



SYLLABUS - Honours Bachelor of Interior Design Interior Design Studio 2 | INDE 1004

Wednesday – 9 am to 11:50 am - Rm. A217

Thursday – 1 pm – 3:50 am - Rm. A217

Course Description

This course challenges students to design an innovative **sustainable fashion retail environment** that prioritizes human-centred design while responding to the environmental, social, and ethical complexities of contemporary fashion. Students will develop immersive **retail concepts** that engage customers through meaningful, interactive experiences, moving beyond traditional product-on-shelf merchandising to foreground sustainability, transparency, and responsible consumption.

The course is structured around three key stages: **research and development, concept design, and storytelling and presentation**. Throughout these stages, students will investigate how retail **concepts** can communicate values such as circularity, material responsibility, longevity, and ethical production.

Central to the course is the application of the **design thinking process**, enabling students to identify meaningful problems within the fashion industry and explore radical creativity through divergent thinking. This methodology encourages students to challenge conventional retail models and reimagine how sustainable clothing is experienced, curated, and purchased through strong, cohesive **concept design**.

Students will engage in a comprehensive exploration of retail design, including **space planning, fixture and display strategies, lighting, branding, and packaging**, all unified around a clearly articulated retail **concept** and consumer journey. Particular emphasis is placed on how storytelling is embedded within the **concept design** to communicate sustainability narratives at every customer touchpoint.

A key emphasis of the course is **inclusive design**, guiding students to design for the “edge”—individuals whose needs, values, or access are often overlooked—as a means of unlocking innovation. By amplifying diverse perspectives, students will develop retail **concepts** that are original, equitable, socially responsive, and environmentally responsible. The course reinforces the importance of **data-driven decision-making**, requiring students to ground their retail **concepts** in customer insights, behavioural research, and sustainability metrics rather than personal preference. The final outcome must be a **product-based sustainable clothing retail concept**. Service-based models such as tailoring studios, salons, or fashion consulting services are excluded.

By the end of the course, students will have developed a comprehensive understanding of how to create forward-thinking, sustainable fashion retail **concept designs** that balance commercial viability with environmental responsibility and inclusive, experience-driven thinking.

Prerequisite(s):

INDE 1000 - Interior Design Studio 1

INDE 1001 - Design Communications

INDE 1002 - Design Theory 1

Instructing Faculty

Name: Dr. Tara O’Neil (tara.oneil@georgiancollege.ca)

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Credentials

I possess a diverse educational background, including a Bachelor of Applied Arts in Interior Design from Toronto Metropolitan University, a Master of Design in Strategic Foresight and Innovation from OCAD University, and a Ph.D. in Inclusive Design and Creative Technology Innovation with a focus on transdisciplinary innovation from University College Dublin. Professionally, my experience spans key roles such as Chief Creative Officer and VP of Retail Design and Strategy in prominent retail design studios based in Toronto. My career includes significant work in India and leadership of international multidisciplinary design teams. In the field of education, I have dedicated several years to teaching subjects like innovation, design thinking, and immersive environments. Currently, I'm engaged in research and project development with SMARTlab Niagara, focusing on using emerging technologies to foster resilient communities.

Teaching Philosophy

My teaching philosophy is rooted in three core elements: Embodied Learning, Inclusive Design, and Awe-Inspired Change. I believe in 'learning by doing,' where active engagement leads to deeper understanding and sparks the creative process. Inclusivity is at the heart of my methodology, adopting a 'one size fits one' philosophy that values and uplifts every individual's unique perspective. Finally, I strive to instill a sense of awe, leveraging its transformative power to challenge existing biases and catalyze the adoption of new, innovative ways of thinking.

