TEXAS CHRISTIAN UNIVERSITY
Instructional Development Fund Grant Application

Applicant Name: Gayla Jett Shannon

Academic Rank: Assistant Professor of Professional Practice

Other Participants:

Academic Rank:

Department/School: Design Merchandising & Textiles / College of Fine Arts

Project Title: Digital Media Part II

Project Abstract: (less than 150 words)
This project is undertaken in order to enhance current interior design courses by increasing proficiency in the use of Adobe Creative Suite, particularly Adobe InDesign CS5. Through increasing use of InDesign in the ID classroom, students will be better equipped to enter an increasingly competitive employment market by producing higher quality interior design presentations and entry-level portfolios.

Amount Requested: $2160.50   **Project Period: June 1, 2011 to May 31, 2012**

Authorizations:

Department Chair: _____

Dean of School/College: _____

List previous TCU/IDF (not TCU/RF) Grants received within the past three (3) years:

Dates June 1, 2010 / May 31,2011	Title Digital Media (Part I)
Dates	Title
Dates	Title

2. Have final reports of previous grants been submitted?

[X☐] Yes   [☐] No   [☐] Project still in progress

3. If you have or expect extramural funding for <u>this</u> project, indicate the following:

Agency	
Amount $	Period

Purpose

The purpose of this project is to enhance current interior design courses within the curriculum by advancing my proficiency in the use of *Adobe Creative Suite*, particularly *Illustrator CS4-5* and *InDesign CS4-5*. I am currently proficient in Photoshop CS4 and have been utilizing the software to teach and engage the students in project-based assignments in DEMT 30073 CAD for Interior Design. I completed part I of this grant proposal by completing a course in Adobe Illustrator CS4 – CS5 and integrated this information in several interior design courses I teach as described in the report I submitted for Part I of this project. This grant application addresses the 2nd phase of my endeavors to become a more effective teacher and includes my participation in a training course on *Adobe InDesign CS4* alone.

Emerging software technologies are rapidly becoming widespread within the profession of interior design. These technologies previously have been more limited to graphic design and architecture programs. This phenomenon impacts the need for interior design undergraduate students to learn and employ digital design skills and concepts, and for faculty to be able to teach them. The current economic situation has resulted in increased competition for fewer available positions of employment. Architecture students as well as interior design students are now competing for jobs previously targeted almost exclusively by interior design students, therefore; interior design students need the ability to present themselves and their work in formats that illustrate advanced design and software skills.

Digital portfolios are becoming a near minimum requirement for admission to the profession as an entry-level designer. *Adobe InDesign* is one of multiple software technologies used to create digital imagery for use in an interior design portfolio. Interior designers & architects produce and deliver project data using programs designed for drafting, document production, 3D modeling and rendering programs such as *Rhinoceros*, *AutoCAD*, *3D Studio Max*, *Revit*, and *SketchUp*. These software, at present, typically do not include page layout & graphic design capabilities.

At the October 2009 *ACADIA* (Association of Computer Aided Design in Architecture) and the March 2010 *IDEC* (Interior Design Educators Council) conferences, I observed repeatedly the importance of interchange between software – *3D AutoCAD* and *SketchUp* files can be loaded into a *Revit* 3D model, the resulting rendering of the design can then be exported into Photoshop for additional image manipulation, and then, through the use of *Adobe Illustrator* and *Adobe InDesign,* may be composed within a "poster" or "banner" format for presentation for classroom critique and ultimately to clients once the student enters the workforce. The advantage of using Adobe InDesign over Photoshop to create presentations is that since InDesign utilizing a linking of objects, the file

size remains relatively small, increasing the capacity of our computer lab machines.

My participation in this course will impact 4 courses that I teach and is further explained in the Usefulness section below.

Objectives

The primary objectives for undertaking this project are student oriented. It is my goal to assist our majors in advancing their abilities in design and graphic communication skills through use of *Adobe InDesign* and other software (either emerging or established and including *Autodesk AutoCAD, Autodesk Revit Architecture, SketchUp, Adobe Photoshop* and *Adobe InDesign*). Currently, I am the only member of the Interior Design faculty teaching techniques in *Adobe Photoshop, Adobe InDesign* and *Autodesk Revit Architecture*.

