Collegiate Teaching Reflection and Preparation
Fall 2012
Derrick Laurion

Derrick Laurion
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Reflective Teaching Philosophy

Teaching allows for knowledge to be passed from one individual onto another. It is this growth of both teacher and student that makes teaching so valuable and why I am a firm believer in academia. Teaching design is more than just teaching students a set of skills. It is my responsibility, as the instructor, to allow for their skills to acquire a depth. My instruction in the classroom and beyond creates that depth by allowing for each student in their own manner to think about design both conceptually and technically, as well as critically.

My strengths for subjects to teach involve Interior Architecture courses, Landscape Architecture courses, general design courses, computer classes, and classes based on fabrication. I feel more comfortable in a studio setting, but am also qualified to lecture to students. In design there is never one correct answer. Students in my classrooms are encouraged to use multiple mediums to display their findings. By keeping a more open philosophy it also helps teaching students of different aptitudes and level interest in a subject.

Process is an important learning tool. Through learning process students can show advancement from basic understanding of a subject to challenging that same subject in a well thought critical manner. Design is heavily process oriented and my teaching reflects this. Students will be taught and understand the process of design from the analysis phase through the final documentation of a project. This understanding is something that is universal to design and can be used on any design problem.

In the classroom, my teaching methods are very hands on. It is important to get the student engaged in the class as much as possible. To achieve engagement from the students class is broken into several components, lecture, discussion, hands on learning, and design problems.

An example of this can be viewed from a class based on living walls in regards to Biophilic Design. Class would start out with a lecture presented by me on the topic. After the lecture a class discussion will take place to engage the students in conversation about what they just learned in the lecture. From the discussion the students will be able to engage in a group project that allows them to fabricate their own living walls. The project will use reused wooden pallets and selected plant material. After the groups have completed their assignments, they are to be installed for observation. Lastly, I will assign the students an individual design problem using the topic of living walls. Each student is to demonstrate what they feel was the most

important parts of the lecture through their design ideas. The design problems will then be discussed through a class pin up at a subsequent class.

This method allows for the student to approach a topic in a variety of different angles. It also allows for the students to show progression in class. They will start out at a basic understanding of the subject and in through class move toward a deeper understanding of the subject. Participant will also become acquainted with working both individually and in a group.

Student growth is the major reason I teach. It is important to measure my effectiveness through the semester to make sure students are working at their highest potential. Identifying the learning styles of your students in the classroom is important in this process. Communication is also very important. Feedback in the classroom can help shape the class in ways I did not think it would flow. Feedback is more than the final evaluation at the end of the semester. I will run an open door policy where students will have time to voice their opinions on the class at any particular time. This intermediate feedback is important to me as an instructor for my knowledge. If a suggestion has merit, it will then be brought into the classroom.

Feedback is also important to the students. During class students will receive feedback in several different methods. They can discuss their design intent and ideas one on one with me during desk critiques. This critique is an open conversation about where the student is on the project and where a student can advance to more substantive issues or levels. Students will also receive my feedback during group pin-ups. This conversation should be about the student's work and the positives or areas of improvement for the work completed. Pinning up is also an opportunity for the students to learn from one another and get feedback from their peers.

Ultimately I want my students to feel confident in what they practice. Through my teaching, the goal is to help every individual learn more than just the skills of design. Through thinking about design critically, conceptually, and technically, the final result will be growth.

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INTAR 2100 **TransArt – Enhancing the Experience of Temporary Shelter**

