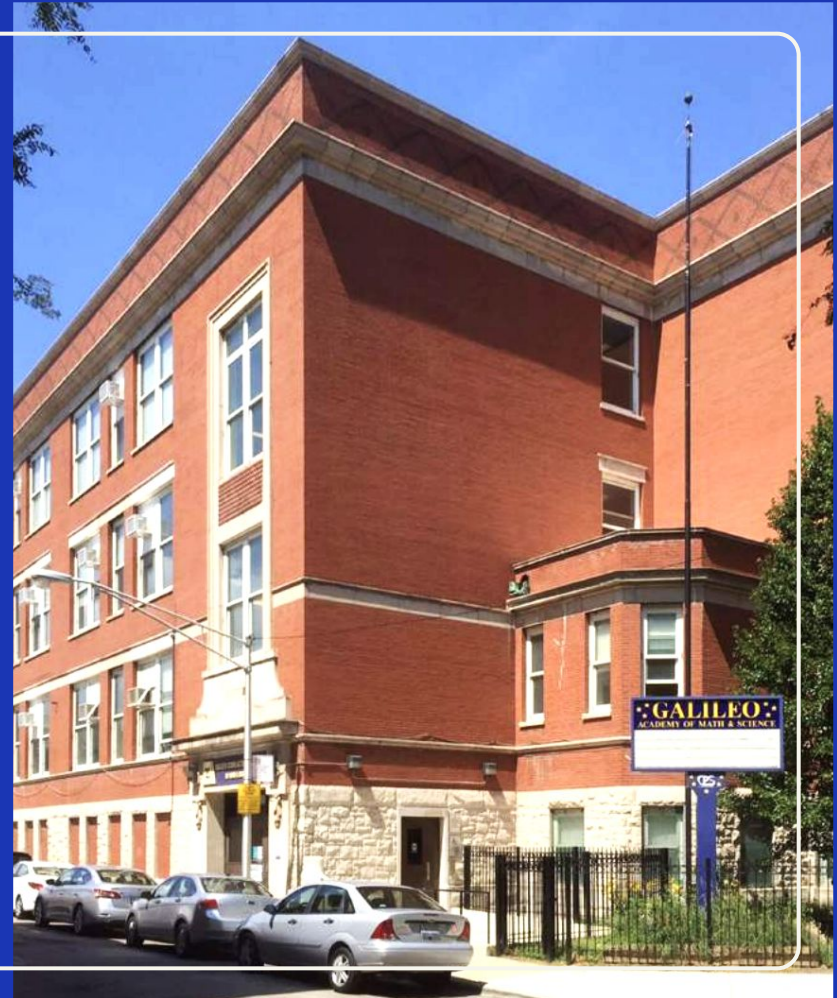


A Co-creation Design Strategy Project

Kre8 Studio

Library space re-design using Design Thinking Methodology, in collaboration with Chicago Public School - Galileo Academy of Math & Science`



Transforming Galileo Library: A Design Thinking Approach

Using Design Methods and Co-creation to Build an Engaging Learning Space

Background: The Galileo Academy of Math & Science aimed to reimagine its library, addressing both structural and functional challenges to better serve its students and staff.

Collaborators: A partnership between the Student Voice Committee (SVC) and our design team, supported by librarians, educators, and design experts.

Focus: Empower students through design thinking methods to co-create a library that fosters curiosity, creativity, and self-expression.





The Context

The Galileo library serves as a central hub for student learning and engagement. However, feedback and observations indicated that **the space was not meeting the diverse needs of its users**—primarily students and faculty.

This project was initiated to transform the library into a more dynamic, flexible, and inviting environment that encourages creativity, collaboration, and independent learning.

Our Approach

By integrating design thinking methodologies, our goal was to **directly involve students and staff in the redesign process**, ensuring that the outcomes would be closely aligned with their needs and values and aspirations.

We aimed to create a representative and innovative learning environment that inspires and accommodates the entire school community, making the **library not just a resource center but a destination for exploration and creativity**.

Two Track Challenge



Student Voice Committee (SVC) Needs:

The SVC needed tools and methods to effectively identify school-related problems, analyze these issues, and ideate possible solutions.

The challenge was to empower students to systematically solve challenges within their school environment, starting with the library.



School Library Needs:

The library itself needed to transform into a more exciting destination for students, one that utilized its resources more efficiently and effectively.

The challenge was to create a space that was not only functional for various educational purposes but also appealing and comfortable for students of different ages.

Design Process

Phase 1

Discover

Understand the current state of the library and gather insights from its primary users—students and staff.

Conducting preliminary observations, interviews, and using the AEIOU framework to analyze the environment and interactions within the library.

Phase 2

Analyze

Analysis of research data to define key challenges facing the library, such as space utilization, furniture needs, and the desires for a more engaging atmosphere.

Identifying and articulate the core problems based on the insights gathered during the discovery phase.

Phase 3

Ideate

Generate a wide range of ideas to solve the defined problems, aiming for creative and practical solutions.

Creating tangible representations of selected ideas to test their feasibility and effectiveness in the real world.

Phase 4

Recommend

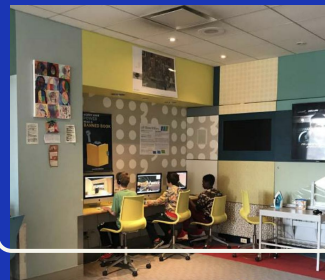
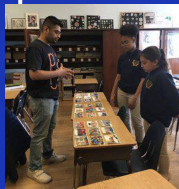
Preparing a final report, presenting the outcomes to stakeholders, and celebrating the achievements with the community.

Sharing the testing plan with Galileo Academy.

Discover

Using these research methods provided a comprehensive approach to understanding the needs, behaviors, and preferences of the library's users, facilitating a user-centered redesign.

[Details of this section in appendix]



Observations

Observing real-time student-teacher-space interactions and behaviors within the library.

Interviews

Conducting both structured and informal interviews with library users (including teachers & students) and staff.

Photo Elicitation

Using photographs to evoke discussions and insights during interviews with students.

Card Sorting

Allowing participants to organize information into categories to understand their thought processes and preferences.

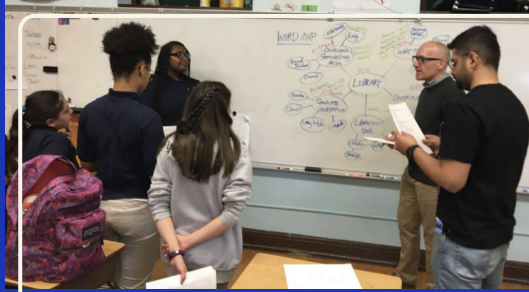
Analogous Research

Studying similar environments and cases to draw insights and applicable solutions.

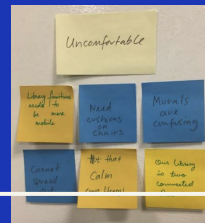
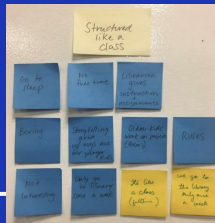
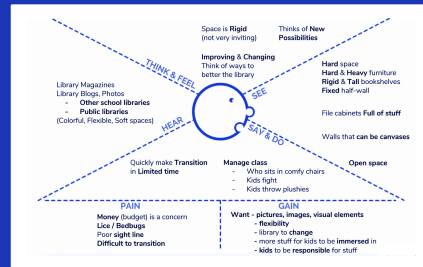
Analysis

Methods used to interpret the data collected and uncover patterns and themes:

[Details of this section in appendix]



A-Activities (main)	By action	By user			
E-Environments	College area	Computer area	Desk and chairs	Shelf out area	Return books area
I-Interactions (with objects and people)	Good website	Computer, classmate, table, menu, keyboard, head phone	Desk, chair, papers, headphones, printer	books, computer, shelf out monitor	books, computer
O-Objects					
U-Users	Dr. Specific table kids	all kids	college kids		



Word Map

Analyzing and visualizing the frequency and context of terms and themes from discussions to identify key areas of focus.

NOTE: This activity was done in collaboration with the Student Voice Committee in order to teach them the approach and methodology.

AEIOU Framework

Structured analysis of the library's **Activities, Environments, Interactions, Objects, and Users** to comprehensively understand the dynamics of the space.

Empathy Mapping

Our research with the Student Voice Committee gave us a detailed understanding of the students users' needs and aspirations. We used empathy mapping to understand the librarian's perspective and aspirations for the library.

Clustering Analysis

The clustering exercise in the project was done to reveal the primary issues with the Galileo library

Key Learnings

"I wish the library felt more like a lounge, with comfy chairs and games, so it's a fun place to read and hang out...and of course books (laughs)."

- Student from SVC

Student Perspective:



Flexibility: The library lacked adaptable spaces for diverse activities, from individual study to group projects.



Comfort and Atmosphere: The current environment was dull, dim and uninviting, with rigid and uncomfortable seating.



Technology Integration: There was a significant lack of modern amenities, including technology-friendly spaces and power access for personal devices.



Social and Creative Spaces: Interaction was heavily discouraged and creative activities were mostly individual, hindering both group discussions and collaborative endeavors.



Accessibility and Engagement: Resources in the library including, books and technology were mostly inaccessible due to physical barriers or security measures or just regulations.

Key Learnings

"I view the library as a dynamic learning environment that should adapt to diverse educational activities, from quiet study to collaborative projects, making it a central hub for our school's vibrant community."

-Librarian

Librarian Perspective:



Challenges with Space Management: The librarian struggles with inflexible, heavy furniture and tall bookshelves that hinder easy transitions and space management.



Financial Constraints: Budget limitations are a significant concern, impacting the ability to enhance the library's flexibility and appeal.



Behavioral Management: Managing student behavior and activities is challenging, especially with disputes over comfortable seating and maintaining order during class transitions.



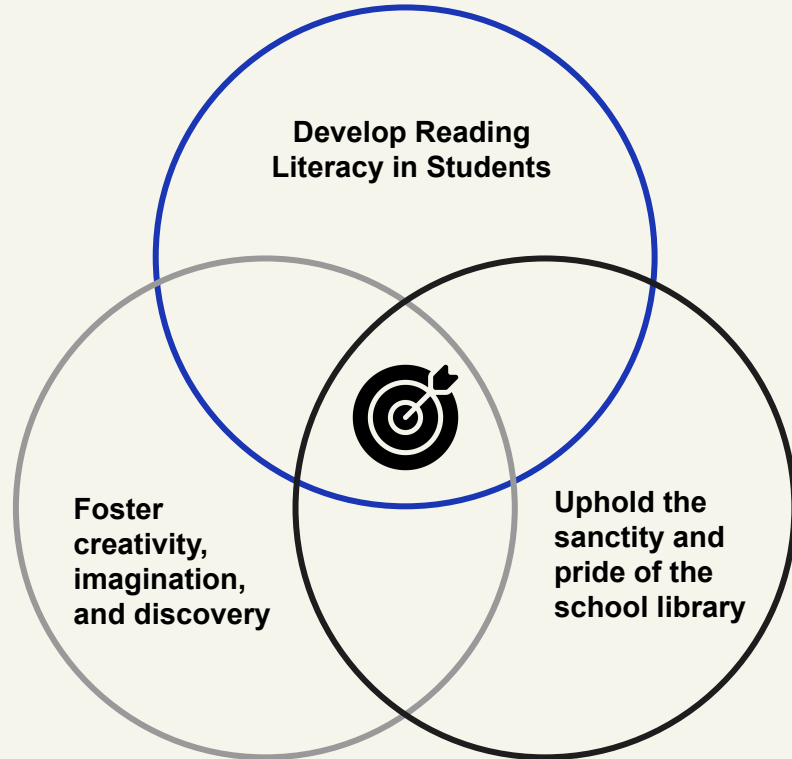
Desire for Flexibility: There is a strong desire to make the library more adaptable to various uses and more welcoming for different age groups.



Aspirational Goals: The librarian aims to improve the library to make it a more engaging and responsible space for students.

Key Learnings

Librarian's and the school's aspirations for the library :



Final Challenge Statement

How might we transform the Galileo Library to be a **versatile and welcoming** hub that is comfortable and engaging learning space fostering curiosity, creativity, collaboration, and self-expression?



For student users: Creating a library that is flexible for various activities, and designed to encourage social interaction and creativity, thus encouraging collaboration



For Teachers/Staff: Aligns the library with educational goals by providing adaptable spaces for teaching, equipped with modern technology for digital learning, thereby supporting teachers and enriching the school's academic environment.

Ideate

To develop design recommendation for the most suited library space the ideation was done in two phases.

The ideation exercise utilized the the key findings and insights from the research.

“Sketch the perfect library”

This ideation exercise included students from the Student Voice Committee (SVC). They actively participated in a sketching sessions that utilized the insights that they had generated, to create ideas for the library.

Brainstorming exercise with the school administration

The ideation process to identify solutions for the Galileo library involved a collaborative session with team members grouping into teams to brainstorm and propose creative solutions based on the insights gathered.

Design Principles



Comfort Zone

Emphasizing the importance of physical comfort in fostering a conducive learning and creative environment.



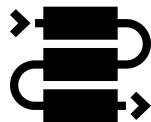
Creative Canvas

Reflecting the aim to inspire through visually stimulating elements and artistic expressions that resonate with the students.



Dynamic Space

Highlighting the adaptability and flexibility of the environment to meet diverse activities and changing needs.



Seamless Flow

Ensuring the design supports smooth classroom management and easy transitions, enhancing the overall user experience.



Modern Simplicity

Capturing the essence of a contemporary and streamlined aesthetic that supports functionality while appealing to modern tastes.

Design Principles

1. **Comfort Zone:** Emphasizing the importance of physical comfort in fostering a conducive learning and creative environment.
2. **Dynamic Spaces:** Highlighting the adaptability and flexibility of the environment to meet diverse activities and changing needs.
3. **Modern Simplicity:** Capturing the essence of a contemporary and streamlined aesthetic that supports functionality while appealing to modern tastes.
4. **Creative Canvas:** Reflecting the aim to inspire through visually stimulating elements and artistic expressions that resonate with the students.
5. **Seamless Flow:** Ensuring the design supports smooth classroom management and easy transitions, enhancing the overall user experience.

- make students feel at home

More Social Interactions

More # Table dimensions

an area where we can talk. A small

Kids should be able to talk to each other

Pick our Own Groups

have very comfortable seats.

~~_____~~

comfortable so kids can stay focus.

Comforty chairs for anytype of work Butt

A small space for our alone-time, that is comfortable

Calm-down Station

Non-work Space

massage chairs for

Bright stuff

Red color walls
Bright color wall

Bright colored walls

Calm Classroom

Special Book/Prad Days

lots of different book topics.

Give her Book suggestions so she can order them

Suggestion Bot

Let old students teach us something

We should be able to access all websites.

Movie Area

Music Time

Praying area

more fun times

area where we can play games and go on youtube

art area

Better chairs with 60 degree

Bright Lights

food for while doing work
A space that kids make because I always get hungry through the day

Really Cool Posters -
Posters

More Colors

give us time to work

More time to finish Project

What is the future of library at Galileo Academy?

Welcome to the

Kre8 Studio

Proposed Final Solution based
on the Discover and Ideate
phases



Dynamic Layouts:

Physical Space

This recommendation focuses on creating a **Flexible Floor Plan** and adaptable environment that can cater to a variety of learning styles, activities, and group sizes.

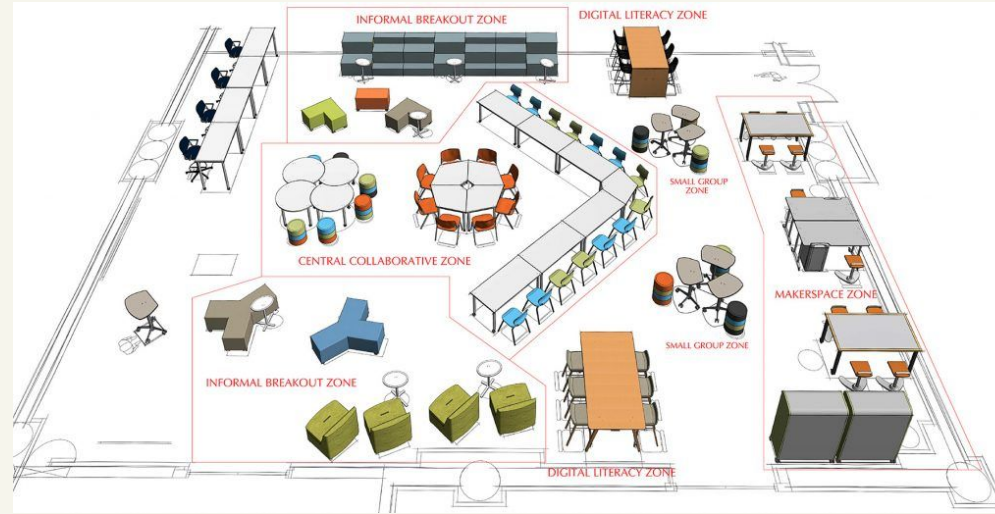
Modular Furniture: Using pieces that can be moved, stacked, or recombined to suit various needs.

Multipurpose Spaces: Areas that can serve multiple functions.

Open Layouts: Minimizing fixed structural barriers (like permanent walls) to allow for larger, open spaces that can be subdivided by portable dividers as needed.

Activity Zones: Delineating different areas for specific types of work, such as quiet study, group projects, and creative activities.

Technology Integration: Incorporating movable technological resources- mobile charging stations, portable smart boards etc.



Benefits:

Adaptability: Quickly adapts to different teaching methods and learning activities, supporting a range of educational experiences from lectures and seminars to workshops and collaborative projects.

Maximized Space Utilization: Efficient use of space, accommodating more functions within the same physical footprint, which is especially beneficial in schools with limited space.

Chill & Thrill Furnishings:

Physical Space

Introducing comfortable and versatile furniture that can be easily rearranged, **suitable for studying, relaxing, and collaborating** enhancing the overall usability of the space. Utilizing modular designs that allow for **quick and easy re-arrangement and flexibility** if needed, without much effort and time.

- Ergonomic Design:** Furniture that supports the physical well-being of the users adjustable chairs and desks.
- Versatility:** Pieces that can be used for multiple purposes, such as soft seating that doubles as informal meeting spots.
- Aesthetic Appeal:** Selecting colors, materials, and designs that are bright and inviting.
- Durable Materials:** Materials should be easy to clean and maintain, especially in a high-traffic environment like a school.
- Safety:** Ensuring that all furniture is safe for use, with no sharp edges, stable design to prevent tipping.



Vibing Scapes:

Physical Space

A stimulating environment that promotes creativity and inspiration:

Art Displays: Feature student artwork to personalize the space and celebrate creativity.

Thematic Decorations: Incorporate educational and cultural themes through murals and posters.

Functional Aesthetics: Design functional elements like bookshelves and lighting to be visually appealing.

Interactive Elements: Include writable walls and bulletin boards for dynamic student interaction.

Inspirational Quotes and Imagery: Display motivational quotes and imagery aligned with student values.

Lighting: Employ varied lighting designs to suit different areas, enhancing both atmosphere and functionality.

Benefits:

Enhanced Creativity: Stimulates imagination and creative thinking.

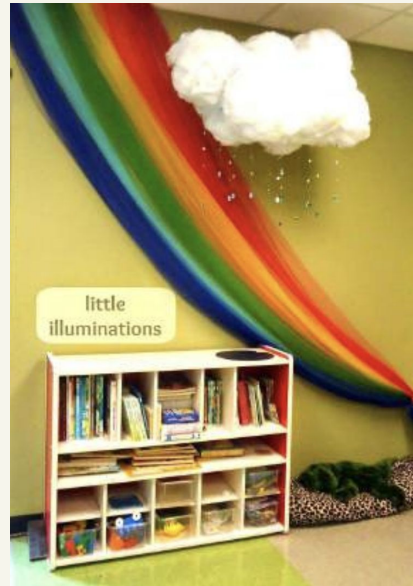
Increased Engagement: Interactive and personalized features encourage active participation.

Improved Focus: Optimized environment for concentration and reduced distractions.

Emotional Well-being: Aesthetically pleasing settings enhance mood and reduce stress.

Community and Identity: Fosters a sense of belonging and showcases student achievements.

Adaptability: Flexible design elements accommodate diverse activities and needs.



Free Fifteen:

Engagement Approach

The "Free Fifteen" is aimed at enhancing student engagement within the KRE8 Studio by **dedicating the last fifteen minutes of class time to unstructured exploration**. It aims to provide students with a regular opportunity to engage in activities that foster creativity, critical thinking, and personal interest.

Unstructured Time: Students have fifteen minutes to freely choose their activities, which could include reading, drawing, personal projects, or informal peer collaboration, without following a preset curriculum or teacher direction.

Creative Exploration: This period is dedicated to fostering creativity and innovation, allowing students to engage in non-traditional academic activities like using technology, crafting, or even playing.

Flexible Environment: The space supports a variety of activities, equipped with easily accessible resources such as art supplies, books, and gadgets to facilitate diverse engagements.

Benefits:

Boosts Creativity: Allows deeper exploration of interests, fostering creativity and self-expression.

Reduces Burnout: Provides a break from structured learning, reducing stress and pressure.

Promotes Autonomy: Empowers students with control over their time, building independence.

Encourages Collaboration: Fosters social interaction and teamwork among peers.

Integrates Informal Learning: Develops critical thinking, problem-solving, and adaptability.



Creativity Booster:

Engagement Approach

Diversifying the types of delivery methods for assignments and projects that students undertake, encouraging creativity and innovative thinking. This approach aims to enrich the educational experience by **allowing students to express their ideas in various formats** that go beyond traditional academic work.

Multimedia Projects: Students use digital tools like video editors and animation software to create multimedia content.

Artistic Expressions: Students engage with art forms such as painting, sculpture, or theater to interpret and convey concepts.

Writing and Storytelling: Creative writing, including poetry and drama, is used to deepen understanding and expression.

Benefits:

Enhanced Engagement and Learning: Creative projects can make learning more interesting and engaging for students, leading to higher retention of information and greater enthusiasm for school.

Development of Soft Skills: Through creative outputs, students develop critical soft skills such as creativity, problem-solving, communication, and teamwork.

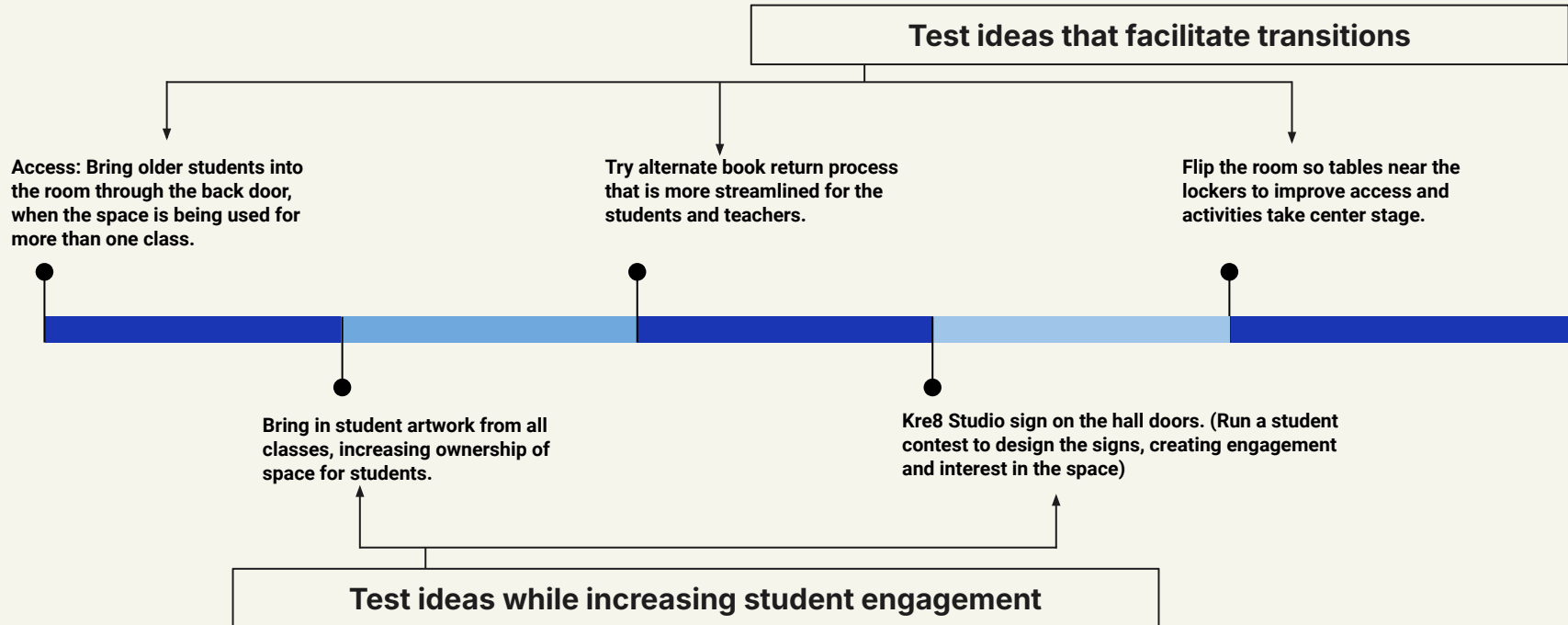
Technological Fluency: By incorporating technology into creative projects, students gain fluency in digital tools and platforms, preparing them for the modern workforce.

Personal Expression: Allows students to express their personal perspectives and challenges them to think critically and innovatively.



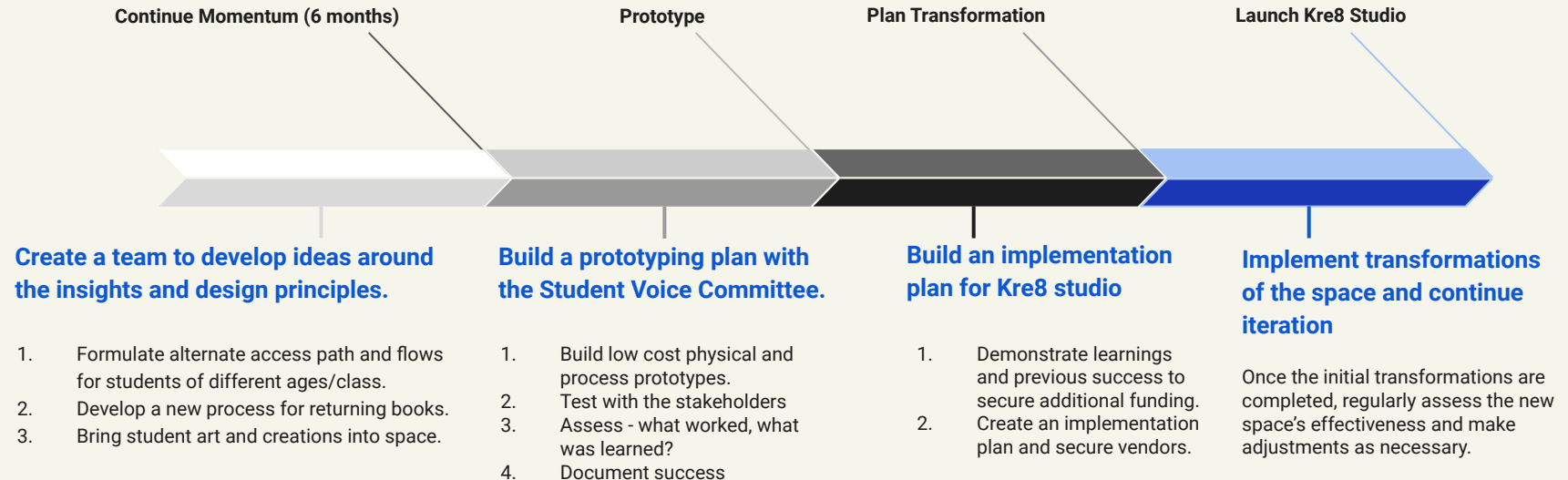
Implementation Roadmap:

Short term: 1-3 months



Implementation Roadmap:

Long term: 6-18 months



Evaluate each phase to ensure meeting the established design principles.

Strategic Recommendations:

The strategic recommendations for implementing the transformation of the Galileo library into the KRE8 Studio focused on a phased approach to ensure effective changes and to meet design principles.

Continue Ideation:

Encourage ongoing brainstorming and feedback collection from students and faculty to refine ideas and ensure the space meets user needs effectively.

Prototype:

Develop physical or conceptual prototypes of the new design elements. This could include setting up a section of the library with new furniture layouts or temporary decor to test the feasibility and impact of changes before fully committing.

Build and Implement:

Execute the transformation plan, starting with the most impactful or feasible changes first. This might involve phased construction or redesign activities to minimize disruption to the library's daily operations.

Test and Assess:

Evaluate the effectiveness of prototypes, gathering feedback on what works and what doesn't. Adjust the designs based on user interactions and feedback to improve functionality and appeal.

Plan Transformation:

Develop a comprehensive plan for the full transformation, detailing each phase of the redesign. This plan should include timelines, budget estimates, required resources, and specific objectives for each phase.

Evaluate and Iterate:

Once the initial transformations are completed, regularly assess the new space's effectiveness and make adjustments as necessary. This ongoing evaluation ensures the space continues to meet users' needs and adapts to any changes in usage patterns or educational goals.

Reflections



Reflecting on the Kre8 Studio project at Galileo Academy of Math & Science, this initiative exemplifies the effective use of Design Thinking to revamp a traditional library into an interactive learning space.

Collaborative Design: The integration of the Student Voice Committee with our team of design experts ensured the redesign was deeply connected to student needs and preferences.

Strategic Process: Structured into phases—discovery, analysis, ideation, and implementation—each step was critical in understanding the existing challenges and exploring potential improvements.

Challenges and Learnings: The project highlighted issues like budget constraints and the need for spaces to evolve with educational practices. It emphasized the importance of involving all stakeholders in the redesign process. Additionally, we faced significant challenges to align the needs of teachers, schools, and students. ***Collaborative design processes helped bridge these gaps, ensuring that the redesigned space met diverse educational goals.***

Future Directions: The project served as a model for future projects for the Student Voice Committee, demonstrating the value of user-centered design thinking while involving them in a live project which would have immediate impact on their learning environment. The Kre8 Studio project not only transformed a physical space but also significantly enriched the educational experiences and potential outcomes for the students at Galileo Academy.

Appendix

Includes details of the
research and analysis.

Discover

Using these research methods provided a comprehensive approach to understanding the needs, behaviors, and preferences of the library's users, facilitating a user-centered redesign.

Observations:

Observing real-time student-teacher-space interactions and behaviors within the library.

Interviews:

Conducting both structured and informal interviews with library users (including teachers & students) and staff.

Photo Elicitation:

Using photographs to evoke discussions and insights during interviews with students.

Card Sorting:

Allowing participants to organize information into categories to understand their thought processes and preferences.

Analogous Research:

Studying similar environments and cases to draw insights and applicable solutions.

Observation:

To directly observe the behavior of library users in their natural environment without interference. Observations focused on how the space was used throughout different times of the day and during various activities.

- **Finding:** Observations indicated that certain areas of the library were underutilized while others were overcrowded. It also highlighted issues with the library's flow, such as bottlenecks that occurred during peak times.



Photo Elicitation

This method involved using photographs taken by the library users to elicit deeper emotional and cognitive responses about their experiences. It provided insights into how students really felt about the space, beyond what they might articulate in an interview or survey.

- **Finding:** Students often viewed the library as uninviting and dull, preferring other locations like living and dining rooms of their homes, for reading and doing creative projects, which offered more comfort and fewer restrictions.



Card Sorting

This interactive approach allowed the team to see firsthand the students' priorities and how they logically organize library features. It was particularly useful in designing the library's layout and services to align with user expectations. These findings directly informed design decisions:

- **Findings:** The sorting exercises showed a preference for areas designated for technology use, comfortable reading spots, and zones for group collaboration. Students expressed a need for more engaging and versatile spaces compared to the traditional, rigid setups.



Interviews

Both structured and informal interviews were conducted to gather diverse insights. Structured interviews followed a predetermined set of questions, ensuring consistency across sessions, while informal talks allowed for more spontaneous data collection.

- **Findings:** Interviews revealed dissatisfaction with the static nature of the furniture and the lack of adequate spaces for group activities. Many students wanted the library to be more than just a place for books, seeking a vibrant and flexible learning environment.



Analogous Research:

Evanston Public Library Teen 'Loft'

The Analogous Research of the space highlighted several aspects that make it a popular and effective space for teenagers:

- **Exclusive Space for Teens:**
The Loft is reserved only for teenagers, with adults not allowed, creating a safe and teen-friendly environment.
- **Food and Drink Permitted:**
Unlike typical library settings, the Loft allows food and drink, making it more inviting and comfortable.
- **Librarian as a Supportive Figure:**
The librarian acts not just as an overseer but as a mentor and helper, providing guidance, advice, and oversight in a supportive manner.



Analogous Research:

Evanston Public Library Teen 'Loft'

- **Engaging Activities and Technology:**
The Loft offers various activities and technological resources like gaming areas, 3D printing, and drop-in gaming sessions, which are highly engaging for teens.
- **Designated Spaces for Different Activities:**
The Loft has specific areas for gaming, reading, and studying, each designed to suit the activities they host, ranging from social to private spaces.
- **Positive and Youth-Oriented Environment:**
The decor is modern and appealing with fun colors, patterns, and teen-friendly artwork, creating an environment that teens find attractive and welcoming.



Analysis

Methods used to interpret the data collected and uncover patterns and themes:

Word Map:

Analyzing and visualizing the frequency and context of terms and themes from discussions to identify key areas of focus.

NOTE: This activity was done in collaboration with the Student Voice Committee in order to teach them the approach and methodology.

AEIOU Framework:

Structured analysis of the library's **Activities, Environments, Interactions, Objects, and Users** to comprehensively understand the dynamics of the space.

Empathy Mapping:

Our research with the Student Voice Committee gave us a detailed understanding of the students users' needs and aspirations. We used empathy mapping to understand the librarian's perspective and aspirations for the library.

Clustering Analysis

AEIOU

This observational tool helped break down the complexity of the library environment into manageable components: Activities, Environment, Interactions, Objects, and Users. It provided a systematic approach to capturing the dynamic aspects of the library's everyday use.

Activities: Students were primarily using the library for reading and completing assignments, but there was a desire for more collaborative and creative activities.

Environment: The physical space was found to be inflexible, with furniture that didn't support varied activities or group sizes.

Interactions: There were limited interactions between students due to the layout, which hindered collaborative work.

Objects: Current objects, like chairs and tables, were not conducive to flexibility or comfort.

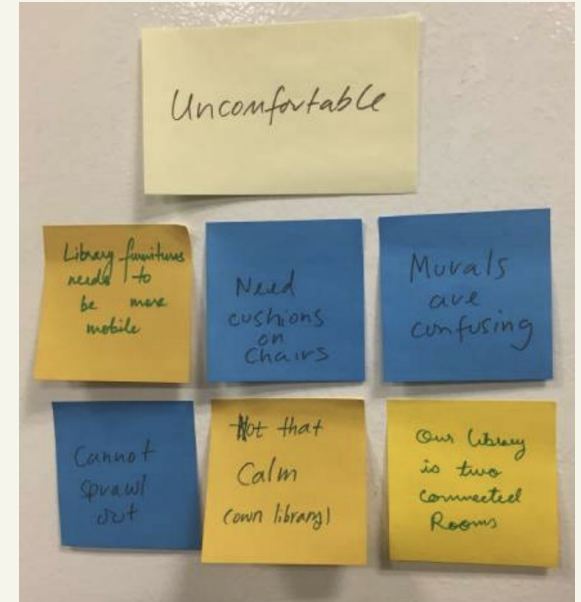
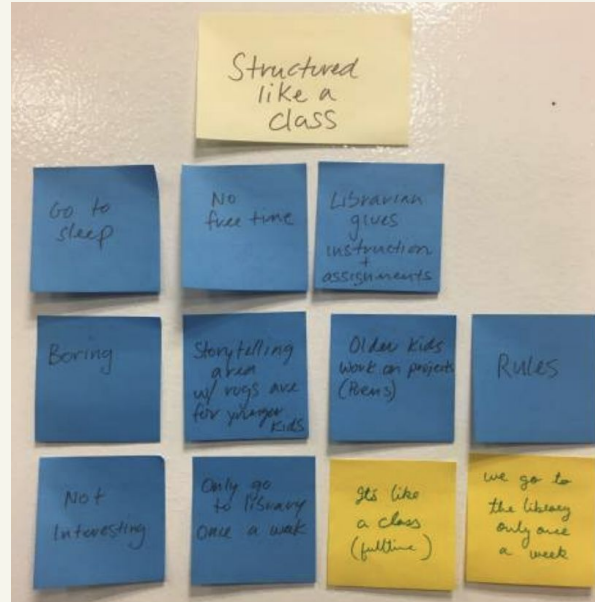
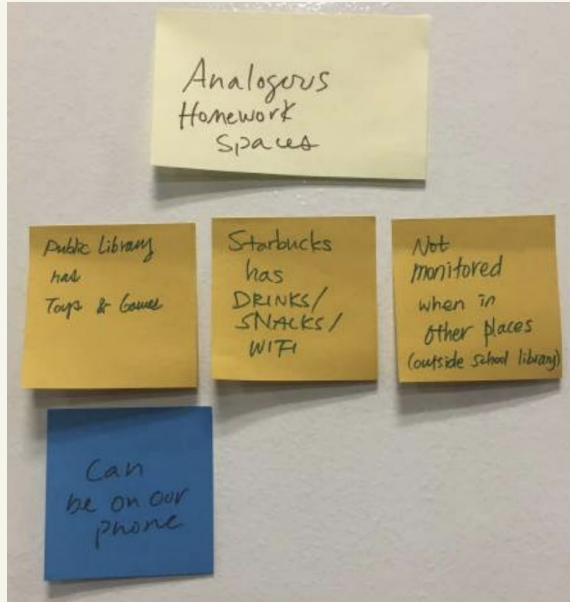
Users: Different age groups had varying needs, which the current setup did not fully support.



A - Activities (main)	Big action	Research			
E - Environments	Carpet area	Computer area	desk and a chair	Check out area	Return books area
I - Interactions (with objects and people)	Small activities books	Computers, chairs, table, mouse, keyboard, headphones	desk, chair, papers, headphones, pencils	books, computer, check out monitor	books, computers
O - Objects					
U - Users	Be specific little kids	all kids	older kids		

Clustering Analysis

Findings: The clustering exercise in the document revealed two primary issues with the Galileo library: 1) The library is uncomfortable and lacks the *inviting atmosphere of other preferred study spaces* like living rooms, public libraries, or even coffee shops. 2) The *library time is structured similarly to a classroom*, offering no free time, which contrasts with the students' desire for a more flexible and creative environment.

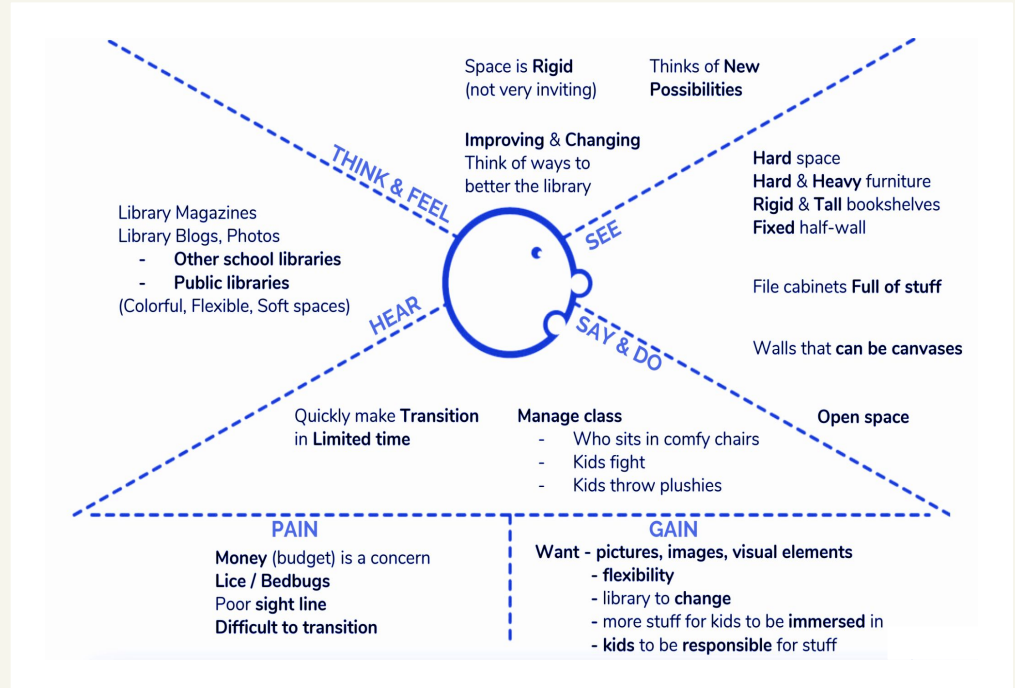


Empathy Mapping

Findings:

The findings from the empathy mapping revealed challenges with inflexible, heavy furniture and space constraints, alongside financial limitations. Managing student behavior and transitions between classes is difficult.

The librarian aspires to make the library more adaptable and engaging, aiming to enhance its appeal and functionality to better serve student needs.



Thank You

Target Customer

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Observations:

Observing real-time user interactions and behaviors within the library.



Segment 2 Subtitle

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Meet the Team



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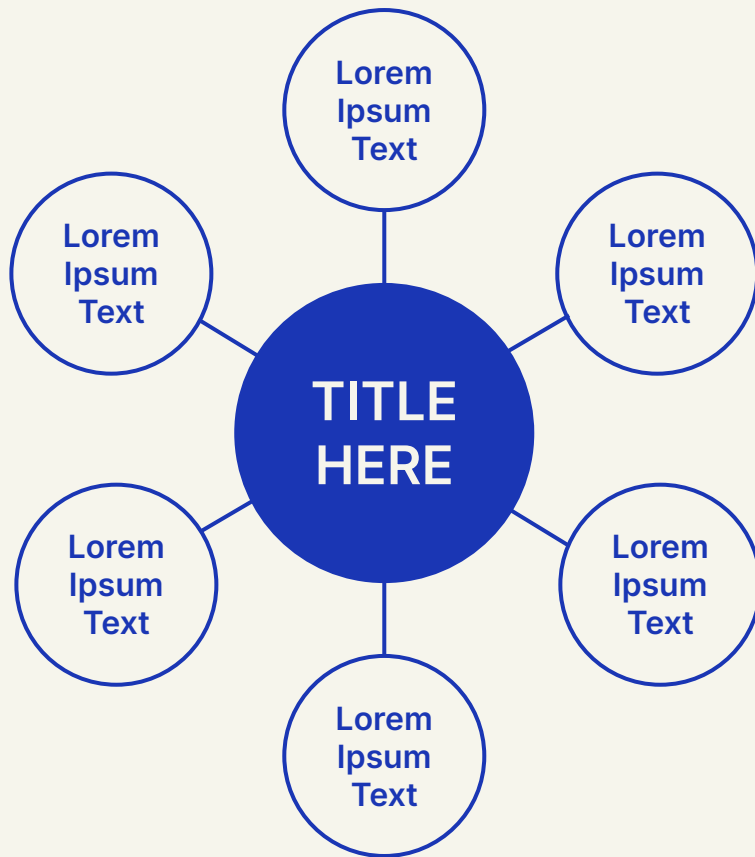


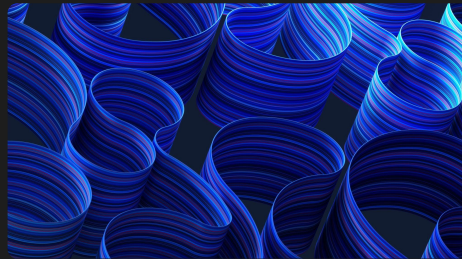
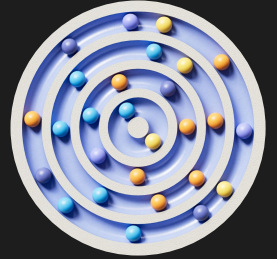
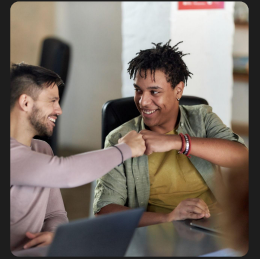
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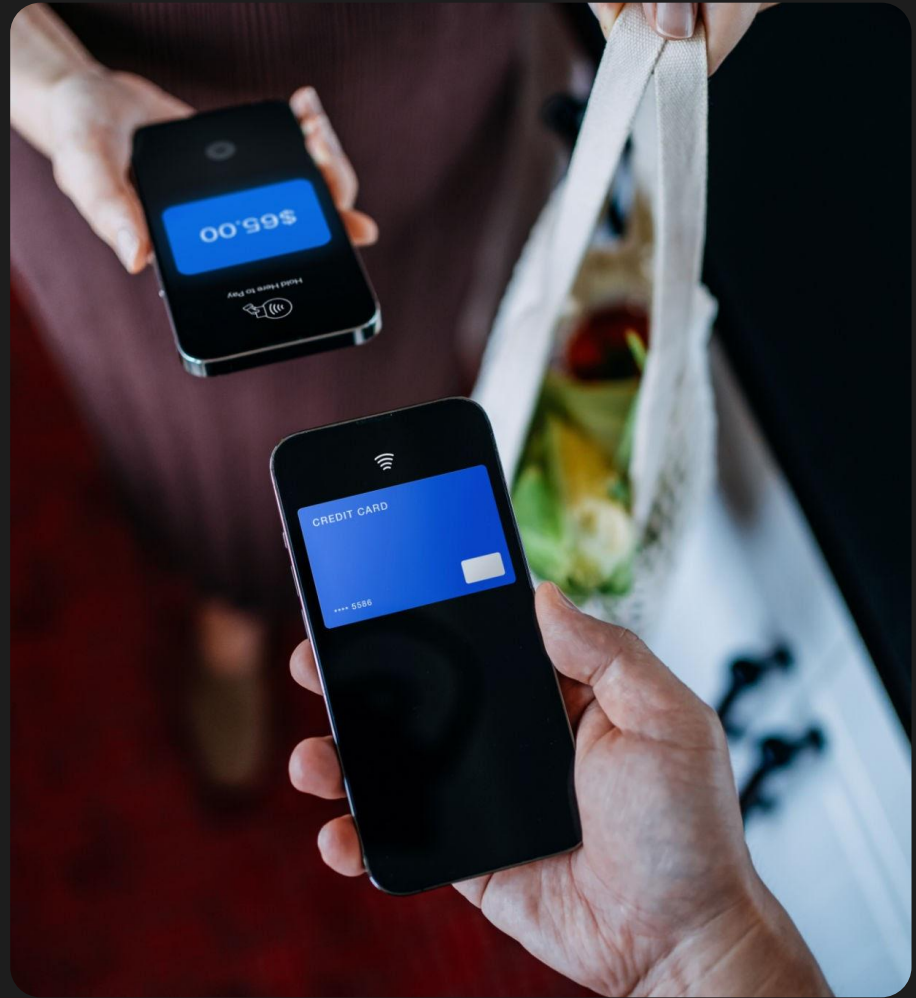
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Expansion Strategy

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