Through coursework, our students should:

- Become able to create composite graphic illustrations through the application and combination of several software media including *Adobe InDesign*
- Apply basic principles of design and composition to interior design presentation and visual communication using *Adobe InDesign* and other software
- Manipulate and edit photographic/raster images *(Photoshop)* and vector images *(Illustrator and AutoCAD)* for use in visual communication of design and concepts
- Attain a basic level of proficiency in *Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Autodesk AutoCAD,* and *Autodesk Revit Architecture*

Description

I plan to complete 2 courses totaling 5 days in Adobe InDesign, Levels 1 and 2. The course outlines are listed below:

Adobe InDesign CS5:
Level 1: Mastering the Essentials
3-day Course located in Dallas, TX on various dates 2011-2012

(http://www.digitrain.com/classes/indesign.htm)
This course focuses on the fundamentals of using InDesign's diverse tools.
Topics covered in this three-day class are:

Adobe InDesign CS5:
Comprehensive Essentials of InDesign
At Digital Training & Designs, we provide you with the right training solutions to help you learn Adobe InDesign. Check our schedule for class dates and prices for Adobe InDesign training in Dallas, Texas or call us for private training at your site.

Whether you enroll in our public classes, or have us create private training for your entire staff, we will help you learn this powerful application in a productive and efficient manner.

This course introduces Adobe InDesign CS5, a design and page layout tool for creative professionals. In this three-day class you will learn the basics of page layout, how to create text and import text and graphics. You'll understand how text wraps around graphics and how to link text from one page to another. Production shortcuts are discussed and exercises are used extensively to reinforce the skills learned.

Topics covered in this three-day class are:

Workspace
Exploring The Interface
Customizing and Saving the Workspace
Using the Control Panel and the Floating Panels
Understanding the Pages Panel
Documents
Employing Rulers and Guides
Activating Display Performance
Previewing Documents
Examining the Pre-flighting Panel
Saving Files
Printing Files
Setting Preferences
Generating Document Setup Presets
Defining Bleed and Slug Areas
Using Library Elements in a Project
Using Find and Change to Quickly Edit a Document
Printing a Booklet
Creating a PDF Document
Packaging Jobs for Output or Handoff
Utilizing Master Pages
Objects
Creating And Manipulating Frames
Selecting Objects
Filling and Stroking Objects
Making Lines and Shapes
Moving Objects Using Methods Such As Nudge
Exploring Proxy Positioning
Applying Corner Effects
Aligning Strokes Around Frames
Redefining the Content of Any Frame
Aligning And Distributing Object
Grouping Objects
Understanding Stacking Order
Using Text Wrap
Introducing the Use of Transparent Objects
Images
Placing images in your document
Cutting, Copying, Pasting images
Sizing and Cropping images
Linking and Embedding Graphics

Explaining and Identifying Image Resolution
Color
Differentiating Uses for Spot And Process Color
Working With the Swatches Panel
Loading Swatches for Color Libraries
Employing Tints
Creating Gradient Fills
Mixing CMYK Colors
Type
Recognizing Serif and Sans Serif Fonts
Using Picas and Points
Applying Character And Paragraph Formatting
Recognizing, Finding And Replacing Substituted Fonts
Incorporating Text Frame Options
Formatting Character and Paragraph Styles
Flowing Text Between frames and onto Multiple Pages
Linking and Unlinking Frames
Checking Spelling
Applying Special Effects to Frames and Text
Using Columns
Working With Tracking/Kerning
Creating Drop Caps
Utilizing Paragraph Rules
Loading Styles from Existing Documents
Using Glyph Characters in a Project
Identifying and Controlling Widows And Orphans
Tabs And Tables
Utilizing the Tabs Ruler
Understanding Various Tab Alignments and Their Uses
Creating Tables
Comparing the Use of Tabs and Tables
Inserting Tables
Converting Text to Tables
Filling and Stroking Table Cells
Formatting Text Within a Table
Selecting Tables, Rows, Columns, and Cells
Creating Tabs Within a Cell
Merging, Splitting Cells
Distributing Rows and Columns

Adobe InDesign CS5:
Level 2: Creative Techniques
2-day Course located in Dallas, TX on various dates 2011-2012

(http://www.digitrain.com/classes/InDesign_ad.htm)
This course focuses on advanced InDesign tools and techniques to create more complex designs and special effects.
Topics covered in this two-day class are:

Text and Layout
Utilizing Dynamic Spelling
Attaching Text to a Path
Creating Outlines from Text
Using Text As Frames
Discovering the Glyphs Palette
Working in the Story Editor
Defining and Utilizing Custom Text Variables
Employing Layout Adjustments
Creating Layerst
Bulleted and Numbered Lists
Controlling List Numbering Across Sections
Creating Multi-leveled Lists
Incorporating Book Settings into Lists
Output
Preflighting Documents
Employing the Color Separation Preview
Understanding the Ink Manager
Transparency
Exploring Effects
Blending Transparent Images and Objects
Understanding Transparency Flattener
Table Styles
Utilizing Paragraph Formatting in Table Styles
Creating Cell Styles

Pulling It All Together in the Table Style
Anchored Graphics and Nested Styles
Creating Inline and Custom Anchored Graphics
Embedding Nested Styles into Paragraph Styles
Looping Nested Styles
Long Documents
Defining a book
Adding Chapters
Changing Chapter Order
Checking Status
Controlling Style Source
Synchronizing Chapters
Numbering Pages
Exploring Page Numbering Options
Index
Collecting Index Entries
Formatting the Index
Changing Levels
Indexing a range of pages
Using Proper names
Creating Cross Reference
Editing Entries and Markers
Building the Index
Table of Contents
Collecting Entries from Paragraph Styles
Formatting the Table of Contents

Usefulness

Becoming proficient in *Adobe InDesign* would benefit students in 4 of the 6 courses that I am currently charged with teaching during the academic year. Each of these courses is a requirement for our majors, approximately 80 – 100 students. By increasing my skill and proficiency in digital software, I will contribute to accomplishing our department's strategic plan of increasing the content and rigor of technological skills and concepts within our curriculum. This may be ultimately translated to enrich our entire department of approximately 250-300 majors in Design, Merchandising and Textiles.

1. DEMT 30073 CAD for Interior Design – Junior level seminar; applying software skills in *SketchUp, AutoCAD, Photoshop, Revit, InDesign*

    a. *Illustrator* may be combined with Photoshop and renderings produced by *SketchUp* and *Revit* to create interior design illustrations and renderings and then to create a composite poster or banner for presentation utilizing InDesign software

2. DEMT 30493 Interior Design III – Junior level studio; addressing commercial space planning
   a. *InDesign* would assist in compositing rendered plans and perspectives produced by other various software to compose a final design presentation poster or banner

3. DEMT 40433 Special Purpose Design – Senior level studio; addressing exhibition design & portfolio design
   a. *InDesign* would assist students in application of graphic elements within the design of their entry-level portfolio and in the design of their senior exhibition held each spring semester

4. DEMT 40474 Interior Design IV – Senior level thesis studio addressing topics chosen individually by students
   a. InDesign would assist students in both composing poster/banners for project presentation but also in producing comprehensive exit portfolios

IDG BUDGET SHEET:

A.	Student Salaries. (List names, if known. Check **External Grants** information page for the current minimum wage rate. Indicate number of hrs./student.)	
	1.	$
	2.	$
	Total	$

B.	Permanent Equipment. (Itemize in decreasing priority.)	
	1.	$
	2.	$
	3.	$
	Total	$

C.	Instructional Materials. (Itemize) (e.g. Books, Video Tapes, Software)	
	1. Digital Training & Design, Inc. Authorized Adobe InDesignTraining Course Level 1, Dallas, Texas Training manuals included (software is currently available in DEMT computer lab and to DEMT Faculty)	$1145.00
	1. Digital Training & Design, Inc. Authorized Adobe InDesign Training Course Level 2, Dallas, Texas Training manuals included (software is currently available in DEMT computer lab and to DEMT Faculty)	$795
	3.	$
	Total	$1940.00

D.	Other Expenses. (Itemize) (e.g. Photocopying, Supplies, Postage)	
	1.	$
	2.	$
	3.	$
	Total	$

E.	Travel. (Itemize specifically as travel **must** be justified as essential to meeting the educational objectives of the proposal.)	
	1. 44.1 miles each way x 10 trips = 441 miles via personal auto @ $.50/mile	$220.50
	2.	$
	3.	$
		$

TOTAL PROPOSED BUDGET   **$2160.50**

I was awarded the position of Assistant Professor of Professional Practice in Interior Design (DEMT) beginning the fall semester of 2009.   I met with Jeff King of the Koehler center during the fall semester of 2009 in order to improve my teaching effectiveness (previously I was an adjunct in DEMT).   Since that time, I have worked to employ his recommendations in my courses and have seen positive results.

