



TIJ 100 - Library Design Project

The goals as outlined in the Ontario Curriculum document for a technological education are created to “enable students to gain an understanding of the fundamental concepts underlying technological education, achieve the level of technological competence they will need in order to succeed in their postsecondary education or training programs or in the workplace, develop a creative and flexible approach to problem solving that will help them address challenges in various areas throughout their lives, develop the skills, including critical thinking skills, and the knowledge of strategies required to do research, conduct inquiries, and communicate findings accurately, ethically, and effectively; develop lifelong learning habits that will help develop lifelong learning habits that will help them adapt to technological advances in the changing workplace and world” (4).

The purpose of this project is for students to participate in the design of a new Library space; they will be responsible to prepare the preliminary sketches and plans for possible work to be executed, may use existing materials in a new way or design the space based on possible purchases made through the tendered vendors, and will produce final draft proposals to scale. The project will produce a minimum of five (5) designs, and range in price depending on the suggested material. Please see below for more specific expectations.

Unit Overview

In this unit students will:

- **visit the school Library Learning Commons** over a series of scheduled dates to complete on-site research of the available space and materials,
- create and deliver a **digital report** compiled of their ideas generated though the Library visits,
- create and deliver a **digital design proposal** based on their ideas,
- attend a **teacher conference** to discuss progress and ideas,
- create a **detailed plan** (rough work) in their design portfolio for a Library renovation,
- consolidate all details and **work collaboratively** with peers to complete and present a final digital media presentation.

Expectations:

A1. demonstrate an understanding of the fundamental concepts and skills required in the planning and development of a product or service, including the use of a design process and/or other problem-solving processes and techniques;
A1.1 describe a design process or other problem solving process for planning and developing products and/or services;
A1.2 describe problem-solving processes and techniques for solving various kinds of problems;
A1.6 demonstrate an understanding of the roles of various team members in a group project;
A2. demonstrate the ability to use a variety of appropriate methods to communicate ideas and solutions;
A2.1 use a variety of appropriate methods to communicate information or ideas and concepts during the planning and production stages of a project (*e.g., production plans, charts, storyboards, sketches, technical drawings, design briefs*);
A2.2 use correct terminology to identify and describe various processes, tools, and equipment used in creating products;
A2.4 describe and use various forms of communication to document the progress and results of the development of a product or service (*e.g., tracking sheets, reports, a multimedia presentation, a graphic or animated presentation, technical drawings, updates on a website, a blog, technical reports*);
B1. apply a design process and use problem-solving and project-management strategies in the planning and fabrication of a product;
B1.1 apply the steps of a design process or other problem-solving process to plan and develop products and services;
B1.3 identify and discuss solutions that have been developed;
B1.4 use a variety of sources to research technological solutions to specific problems or challenges;
B2. create drawings to fabricate products using a variety of resources;
B2.2 make accurate measurements using a variety of tools (*e.g., ruler, scale, tape measure, caliper*), in units, as appropriate;
B3: determine, use, and communicate accurate technical data for construction projects;
B5: apply the mathematical skills required in designing, laying out, and preparing estimates for residential and light commercial construction projects;
D1. follow safe practices and procedures when using materials, tools, and equipment;
D2.5 demonstrate an understanding of the work habits that are important for success in the technology industries, as identified in the Ontario Skills Passport (*e.g., working safely, teamwork, reliability, organization, working independently, initiative, self-advocacy, customer service*);
D2.6 develop and/or select pieces of work and other materials that provide evidence of their skills and achievements in technology, for inclusion in a portfolio.

Library Design Project

Part I – Introduction and Expectations

To complete this assignment you will: **visit the school Library Learning Commons** over a series of scheduled dates to complete on-site research of the available space and materials, write and submit a **report and design proposal** based on the ideas generated through the Library visits, attend a **teacher conference** to discuss progress and ideas, make a **detailed plan** (rough work) in your design portfolio for a Library renovation, and consolidate all details and **work collaboratively** with peers to complete a final good copy of your design. Please follow the below guidelines to ensure your success.

Name: _____

- ❑ You will complete the required **Library visits** to ensure that you have invested the quality time learning about the possibilities available to you for your Library Design Project. Be sure to conference with your partner to determine how you would like to change the space, then write and submit for evaluation a **Report & Design Proposal** of your findings. Expectations, assignment and rubric to follow.
Report & Design Proposal Due Date: _____
- ❑ You will meet with your teacher in a **Conference** to discuss progress and/or concerns thus far on your project. It is expected that you bring with you your design portfolio, any work submitted to the teacher and returned, and any and all notes you have made for this project. An outline and rubric to follow.
Your Conference Date: _____
- ❑ You will create a detailed plan (rough work) for the suggested renovations in your design portfolio based on the information collected from your research and your teacher conference. Expectations, assignment and rubric to follow.
Rough Work in Portfolio Due Date: _____
- ❑ Working collaboratively with your peers and compiling all ideas, you will complete a final good copy of your design to be submitted for evaluation.
Final Design (Good Copy) Due Date: _____



TIP: It is always best to be familiar with the criteria that will be used to evaluate your work before beginning an assignment.

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Part II – On-site Library Research (4 classes minimum, over 4 weeks)

You **MUST** attend class each day that we are booked into the Library to complete your required on-site research, but it is also expected that you continue your work outside of class too. It is recommended that you use other venues (a public library near you, for example) to ensure that your preliminary work is thorough and complete.

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Part III – Written Report & Design Proposal (2 classes for rough drafting / editing, 2 classes for typing and submission)

After completing your on-site research, you must write the information into a Report. You will use your class time to write this brief report that will compile all of your pertinent findings.

In addition, give some indication as to your conditional plans for the renovation. Consider how it relates to the school culture or mission statement. (Be sure to edit for proper spelling and grammar – if I can't read it, you're not likely to be approved.) The written portion should be approximately one page typed, double spaced, in Times New Roman font, and answer the below set of questions.

Your report must:

- ☐ Include a proper title page,
- ☐ Be typed, double spaced, and in Times New Roman 12 point font,
- ☐ Answer the following questions:
 - a. What was your first impression of the Library here at Streetsville?
 - b. How often do you visit the Library?
 - c. What do you use the Library for? (ie: quiet reading, computer use, group work, studying?)
 - d. If your proposal is selected, how will this change your Library usage?
 - e. Please comment (give your opinion) on the following aspects of the current space:
 - ☐ Flooring
 - ☐ Lighting
 - ☐ Seating and desks (rectangular and circular)
 - ☐ Comfy corner
 - ☐ Study carrels
 - ☐ Computer lab
 - ☐ Textual support (print materials available)
 - ☐ On-line databases
 - ☐ Customer service
 - ☐ Teacher librarian helpfulness
 - f. In a brief paragraph, explain some of your ideas to date (ie: what you might move or change and how it would benefit student and teacher users.)

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Part IV – Teacher Conference (10 min blocks – during class? During lunch?)

After you have submitted your Research Report and Mural Proposal, and the teacher has had an opportunity to assess and evaluate them, you are required to book a time when you and the teacher can conference about your final product.

At this conference it is expected that you will bring with you your portfolio, any work submitted to the teacher and returned, and any and all notes you have made for this assignment.

Your Conference Date: _____

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Part V – Detailed Plan (Rough Work) (#of days in class...5?)

Create a variety of sketches with your partner that show ideas, images, and drawings for a possible mural to be places in the school Library Learning Commons.

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Part VI – Final Good Copy

Working collaboratively with your peers and compiling all ideas, you will complete a final good copy of your design to be submitted for evaluation.

DUE DATE: _____