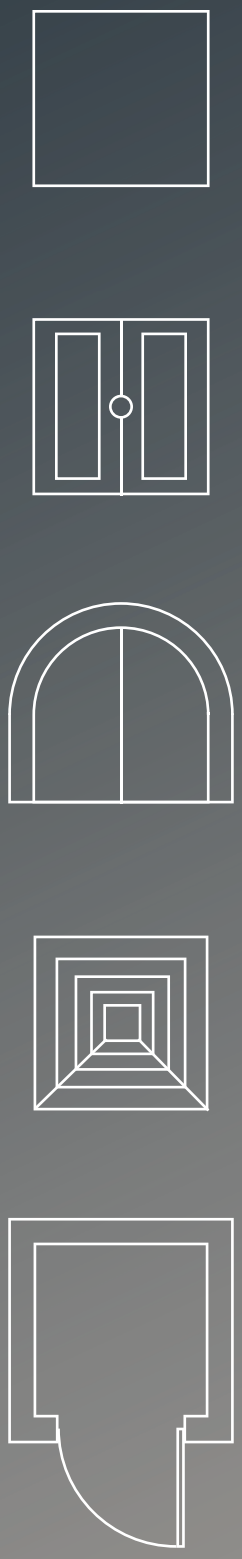
Inside Design – Summer 2024

Virginia Tech
School of Architecture



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BACKGROUND

Inside Design is an incisive introduction to the ways in which designers think and work. For individuals considering the world of design, this program cracks open the excitement and opportunities of architecture and related design disciplines. Students work with long-time educators and practitioners in exercises designed to stimulate discussion and discovery of issues affecting the professions. No prior course or subject experience is necessary, just the initiative to break the bounds of conventional modes of thinking.

Inside Design is modeled around the curricula of the nationally-ranked programs of Virginia Tech's Schools of Architecture + Design (architecture, industrial design, interior design, and landscape architecture). Over its twenty-year history, the course has been refined and amplified to give high school students one of the best week-long experiences of architecture and design.

SESSION FOCUS: PORTAL

Inside Design's virtual session takes advantage of participating students' diversity of geo-locations to explore the rich variety of spaces and forms which constitute the built environment. Students will deep-dive into a week-long design challenge involving program tutorials, group discussions + critiques, short lectures about emerging designers + exciting new projects, and hands-on exercises encouraging exploration beyond the workspace.

This year's thematic focus is the *portal* (or door). Students will explore the spatial narrative of approaching, confronting, interacting with, and passing through an architected threshold using a combination of hand-drawing, photography, physical model-making, and deep learning (AI). After deconstructing the meaning and purpose of different kinds of portals in and outside their homes, students will develop and propose an original *portal* (or door) design.

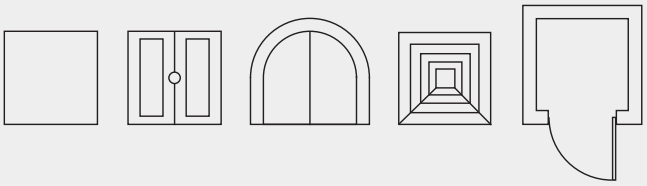
INSTRUCTORS

Andrew Gipe-Lazarou
Charmi Gajjar (TA)

This year's virtual session is led by Dr. Andrew Gipe-Lazarou, Visiting Professor of Architecture at Virginia Tech, with the assistance of MArch (23) graduate Charmi Gajjar.

Andrew is a designer, educator, and researcher interested in the role of space in cultural-historical contexts. His work includes contributions to the international *Elements of Architecture* series (specifically the "Door" and "Window" chapters) produced by the Office for Metropolitan Architecture, field work and articles about the role of sensory learning in design education (The Diakron Institute, University of Cambridge, 2019), and ongoing research about the role of fictional narratives in the history of the city ("The 'Extreme Fantasy' of Delirious New York", *Lovecraft Annual*, Hippocampus Press, 2020).

Charmi is a 2023 MArch graduate student of Virginia Tech. Her architectural interest is the adaptation of digital technologies in design. During her time at Virginia Tech, Charmi embarked on an ambitious research project for her graduate thesis. Her focus centered around the captivating role of AI-generated images and their impact on the architectural domain. She is currently working at Corgan Associates in Dallas. Throughout the workshop, Charmi will provide valuable insights into how we can effectively connect with AI and integrate it into our architectural practices. Her comprehensive understanding of the possibilities presented by AI-generated images will undoubtedly inspire participants to embrace cutting-edge technologies and expand their creative horizons.



Day One: Orientation

TUE 7/16	LOCATION	PROGRAM	PROMPTS	MATERIALS
9:00am	On-screen	Welcome	Faculty introduction and program overview including technology and tools synopsis (Miro, Zoom, sketching, and AI), rules and etiquette, and class schedule. Brief delivered on the overarching theme for the session: **PORTAL.**	
		Assignment #1	**NARRATIVE:** Photo-document the spatial narrative leading up to, confronting, interacting with, and walking through two different doors. Then write a one-sentence description of each photo, describing its spatial and emotional qualities.	
11:00am	On-screen	Office Hours	**FOLLOW-UP QUESTIONS**	
12:00pm				

TUE
7/16

Day One: Orientation

Description: All of the Zoom meetings will be recorded. If a student has an issue with their face being recorded they should let us known prior to class. The recordings will be used as a resource for students who need to miss a portion of the class and will not be used or published by the instructors for personal use.

Zoom Etiquette:
a. During lecture, all students should stay muted and raise a hand if they have a question, or write it in the chat.
b. During class discussions and assignment introductions, students may keep themselves unmuted if there is no background noise and if they stay quiet while other participants are speaking. If there is persistent background noise or a student is being disruptive, we will ask them to mute themselves or we will mute them.
c. We would love to have everyone's cameras on during class time, but understand that some students may not be comfortable with this. If a student prefers to have their camera off, this is perfectly fine.
d. We will use the Zoom chat for questions, follow-ups, and links as needed. Abusing the chat feature with inappropriate or unkind language will count towards a student's three strikes (see below).
e. Students will be split into breakout rooms so that they can talk to each other in smaller groups while working. They are welcome to use the chats in the breakout rooms, but they will be monitored and the same policy applies to the breakout room chat as to the main room chat.

Behavior/Rules: There are some class expectation that the students should be familiar with before class. There is a three strike policy for misbehavior each day. We do not anticipate needing to use this policy, but after three strikes a student will be booted from the class for the remainder of the day. They will be happily welcomed back the next morning for a fresh start. If a student is booted, they are expected to watch the recording of the class to see anything they missed, and will be expected to upload their work with the rest of their classmates. Strikes will be recorded by the instructors and will be given for:

a. Inappropriate language: cursing, insulting classmates, insulting instructors either verbally or in the chat.
b. Inappropriate drawings/text: both Zoom and Miro have drawing features. Students that abuse these features to draw unrelated or inappropriate images will be given a strike.
c. Hate speech of any kind, including slurs or insults based on race, gender, sexual orientation, religion, or ethnicity.

Materials: You have each been sent the tools necessary for sketching. For the physical modeling portion of this course, you are expected to acquire the necessary tools and materials.

Assignments: At the beginning of each day, there will be an assignment posted on the Miro board that the instructor will review each morning. We will not use email for assignments/work, all documentation will be on the Miro board.

Missing Class: If students miss a class or lecture, they should email us requesting the lecture. If it seems helpful, we may switch to uploading the lecture by default to a shared Google folder.

WiFi/Camera: Students are expected to have access to a stable WiFi connection. If keeping their camera on degrades the quality of the Zoom call, they are welcome to turn it off. If there are consistent WiFi issues, please contact the instructor so we can schedule a one-on-one call to review anything that might have been missed due to technical difficulties. Students are also expected to have access to a high-definition camera (preferably through a smart phone) in order to photograph original sketches and their physical model.

Zoom/Miro: We will be on Zoom for all class time and will use that lectures, questions for instructors, and breakout rooms of smaller groups for students to work together on their assignments. The Zoom link will be the same for every day. The Miro board will be where we post assignment sheets, examples, and areas for each student to post documentation of their work after each assignment. Each student will have an assigned area for their deliverables, so they will need to be able to upload photographs and/or scans of their work at the end of each day. The Miro board will be different each day, so at the beginning of each class we will put a link in the Zoom chat with the link to that day's board.

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Day Two: Sketching

WED 7/17

	LOCATION	PROGRAM	PROMPTS	MATERIALS
9:00am	On-screen	Reflection	**NARRATIVE:** Discussion of Assignment #1	
9:30am		Lecture	A.G-L: PORTALS 1	
10:15am		Assignment #2	**SKETCHING I:** Assignment walkthrough and sketching tutorial. Using your sketchbook and drawing utensils, produce hand-drawn sketches of each photo you selected for Assignment #1.	+ sketchbook + pens and markers (black/grey/red) + pencil
11:00am		Offline Task	Work on Assignment #2 (Part I)	
12:00pm		Break / Personal time		
1:00pm	On-screen	Lecture	Guest Lecturer (Luigi Lafasciano): PORTALS 2	
1:30pm		Studio time (main room + breakout room convos)	**SKETCHING II:** Produce hand-drawn sketches of an original four-part spatial narrative, leading up to, confronting, interacting with, and walking through a portal. You will give the narrative a title, then write a single sentence describing the spatial and emotional qualities of each of the four parts. The Zoom room will be open. Students are welcome to join the work, present to the group, or meet with an instructor for one-on-one feedback.	+ sketchbook + pens and markers (black/grey/red) + pencil
3:00pm		Offline Task	Continue work on Assignment #2 (Part II)	
4:00pm		Break / Personal time		
5:00pm	On-screen	Office Hours	**FEEDBACK (OPTIONAL)**	
6:00pm				

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Day Three: Deep Learning (AI)

THU 7/18

	LOCATION	PROGRAM	PROMPTS	MATERIALS
9:00am	On-screen	Reflection	**SKETCHING:** Discussion of Assignment #2	
9:30am		Lecture	Guest Lecturer (Luis Borunda Monsivais): PORTALS 3	
10:00am		Lecture	Charmi Gajjar (TA): DEEP LEARNING (AI)	
10:15am		Assignment #3	**DEEP LEARNING (AI) I:** Assignment walkthrough and deeplearning (AI) tutorial. Using the deep learning tools introduced here, use the original narrative you produced in Part II of Assignment #2 to generate 2 images for each of the four phases.	
11:00am		Offline Task	Work on Assignment #3 (Part I)	
12:00pm		Break / Personal time		
1:00pm	On-screen	Lecture	Guest Lecturer (Yaoyi Zhou): PORTALS 4	
1:30pm		Studio time (main room + breakout room convos)	**DEEP LEARNING (AI) II:** Select one image among the variations you produced in Part I (for each of the four phases of the narrative) and input it, together with its corresponding written narrative, into the AI to generate at least two more iterations for each phase (another 8 images in total). The Zoom room will be open. Students are welcome to join the work, present to the group, or meet with an instructor for one-on-one feedback.	+ sketchbook + pens and markers (black/grey/red) + pencil
3:00pm		Offline Task	Continue work on Assignment #3 (Part II)	
4:00pm		Break / Personal time		
5:00pm	On-screen	Office Hours	**FEEDBACK (OPTIONAL)**	
6:00pm				

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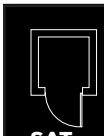
Day Four: Final Project (Intro)

FRI 7/19

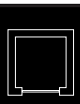
	LOCATION	PROGRAM	PROMPTS	MATERIALS
9:00am	On-screen	Reflection	**DEEP LEARNING (AI):** Discussion of Assignment #3	
9:30am		Lecture	Guest Lecturer (Madison Cook): PORTALS 5	
10:15am		Assignment #4	**PORTAL I:** Select a portal narrative (defensive, welcoming, sacred, etc.) which you would like to design for your final project by describing (with text) a spatial sequence and identifying (with photos) spatial precedents for each phase.	+ sketchbook + pens and markers (black/grey/red) + pencil
11:00am		Offline Task	Work on Assignment #4 (Part I)	
12:00pm		Break / Personal time		
1:00pm	On-screen	Lecture	Guest Lecturer (Miranda Shugars): PORTALS 6	
1:30pm		Studio time (main room + breakout room convos)	**PORTAL II:** Students begin developing final designs according to a self-defined workflow. The Zoom room will be open. Students are welcome to join the work, present to the group, or meet with an instructor for one-on-one feedback.	+ sketchbook + pens and markers (black/grey/red) + pencil
3:00pm		Offline Task	Continue work on Assignment #4 (Part II)	
4:00pm		Break / Personal time		
5:00pm	On-screen	Office Hours	**FEEDBACK (OPTIONAL)**	
6:00pm				



SAT 7/20

Day Five: Model Making

	LOCATION	PROGRAM	PROMPTS	MATERIALS
9:00am	On-screen	Reflection	**PORTAL (FINAL PROJECT):** Discussion of Assignment #4	
9:30am		Lecture	Guest Lecturer (Nero He): PORTALS 7	
10:15am		Assignment #5	**MODEL MAKING:** Create a physical model of your final portal design (see Assignment #4) which emphasize its contribution to at least one phase of the four-part spatial narrative.	+ cutting tools + cutting surface + modeling materials + glue / tape
11:00am		Offline Task	Work on Assignment #5	
12:00pm		Break / Personal time		
1:00pm	On-screen	Lecture	Guest Lecturer (Andrew Shaver): PORTALS 8	
1:30pm		Studio time (main room + breakout room convos)	**PORTAL:** Students continue developing final designs according to a self-defined workflow. The Zoom room will be open. Students are welcome to join the work, present to the group, or meet with an instructor for one-on-one feedback.	+ sketchbook + pens and markers (black/grey/red) + pencil
3:00pm		Offline Task	Continue work on Assignment #4 (Part II)	
4:00pm		Break / Personal time		
5:00pm	On-screen	Office Hours	**FEEDBACK (OPTIONAL)**	
6:00pm				



SUN 7/21

Day Six: Showcase

LOCATION	PROGRAM	PROMPTS	MATERIALS
2:00pm On-screen	Showcase	**PORTAL (FINAL PROJECT)** Group discussion of final projects (Assignment #4).	
4:00pm	Outro	Closing thoughts / reflections.	
4:30pm On-screen	Office Hours	**FOLLOW-UP QUESTIONS (OPTIONAL)** Open discussion with the instructor about the discipline of design (working as an architect, learning to becoming a designer, experience in practice, etc.).	
6:00pm			