Required Resources

- 1. Tracing paper and markers. Bring to every class just in case**

Overview of Activities

WK		Theme/Lesson	Accountability
1	Class 1	Syllabus Review - Major Projects Overview Review of Site Plan Miro Board Horizon Scanning in class example	ASSIGNED Assignment 1: Horizon Scan (due wk. 2 class 2)
1	Class 2	Pop-up Retail Workshop	
2	Class 1	Trend Presentations + Impact Uncertainty Grid Design Strategy	ASSIGNED Assignment 2: Retail 360 (due wk 4 class 1)
2	Class 2	History of Design Thinking Impact Uncertainty + MIRO Empathy Mapping +MIRO Positioning Maps	ASSIGNED Assignment 3: Positioning Map (due wk 5 class 2) DUE Assignment 1: Horizon Scan
3	Class 1	Overview of Inclusive Design Principles Inclusive Design Mapping	ASSIGNED Project 1: Design Strategy (due wk 7 class 2)
3	Class 2	The Future of Retail In-class workshop – Design Strategy	
4	Class 1	Journey Mapping +MIRO The 5 whys + MIRO SWOC	DUE Assignment 2: Retail 360
4	Class 2	Golden Circle Brand Character Miro Board Research Analysis	
5	Class 1	Design Strategy Workshop	
5	Class 2	Retail Design Bringing Strategy to Life	DUE Assignment 3: Positioning Map
6	Class 1	Retail Strategy Planning + Visualization	
6	Class 2	Graphic Design Packaging Omni Channel Retailing Sustainability in Retail Workshop	

Overview of Activities

7	Class 1	Studio	
7	Class 2	Mini Petcha Kutcha	<p>DUE Project 1: Design Strategy</p> <p>ASSIGNED Project 2: Retail Concept (Milestone due wk 9 class 2) (Presentations due wk 12)</p> <p>ASSIGNED Project 3: Retail Concept Round 2 (due wk 14 class 2)</p>
No Classes - Reading Week			
8	Class 1	Communications Design – Wayfinding Signage Key plans In class logo design	
8	Class 2	Studio – Plans and sketches Design Concept	
9	Class 1	Award-Winning Design In class BIC Workshop (find Examples)	
9	Class 2	Studio Time - In-class Workshop	
10	Class 1	Milestone Pin Up Review in	Milestone Pin Up Review in Class
10	Class 2	The Elements of a Retail Presentation The Perfect Pitch	
11	Class 1	Power of Public Speaking Topics provided	
11	Class 2	Studio Time	
12	TBD	Retail Presentations	DUE Project 2: Presentations
12	Class 2	Retail Presentations	DUE Project 2: Presentations

Overview of Activities

13	Class 1	Studio Time	
13	Class 2	Studio Time	
14	TBD	Final Presentations Start at 9am Finish 4pm	DUE Project 2: Final Presentations Interactive

Evaluation

Work	Description		Value
Assignment 1	<u>Horizon Scan</u> Students will use the STEEPV framework to identify and analyze emerging trends, concluding with a 2075 future scenario envisioning their impact on sustainable fashion retail.		10%
Assignment 2	<u>Retail 360</u> Students will audit a fashion retail store using the Retail 360 framework to analyze the complete ecosystem of a retail experience, supplemented by online research.		10%
Assignment 3	<u>Positioning Map</u> Students will analyze competitors in the health and sustainable fashion retail sector, using trends and positioning maps to identify unmet consumer needs and shape their retail concept.		5%
Project 1	<u>Retail Design Strategy</u> Students will synthesize research into a cohesive design strategy, leveraging storytelling and Sinek's Golden Circle to craft a meaningful, trend-aligned retail concept. Students will present their ideas using a mini petcha kutcha format.		25%
Project 2	<u>Retail Strategy + Concept + Milestone + Presentation</u> Students will create an experiential retail concept with rendered plans and a final presentation, focusing on redefining the consumer journey to foster memorable, repeatable experiences.		25%

Evaluation

Project 3	<p><u>Retail Strategy + Concept - Presentation</u> Students will refine their retail concept through iterative revision informed by detailed feedback, strengthening experiential qualities, inclusivity, aesthetic resolution, and presentation clarity. Emphasis is placed on a clear strategic approach, conceptual coherence, and the ability to communicate a compelling vision that actively engages the audience through interactive and immersive experiences.</p>	25%
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Please refer to the [Weekly Schedule of Activities on Blackboard](#) for detailed weekly information.
 Please refer to [Project Summary\(s\)](#) for detailed project information.

