedents of biophilic design (one precedent per group). Each group to present its findings to the rest of the class.

Assigned Reading

Goldhagen, Sarah Williams. 2017. Welcome to Your World: How the Built Environment Shapes Our Lives. First edition. New York, NY: Harper, an imprint of HarperCollinsPublishers. Pg. IX- 42. Pg. 133-181

Recommended Reading

Williams, Florence. 2017. *The Nature Fix: Why Nature Makes Us Happier, Healthier, and More Creative*. First edition. New York: W.W. Norton & Company. Pg. 1-56.

Assignment 3: Due Tuesday, October 8 (individual assignment)

Refer back to Assignment 1. Recall the two interior spaces you discussed, now through the lens of BD. What experiences and attributes of nature are present or missing in those spaces? How would you improve them? Prepare 4-slide presentation. (8-minute presentations, followed by 7-minute discussion.)

Week 6 | Tuesday, October 8

Presentations

Students to Present Individual Assignment 3. (8-minute presentations, followed by 7-minute discussion.)

Field trip

Class visit to the middle-school that will be the site of the final project. Meeting with the school principal, teachers, and students. Conduct interviews with middle-school students.

Required Readings

Dudek, Mark. 2007. *Schools and Kindergartens : A Design Manual*. Design Manuals. Basel: Birkhäuser. <http://0search.ebscohost.com.librarycat.risd.edu/login.aspx?direct=true&db=nlebk&AN=276499&site=ehost-live&scope=site>. Pg. 9-15. Pg. 19-27. Pg. 40-45.

Assignment 4: Due Thursday, October 22 (individual assignment)

Each student will be challenged to find two precedents of healthy and regenerative learning environments, which they will need to research and analyze. Students are asked to prepare a brief, 10-minute, 4-slide presentation with main findings about their case studies. 10-minute discussion to follow each presentation.

Week 7 | Tuesday, October 15

Guest Lectures

- Paul Sproll, the Head of RISD's TLAD will discuss the challenges and opportunities in designing schools and inclusive environments for today's students.
- Steven Sawyer from Sidwell Friends Middle-School in DC will discuss how biophilic design was applied in his school redesign.

In-class group work

Students to coordinate next week's site measure excursion. Students to form groups, designate roles for each function/task (Project Manager, Site Measure teams, Site History Research Team, Urban Context Research team (including topography.) Student to present the action plan by end of class.

Assigned Reading

Wong, Liliane. 2017. *Adaptive Reuse: Extending the Lives of Buildings*. Boston: Birkhauser. Pg. 102-122.

Recommended Resources

Please refer to the "Week7_References" folder on Google Drive for resources on site analysis and research.

Week 8 | Tuesday, October 22

Presentations

Students to Present Individual Assignment 4. (10-minute presentations, followed by 10-minute discussion.)

Lecture

Approaches to site analysis and diagrams in Interior Architecture. (EP)

Field Trip

Site-analysis/-measure field trip.

Assigned Reading

Wong, Liliane. 2017. Adaptive Reuse: Extending the Lives of Buildings. Boston: Birkhauser. Pg. 190-223

Recommended Reading

Clark, Roger H., and Michael Pause. 2012. Precedents in Architecture: Analytic Diagrams, Formative ideas, and Partis. 4th ed. Hoboken, N.J: John Wiley & Sons.

WEEK 9 – 12

LEARNING OUTCOMES

- integration of acquired knowledge into a design project
- collaborative ability on creatively respond to complex design projects
- deep knowledge of site, needs, context
- synthesis of acquired material and ability to apply newly gained skills to a design project
- ability to eloquently defend and justify design choices and final proposal

Week 9 | Tuesday, October 29

Presentation

Introduction to the final group project: the redesign of the middle-school according to biophilic design principles. (EP)

Class Discussion

Students to reflect on the adaptive reuse readings.

In-class Group Work

Students to continue working on site analysis, drafting existing structure drawings.

Group Assignment 1 | Due Tuesday, November 12

Each site-analysis group to prepare a presentation with findings that will be shared with the class during 20-minute group presentation. Students to decide on the content and format of presentation.

Week 10 | Tuesday, November 5

Presentations

Students to Present Group Assignment 1. (20-minute presentations per group)

Lecture

Stages of Design Process (EP.)

In-class Group Selection

Students to form groups (groups may differ from the previous site-analysis groups) for the final project and start to brainstorm about ideas, goals.