6 Credits Instructor: Derrick Laurion

Rhode Island Public Transportation Authority or RIPTA, is a staple of the Providence community. Of the 5,300 bus stops located throughout Rhode Island, a low percentage has any type of shelter. The shelters that do exist are inadequate in seating and standing capacity, do not offer adequate shelter from the elements, and are aesthetically unappealing. This course will explore the idea of what a shelter can be and push those boundaries in order to create a fully working, but unique shelter. To allow for more innovative shelter design, cognitive biases pertaining to transient shelter will be researched and discussed. These pre-conceived notions that are discussed are to be the bases of question when designing ones shelter. The ideas created and implemented in the class will be given to RIPTA for further use. After this course students will understand how small-scale design can make a larger impact on the users and area in which it rests. They will recognize the design process from a schematic point through fabrication. Materials and their capabilities will be studied as well as proper building techniques for those materials. While there are no pre-requisites to participate in this course, graduate students should be comfortable fabricating their ideas. The end result in class will be a full-scale prototype of each student's final design. The class will work through a typical design phase in order to move from a basic understanding of the subject to one of exemplary. In the analysis phase a trip will be conducted to various sites at which current shelters exist. This will lead us into the schematic design phase were each student will be required to use their analysis to guide their design. Schematic design will lead into the final design of the project. Pin-ups will be held during every phase to accomplish productive feedback from final design fabrication in the material of each student choice will be prepared for final critique. The design(s) chosen by RIPTA will be reconstructed in the fabric of Providence.

Meet: CIT 6th Floor Time: Tuesday and Thursday 9:40am - 5:40pm
Cap: 12 Students Lab Fee: None
Material Cost: $150 Level: Graduate
Course: Advanced Studio

INTAR 1000 **Basic Interiority – Interior Architecture and Adaptive Reuse**

6 Credits Instrtuctor: Derrick Laurion

The field of Interior Architecture is still considered a newer design profession. This course will discuss the question of what is an Interior Architect and how we can be vital to adaptive reuse. The course will be a fusion of readings, lectures, discussions, field trips, and a final design project. Readings will be from various texts such as The Fundamentals of Interior Architecture, by Naomi House and John Coles; Interior Architecture Now, by Jennifer Hudson; and the INTAR Journal, by Rhode Island School of Design. The readings will emphasize important ideas and theories pertaining to Interior Architecture, bases in the history of the profession, the history of adaptive reuse, and proper graphical representation of Interior Architecture projects. Lectures in class will cover the design process and how Interior Architecture uses this process. Students will learn how to correctly draw plans, sections, and elevations. They will also understand how those can be translated into perspectives, models, and other three dimensional representations. The final design project will allow students to properly adapt a mill building in Woonsocket, RI. Through the readings, lecture, and final design project students will obtain a basic understanding of Interior Architecture and adaptive reuse and be prepared to move into an advanced studio next semester. Feedback will be obtained through individual desk critiques, intermediate pin-ups, and one final critique. After completion of this course, students will feel comfortable using the design process with regards to a built structure. Students will know how to properly project their ideas through different mediums. This course is open to sophomore students entering the Interior Architecture program who have finished their foundation year.

Meet: CIT 6th Floor Time: Tuesday and Thursday 9:40am - 5:40pm
Cap: 12 Students Lab Fee: None
Material Cost: $50 Level: Undergraduate
Course: Beginning Studio

INTAR 1300 **Living Structure – The Use of Living Systems to Create Structure and Space in the Existing Built Environment**

3 Credits Instructor: Derrick Laurion

The idea of using living material has taken on a major role in all aspects of design. Green Design is at an all time peak of popularity. This course will look at the idea of using living systems in a different light through Biophilic Design. Designers such as, Stephen Kellert, Judith Heerwagen, and Timothy Beatly are all advocates and authors on the subject and are possible guest lecturers. Biophilic design is the idea of bringing nature back into the built environment. There are six elements of design which are highlighed; environmental features, natural shapes and form, natural patterns and processes, light and space, place-bases relationships, and evolved human-nature relationships. It is through these six elements that students will base their ideas. This course will offer a better understanding through Biophilic Design, how living systems can take a role in creating new space and structure within the existing built environment. Through this space we will look at the effects living material can have on the inhabitants and answer the question, does Biophilic Design truly work. The course includes lectures, discussions, hands on activities, and design assignments to further develop the student's critical awareness of conceptual thinking and technical requirements of living systems, biophilic design, spatial planning, and adaptive reuse. Selected readings from the above mentioned authors, will also help students understand the concepts discussed. Undergraduate and Graduate students from all majors may participate.

Meet: CIT 103 Time: Mondays 1:10-4:10
Cap: 15 Students Lab Fee: None
Material Cost: None Level: Undergraduate/Graduate
Course: Lecture

RHODE ISLAND SCHOOL OF DESIGN
Department of Interior Architecture
Spring 2013
Instructors:
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INTAR 2100

TransArt – Enhancing the Experience of Temporary Shelter

Typical RIPTA bus shelter

" The sky's the limit if you have a roof over your head…"
-unknown-

Course Description

Rhode Island Public Transportation Authority or RIPTA, is a staple of the Providence community. Of the 5,300 bus stops located throughout Rhode Island, a low percentage has any type of shelter. The shelters that do exist are inadequate in seating and standing capacity, do not offer adequate shelter from the elements, and are aesthetically unappealing. This course will explore the idea of what a shelter can be and push those boundaries in order to create a fully working, but unique shelter. To allow for more innovative shelter design, cognitive biases pertaining to transient shelter will be researched and discussed. These pre-conceived notions that are discussed are to be the bases of question when designing ones shelter. The ideas created and implemented in the class will be given to RIPTA for further use. After this course students will understand how small-scale design can make a larger impact on the users and area in which it rests. They will recognize the design process from a schematic point through fabrication. Materials and their capabilities will be studied as well as proper building techniques for those materials. While there are no pre-requisites to participate in this course, graduate students should be comfortable fabricating their ideas. The end result in class will be a full-scale prototype of each student's final design. The class will work through a typical design phase in order to move from a basic

understanding of the subject to one of exemplary. In the analysis phase a trip will be conducted to various sites at which current shelters exist. This will lead us into the schematic design phase were each student will be required to use their analysis to guide their design. Schematic design will lead into the final design of the project. Pin-ups will be held during every phase to accomplish productive feedback from final design fabrication in the material of each student choice will be prepared for final critique. The design(s) chosen by RIPTA will be reconstructed in the fabric of Providence.

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Aims:

- Progress from a basic subject knowledge to a critical awareness
- Distinguish the impact small-scale design can have on the built environment.
- Develop a design vocabulary in both the technical and conceptual realm
- Recognize the design process from analysis through final design
- Cultivate an informed and critical awareness of the relationship between shelter and its surrounding environment
- Push the limits of what a shelter can be classified
- Infer and implement proper fabrication techniques

Objectives

- Abundant participation in class 5%
- Progress from a basic subject knowledge to a critical awareness 5%
- Thorough analysis of project site and neighborhood 10%
- Research and understanding of transient shelter 10%
- Transposing research into design (schematic) 10%
- Transposing schematic design into final drawings 10%
- Pin-ups corresponding for each design phase 15%
- Thoughtful prototype of temporary shelter 35%

Assessment

Grade is dependent on the thoroughness and timeliness with which each deliverable is completed. All requirements must be completed by the deadlines outlined in this syllabus to earn credit for the course. Midway through the semester a meeting with the instructor will be conducted to discuss your course progress, but do not hesitate to request an individual meeting with the instructors at any time throughout the course.

Grade is on a A,B,C, 're-do' and F scale. All work will be marked with suggestions for improvement, together with a letter grade:

A: Indicates assignment turned in on time, the student went well beyond the parameter of the assignment, the student's work shows strong evidence of progression in both the development of design skills and conceptual abilities, considers comments during pin-up and desk critiques, work is excellent.
B: Indicates assignment turned in on time, the student thought outside of the assignment parameters, the student's work shows evidence of progression in both the development of design skills and conceptual abilities, considers comments during pin-up and desk critiques, work is good.
C: Indicates assignment turned in, the student made an honest attempt, work is acceptable.
Re-do: Indicates assignment not acceptable and must be re-done and re-submitted the following week.
F: (following re-do) indicates assignment turned in, work is unacceptable.

