Learning Commons/Library Futures
Selected Bibliography
Summer 2004

Adalian, Paul T. et al. "The student-centered electronic teaching library: a new model for
learning." <u>Reference Services Review.</u> 25 (1997): 11-22.
This article discusses changes to the environment as well as changes in the teaching
practices in the library. The theory was based on the Barr and Tagg article. Library
instruction now integrates presentation of information as well as the finding of
information. Thus, more software packages are taught and a multimedia specialist was
hired. Two classroom configurations were shown.

- One class has an area with traditional classroom seating facing forward for lecture
  with the back of the room with the back of the room having clustered
  workstations for hands on work. This works well for keeping student attention on
  a speaker and turning them loose when it is appropriate for them to be engaged on
  the computer.
- The other class has workstations around 3 perimeter walls with tables in the
  middle of the room for collaboration, working with printed materials, discussions,
  etc.

The concepts in this article reflect some of the thinking of an information commons, but
specifically for instruction. It is an older article that might have set the tone for much
current thinking.

Bailey, Russell and Tierney, Barbara. "Information Commons Redux: Concept,
Evolution, and Transcending the Tragedy of the Commons." <u>The Journal of
Academic Librarianship</u>. 28 (2002): 277-86.
UNC-Charlotte:

- First-response location for information and informed referrals to service desks,
  specialists, and all areas of the Library, including circulation. Adapted version of
  "Brandeis model" where student/grad student assistants act as first referral point
  for reference help. The front help desk should be accessible by telephone, e-mail,
  and the World Wide Web
- Five sub-sections report to head of IC: (1) Reference Services (desk services,
  research consultations, participation in print and Web collection development,
  class Web page development, and library instruction and departmental outreach),
  (2) Research Data Services (consultation for large data-file searching, retrieval,
  and manipulation), (3) Media Services (desk services for an extended public-
  access computer lab, support for multimedia, graphics, and scanning resources
  and for general instructional technology), (4) Instructional Services (class-
  assignment-based library instruction including some Web-based material), and (5)
  Information Desk (first-response location for information and informed referrals
  to service desks, specialists, and all areas of the Library).
- See: http://libweb.uncc.edu/library/infocom/ and also this broader directory:
  http://www.brookdale.cc.nj.us/library/infocommons/ic_home.html
- Training, evaluation, territoriality/control the biggest issues.

- Critical mass of fundamental commonalities; at Emory these are identified as logon procedure, common GUI and menu approaches, and core sets of software resources." (so that library resources resemble campus computer lab resources.). Mentions Emory as being successful in this regard.
- Provide multiple types of learning spaces to accommodate a variety of learning styles, including classroom instruction, small group coaching, individual appointments, and drop-in assistance. The library must include a networked flexible instruction room, workstation carrels for small groups, a reference and/or information desk for drop-ins, and nearby offices for sustained consultation."
- Specifics: total of 18 group study rooms (three of which offer computer/DVD equipment and two of which offer specialized AV equipment for ADA patrons), four conference rooms, and five classrooms. Most of these collaborative work/study areas are within easy access to the Information, Reference, and Media Services Desks, and are available to patrons all hours that the Library is open to the public.
- Other Info Commons Web sites:
  - University of Arizona [Online]. Available: http://www.library.arizona.edu/library/teams/pic/pic.htm (accessed March 28, 2002),
  - University of Iowa [Online]. Available: http://www.lib.uiowa.edu/commons/ (accessed March 28, 2002);
  - University of Toronto [Online]. Available: http://www.utoronto.ca/~ic/ (accessed March 28, 2002);
  - University of Southern California [Online]. Available: http://www.usc.edu/isd/locations/undergrad/leavey/IC.html (accessed March 28, 2002);
  - Emory University [Online]. Available: http://infocommons.emory.edu/ (accessed March 28, 2002);
  - University of Calgary [Online]. http://www.ucalgary.ca/IR/infocommons/ (accessed March 28, 2002); University of New Mexico [Online]. Available: http://www.unm.edu/~libadmin/Projectoverview.htm (accessed March 28, 2002);
  - University of Missouri Kansas City [Online]. Available: http://www.umkc.edu/lib/MNL/About/info-commons.htm (accessed March 28, 2002);
  - Australian National University [Online]. Available: http://information.anu.edu.au/info_commons.html (accessed March 28, 2002);
  - University of Puget Sound [Online]. Available: http://library.ups.edu/icommons/i-commons.htm (accessed March 28, 2002);
  - Kansas State University [Online]. Available: http://www.lib.ksu.edu/infocommons/ (accessed March 28, 2002);
  - University of Washington Bothell/Cascadia Community College [Online]. Available: http://www.bothell.washington.edu/library/tour/slide_2.html (accessed March 28, 2002);