Recommended Reading

Kellert, Stephen R. 2005. Building for Life: Designing and Understanding the Human-Nature Connection. Washington, DC: Island Press.

Group Assignment 2 | Due Tuesday, November 19

Groups to prepare for an informal, peer-review/pin-up of initial ideas, sketches, etc. Each team to present for 10 minutes, followed by 10-minute peer feedback.

Week 11 | Tuesday, November 12

Peer Review / Pin-up

Groups to present Assignment 2 to be reviewed by their peers. (10-minute presentations per group, followed by 10-minute peer review)

In-class Group Work

Students to continue working on their group projects.

Group Assignment 3 – Final Assignment | Due Tuesday, December 10

Each group to start planning for final presentation on December 10th. Each team to present for 15 minutes, followed by 20-minute critique.

Week 12 | Tuesday, November 19

In-class Group Work

Students to continue working on their group projects.

Group Meetings

Individual meetings with each group to discuss progress, next steps, and the final presentation.

Week 13 | No Class Held – Thanksgiving Holiday

Week 14 | No Class Held – Reading Day

Week 15 | Tuesday, December 10

Final Presentation

Each Team to present for 15-minutes followed by a 20-minute critique.

ADDITIONAL RECOMMENDED READINGS

- “Birthright | Yale University Press.” n.d. Accessed October 23, 2018. <https://yalebooks.yale.edu/book/9780300176544/birthright>.
- “Handbook of Biophilic City Planning & Design.” n.d. Accessed October 23, 2018. <https://islandpress.org/books/handbook-biophilic-city-planning-design>.
- Louv, Richard. n.d. “The Nature Principle - Overview - Richard Louv.” Text. Accessed October 23, 2018. <http://richardlouv.com/books/nature-principle/>.
- “The Economics of Biophilia.” 2012. June 12, 2012. <http://clients.edmullen.com/terrapi/>.

Links to Additional Recommended Studies:

- [The 9 Foundations of a Healthy Building](#)
- [Global Impact of Biophilic Design in Workspace](#)
- [The Business Case for Healthy Buildings](#)

Links to Additional Recommended Articles:

- [The Economist](#)
- [New York Times](#)
- [NBC News](#)
- [LA Times](#)
- [Wall Street Journal](#)

THANK YOU AND CONGRATULATIONS!

IntAR-4005 NatuRE:engaged. Biophilic Design and Healthy Learning Environments.

Assignment 4: Due Thursday, October 22 (individual assignment) PRECEDENT STUDY

Task: Create precedents studies of 2 existing learning environments of your choice

"T.S. Eliot has observed that 'comparison and analysis are the chief tools of the critic' pointing out that for the author, the creative act is composed of critical labour, 'the labour of sifting, combining, construction, expressing, correcting, testing: this frightful toil is as much critical as creative.' He goes on to point out 'that some creative writers are superior to others because their critical faculty is superior. "

Geoffrey H. Baker, Design Strategies in Architecture

Assignment Description:

Each student will be asked to find two examples of learning environment precedents, which they will need to research and analyze. Students are asked to prepare a brief, 10-minute, 4-slide presentation with main findings about their sites. 10-minute discussion to follow each presentation.

Inspired by what you have learned during the course thus far about sustainable and biophilic design, and by your findings in Assignment 2, find, analyze and propose two examples of healthy learning environment (schools, classroom, libraries, etc.) Pay close attention to the sustainable and regenerative features implemented by the designers. Analyze the sites themselves and consider the climatic, geographical, historical, legal, and infrastructural context of each site, and present your findings through a series of diagrams relaying your findings.

Prepare a presentation of 2-slides per site, which should include:

1. Building data, such as date of construction, location, name of architect, present use (past use if applicable)
2. Interior and exterior photographs showing the site
3. Plans, sections
4. A minimum of 5 diagrams (per site) analyzing the site (may include, but not limited to circulation, programming/ adjacencies, structural, user activity analysis, light, and material analysis, etc.)
5. A minimum of 5 diagrams (per site) analyzing climatic, geographical, historical, legal, and infrastructural context

6. A short paragraph describing the biophilic design features, as identified by you as well as an explanation why you think this case study is relevant and serves as an important example. (see below)

A precedent can be defined in the following ways: Something said or done that may serve as an example or rule to authorize or justify a subsequent at of the same or an analogous kind. The convention established by such a precedent or by long practice. A person of thing that serves as a model.

