



Project Summary INDE 3000 - Interior Design Studio: Workplace Design

Title: Assignment 2 – State of the Art (5%)
Due Date: Occurs weekly (beginning week 2) – please see schedule.

Please Note: This is an OUTLINE only - clarification will be provided in class.

Introduction

In the dynamic world of interior design, staying updated with the latest trends and innovations is crucial. This "State of the Art Discussion" assignment provides an interactive platform for students to explore and share groundbreaking interior design developments, focusing on workplace design. This exploration will enhance your understanding of contemporary design practices and foster a collaborative learning environment.

Project Requirements

This project helps you stay current with innovations in workplace design while building a shared research base that supports both individual and group learning.

To complete this assignment successfully, follow the steps below using the provided presentation template. Your work will contribute to a shared collection of innovative workplace design ideas.

1. **Select Two State-of-the-Art Examples**

Choose two emerging or advanced innovations relevant to workplace interior design. These may include materials, lighting systems, technologies, finishes, or spatial strategies. Each item must be sourced from credible industry sources. Do not use Pinterest as a source.

2. **Conduct Research and Analysis**

Investigate each item's function, user benefit, sustainability, and relevance to workplace settings. Include at least one source that supports your understanding of how the product or strategy serves human needs or behaviours.

3. **Complete the Provided Slide Template**

Fill out the template for both items. Include the following for each:

- Brief description
- Workplace application
- Key benefits
- One critical question to prompt class discussion
- Visual references with APA citations



4. **Present and Lead a Class Discussion**

Present your two items in a short presentation. Begin each with a discussion question to engage your peers. You are expected to listen actively and participate in other student discussions as well.

5. **Contribute to the Group Miro Board**

After your presentation, add a visual summary of your research to the shared Miro board. This will serve as a class-wide resource for current and future projects.

6. **Share Resources**

Include any relevant links, case studies, or videos that helped your research. These should support both your analysis and the class discussion.

Submission Checklist

Format and File

- Completed presentation using the provided slide template
- Clear layout, images, and APA 7 citations included directly on slides
- Submitted as a PDF
- File named: INDE3000 A2 State Of The Art YourName.pdf

Content

- Two innovative workplace design items selected and researched
- Each item includes: description, workplace application, benefits, and one discussion question
- Visual references with proper attribution included
- At least one credible human-centred or sustainability-focused source used
- Additional resources (links or articles) shared for each item

Miro and Participation

- Visual summary posted to the group Miro board after your presentation
- Active participation in all peer presentations and discussions

APA and Academic Integrity

- Proper APA 7 in-text citations and reference list
- No Pinterest or unverified sources used
- All external ideas and images are properly credited
- No plagiarism – be careful with AI tools - analysis must reflect your understanding
- AI tools permitted for drafting or formatting only, not for content or analysis

Submission

- PDF uploaded to Blackboard by 11:59 PM **the night before your scheduled presentation**

Evaluation - 5% final grade

Please note that students are not to use Pinterest to cite - Please find the original source.

Course Outcomes



CLO 2: Create a design solution to enhance human performance and experience by researching and recording practices used by precedent-setting designers through analyzing their methods of manipulating spatial quality and human perception in the workplace.

– **Achieved by** requiring students to identify cutting-edge innovations and evaluate how they improve user well-being, spatial quality, and human performance in workplace environments. Students must research how these practices are implemented and explain their functional and perceptual value.

CLO 4: Lead and engage peers in discussions of creative collaboration and conceptual development.

– **Achieved by** having students facilitate discussion-based presentations where they pose critical questions and respond to peer feedback. The assignment builds collaborative knowledge through peer dialogue and shared contributions to the class Miro board.

CLO 5: Research, identify, and apply human-centered design principles to a design resolution.

– **Achieved by** asking students to choose innovations that respond to human needs and workplace-specific challenges, backed by research on ergonomics, behaviour, or wellness. The presentation must explain how the items address user experience and contribute to human-centred design.

CLO 7: Promote current and emerging technologies that support sustainable practices through proactive advocacy of lighting types and usage, electrical and mechanical building components, energy efficient products and materials, and construction systems.

– **Achieved by** encouraging students to investigate and share new products, materials, or systems that reflect sustainability and innovation in workplace design. The emphasis on state-of-the-art solutions supports proactive awareness of emerging sustainable practices.

CLO 12: Communicate and validate a design proposal, exhibiting critical and creative thinking, problem solving and analytical skills in the development and execution of a compelling visual, verbal, and written presentation.

– **Achieved by** requiring students to deliver a professional presentation using a structured template, demonstrate analytical understanding, and clearly communicate their findings through visuals, citations, and public speaking.