- o University of Nevada LV [Online]. Available: http://www.library.unlv.edu/infocommons/ (accessed March 28, 2002
- o Evergreen State College [Online]. Available: http://www.evergreen.edu/library/tbg/berlin.htm (accessed March 28, 2002);
- o St. Petersburg College [Online]. Available: http://seminole.spjc.cc.fl.us/cyberlib/infocom.html (accessed March 28, 2002);
- o Oregon State University [Online]. Available: http://osulibrary.orst.edu/computing/ (accessed March 28, 2002);
- o Penn State University [Online]. Available: http://www.bk.psu.edu/academic/library/thun/ (accessed March 28, 2002);
- o University of Michigan [Online]. Available: http://www.lib.umich.edu/ummu/ (accessed March 28, 2002);
- o University of Miami [Online]. Available: http://www.library.miami.edu/services/computing.html (accessed March 28, 2002);
- o Montana State University [Online]. Available: http://www.msubillings.edu/library/infocommons.htm (accessed March 28, 2002);
- o Brookdale Community College [Online]. Available: http://www.brookdale.cc.nj.us/library/infocommons/icsites/sitesalpha.htm (accessed April 5, 2002)

http://journals.ohiolink.edu/cgi-bin/sciserv.pl?collection=journals&journal=00991333&issue=v28i0005&article=277_icrceatttotc

Baker, Betsy K. "Values for the learning library." Research Strategies. 17 (2000): 85-91.
Core values of the learning library:
- Converge: mission of bringing together resources and points of view
- Conduce: active promotion of getting users to the right information at the right moment
- Convey: communicate our story, make it clear and apparent to our users, spaces that bring to their minds that this is a place for learning. This requires creativity and imagination.
- Community: We have to be part of the learning community and we have to let people know that they are a part of ours.

Beagle, Donald. "Conceptualizing an information commons. new service model in academic libraries." The Journal of Academic Librarianship. 25 (1999): 82-9.
(The original article/concept to which Bailey and Tierney refer (above.))
UNC-Charlotte
- Where traditional reference, media services, and large digital research data sets converge→info commons at UNC-C. Fluidity of boundaries.
- Importance of adjacency to related university services, e.g. First Year Experience, Writing Center, FTAD (as examples)

- Knowing to what use info ultimately will be put is key part of reference interview, so ref libn can then refer to appropriate IT/digital media production resources. This may also influence the very character of the information sought.
- Librarians become "case managers" in order to follow through on the whole process, so student doesn't get lost along the way among all the different services. May even have Dig. Union-type, librarian, etc. all conference with the student at once. Concludes with outcomes assessment.
- Acknowledges that all the over subject to testing against reality. Too new a concept.

http://journals.ohiolink.edu/cgi-bin/sciserv.pl?collection=journals&journal=00991333&issue=v25i0002&article=82_caic

Beagle, Donald. "Extending the Information Commons: From Instructional Testbed to Internet2." The Journal of Academic Librarianship. 28 (2002): 287-96.
Response to Bailey and Tierney (above). That space must also incorporate the range of technologies supporting digital libraries and Internet2. This integration is already prefigured by the recent announcement of a new framework for collaboration throughout the research and education community aptly named "the Internet2 Commons." What begins as the reconfiguration of an academic library ultimately becomes a reconfiguration of the learning environment.
"Reference Commons" at the University of Southern California, was specifically developed as part of a Teaching Library, with the goal "to involve faculty, students, librarians, and computer professionals in all aspects of the learning and teaching activities taking place in the library." If instruction represents the single most important paradigm for libraries in the future, then the IC may yet become recognized as a laboratory for researching, prototyping, and assessing technological and pedagogical modalities.

Need to co-locate not only Faculty TA Development but Media Support Services into the library. This integrated facility can be a testbed for faculty innovation projects. In order to sustain financial and (higher) administrative support, need to integrate assessment from the very beginning. Move from "instruction" to "knowledge discovery tool system" mode. For instance, links between writing labs and lib.; making use of course support software. Students creating new knowledge from existing.
http://journals.ohiolink.edu/cgi-bin/sciserv.pl?collection=journals&journal=00991333&issue=v28i0005&article=287_eticfitti

Blixrud, Julia C." Establishing a role for research libraries in learning outcomes assessment programs." Journal of Library Administration. 35 (2001): 27-8.
Describes discussions that lead to the New Measures Initiative of ARL that seek to emphasize outcomes of libraries that contribute to the teaching and learning goals of academic institutions. For info on NMI see:
http://www.arl.org/stats/newmeas/index.html

Braverman, Barry. "Libraries and theme parks: strange bedfellows." <u>Research Strategies</u>. 17 (2000): 99-105.
Libraries and theme parks are in the midst of reinvention due to three factors: evolving technology, economic realities, and emerging cultural patterns. Both need to make deep decisions about the very core mission at the most profound level. (Examples: "The medicine chest of the soul," from library at Thebes and "The delivery room for the birth of ideas – a place where history comes to life," Norman Cousins). Use this mission to evaluate our competitive marketplace (competing for peoples' time). Know your users, what do they want and expect? Give attention to detail. Keep concept of "library as sanctuary," an atmosphere of solitude that allows each patron to enter his or her own personal story. Provide spaces for different functions and different atmospheres. Respect tradition. Because so much of our lives are in flux we are drawn to comfort and familiarity of traditional places and experiences.

Burke, Linda. "The Saving Grace of Library Space." <u>American Libraries.</u> 35 (2004): 74-6.
Describes 1999 renovation project undertaken at Davidson County (NC) Community College, and the new philosophies and concepts of libraries and librarianship that informed both the planning and post-renovation stages.

"We wanted the library to provide both the scholarly tools…as well as a space where people would converge – an atmospheric blend of the studious quality of an academic portal, the friendly welcome of a public library, and the exciting coffee-aroma-filled hubbub of a retail store."

Renovated building has/provides:
- Computer lab
- Soft seats which were always occupied. Staff added jigsaw and crossword puzzles, coloring books for patrons' children. Great hit.
- Coffee hour on Fridays to bring students, faculty, administrators to mingle and enjoy each other's company. Student Services and other groups help defray cost
- Liasoned with campus events office and libraries hosted book signings, pottery throwing, jazz band, didgeridoo player. Library housed grand piano during an auditorium renovation.
- Planning more creative programming: poetry slam competitions, book clubs, Scrabble Club.

Evaluation
- Higher gate counts
- Increased circulation
- Satisfied patrons and staff

Cohen, Patricia. "Spaces for Social Study." <u>New York Times</u>, Aug. 1, 2004
Teachers College at Columbia. ", the library is "moving from being a warehouse to workshop." + like a "European café". "Rather than the storage and privileged access of information within an academic community, we're now talking about creating space

meant for exploration, discovery," says Geoffrey T. Freeman, a principal at Shepley Bulfinch Richardson & Abbott Architects, who has worked on the
Teachers College library and projects at more than 80 other colleges and universities. "We're looking at libraries much more entrepreneurially. The number of books is irrelevant today; rather, what is the learning community, how do students come together? " Isolated learning experience is not only antithetical to the college
experience but has also been losing favor among educators."
". And when students were surveyed about what they wanted in a library, their answers matched the theory [about increased collaboration]". Mr. Natriello [dean of Teachers College] says, "I assumed everyone would say 'I want a carrel that walls us off a little bit to give us privacy so we can focus on our work.'" Instead they wanted more "table seating so we can see people and be seen." Mr. Broches looks for designs that encourage social activities. So he likes wide staircases with lots of exterior light so that more people will use them, perhaps running into someone they know. "The chance meeting becomes part of the collaborative process," he says. 'Public spaces and circulation spaces that we used to consider as just a necessity to get from point A to B now become really important social spaces and learning spaces. . . .like a fabulous department store." ""Shopping is a recurrent image. "The library is an intellectual marketplace," says Mr. Freeman, who has worked on libraries at Brown, Yale, Princeton, Cornell and Columbia and lectures on how architecture affects the teaching and learning process. "Look at the souks in Middle Eastern marketplaces, where all the wares are out in the open." Right upon entering, Mr. Freeman continues, "I want to see the service points, the collections, see other people producing and doing things. I want to see activity, not rows of quiet tables. "You'll still have quiet reading spaces, and all of the things that were in the library of the past," he continues, "but we're adding a whole other layer, this discovery activity." Just don't spill your coffee."
http://www.nytimes.com/2004/08/01/education/edlife/01COHEN.html?ex=1092468694&ei=1&en=6b67c63f3451a0f6

 Cowgill, Allison.; Beam, Joan. and Wess, Lindsey. "Implementing an information commons in a university library at Colorado State University." The Journal of Academic Librarianship.27 (2001): 432-9.
Colorado State University:
- EIC (Electronic Information Commons) operated independently (no assoc. with campus OIT)
- need more service points, more training of staff to deal with technology questions.
- 120 workstations. Offers all library and regular computer lab services.
- Identified minimal tech competencies for staff then trained to those competencies.
- Open more hours than other computer labs on campus, so it really raised library profile on campus (although—unlike computer labs—library doesn't benefit from student tech. Fees.)

http://journals.ohiolink.edu/cgi-bin/sciserv.pl?collection=journals&journal=00991333&issue=v27i0006&article=432_iaiciaul

Deese-Roberts, Susan. "Powerful learning: powerful partnerships; University of Iowa Libraries and the University of Iowa Center for Teaching,". <u>Research Strategies</u>, 17 (1999): 67-70.
Synopses of papers presented at a conference on the theme "Educating the University Community in a Dynamic Information Environment." Papers are mostly on user education initiatives on various campuses. However, the keynote speaker, Brian Hawkins of EDUCAUSE, issued a call for librarians to " [set] fires" on their campuses to stimulate needed changes in higher ed. [Librarians as catalysts for change, being proactive.]

Deneen, Linda and Allert, James. "Hand-held computers in the classroom and the library: teaching and learning resource issues resulting from widespread deployment at the University of Minnesota Duluth." <u>Library Hi Tech</u>. 21 (2003): 419-25.
Reports on the implementation of the University of Minnesota-Duluth campus' 2001 requirement that all incoming freshmen in computer science and engineering programs have hand-held devices (Compaq iPAQ), and the impact on library concerns, and teaching /learning.
- Required students to use a new device for learning, IT staff to wireless capabilities and tech support, faculty to integrate technology into teaching and learning, and librarians to make library resources accessible to new device.

- Faculty had to develop downloadable software so students could access lessons; they made aspects of material more interactive.

- Students got the hang of the various uses to which they could put their PDAs really fast (the first being email and web access). Surveys in 4th and 14th week revealed top uses were for class exercises, web searching, playing Solitaire, using the calendar, and infra-red file transfer. PDAs were used outside classrooms, in informal study groups and at bus stops [☺].

- Using library resources proved a big challenge – PDA screens too small for viewing materials from databases, e-books, e-reserves.

- Whole initiative labour-intensive for faculty and IT staff, and comes at a financial cost to students.
[Note: Duke University announced last week incoming freshmen will each receive an iPod for teaching and learning uses.]