Additionally, I have participated in many, many more than the required 8 Continuing Education Program Hours for maintaining my registration in Texas as a Registered Interior Designer, and attended at least 2 conferences each year related to interior design and architectural education.   My research presentation regarding color and architecture was accepted at the national Interior Design Educators Council and I presented the results March 17, 2011 at the Denver conference.

Award: Winner, Residential Category, ASID Educator Design Excellence Competition
The ASID Educator Design Excellence Competition is an annual peer-reviewed and juried national design competition recognizing interior design excellence in both residential and commercial design projects completed by ASID Educator members. ASID recognizes the significant contribution of educators in interior design, and the competition awards interior design work at a national level, including those individuals in the tenure and promotion process, whose work will be reviewed by a jury of distinguished ASID members.

Published article about my work (project) as an interior designer:
Agostinno, Elisa, "Maximum Input," *luxe. Interiors+design*, Volume 7, Issue 4, Fall 2009

Bibliography – Relevant Literature

As, Imdat, and Daniel Schodek. *Dynamic Digital Representations in Architecture: Visions in Motion.* 1st ed. Taylor & Francis, 2008.

Bitonti, Francis. "Computational Tectonics." In *Proceedings of the 29th Annual Conference of ACADIA*, 82-89. Chicago, IL USA, 2009.

Brothers, David. "A Critical Assessment of the Need for Manual Drafting Skills for Interior Design Students." In *IDEC 2010 Conference.* Atlanta, Georgia, USA: Not yet published, 2010.

Colussy, M. Kathleen, and Steve Greenberg. *Rendering Fashion, Fabric and Prints with Adobe Illustrator.* Prentice Hall, 2006.

Dabner, David, Sheena Calvert, and Anoki Casey. *The New Graphic Design School: A Foundation Course in Principles and Practice.* 4th ed. Wiley, 2009.

Dzambazova, Tatjana, Eddy Krygiel, and Greg Demchak. *Introducing Revit Architecture 2010: BIM for Beginners.* 1st ed. Sybex, 2009.

Edwards, Brian. *Understanding Architecture Through Drawing.* 2nd ed. Taylor & Francis, 2008.

Floyd, Laura, and Douglas Seidler. "The Role of Building Information Modeling (BIM) in Education and Practice." In *IDEC 2010 Conference.* Atlanta, Georgia, USA: Not yet published, 2010.

Holtzschue, Linda, and Edward Noriega. *Design Fundamentals for the Digital Age.* Wiley, 1997.

Meneely, Jason. "In Search of the Digital Muse: Divining the Role of Digital Sketching in Interior Design Education." In *IDEC 2010 Conference.* Atlanta, Georgia, USA: Not yet published, 2010.

Oxman, Neri. "Material-Based Design Computation: Tiling Behavior." In *Proceedings of the 29th Annual Conference of ACADIA*, 122-129. Chicago, IL USA: ACADIA Proceedings, 2009.

Seidler, Douglas R. *Digital Drawing for Designers: A Visual Guide to AutoCAD.* 1st ed. Fairchild Pubns, 2007.

Instructional Development Grant
Post-Implementation Report
Project Period: 1 June 2010 to 31 May 2011

Gayla Jett Shannon
Assistant Professor of Professional Practice
Design Merchandising & Textiles

The purpose of the IDG project was to enhance content and instruction in current interior design courses within the curriculum by advancing my proficiency in the use of *Adobe Creative Suite,* particularly *Illustrator CS 4* and *InDesign CS4.* I was already reasonably proficient in Photoshop CS4 and had been utilizing the software to teach and engage the students in project-based assignments. This grant application addressed the 1st phase of my planned endeavors to become a more effective teacher and included my participation in a training course on *Illustrator* alone. (I plan to take the course in *InDesign* at a future date.)

