

Teaching Portfolio

Jiaai He

Fall 2019

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TEACHING PHILOSOPHY

“The art of teaching is the art of assisting discovery” — Mark Van Doren

Art is essentially the study of humans, relayed visually to each of us. The things behind different expressions of art are different personal background and stories. Just as music can make us feel different emotions, so can the appreciation of art works affect our feelings of happiness, sadness, fear and anger, it is whether the loneliness in Edward Hopper’s painting, the disturbance in Bill Stoneham’s image or the fearlessness in Frida Kahlo’s work. The fundamental purpose of my teaching is to show the power of art to students, and at the same time to cultivate students' ability to better analyze and understand the operation of the world with the artistic knowledge they have learned.

To achieve this goal, I will treat each student as an artist and start my teaching by relating their stories and ideas, such as inviting students to discuss the most interesting topics related to the course and share their views and personal experiences. For example, if we have a discussion after watching a film, students can share their ideas and also what they think from these ideas. We analyze the way we express our art concepts, but it is also important for us to know where the original concept comes from. These discussions will caught my students' attention and give me a chance to get to know them better so that I could teach them in a tailored way. The art of teaching helps the students to discover and pursue their art and for me to discover the students’ demanding and shining points.

Many people think that the ego is what we born with. In fact, the ego is a process of continuous discovery, including the discovery of others, including their own consciousness. So during the teaching process, I will focus on strengthen the cultivation of students' comprehensive thinking and knowledge literacy, to help them find an artistic expression that is more suitable for their own personality development in the process of learning, in order to exert the infinite imagination and creativity of young people. However, basic knowledge is the first step of everything. If the knowledge system isn’t constructed, it will lose the training ability to solve practical problems. Even if there is room for creation, it is difficult to become an excellent designer. So, I will start with research-based professional foundation skills to build up the cornerstones for students, and then move on to inspires students’ design thinking and communication.

INCLUSIVITY STATEMENT

Building an inclusive class doesn't mean letting all students stay in one place and doing the same thing in the same way. Instead, let everyone in the class achieve the same goal, but through different approaches. Inclusive classrooms focus more on learning objectives than on measuring goals. They require all students to achieve the same learning goals, but the assessment methods used focus on the needs of each student, respecting each one's culture and background.

Students from all diverse backgrounds and perspectives will be well served by the course. Students from all nations, countries, backgrounds, and races will have the freedom to express their ideas in class. The diversity that students bring to my classes will be a resource, strength and benefit. The class will respect all the countries and people from over the world. The materials I present will be considered with the diversity of the students, in order not to be offensive to any cultural background. I will work to create a harmonious environment in class and to have the students all respect the diversity of gender, sexual orientation, age, disability, ethnicity, race and culture backgrounds. The class will have low material cost, like reusable materials and rentable books, so that people from all socioeconomic status can join in the class. We welcome students of all ages and will work to build up each student's confidence for their future study.

Students with disabilities and mental health issues are also respected in our class and have equal opportunity. I will be able to talk individually with any student who doesn't want to share their stories or idea publicly and give feedback. If you are a student with a disability or mental health issue requiring accommodations and help for the class, please contact me and the school disability support team. We will consider your learning needs and work on making everyone have the access to our learning materials. My role is to create a safe and supportive class environment for students to show their ideas to the class. My goals are allowing all students to have equal access to education services and additional support and creating relationships with students from different backgrounds and develop multicultural skills.

COURSE PROPOSALS

RHODE ISLAND SCHOOL OF DESIGN | INTERIOR ARCHITECTURE

INTRO TO INTAR: IDEAL SPACE

Instructor: Jiaai He, jhe02@risd.edu

Course Level: Undergraduate only

Terms Offered: Fall Semester

Time: Tuesday 9:00-4:00

Credits: 3 Elective Credits

Capacity: 15 max

Non-Major

Location: CIT Building, 304

Estimated Cost of Materials: \$100

Introducing a way to understand interior and exterior of buildings, this course is the first step in sequence to the interior architecture field. The primary goal of the course is to develop the basic principles for a foundation of general design methods in the field, from sketch drawings to physical models. It is important for us to understand our relationship with the surrounding space and how can we make a better life by changing the space. In this design studio, students from all majors will start with case studies including research of existing renowned designs. Through research, the relationship between human and space will be more deeply understood. Also, students will develop drawing skills for floor plan and section drawings from real-site visits. An introduction of different software will give access to the student to express their design language and generate the design final physical models.