CIDA

Standard 7: Human-Centered Design

7b: Student work demonstrates an understanding of the relationship between the designed environment and human experience, well-being, behaviour, and performance.

Rationale: Students are required to evaluate how state-of-the-art design innovations affect workplace well-being and performance. The project challenges students to consider how lighting, materials, systems, and furnishings contribute to improved human experience in corporate environments.

7c: Student work demonstrates the ability to gather and apply human-centered evidence.

Rationale: Students must support their selection of innovations with credible, human-centred data (e.g. case studies, post-occupancy reviews, ergonomic studies). This ensures findings are grounded in real user needs rather than aesthetic or trend-based assumptions.

7d: Student work demonstrates the ability to analyze and synthesize human perception and behaviour patterns to inform design solutions.

Rationale: Through discussion and presentation, students interpret how the chosen innovations impact user behaviour and workplace dynamics. Their insights inform both personal and peer design solutions in the studio environment.

Standard 8: Design Process

8e: Student work demonstrates the ability to use precedents to inform design concepts or solutions.

Rationale: The assignment explicitly requires students to research emerging precedents, interpret them critically, and contribute them to a shared knowledge base. This builds familiarity with innovation as a valid and useful precedent source.



8g: Student work demonstrates the ability to design creative and effective solutions.

Rationale: Students are encouraged to evaluate whether selected products represent forward-thinking, novel solutions and are challenged to communicate their innovation potential to peers.

8i: Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Rationale: Students must evaluate sources for accuracy and avoid using low-credibility platforms such as Pinterest. This builds essential research literacy in selecting valid, reliable content that informs their design thinking.

Standard 9: Communication

9a: Students are able to effectively interpret and communicate data and research.

Rationale: Students must translate research findings into concise visual and verbal presentations using provided templates, demonstrating clarity and relevance in communication.

9e: Students express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

Rationale: This includes the slide presentation, verbal delivery, discussion facilitation, and the Miro board contribution. These diverse communication formats reflect industry-standard practices and allow for multimodal expression.

Standard 11: Design Elements and Principles

11a: Students understand the elements and principles of design and related theories, including spatial definition and organization.

Rationale: When presenting innovations, students must address how these design elements contribute to human experience, such as light quality, material texture, or spatial configuration.

Standard 13: Products and Materials

13d: Student work demonstrates appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.

Rationale: Product selection must reflect sustainable, functional, and wellness-oriented choices. Students are asked to demonstrate awareness of environmental impact, performance criteria, and suitability for workplace design.

13e: Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety.

Rationale: The assignment includes assessing material properties such as durability, ergonomic benefit, or sustainability—ensuring students are aware of the broader performance context.

Rubric: State of the Art Assignment

Criterion	Level 1 (Limited)	Level 2 (Developing)	Level 3 (Accomplished)	Level 4 (Mastery)	Weight
File & Submission Requirements	File is incorrectly named. Or changed after Blackboard upload			Correct naming, format, and upload.	1



Selection & Relevance of Innovations	Items are not state-of-the-art, lack workplace relevance, or are poorly chosen.	Items are loosely relevant or only one item clearly meets expectations.	Both items are relevant and mostly well-selected; support basic understanding of innovation.	Items are clearly innovative, forward-thinking, and directly applicable to workplace design.	4
Human-Centered & Sustainable Analysis	Lacks reference to user needs or sustainable features.	Includes surface-level human-centred ideas with little evidence.	Demonstrates understanding of how innovations impact user experience or sustainability.	Thoughtfully explains both human-centred and sustainable aspects with clear, evidence-based reasoning.	4
Presentation & Communication	Presentation is unclear, lacks structure, or is missing key components.	Presentation is mostly complete but may lack flow or clarity.	Presentation is clear and well-structured with good pacing and visuals.	Presentation is confident, engaging, and expertly communicates insights; visuals strongly support delivery.	4
Discussion Leadership	No discussion questions included or ineffective engagement.	One question included but unclear or disengaging.	Two discussion questions included; support class engagement.	Two thoughtful and well-posed questions that prompt strong peer discussion.	4
Miro Board Contribution	Not submitted or unclear contribution.	Contribution is minimal or off-topic.	Visual summary added with basic clarity.	Clear, well-integrated, and visually effective Miro summary that supports group learning.	4
Use of Sources & APA Integration	No sources or unreliable ones; citations missing or incorrect.	Some sources included but lacking quality or APA accuracy.	Credible sources used and mostly cited in APA 7 format.	Excellent, properly cited sources; APA 7 formatting is accurate and consistent.	4
Total					/29

Final Insights

STOP:
START:
CONTINUE:

