

**I PRO 314 - Interactive Urban Landmark Kiosks for Memorial Walk of Martin Luther King  
Project Plan – 09.11.09**

**I. Team Charter**

**1. Roster**

a. Faculty-T.J. McLeish		mcleish@iit.edu
b. Kevin O'Leary		koleary2@iit.edu
c. Sonya Petty		smartin8@iit.edu
d. Tianshu Qi		tqi2@hotmail.com
e. Sophia Tan		stan5@iit.edu
f. Nashrah Noor		nnoor1@iit.edu
g. Kenneth Schleich		kschleic@iit.edu
h. Ayesha Akhtar		aakhtar1@iit.edu
i. Eric Cheng		echeng2@iit.edu
j. James Kim		jkim131@iit.edu
k. Joseph Parker		parkjos1@iit.edu
l. Sougata Saha		ssaha4@iit.edu

**2. Team Member Strengths, Needs, and Expectations**

**a. Individual Strengths to Contribute**

- i. Kevin O'Leary: Decent Java programming background, familiar with databases, Python programming, and other random (but not in depth) computer things. I can speak decently well in public if given a topic and some time to prepare.
- ii. Sonya Petty: One year working experience in project management as well as hands-on engineering, Extensive public speaking experience, Minimal programming experience in Adobe Flash 2.0, and has worked with high school students previously (some of which are from Gage Park).
- iii. Tianshu Qi: I am pretty good at math, fluid mechanics, engineering mechanics, and steel, concrete structure design and calculations. I master in using AutoCAD, MathCAD, and Microsoft software. I am also good at free hand drawing.
- iv. Sophia Tan: Sophia has experience in researching things.
- v. Nahsrah Noor: Architecture skill; good with renderings and digital imaging. Work well within a team to complete a task.
- vi. Kenneth Schleich: Different perspective and a team player.
- vii. Eric Cheng: Graphical skills for making analysis, diagrams, or presentations. Capable of making drawings/images with different tools.
- viii. James Kim: Designing (freehand sketching, rendering, model making, etc...) and public speaking.
- ix. Joseph Parker: I can contribute my problem solving skills and experiential perspective. I have an architectural skill set, including drawing and digital imaging.

**b. New Knowledge/Skills to Develop**

- i. Sonya Petty: Working efficiently with people from diverse educational fields.
- ii. Tianshu Qi: Since I am an international student, what I really need is experience in communication and teamwork. In addition, to design and build

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a kiosk is way much different from the most structures I studied which really offer me a challenge.

- iii. Sophia Tan: I would like to work on public speaking.
- iv. Nashrah Noor: Develop skills to work in a large team for a long period of time to accomplish a project and meet deadlines.
- v. Kenneth Schleich: Engineering Experience
- vi. Ayesha Akhtar: Team work and working together with people from different professional backgrounds.
- vii. Eric Cheng: Teamwork and finding solutions as a group.
- viii. James Kim: I would like to learn to communicate better within the IPRO and to get better at communicating with the 'client' (the high school students).
- ix. Joseph Parker: Listening to diverse opinions and helping reach consensus. I want to work on my communication skills as well.

### **c. Overall Expectation about the Project**

- i. T.J. McLeish: Invent a remarkable experience which will communicate something powerful to the community.
- ii. Kevin O'Leary: I'm expecting to have at least an idea of what the finished project will look like come November.
- iii. Sonya Petty: I am expecting to learn new things in the area of what it entails to design and build a memorial.
- iv. Sophia Tan: My number one expectation is to design something that fits the objective while pleasing the Gage Park students.
- v. Nashrah Noor: Develop skills to successfully design and implement a project that has real clients and users and one that will actually be built. Be able to successfully integrate the educational aspect of the project with the aesthetics and entertainment of the project. Be able to design something the users will actually design. Learn about the technology of kiosks. Integrate architectural skills into the design of the streetscape.
- vi. Kenneth Schleich: Assist the students of Gage High school in the development of their Memorial and Improve interdisciplinary skills through teamwork.
- vii. Eric Cheng: Meeting the design intent and creating things that would potentially benefit the community.
- viii. James Kim: Create something that supports the high school students views and to correctly display/represent the event.
- ix. Joseph Parker: To closely parallel the intensions of the client, while making a contribution to the community.

### **3. Team Identity:**

- a. The team identity will be designed with all involved parties after the initial meeting on september 15th, 2009

### **4. Team Purpose (team vision and mission)**

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- a. Provided by Tianshu Qi: The purpose of the team is to help Gage Park High School in developing a memorial by providing the technology solutions for the kiosk concept so that the memorial could give the brothers and sisters who live in that community a sense of proud.
- b. Provided by Kevin O’Leary: To make an effective and lasting memorial to the march MLK Jr. hosted, and to educate the surrounding community about equal rights activism in the area.
- c. Provided by Sophia Tan: To realize and develop the ideas of students from Gage High School.
- d. Provided by Ayesha Akhtar: To bring to life the vision of the Gage Park High School students, a memorial dedicated to the MLK walk, in the shape of an interactive educational urban landmark.

Team Purpose will be refined after the initial meeting with Gage Park students on September 15, 2009.

### **5. Team Values (behaviors that support the achievement of outcomes in team purpose statement)**

- a. Everyone's input counts!
- b. Respecting everyone’s background and their opinions.
- c. Being open to discussing what’s important to you (each individual member of the team) and compromising when necessary through productive conflict resolution

### **6. Team Objectives**

- a. The objective of this IPRO is to help the students of Gage Park H.S. bring their vision of a memorial to a historical event into existence.
- b. Objectives:
  - i. Plan a memorial based on the the visions of the high school students
  - ii. Determine what is feasible about the plan, and how to improve their vision.
  - iii. Design prototype encapsulating the student's vision, while maintaining project feasibility
  - iv. Work with involved parties to bring the memorial to completion.

## **II. Project Methodology**

### **1. Background**

- a. Sponsor: Gage Park H.S.
- b. The students recently learned about a civil rights march that occurred in their neighborhood, and they were distraught at the lack of a commemorative piece for the event. The students want to help design and construct some type of memorial to the event.
- c. Possible sciences involved in this project would include various forms of user interaction, such as informational kiosks, cell phone interaction, digitally guided tours of the memorial, GPS guided tour systems, and physical sciences related to the

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actual construction of the memorial.

- d. Through the city of Boston, a path commemorates the ride Paul Revere took when warning about the British. The path itself tells about historical places and events leading up to the ride he took, and it seems pretty successful. The success from something like this comes from the fact that there are few devices that are left out to be tampered with or vandalized. The downfall is that to be able to fully appreciate the memorial, one needs to check out a device from a given point.
- e. The memorial, from the point of the students, should be about the civil rights movement Dr. King led. This being said, there are other sides of the story, such as why the march took place, the opposition to it, and why. Commemorating such a march with a memorial should tell all sides of a story as to present a clear, bigger picture.

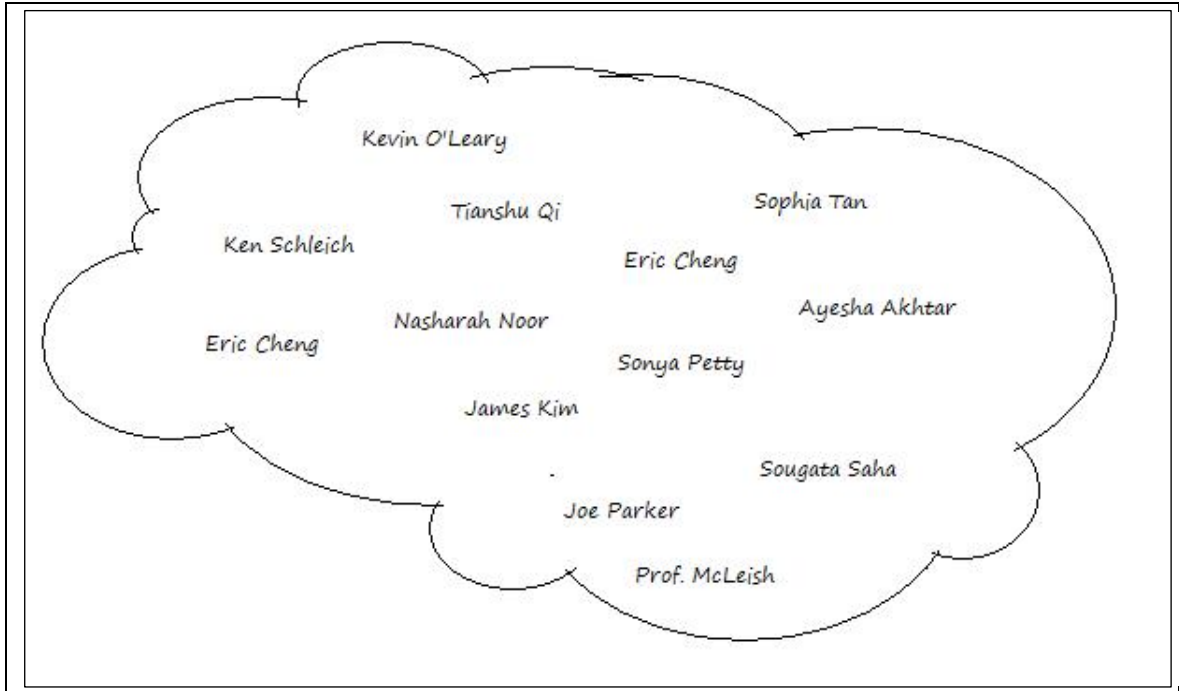
### **2. Milestones**

- a. research precedence for an Urban Memorial Pathway(?) and develop presentation for the Gage Park H.S. Students
- b. Meet with Gage Park H.S. students and help them develop a more complete concept for the memorial
- c. Develop the design of the memorial into a workable concept and prototype the technology required for its realization.

### **3. Structure**

The structure of which members do which tasks is decided when a particular task arises, and on those who have expertise in a particular area. As of yet, we do not know which major tasks will need to be completed as we have not met with our clients. Once we determine what they want from our team, we will determine particular roles.

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**4. Expected Results**

The first main result we expect to obtain is what the high school students are planning, how they're planning it, and any other information regarding their vision we can muster. After gaining information and aligning our vision with theirs, we can start formulating feasible project designs. As the project develops, the students will be kept informed of our progress, and consulted when major changes are necessary.

- a. The data expected isn't involved with research or testing, but from brainstorming.
- b. Potential products that would come about from our IPRO would include devices that inform the community through an interactive environment of a historical event that occurred, a memorial/monument to the event, or some unforeseen creation that develops between us (IPRO students) and the clients (Gage Park H.S. students).

**5. Budget**

Item	Cost
<b>Travel expenses and Transportation</b>	
- Gage Park H.S (9/17/09)	30.00
- TBA	30.00
Travel subtotal	<b>60.00</b>

**Food for meetings with students**

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- Introduction meeting (9/19/09)	160.00
- Follow up meetings (TBA)	100.00
Food Subtotal	<b>260.00</b>
<b>Prototyping</b>	
- Materials	<b>100.00</b>
- Machine Shop time	TBD
Prototyping subtotal	
<b>Other</b>	
Parking for students(9/17/09)	<b>20.00</b>
<b>Misc(TBD)</b>	<b>70.00</b>
<b>Total</b>	<b>\$510.00</b>

**8. Designation of Roles**

1. Minute Taker — James
2. Time Keeper — Sophia Tan
3. Igroups Moderator — tbd
4. Agenda Maker — team as a whole