For more information about site analysis, visit: <https://www.firstinarchitecture.co.uk/architecture-site-analysis-guide-2/>

Goals:

- to understand the importance of precedent study in interior architecture
- to develop basic skills necessary for site analysis
- to be able to critically analyze an existing structure
- to develop a personal language and/or techniques to represent site analysis findings via diagrams

Outcomes:

At the completion of the project, students will:

- develop skills to help them thoroughly analyze site and its context
- have experience in utilizing diagrams as tools to convey essential information
- understand how buildings relate to their context

Assessment:

4-slide presentation, with required data, photos, plans, and diagrams	50%
10-minute presentation, explaining the precedents and main findings	20%
Demonstrate deep analysis through original diagrams	15%
Focus on investigating biophilic design application and/or other sustainable practices	10%
Attention to detail, graphics in presentation	5%

Basic Competency:

Presentation completed with all required components, presented in a thoughtful way, for further discussion, and with keeping to the time constraints.

Advanced Competency:

Presentation completed with all required components, presented in a thoughtful way, for further discussion, and with keeping to the time constraints. An understating of the project goals, insightful explorations of sites at hand, with findings expressed in an original way. Demonstrated attempt at creating a unique and personal graphic language showcasing the findings. Attention to detail, clear and concise presentation, stimulating further discussion.

MID-SEMESTER FEEDBACK

Ewa Podgórska

IntAR-4005 NatuRE:engaged. Biophilic Design and Healthy Learning Environments.
Graduate Level Elective Studio
Instructor: Ewa Podgórska
Tuesdays 10am– 4pm
Room: CIT 611
Credits: 6

MID-SEMESTER FEEDBACK FORM

Your opinion matters in the class. I would appreciate your feedback regarding the first half of our semester together. This will help us to re-group and re-adjust, if necessary, so we can reach the goals set forth in the beginning of the class. Please share your opinion and suggestions!

Take 20 minutes to complete the below feedback form. This may remain anonymous if you rather not share your name. Thank you and I look forward to reviewing your comments!

#1-7, circle one response

Response categories for #1-7: SA: strongly agree, A: agree, N: neutral, D: Disagree, SD: strongly disagree, NA: not applicable

- | | | | | | | |
|---|----|---|---|---|----|----|
| 1. Lectures, assignments and readings are consistent with and support class goals | SA | A | N | D | SD | NA |
| 2. Readings are interesting and help with assignments | SA | A | N | D | SD | NA |
| 3. The instructor helps me to understand the subject | SA | A | N | D | SD | NA |
| 4. The instructor shows interest and support in my learning | SA | A | N | D | SD | NA |
| 5. Classes stimulate active conversation and student engagement | SA | A | N | D | SD | NA |
| 6. Student presentations help develop presentation skills | SA | A | N | D | SD | NA |
| 7. Varied critiques approaches make crit time interesting and fun | SA | A | N | D | SD | NA |

#1-5, circle one response:

- | | | | |
|----------------------------------|----------|------------|-----------------|
| 1. The pace of the class is | Too Fast | Just Right | Too Slow |
| 2. The amount of readings is | Too Much | Manageable | Other (explain) |
| 3. The assignments are | Too many | Manageable | Other (explain) |
| 4. The student presentations are | Too Many | Good | Other (explain) |
| 5. Crits are | Too Many | Just Right | Other (explain) |

#1-4, answer the below in max. three sentences:

1. What are a few most interesting things you have learned in class thus far?
2. What do you think are the three most important things you've learned in class?
3. What would you suggest to improve the class going forward?
4. Any other suggestions are welcome!

Thank you!

STUDENT ASSESSMENT

Ewa Podgórska

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STUDENT ASSESSMENT FORM

Thank you for your time and effort in the class. Please take 20 minutes to complete the below evaluation form. I will complete the same form for each student and we will meet individually to discuss the evaluations.

	Exceeds Expectations	Meets Expectations	Attempts to Meet Expectations	Does not Meet Expectations
Student	Always (4)	Usually (3)	Sometimes (2)	Rarely (1)
was brave and experimented				
prepared for each class (assigned readings and homework)				
engaged and participated in class discussions				
Demonstrated creative/critical thinking skills				
demonstrated initiative and proactive attitude				
applied a high-level of craftsmanship and detail to projects				
presented work in a concise and comprehensive manner (prepared for presentations)				
collaborated well with group members				
TOTAL (max: 32 / min: 8)				