All grades will be lowered by one letter if work is turned in after the deadline.

Timetable:

Week 1:

[Class #1]

What is this class and why am I here?

- Introductions, course orientation and policies, review course syllabus

What is TransArt ?

- Introduction and explanation of the TransArt project

[Class #2]

What is transient shelter and why is/does it need to be important?

- Relevant case study presentation and discussion

Why is site comprehension important?

- Class field trip to visit and document the existing site and structure(s)
  - Individual on-site documentation through on-site sketches, photography, and writing

Learning Objectives for Week #1

- Assessment and Inference of the TransArt Site
- Documentation and discovery through sketching, photography, writing, etc.
- Recognition of transient structure types
- Identify the relevance of transient shelters

Week 2:

[Class #3]

What did I comprehend from the site and why?

- Pin up of site analysis
  - Presentation and discussion for each student

What do cognitive biases have to do with my design?

- Lecture and discussion on what a cognitive bias is and how they affect design.

[Class #4]

How do I use my knowledge of the site and cognitive bias to structure my design?

- Students evaluate materials discussed or discovered to start schematic design
  - Individual meetings will be held to discuss design ideas

Learning Objectives for Week #2

- Demonstrating proper presentation and critiquing methods
- Thorough analysis of project site and neighborhood
- Recognition and interpretation of cognitive biases
- Employ transient shelter comprehension to guide schematic design

Week 3:

[Class #5]

Am I moving in the right direction?

- Pin-Up schematic design for group discussion

[Class #6]

Did I take into consideration?

- Individual desk critiques on schematic design
  - Discuss how critical comments from class five where incorporated into design

Learning Objectives for Week #3

- Demonstrating proper presentation and critiquing methods
- Transposing research into schematic design
- Evaluation and assessment of critique comments through implementation into design

Week 4:

[Class #7]

What's the difference between schematic design and design development?

- Converting schematic design into design development
  - Small group discussions
- Design development work

[Class #8]

How do we keep moving forward?

- Design development effort
  - Individual desk critiques will be held

Learning Objectives for Week #4

- Distinguish the difference between schematic design and design development
- Utilization of design development as a mediator for growth

Week 5:

[Class #9]

Where's the development?

- Pin-up of design development phase for class discussion

[Class #10]

How do we keep moving forward?

- Individual Desk Critiques
  - Discuss how critical comments from class nine where incorporated into design

Learning Objectives for Week #5

- Utilization of design development as a mediator for growth
- Evaluation and assessment of critique comments through implementation into design
- Indication of progression towards critical awareness

Week 6:

[Class #11]

What's the difference between design development and construction documents?

- Converting design development into construction documentation lecture and discussion
- Construction documentation work
    - Individual meetings per request

[Class #12]

How do we keep moving forward?

- Construction document work
    - Individual desk critiques will be held

Learning Objectives for Week #6

- Distinguish the difference between design development and construction documents
- Creation of technical drawings based on design development documentation
- Comprehension and application of proper drafting techniques

Week7:

[Class #13]

How do we use our construction documents to fabricate our design?

- Introduction to woodshop and its components
    - Students will be required to pass a knowledge test on the equipment before use
- Individual meetings to discuss fabrication options based on construction documentation

[Class #14]

How do we use our construction documents to fabricate our design?

- Appraise best practice building techniques to start fabrication
- Begin fabrication

Learning Objectives for Week #7

- Recognize problem solving as part of the building process
- Evaluation of a multitude of building techniques
- Develop proper building techniques with regards to your needs for fabrication
- Demonstrate the proper use for the equipment in the woodshop

Week 8-11:

[Class #15-22]

What will the final prototype look like?

- Fabrication of full-scale shelter prototypes
  - Individual meetings as needed

Learning Objectives for Week #7-11

- Develop a building vocabulary with regards to temporary shelter
- Recognize problem solving as part of the building process
- Develop proper building techniques with regards to your needs for fabrication
- Demonstrate the proper use for the equipment in the woodshop
- Indication how previous phases has impacted the fabrication of each shelter

Week 12:

[Class #23]

Am I ready for the final review?