I enrolled and completed 2 courses totaling 5 days in Adobe Illustrator CS4 Level 1 and CS5 Level 2. My participation in this course impacted 2 courses that I taught Fall 2010 and is currently impacting 2 courses that I am teaching Spring 2011.

Objectives
I achieved the following objectives in completing the Adobe Illustrator Courses:

- Better able to create composite graphic illustrations through the application and combination of several software media including *Adobe Illustrator*
- Assisted my students in applying basic principles of design and composition to interior design presentation and visual communication using *Adobe Illustrator* and other software
- Manipulate and edit photographic/raster images *(Photoshop)* and vector images *(Illustrator and AutoCAD)* for use in visual communication of design and concepts
- Attain a basic level of proficiency in, *Adobe Illustrator*

Usefulness

Becoming proficient in *Adobe Illustrator* is benefiting students in 4 of the 6 courses that I am currently charged with teaching during the academic year. Each of these courses is a requirement for our majors, approximately 80 students. By increasing my skill and proficiency in digital software, I will contribute to accomplishing our department's strategic plan of increasing the content and rigor of technological skills and concepts within our curriculum. This may be

ultimately translated to enrich our entire department of approximately 250-300 majors in Design, Merchandising and Textiles.

1. Fall 2010 DEMT 20403 Design Fundamentals II – Sophomore level studio; basic design & theory, 3D design, color theory, and pattern design
   a. *Illustrator* knowledge was used to introduce students to employing digital design methods in color & pattern design
   b. *The illustration below was executed by a student (in multiple colorations) utilizing Adobe Illustrator CS4 as part of course work for this class Fall 2010.*
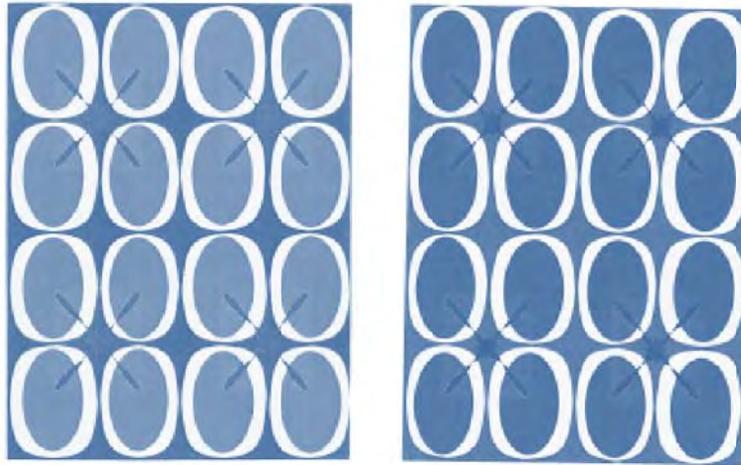

2. *DEMT 30073 CAD for Interior Design – Junior level seminar; applying software skills in SketchUp, AutoCAD, Photoshop, Revit, InDesign*
   a. *The Illustration below was executed by a student utilizing Autodesk AutoCAD, Adobe Illustrator, and Adobe Photoshop during Spring 2010. I am currently teaching this course and the students are completing a similar project utilizing the software listed.*