Course Goals:

1. To develop one's general idea of interior architecture.
2. To understand basic site measurement and document.
3. To build up one's ability of reading architecture master pieces
4. To be able to express one's concept idea through design language.
5. To expand one's ability of research and collection.
6. To know about different software and basic operation.
7. To understand the narrative in design process.

Learning Outcomes:

- | | |
|---|-----|
| 1. An ability of site measurement and document. | 10% |
| 2. A deeper understanding of the relationship between people and space in discussion. | 10% |
| 3. A development of concept expression with drawings. | 25% |
| 3. An ability of software operation. | 25% |
| 4. A final project of individual interior design showing their skills. | 30% |

RHODE ISLAND SCHOOL OF DESIGN | INTERIOR ARCHITECTURE

ADVANCED DESIGN STUDIO: RHYTHM IN SPACE

Instructor: Jiaai He, jhe02@risd.edu

Course Level: Undergraduate only

Terms Offered: Spring Semester

Time: Tuesday 9:00am - 4:00pm

Credits: 6 Credits

Capacity: 15 max

Non-Major

Location: CIT Building, 611

Estimated Cost of Materials: \$150

Architecture is dynamic — it sets a life tone and creates communities over time.

The course will focus on learning to design commercial spaces and the circulation of their interior spaces. How can a new interior change the meaning of an architecture? How can a design be paired to people's rhythm of life? The design studio will explore two existing and abandoned buildings in different proportion in Rhode Island, the Seal House in Roger Williams Park Zoo and the Waterfire Art Center, trying to re-imagine them to become commercial storefront spaces. The difference in proportion and circulation will bring the space completely different rhythm. Students will develop their design skills of 2D diagramming and 3D modeling, using drawings and concept model to communicate their concepts. Students will be required to finish a whole set of drawings with professional notification and a physical model to express the design idea.

Course Goals:

1. To develop one's idea of interior architecture.
2. To understand detailed design drawings and scale.
3. To build up one's ability of research and analysis existing buildings.
4. To be able to express one's concept idea through design language.
5. To expand one's understanding of interior circulation with diagram drawings.
6. To develop the software skills.
7. To gain the ability of making physical models.

Learning Outcomes:

- | | |
|--|-----|
| 1. An ability of existing site measurement and analysis. | 10% |
| 2. A conceptual growth of diagramming. | 20% |
| 2. A deeper understanding of the circulation in space. | 30% |
| 4. A midterm and a final project of individual interior design showing their drawings and modeling skills. | 40% |

RHODE ISLAND SCHOOL OF DESIGN | INTERIOR ARCHITECTURE

SPATIAL CONCEPT: LIGHT AND COLOR

Instructor: Jiaai He, jhe02@risd.edu

Course Level: Undergraduate and Graduate

Terms Offered: Fall Semester

Time: Wednesday 9:00am-12:00pm

Credits: 3 Elective Credits

Capacity: 20 max

Non-Major

Location: CIT Building, 103

Estimated Cost of Materials: \$50

The power of light and color is a magic to space. It can change the environment of an architecture and also influence people's emotion in the room.

This is an opportunity to study in conjunction with light. How can light and color affect the space and how can we as designers use the magic power? In this class, students will start with learning the biology of color perception, and then explore the idea with several conceptual model exercises. Using Louis Barragan as an example, students will study about the color and light operation in interior and exterior spaces. As a final project, students will finish a small design project emphasizing the use of light and color. The course builds from fundamental knowledge system for students to use in the built environment in future projects.

Course Goals:

1. To develop one's general idea of color and light.
2. To communicate design concept and ideas.
3. To build up one's ability of reading architecture master pieces
4. To be able to express one's concept idea through design language.
5. To expand one's ability of lighting arrangement.
6. To know about different lighting features and the difference in using them.
7. To understand the color perception
8. To combine the light and color in design details.