- Review of procedure for the final presentation and critique
- Fabrication of shelter
  - Individual meetings as needed

[Class #24]

Does my prototype question the cognitive bias in a unique manner?

- Final Critique for TransArt shelter

Learning Objectives for Week #12

- Progress from a basic subject knowledge to a critical awareness
- Thorough analysis of project site and neighborhood
- Research and understanding of transient shelter
- Transposing research into design (schematic)
- Transposing schematic design into final drawings
- Thoughtful prototype of temporary shelter

Critiques

Presenting your work and ideas is a critical component of being a designer; therefore it is a critical part of your education while at RISD. It is important to go into every critique open minded and receptive to the opinions and ideas of others. Be thoughtful in how your work is presented. While defending your ideas please do not become overly defensive. The critic is usually not trying to be cruel or harmful, but instead being honest in their reading and opinions of the work. It is also critical to listen to your classmate's presentations and the critic's response to them. Since you are not personally invested in their work, you can often learn more from their presentations than your own. For these reasons you will be asked to pair up with a different classmate for each critique, your partner will document your presentation and the critic's response to share with you at a later date.

Materials:

The materiality of each students project will be based on their design ideas. Thought shall be given to weather durability and structural life for the final prototype.

The following are suggested locations for material purchases:

Adler's Design Center and Hardware : 173 Wickenden Street, Providence, RI 02903

Hardware on the Square：1911 Westminster Street Providence, RI 02909

L Sweet Lumber Company : 709 Harris Avenue, Providence, RI 02909

New England Steel Corporation : 1655 Elmwood Ave # 43, Cranston, RI 02910

Potential Speakers and Visiting Critics

- Brooks A. Almonte- program manager, RIPTA
- Jeffrey Katz – architect, senior critic at RISD
- Liliane Wong – architect, Department Head of the Interior Architecture Department at RISD

Health and Safety

Students participating in this course are required to complete and pass the woodshop test administered by Tucker Houlihan. Students must work with a partner or monitor at all times when in the woodshop. If an emergency was to happen call x6666 (401 454-6666). Give the exact location and state the nature of the emergency. All other departmental and RISD guidelines for campus and classroom health and safety expectations are to be followed for this course. Please refer to http://www.risd.edu/Policies/Health+Safety/ for additional policies on health and safety.

Attendance

Class attendance is paramount to a successful education, and the student is expected to notify the instructor by email one day in advance of a missed class. After two unexcused absences you will be in danger of failing the course. All other departmental and RISD guidelines for class attendance and work expectations are to be followed for this course. Please refer to the 2012-2013 RISD Student Handbook for additional information.

Course Bibliography

Suggested Readings and Resources

Ratay, Robert. *Handbook of Temporary Structures in Construction*. Boston, United States of America: Mcgraw Hill Company, Inc. 1996. Print.

Schittich, Christian. In Detail: Small Structures. Birkhäuser. 2010. Print

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INTAR 2100

TransArt – Enhancing the Experience of Temporary Shelter

Typical RIPTA bus shelter

TransArt Shelter Assignment (40% final grade):

Aim:

The TransArt Shelter assignment will explore the idea of shelter, and how transient shelter effects the surrounding urban fabric. Through the semester students will move from basic knowledge to critical awareness on the topic by researching the topic through cognitive biases. The class will conclude with students constructing full-scale prototyped shelters that question the cognitive bias.