3. DEMT 30493 Interior Design III – Junior level studio; addressing commercial space planning
    a. *The project banner below was executed by a student utilizing Autodesk Revit, Adobe Illustrator and Photoshop and InDesign Spring of 2010 – Students this semester are beginning a similar project and will utilize the software listed.*
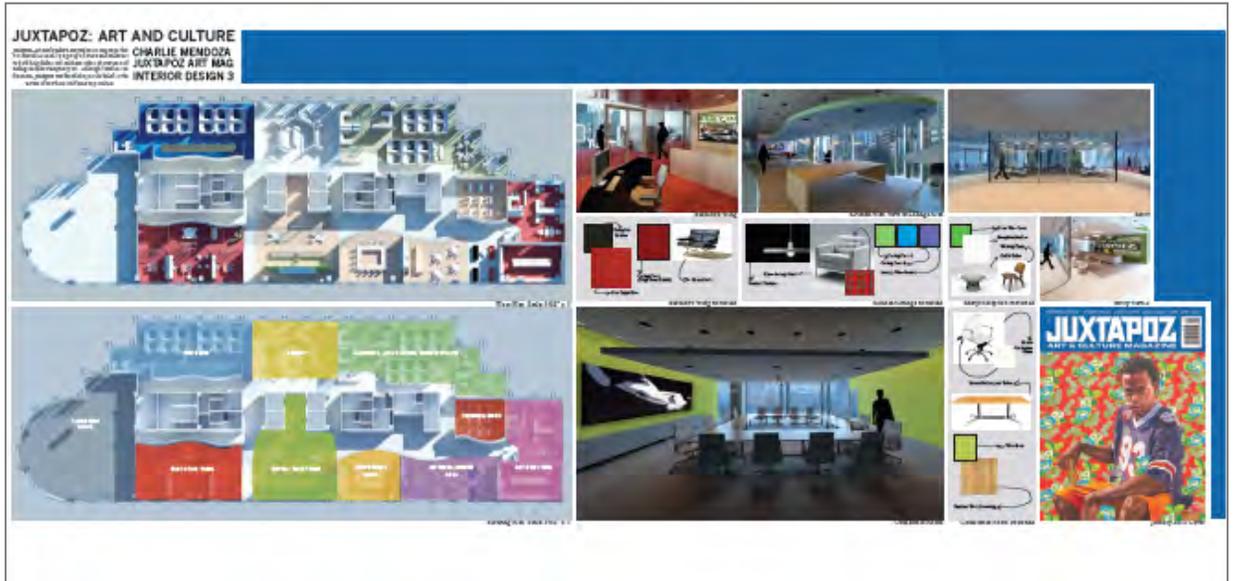
4. DEMT 40433 Special Purpose Design – Senior level studio; addressing exhibition design & portfolio design
    a. *The portfolio page at right was completed by a student utilizing Illustrator Spring 2010. I am not teaching this course this term, however students are creating a similar project in DEMT 40474 Interior Design V.*
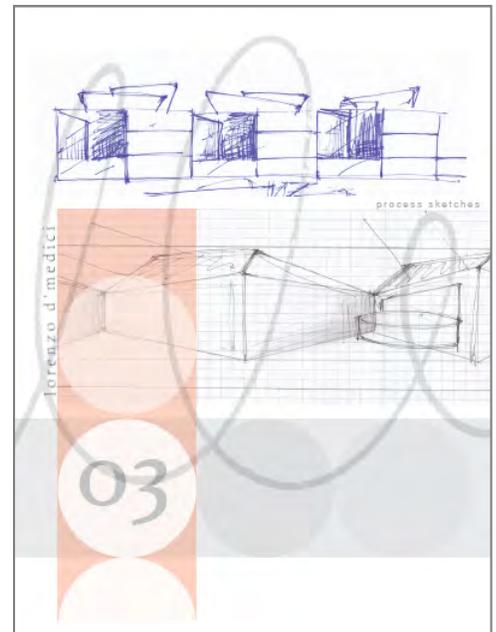
IDG COMMITTEE EVALUATION SHEET

Name: Gayla Jett Shannon	**Department:** Design Merchandising & Textiles
Project Title: Digital Media Part II	

Proposals will be evaluated on the basis of the following criteria:

POINTS

1.   **Purpose. (20 pts)**. Purpose clearly stated? Is need established and substantiated, and directly linked to course? Explanation of how project will directly enhance instruction in current or proposed course?   _____

2.   **Objectives. (10 pts)** Are the objectives and outcomes clearly outlined?
Is it explained how the project outcomes will make a significant contribution
to the improvement of teaching and learning?   _____

3.   **Description. (10 pts)** Is there an adequate description of the activities to be done during the grant period and how the objectives will be achieved?   _____

4.   **Usefulness. (10 pts)**   Is the expected impact on student learning and the number of students reached addressed? Is there potential for extending the benefits beyond the specific objectives   _____

5.   **Budget and Budget Justification. (10 pts.)** Is the budget clearly described, is each expenditure justified, and is overall cost of the project reasonable?   _____

6.   **Priority Funding. (5 pts.)** Does the project develop or expand courses in applied learning, study abroad or online instruction?   _____

TOTAL POINTS (max 65 pts.)   _____