Learning Outcomes:

- | | |
|---|-----|
| 1. An experiment of nature light and architecture structure. | 10% |
| 2. An understanding artificial light used in interior space. | 10% |
| 3. An understanding of the relationship between color and mood. | 10% |
| 4. An ability connecting color and function for interior. | 10% |
| 5. A growth of engagement for design critiques. | 20% |
| 6. A final project of combining color and light. | 40% |

PROPOSED SYLLABUS

RHODE ISLAND SCHOOL OF DESIGN | INTERIOR ARCHITECTURE

INTRO TO INTAR: IDEAL SPACE

Instructor: Jiaai He, jhe02@risd.edu

Course Level: Undergraduate only

Terms Offered: Fall Semester

Time: Tuesday 9:00-4:00

Credits: 3 Elective Credits

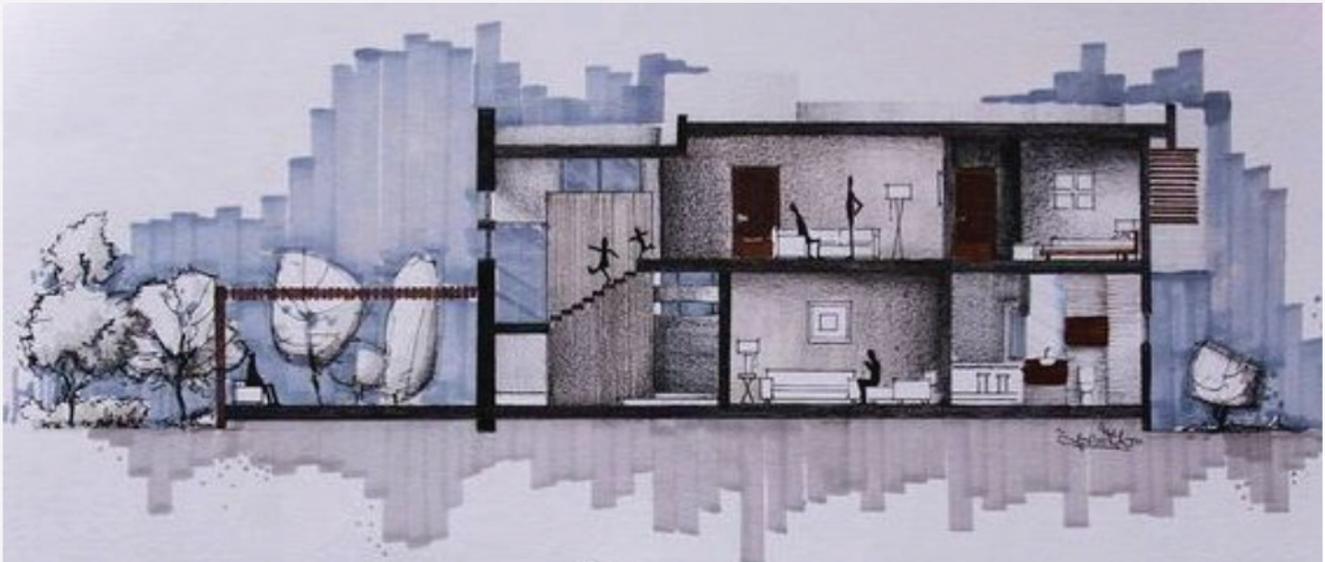
Capacity: 15 max

Non-Major

Location: CIT Building, 304

Estimated Cost of Materials: \$100

Office Hours: TBD



Introducing a way to understand interior and exterior of buildings, this course is the first step in sequence to the interior architecture field. The primary goal of the course is to develop the basic principles for a foundation of general design methods in the field, from sketch drawings to physical models. It is important for us to understand our relationship with the surrounding space and how can we make a better life by changing the space. In this design studio, students from all majors will start with case studies including research of existing renowned designs. Through research, the relationship between human and space will be more deeply understood. During the semester, students will learn from lecture and group discussion to have a better understand of interior stuctures, and alsol develop drawing skills for floor plan and section drawings from real-site visits. An introduction of different software will give access to the student to express their design language and generate the design physical models. The final project will provide a chance for student to explore the knowledge they gain through the semester to design a staircase in an existing building.

Course Goals:

1. To develop one's general idea of interior architecture.
2. To understand basic site measurement and document.
3. To build up one's ability of reading architecture master pieces
4. To be able to express one's concept idea through design language.
5. To expand one's ability of research and collection.
6. To know about different software and basic operation.
7. To understand the narrative in design process.

Learning Outcomes:

- | | |
|---|-----|
| 1. An ability of site measurement and document. | 10% |
| 2. A deeper understanding of the relationship between people and space in discussion. | 10% |
| 3. A development of concept expression with drawings. | 25% |
| 3. An ability of software operation. | 25% |
| 4. A final project of individual interior design showing their skills. | 30% |

Disability Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, as well as the Americans with Disabilities Act (ADA), RISD attempts to make its classes, programs, events and services accessible to everyone. Reasonable accommodations are made for people with disabilities or special needs who request assistance. These accommodations may include relocation of the class, program, event or service, if necessary; duplication in an accessible location; provision of a comparable substitute at a fully accessible institution; and/or interim measures authorized by federal law.

If you need assistance to participate in any class, program, event or service offered at RISD, please contact Director of Disability Support & Academic Support Brittany Goodwin at bgoodwin@risd.edu or 401709-8460.

CLASS SCHEDULE

- Sep 10th** Go over syllabus; Intro Lecture with case study introduction
HW: Individual case study of different types of building, each person doing the analysis for one type of the building.
*Residential Building
Educational Buildings
Institutional Buildings
Assembly Buildings
Business Buildings
Mercantile Buildings
Industrial Buildings
Storage Buildings
Reading: "COMPONENTS OF ARCH | PARTS OF ARCH"
- Sep 17th** Discusses case study in class, talk about the functions and specialties of each type of building.
Lecture : basic interior drawing element: Floor Plan and Section drawing.
HW: Measure your apartment and hand drawing the plan and section.
- Sep 24th** One on one desk critique for the hand drawings
Lecture: explaining architectural scale and drawing details like closet and shelves.
HW: Modify and add more details to the plan and section drawings from last week.
- Oct 1st** Lecture: introducing digital software — Rhino, including interface explanation and basic drawing tools.
Demonstration and in-class practice to draw each one's own floor plan in Rhino
HW: Practice Rhino to draw two section drawings of the apartment.
- Oct 8th** Lecture: basic operation of digital modeling with Rhino. In class practice to build each one's apartment in Rhino.
HW: Two digital perspective drawings of the apartment based on the Rhino model.

LEARNING OUTCOMES: The ability of case researching. Students will have a general idea of building types and interior design process. The lectures and assignments will help the students to learn about the professional architectural drawing skills.

- Oct 15th** Lecture of materials using, including exterior building material and interior construction materials.
Reading: "COMPLEXITY AND CONTRADICTION IN ARCHITECTURE"
HW: Analysis the major materials of the apartment and then prepare a material board to share with the class.
- Oct 22nd** Group critique for the material board to analysis the differences of material choices in buildings.
Lecture: introducing construction detail to understand the connection and building process of interior structures.
HW: Choose two construction details in the apartment and provide digital drawings.
- Oct 29th** Group pin up to show the detail drawings to the whole class.
Lecture: Code and human factors, explain basic rules of ADA(the Americans with Disabilities Act)
HW: Analysis the human factor elements in the apartment with diagram drawings.
- Nov 5th** Small group talk to share the human factor details in the apartment, discuss ways to improve.
Lecture: showing physical model samples and making process.
HW: a partial physical model of the apartment

LEARNING OUTCOMES: A better understanding of construction process and building materials. Students will learn detailed architecture skills through building analysis and physical model making.

- Nov 12th** Final project: Site visit
* Memorial Hall
HW: Existing site analysis with floor plan and section drawings.
Staircase case study.
- Nov 19th** Group presentation of the case studies, analysis each one's case and list the major difference
Lecture: general staircase construction process
HW: Staircase concept design for the site with diagrams and sketches.

Nov 26th Thanks Giving Break. Develop the design concept with more details.

Dec 3rd Small group pin-up to show the staircase design
HW: modify and add more details based on the class comments.

Dec 10th Final Presentation

LEARNING OUTCOMES: A development in professional architectural drawing and modeling. The staircase study will help students to understand the design process and explore the relationship between human and space.

MIDTERM FEEDBACK FORM

Interior Architecture - Intro to INTAR: Ideal space

Course Goals:

1. To develop one's general idea of interior architecture.
2. To understand basic site measurement and document.
3. To build up one's ability of reading architecture master pieces
4. To be able to express one's concept idea through design language.
5. To expand one's ability of research and collection.
6. To know about different software and basic operation.
7. To understand the narrative in design process.

How challenge do you feel so far?

Satisfied 5 4 3 2 1 Not Satisfied

How do you feel the pace of the class?

Satisfied 5 4 3 2 1 Not Satisfied

Do you fully understand an architectural drawing?

Satisfied 5 4 3 2 1 Not Satisfied

How well do you understand construction details now?

Satisfied 5 4 3 2 1 Not Satisfied

Do you feel confident on your software skill now?

Satisfied 5 4 3 2 1 Not Satisfied

How well can you explain a Interior construction process so far?

Satisfied 5 4 3 2 1 Not Satisfied

Do you feel engaged during most of the class?

Satisfied 5 4 3 2 1 Not Satisfied

Do you think instructor provided adequate support outside of the class?

Satisfied 5 4 3 2 1 Not Satisfied

Do you think the class time was used productively?

Satisfied 5 4 3 2 1 Not Satisfied

What's your favorite part of the class?

What other specific things do you want to learn from the class?

Any suggestions or concerns, or anything else you wish to tell me?

COURSE RUBRIC

Criteria	Advanced A	Proficient B	Novice C	Need Work D
Class Participation	Always participates and uses constructive criticisms to critique the propel others work. Always participates after other's presentation and is always on time and prepared.	Occasionally participates and contributes to critiques and group presentations. Sometimes engages in class discusstions. Late no more than once.	Rarely participates in class, group presentation or in-class demonstration. Late to class more than twice. Often leaves the studio during class time.	Never speaks in class, and does not participate in group presentation or class discussion. Always late to class or misses more than two classes.
Architecture Elements Understanding	Demonstrates a well established understanding of interior architecture, including knowledge such as site measurement and document, reading architectral drawing and narrative in design process.	Demonstrates above average understanding of architecture drawings. Student had few profes-sional incomprehension. Few mistakes in architec-ture drawings.	Student shows an average understanding of the interior skills. The ability to read and understanding basic architectural drawing and models.	Fails to comprehend basic knowledge of interior architecture. Does not understanding architectural drawings or case studies well.
Technical Skills	Excellent ability of digital drawing and modeling in Rhino and other additional softwares. Good expression through photoshop perspective drawings.	Know about basic Rhino operations. Student's skills and ideas are strong, but has one or two weak areas. A well understanding of modeling operations.	Basic Rhino operation ability to draw and model. The ability may not developed enough.	Student fails to operate Rhino or other softwares. Students fails to clearly address each technical concept, and references to the course material are absent.
Assignment & Final Presentation	Demonstrates outstanding execution of one's idea into each assignment and the final design project. The works show one's ability to fully utilize the skills they have learned in class.	Consistently demonstrates a clear understanding of each assignment's focus. Usually applies acquired skills from class to amplify its potential.	Demonstrates somewhat of understanding of each assignments. Finish most of the requirements.	Fails to demonstrate any understanding of each assignments' focus. Misses more than two assignment or the assignment does not meet the requirement.

PROPOSED PROJECT

“YOU DON'T HAVE TO SEE THE WHOLE STAIRCASE, JUST TAKE THE FIRST STEP.”

—MARTIN LUTHER KING, JR.

Staircase Case study

This assignment will give students a general idea about the importance of staircase in the design. The relationship between staircase and space is a balancing process for designers to work on. The class will start with analyzing different types of staircases among the world and then an own design of staircase for their choice. Students will learn about professional terms and construction processes of staircase design through several case studies.



Goal:

1. To understand the difference between different types of staircase.
2. To know about the professional terms in staircase construction.
3. To see the relationship of the staircase with its surrounding building.
4. To collect related information about the materials of the staircase.
5. To draw a set of construction drawings digitally of the case study with detailed dimension.

Outcomes:

- | | |
|--|-----|
| 1. An ability of software drawings. | 20% |
| 3. A clear collection and presentation of research documents. | 20% |
| 2. An understanding of types of staircase with their material and dimension. | 30% |
| 4. A knowledge of staircase construction process. | 30% |

Methods:

1. Students will be assigned with different staircase samples:

Momo Staircase, in Vatican Museums

Umschreibung, in Munich, Germany

Grand Staircase, in the Museum of Islamic Art, Doha, Qatar

Wurzburg Residence, in Wurzburg, Germany

Vessel, New York

Floating staircase, designed by Jordi Vayreda

Alternating Stairs, in Stockholm, Sweden

The Miraculous Staircase, at Sisters of Loretto Chapel, in Santa Fe, New Mexico

2. Research for details and dimensions for the case.

3. Annotate main materials in the photos.

4. Diagram and analyze the differences of stairs.

5. Form digital construction drawings with correct dimension for the staircase.

6. Collect photographs and information to present to other students.

7. Engage with other students' presentation to learn about other types of staircase and list the major difference

Assessment:

Basic competency:

- The ability of case researching, including images, dimensions and materials.
- Digital drawing with construction details.
- Critical analyzing of different types of building elements.

Advanced competency:

- Demonstrated critical thinking integrated with others' case study.
- Excellent verbal communication of concepts and ideas.
- Deeper understanding of construction materials.

Reading

"Stairs, steps, and ramps" — Alan Blanc

"Designing Circulation Areas" — Christian Schittich