Objectives:

1. Develop a design vocabulary in both the technical and conceptual realm for current and future application
2. Comprehend the design process in today's global arena
    A. Produce a critical awareness on the relationship between shelter and its surrounding environment
    B. Distinguish the role temporary shelters play in today's society
3. Identify and criticize cognitive biases as they pertain to shelters and their design
4. Investigate and apply proper fabricating techniques for constructing full-scale prototyped shelters

Methods:

Students will be required to identify and criticize cognitive biases pertaining to transient shelter. Through this criticism students will create a set of rules to use during their design. Each student will research, schematic design, and create final design drawings. The end result will be a full-scale fabrication

of their ideas. Transitions in the design process will result in several pin ups to discuss the current state of each students project, as well their retention of the subject matter. Sketches, drawings, plans, and models are some suggested form of displaying ones idea. These are suggested and students are not, and shouldn't be limited to just these methods. Students should explore the best possible method to convey their idea in a positive manner.

Materials:

The materiality of each students project will be based on their design ideas. Thought shall be given to weather durability and structural life for the final prototype.

The following are suggested locations for material purchases:

Adler's Design Center and Hardware : 173 Wickenden Street, Providence, RI 02903

Hardware on the Square：1911 Westminster Street Providence, RI 02909

L Sweet Lumber Company : 709 Harris Avenue, Providence, RI 02909

New England Steel Corporation : 1655 Elmwood Ave # 43, Cranston, RI 02910

Project Support:

The following are supporting items for students to use as additional resources during the project.

Book(s):

Althouse, Andrew. *Modern Welding.* Illinois: Goodheart-Willcox Publishers, 2004. Print

Kahn, Lloyd. *Shelter*. California: Shelters Publication, Incorporated, 1973. Print

Kahn, Lloyd. Home Work: Handbuilt Shelter. California: Shelters Publication, Incorporated, 2004. Print

Swift, Penny. *Build Your Own Outdoor Structures in Wood*. United Kingdom: New Holland Publishers, 1997. Print

Website(s):

Duo-Guard Industries. "Duo-Guard Forging Ahead." http://www.duo-gard.com/

Designer(s):

237 am Studios
Leblanc + Turcotte + Spooner
Lorcan O'Herlihy Architects
Patrick Jouin

Assessment:

Basic Attainment:

1. Student indicates fundamental comprehension of the site within which the shelter will be located.
2. Student distinguishes cardinal conceptual knowledge with regards to transient shelter
3. Student preparation for class includes the required material but nothing more
4. Student decorously transposes research into schematic design
5. Student decorously transposes schematic design into final design
6. Student has accurate final documentation of their design
7. Student demonstrates basic fabrication skills for final prototype, including proper use of the equipment
8. Student presents accurate representational final prototype to RIPTA
9. Students final prototype elementarily disputes cognitive biases of transient shelter
10. Students overall work is satisfactory

Advanced Attainment:

1. Student indicates ideal comprehension of the site within which the shelter will be located.
2. Student distinguishes faultless conceptual knowledge with regards to transient shelter
3. Student preparation for class includes the required material, plus additional material
4. Student impeccably transposes research into schematic design
5. Student impeccably transposes schematic design into final design
6. Student has accurate and laudable final documentation of their design
7. Student demonstrates advanced fabrication skills for final prototype, including proper use of the equipment
8. Student presents an accurate; quintessential representational final prototype to RIPTA
9. Students final prototype intricately disputes cognitive biases of transient shelter
10. Students overall work is exemplary

If a student has any questions please contact me to set up a meeting.

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Mid-Semester Feedback Form

Intar 2100
Transart – Enhancing the experience of the temporary shelter
Instructor: Derrick Laurion

Please fill out the following form for feedback with regards to the first half of the semester. This form will help me to further better the course by taking your suggestions and addressing them in the second part of the course.

Class objectives (4= very successful 1=very unsuccessful)

- Develop a design vocabulary in both the technical and conceptual realm for current and future application

  4 3 2 1

- Comprehend the design process in today's global arena

  4 3 2 1

- Identify and criticize cognitive biases as they pertain to shelters and their design

  4 3 2 1

- Investigate and apply proper fabricating techniques for constructing full-scale prototyped shelters

  4 3 2 1

Comments on objectives:

Overall

1. What has been the most useful thus far in the course?

2. What has been the least useful thus far in the course?

3. Has the feedback been adequate in this class? What is the most effective method?

Final Comments: