

Project Title **Re-design the Process of Food**

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Keywords: inter-disciplinary collaboration, interior design, graphic design

Category: CIT Collaboration and Interdisciplinary Teaching

Type: Studio Project

Level: Undergrad - third & fourth year

Duration: 15 days

Abstract: As designers, we often get mired in the details of a project; therefore it is helpful to begin a new project with a specific level of abstraction. This is an introductory 15-day assignment delivered at the beginning of a quarter long collaborative studio that merges interior design with graphic design students, who are paired into teams of two, one from each discipline to ultimately design and brand a restaurant. This assignment is designed to push students into abstract problem solving and to force them to rely on each other's strengths to solve in a 3-dimensional and visual way. This assignment is used to explore design processes, allow for understanding of how each team will work together for the remainder of the quarter and as a test to see how far each team is willing to push the conceptual underpinning of a project.

Learning Objectives:

- To foster multi-disciplinary team building to solve a complex abstract problem.
- To integrate infographics and spatial design into a 3-dimensional representation that clearly conveys student research.

Criteria:

Background

In an academic tradition of individualized work, the nature of collaboration is often difficult. This difficulty is compounded by the merging of two disciplines, interior and graphic design, into a single studio. This assignment occurs at the beginning of a quarter long studio, in which the students design and brand a restaurant. We began by having

students research, define and interpret the process of food, with the understanding that this conceptual process will guide them through the remaining quarter.

Breaking Comfort Zones

Typically graphic design students are taught to think two-dimensionally and at a small scale, while interior design students are taught to think spatially and at a broader scale. The intent of this project is to take each student out of their comfort zone and force them to rely on each other's strengths to ensure the success of the project. Additionally, this project facilitates team building and forces fast decision making.

Observational Analysis

It is important for us, as professors, to understand the dynamic of each team in order to successfully guide them through the rest of the quarter. The analysis of their individual processes is equally as important as the final product and helps us to realize the following:

- How far will a group challenge preconceptions and push new ideas?
- How do the students interact with each other?
- How do students interact with professors?
- Which groups have the ability to think theoretically?
- Are the groups willing to define new rules for design processes?

Process:

Students are asked to define the "Process of Food", which is intentionally vague to allow for exploration and discovery of processes that exist within the food industry. Mining large amounts of data, students are required to represent that data as a three dimensional info graphic. Through an iterative process, students start with sketches and models gradually building an info graphic at 1:1 scale installed in the schools gallery.

Project Brief

Working in teams, you will create a visual representation of the process of food. The challenge is to research food, develop your concept and build/complete your team's concept over the next two weeks. Your goal is to produce a physical and/or digital object that conveys a concept of the food to you audience. Use motion, space, sound and appearance to engage the user. Do not be afraid to experiment; try something out of the ordinary!

Your design concept should address the following questions:

- How can you motivate someone to explore the interface?
- What can you do to improve accessibility and comprehension of your concept of food?
- What can you do to reach your audience?

- How can sound, motion, scale and color provide multiple levels of information?
- Is it possible for users to become active participants in the experience?
- In what context will it be seen?
- Does “play” become a form of intrinsic motivation and increase comprehension?
- At what point does information overload occur?

About the process of food specifically:

- What are the necessary fundamental aspects of food and the ways we process food?
- Why do we need to understand how we get our food in the first place?
- Are there other ways to organize the system of food?
- Can size, weight, abundance, color or material change the way an idea is presented?

This is not about creating a cookbook or a recipe. Choose a new way to present and understand food. Think about what, if anything would change the way we perceive food. You can be playful, scientific or serious. Your job is to develop a visualization that is engaging and that can possibly change our perception of a process of food.

Choose a new way to present and understand the process of food. Think about what, if anything would change the way we perceive food. You can be playful, scientific or serious. Your job is to develop a piece that is engaging and that can possibly change our perception of how food is processed.

Timeline

- Day 1** Begin large survey/research about the process of food
- Day 4** Present major research finding (group presentation -digital.pdf)
- Day 6** Working session + initial concepts (3-5 paper sketches)
- Day 8** Working session + lecture on materials
- Day 11** Small group meeting + critique
- Day 13** Working session
- Day 15** Final presentation

Presentation**Method:**

Students were required to conceptualize, design and fabricate a 3-dimensional installation that was presented verbally to a panel of reviewers. Each group was required not only to explain their projects but to defend the conceptual underpinnings the project. Reviewers and classmates were given the opportunity to interact with the pieces following formal reviews.

Evaluation:

Students are evaluated on their creativity and their ability to push the limits of the project. Additionally students completed a peer review form for both themselves and their partner which also was part of the grade.

Research Document and Presentations 25%
Group Participation - peer review evaluation 25%
Aesthetic Appeal of Final Installation 25%
Legibility of Final Installation 25%

Credits:

Final Installation

This project has been conducted over the last two years and has been well received by outside critics, winning a "Best of Show" distinction in the School of Design, Student Show both years. The effectiveness of this project does not reveal itself to the students until after some time has passed allowing for reflection on the benefits that this project has relates to the remaining quarter long project.

References:

Lightman, Alan P. *Einstein's Dreams*. New York: Pantheon, 1993. Print.

Pollan, Michael. *Food Rules: An Eater's Manual*. New York: Penguin, 2009. Print.

"The Chef's Table." *The Chef's Table*. Netflix, Boardwalk Pictures & City Room. 26 Apr. 2015. Television.

Documentation:

Project Brief
Group Review Assessment
Project Grade Assessment
Student Work Photographs and descriptions

PROJECT 1 : REDESIGN THE PROCESS OF FOOD

Working in teams, you will create a visual representation of food. The challenge is to research processes of food, develop your concept and build/complete your team's concept over the next two weeks. Your goal is to produce a physical and/or digital object that conveys a concept of food to your audience. Use motion, space, sound and appearance to engage the user. Do not be afraid to experiment, try something out of the ordinary!

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READING + CRITERIA

Food Rules, Michael Pollan

Chef's Table, Season 1, 2015 - David Gelb

Einstein's Dreams, Alan Lightman

TIMELINE

- F_12.5** Begin large survey/research about food (clocks, sundials, monuments, seasons, books, etc.)
- M_12.8** Present major research findings (group presentation - digital .pdf) - 2:00pm
- W_12.10** Working session + initial concepts (3-5 paper sketches due)
- F_12.12** Working session + lecture on materials
- M_12.15** Small group meeting + critique
- W_12.17** Working session
- F_12.19** Final presentation - 2:00 pm-



Group Review - W15

IDES 353 - Interior Design II

ART 413 - Design Theory & Practice

Your name: _____

Your team members: _____

Fill out the evaluation form listed below for all of group members.

Rate your team based on 1-5 (1 being lowest/5 being highest). Circle one.

① Quality of Work	1	2	3	4	5
② Quality of Discussions	1	2	3	4	5
③ Commitment	1	2	3	4	5
④ Participation	1	2	3	4	5
⑤ Attendance	1	2	3	4	5
⑥ Responsibility	1	2	3	4	5
⑦ Professionalism	1	2	3	4	5
⑧ Leadership	1	2	3	4	5

Overall Performance	1	2	3	4	5
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List the specific tasks they completed for the project:

General comments:

Project Assessment - W16
IDES 353 - Interior Design II
ART 413 - Design Theory & Practice

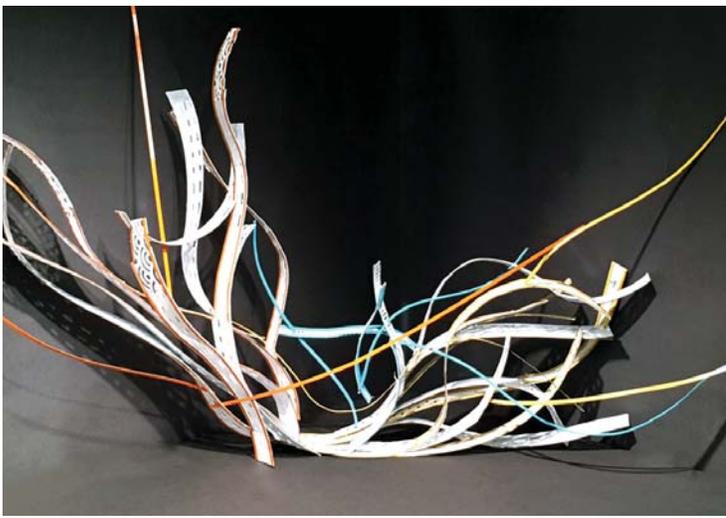
Assignment #1 - Process of Food
Total Points Available - 20 points

Group 1

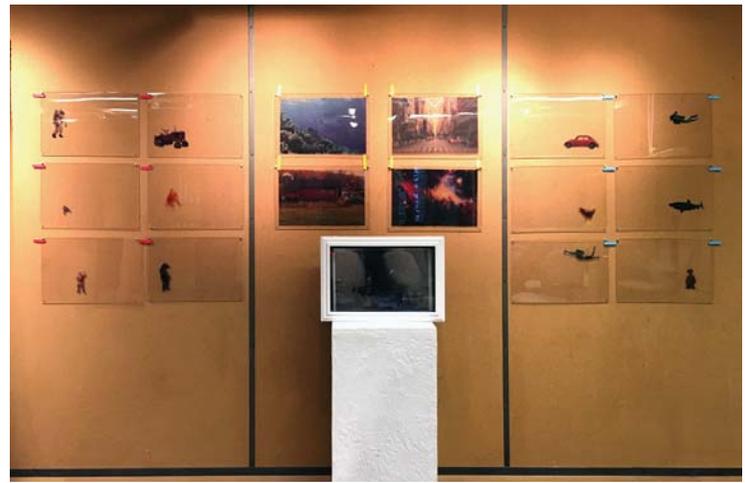
TOTAL
(5 POINTS)

1 .PDF Document/ Presentation	5		
2 Peer Review Evaluation	5		
3 Aesthetic Appeal	5		
4 Legibility	5		
Overall Performance	20.0	100%	

Comments



Students created a visual representation of the process of cooking spaghetti. The team documented every step of the preparation of the dish, created a visual language for each step using color, pattern, form and scale. The final piece was assembled into a visually abstract representation of the process.



Students started by researching molecular gastronomy with the idea that a meal can be assembled in unusual ways to achieve surprising results. The team built a light box with three different screen types; a background, middle ground and foreground. The audience could assemble the screens in multiple configurations to achieve different stories and different results each time.



Visualizing information can be a very powerful way to convey a message. Students created a 3-dimensional graphic depicting differences involved in creating feed grains from corn and creating ethanol fuel from corn.

Students were interesting in the process of how we grow our food. This project is 3-dimensional information graphic comparing and contrasting crop rotation vs. mono-culture. The team used color, size and texture to represent each type of crop planted in each process and visually compare and contrast methodologies and sustainable techniques.