Dove, Angela. "Designing space for knowledge work." <u>Library and Information Update</u> 3 (2004): 22-4.
- Architects still use traditional methods to understand user needs. Must think outside these normal parameters, use a more contemporary approach to understand the need for innovative and effective workspaces. Author (a consultant) has drawn on her training as a theatre designer to achieve this.
- Examples of contemporary approach:
  o Collaboration between designers and those who will work in/use the building.

- o Establish a common visual language through metaphors. E.g., metaphors of movement and transparency obvious in the award-winning Laban Centre; cloisters of medieval monastery -- spaces for creation and sharing of knowledge -- incorporated in Cass Business School (London) with cloister-like corridors, semi-public study places, and spaces for personal reflection and conversation.
- o Establish parallels, esp. between museums and libraries. Contemporary museums combine visual, audio, tactile to stimulate 'learning journeys.'
- o Librarians as designers. Participate in "workshops" [in-house, w/other librarians, users etc] → designing spaces becomes a more active process, generates achievable and innovative solutions useful for architects, space planners.

Some other points noted:
- Change in physical space provides opportunities for rethinking roles and the position of resources within the organization and community.
- Library as "attractor." Located as hub, or centrally in a cluster of hub activities.
- Flexibility of spaces important --- change set designs so different "special 'performances' of information and knowledge take place."

Duncan, James M. "The information commons: a model for (physical) digital resource centers at the University of Iowa Health Sciences Library." Bulletin of the Medical Library Association. 86 (1998): 576-82.

University of Iowa Health Sci. Library:
- Biggest challenge (for large institution) was getting everyone necessary to sit down at the table together (literally and figuratively)
- They are partially supported by student fees.
- Roughly 5,000 square feet, four areas: a 1,900 square feet, fiftyseat electronic classroom; an open-access information research and computer-based learning area; an open access multimedia development area; and staff offices.
- Service desk midway into facility; centrally located; easy to see

Virtual tour online on the Web page. (http: / / www.lib.uiowa.edu / commons /vr.html)
- an entry point into the process of creating educational content using Web and multimedia development tools; a "Learning Resource Center" (LRC)
- Staff levels: student assistants→staff/grad assistants (quasi-professionals; extremely competitive positions)→administrator/collection mgr/faculty/outreach/coordinator, etc. (1 person)
- Sounds like what might result if OSU merged TELR into OSUL physical space.

http://www.pubmedcentral.nih.gov/picrender.fcgi?action=stream&blobtype=pdf&artid=226454

Goldberger, Paul. "High-Tech Bibliophilia" The New Yorker (May 24, 2004)
Positive architectural review of the newly opened Central Library of the Seattle PL.
"Rem Koolhaas's new library in Seattle is an ennobling public space."
http://www.newyorker.com/printable/?critics/040524crsk_skyline
http://www.spl.org/images/slideshow/NewCentralSlideshow.asp

Griffin, Richard. "Technology planning: Oregon State University's information
        commons". <u>OLA Quarterly</u>. 6 (2000): 12-13.
Basically a glorified computer lab (with not a lot of consistency across the lab—some pcs
have access to lib resources, some to word processing, some to both, etc.)
http://www.dartmouth.edu/~collab/institutions/oregon_state/report00.pdf

Halbert, Martin. "Lessons from the information commons frontier at Emory University."
        <u>The Journal of Academic Librarianship</u>. 25 (1999): 90-1.
Emory University:
- combined working areas and functions for librarians and campus IT
- has led to much higher library usage because students are "one-stop shopping" for
  both info and ways to incorporate it into their learning (papers, projects, etc.)
- need to be careful that the traditional "look" of a "library" doesn't disappear
  among all the high-tech bells and whistles. Need to excite the younger generation
  but not simultaneously alienate older.
- "uniformity" vs. "differentiation" question led to the compromise→"ubiquity".
  I.e., common logon procedures, word processing software, etc.,so users can
  transfer skills; but obviously a chem. library may want some different databases
  available than a humanities/soc. sci library would want. Much of this is intuitive.
- Reference librarians tech skills need to be somewhat upgraded, although they
  can't be expected to know everything.
http://journals.ohiolink.edu/cgi-
bin/sciserv.pl?collection=journals&journal=00991333&issue=v25i0002&article=90_lftic
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Hartman, Craig. "Memory palace, place of refuge, Coney Island of the mind: the
        evolving roles of the library in the late 20th century." <u>Research Strategies</u>. 17
        (2000): 107-21.
An architect's take on how to build a library that remains book-centred, yet usable by
many audiences with seemingly varied notions of what a library should be.
- Libraries have been forced since the 1980s to seek alternative models of access
  and service in the age of diminishing support for resources and the explosion of
  technology, and to redefine themselves not solely as "storehouses of knowledge."
- Cultural institutions have provided new models for libraries (Centre Pompidou,
  Yerba Buena in San Francisco) – combined spaces with museums, libraries,
  lecture halls, performance spaces etc; multi-use/audience/experience etc.
  Guggenheim split its collections between NY,Venice and Bilbao.
- Conflict between users and how they have traditionally used libraries, and
  libraries that believe there can only be a "this-or-that" option to satisfy one or the
  other user demographic. A challenge to architects who have to combine needs and
  create spaces that are recognizable and meaningful to all users. Hartman believes
  "Learning and entertainment are not incompatible in a well-designed library."
  Mixed use, less book-centred spaces possible (e.g., Bibliothèque nationale de
  France, British Library, Library Square in Vancouver).

- Uses personal experience in designing the Library of Virginia as example to discuss issues of location, enduring design, and inherent functionality.
- Some design issues discussed include:
  - Easy navigation and separation of spaces to accommodate different users. Large public area at street level in center ["noisier" space], accessed by going under a "bridge" created by reading rooms above. Street level also houses "community" spaces – auditorium, media training center, bookstore.
  - Grand staircase leading to reference and reading room on 2nd level; archives and rare books on next level. [quiet spaces]
  - EVERY space prewired for power and data transmission; reading room tables fitted for laptop access and appropriate lighting for reading and computer use.

Punchline: "Libraries should not be afraid to change, institutionally and architecturally, in order to find and serve their communities more effectively."

Kraemer, Elizabeth W.; Keyse, Dana J.; Lombardo, Shawn V. "Beyond These Walls: Building a Library Outreach Program at Oakland University," The Reference Librarian. 82 (2003): 5-17.
In 2001 and 2002, Oakland University's Kresge Library (Rochester, Mich.) developed an outreach program to provide services to target populations such as transfer students, multicultural groups, and on-campus residents. This article describes the various parts of the program. The authors want to locate the library "at the heart of teaching and learning on campus," but compelling evidence that they have done so is wanting.
http://nf4hr2ve4v.search.serialssolutions.com/

Kratz, Charles. "Transforming the delivery of service: The joint-use library and information commons." College & Research Libraries News. 64 (2003): 100-1.
"Discusses the service roles and service delivery of academic libraries in the U.S. Definition of a joint-use library; Advantages of joint-use projects; Details on the information commons concept".

Logan, Firouzeh. and McCaffrey, Erin. "New partnerships for new learning." Journal of Library Administration. 32 (2001): 309-18.
Describes the DePaul University School for New Learning (SNL), an interdisciplinary liberal arts college for adults over 24 years of age. Programs were designed to meet these students' specific needs. Adult students "usually had less time available for their studies, brought more resources to the learning transaction, and came to school with a clearer purpose for learning" with a main goal to develop critical skills. The Libraries joined the SNL to deliver bibliographic and research instruction in the core class as well as the research seminar course. An online workbook was developed and implemented. The collaboration proved beneficial to students, faculty, and librarians alike.

Maki, Peggy L. "Developing an assessment plan to learn about student learning." The Journal of Academic Librarianship. 28 (2002): 8-13.

Presents an assessment development guide to help determine institutional expectations, timing, who will be assessed, responsibility, and interpreting/sharing results. Argues that not only is assessment critical, but that a sustained institutional commitment to assessment is vital to create ongoing improvements in teaching and learning.