The sequence and content of this syllabus may change due to unanticipated opportunities or challenges, or to accommodate the learning styles of the students.

Assessment

In this course, a grade of 75% will be awarded to students who meet all the requirements outlined in the project summary and rubric. Achieving this grade indicates that the fundamental expectations have been met satisfactorily. To earn a grade above 75%, students must demonstrate mastery and a profound understanding of the subject matter. This involves making new connections, providing insightful analysis, and showcasing original discoveries. Such exemplary work should reflect a deeper engagement with the project, going beyond the basics to exhibit critical thinking and innovative problem-solving skills. Only through this level of intellectual rigour and creativity will students achieve marks that exceed the baseline criteria.

Students are encouraged to take risks and experiment boldly, understanding that failure through such risk-taking does not equate to failure in marks; rather, it is an essential part of the learning process and can contribute to a deeper, more meaningful educational experience.

The pass/fail system is straightforward; students are provided with a list of requirements; if you include all the requirements to the standards outlined, you will receive full marks. Marks are lost when items are missing or incomplete. Comments are provided, and students are expected to use this feedback to improve their work for assignment/project submission (grading as per the standard rubric). Students should use the standard rubric and project checklist to outline the expected content and quality.

General Submission Requirements:

- Submit ONE digital copy via BLACKBOARD and ONE physical copy **if requested** in class as per Project Summary
- Digital file naming as per Student handbook (work not named as per the standard will be rejected)
- See Project Summary for assignment-specific details.

Note: See Interior Design Student Handbook for departmental policies and procedures (i.e. attendance, deadlines and academic integrity).

This class permits the use of all AI tools, including ChaptGPT, with proper citations.

Course Content

Recognized design processes applied to institutional and mercantile interior design

Research: interior design precedents, site analysis, case studies, and client interviews
Cultural, human rights, demographic, behavioural, and socio-economic factors
Community, geographic, and architectural contexts
Site measure and documentation techniques
Professional interior design vocabulary
Human-centered design in micro work and mercantile environments
Entrepreneurship and branding
Merchandising theories / fitments
Space planning including area calculations
Regulatory codes and guidelines / barrier-free design
Building systems and lighting
Colour theory
3D modeling
Conceptual development, analysis, and experimentation
Furniture, fixtures, and equipment specifications
Contract documentation and communication

Learning Outcomes

1. Use tools of problem analysis and research to develop a program of user requirements that consider human perception and behaviour patterns in predicting design decisions.
2. Apply site measurement and visual analysis tools to prepare as-built drawings and document preliminary ideas for design concept development.
3. Create spatial quality through selection and evaluation of precedent-setting mercantile and institutional projects, paying specific attention to the designer's employment, manipulation, and exploitation of sensory principles and elements of composition.
4. Expand on conceptual design development through a variety of media and presentation formats.
5. Implement human-centred design principles to create interior spaces that enhance and support human experience, health, well-being, behaviour, and performance.
6. Identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote human rights, socio-economic, cultural, and demographic responses effective in creating micro work and mercantile environments.
7. Create interior environments using a recognized model of the design process to contribute to the financial or economic viability and success of stakeholders and responsibilities to end users.
8. Critically discuss key concepts, methodologies, and current advances in specialized areas of the interior design discipline.
9. Integrate regulatory codes and laws in programming and planning design solutions.
10. Develop effective functionality and aesthetics through experimentation with various iterative methods of concept and presentation development.
11. Employ a broadened design vocabulary to defend design decisions.
12. Select and describe illumination solutions to accommodate building systems related to their function, quality, and quantity of light.
13. Foster collaboration through a collegial atmosphere developing active listening, interpretive, and verbal communication skills.
14. Select and specify manufactured interior products and objects, considering their multiple properties when creating an integrative and unified solution with all elements supporting the design intent.
15. Prepare industry-standard contract documentation using effective communication techniques and technologies.
16. Present project solutions using a variety of visual communication techniques and technologies, applying best practice protocols appropriate to a range of purposes and audiences.