Marshalsay, Barbara. "Convergence and resurgence: the integration of academic libraries and computing centres." Canadian Journal of Information and Library Science. 23 (1998): 28-61.

Renaud, Robert. "What happened to the library? When the library and the computer center merge.[Connecticut College]" College & Research Libraries News. 62 (2001): 987-9.

Sayers, Richard. "'Open relationships, de-facto marriages, or shotgun weddings?': the convergence and integration of libraries and computing/information technology services within Australian universities." Australian Library Journal. 50 (2001): 53-71.

Shill, Harold B. and Tonner, Shawn. "Does the Building Still Matter? Usage Patterns in New, Expanded, and Renovated Libraries, 1995-2002". College & Research Libraries. 65(2004): 123-50.

Study of 390 academic institutions that have constructed new libraries or have expanded, renovated, or reconfigured an existing library in the past 10 years. Data from 182 libraries who participated in the survey revealed over 25% of the libraries increased usage of facilities of 100% and many more showed increases of over 50%, with a median average increase of 34%. The study demonstrates "students can and will use a comfortable, well-equipped library, even with remote access to many electronic databases and the Internet available."

Data on improvements that impacted gate counts in the renovated buildings. Items that encouraged usage in the libraries included 1). number of data ports; 2). percentage of seats with wired network access; 3). number and quality of public access computers; 4). quality of library instruction lab; 5). quality of telecommunication infrastructure; 6). quality of natural lighting; 7). quality of user work spaces; 8). quality of layout (including location of service points; 9). quality of collection storage space; 10). quality of HVAC system; and 11). quality of overall facility ambience.

Variables that did not have an impact on gate counts included 1). type of project (new versus expanded or renovated0: 2). campus location; 3). presence of non-library units in general (writing labs, art galleries); 4). presence of high-end wiring system; 5). presence of coverage of wireless communication systems; 6). number of group study rooms; 8). presence of general computer labs; 9). cyber cafes of snack bars; 10). long-term shelving capacity for print collection growth. The study notes that while many of these variables did not increase gate counts significantly, they should not be given a "diminished priority in facility planning."

Simons, Kevin, et al. "The learning library in context: community, integration, and influence." <u>Research Strategies</u>. 17(2000): 123-32.

Four elements for a "learning library":

1. active programmatic partnerships: library works with faculty or department to incorporate information literacy and research skills into the learning process
2. curricular integration: library resources and instruction are necessary to students' success in specific courses
3. sustained interactions between students, faculty, and librarians: web-based instruction and tutorials, chat, available office time with librarians, impromptu "just-in-time" instruction with students inside or outside the library
4. extension of influence into a "multiplier effect": increased visibility of librarians on campus by involvement on curriculum committees, consultation on program planning and new course design, work with accreditation groups, etc.

Emphasis on learning as a social interaction involving collaborative study, peer mentoring, coaching and conversation. "Scaffolding" is guided learning to provide progress through more complex cognitive tasks. The deepest learning occurs as a "process of acculturation into communities of expertise located in real situations." The learning library is a place for students to "become acculturated into more sophisticated research habits." Acculturation happens by means of student collaboration on research projects and integration of the library as an essential component of the curriculum.

Snavely, Loanne. "The learning library." <u>Research Strategies</u>. 17 (2000): 79-84.

Themes:

1. Paradigm shift: from teaching to learning
2. Information literacy: 5 challenges which require increased info literacy skills
   a. globalization
   b. change from industrial economy to knowledge economy, requiring increased intellectual competencies—abilities "to read critically, write persuasively, speak cogently, and reason quantitatively"; to sort through growing quantities of information; critical thinking skills and ability to synthesize and integrate ideas, etc.; ability to work in teams, to process and use information from multidisciplinary sources, and to keep up with changes in computer technology, etc.
   c. diversity and multiculturalism
   d. the need to redefine ourselves and our values in the face of challenges to tradition
   e. ability to adapt, learn, take initiative, and take charge of own learning
3. Collaboration between librarians and faculty, i.e., library providing current resources and instruction on their use and faculty requiring the use of those resources for coursework. Librarians may need to partner with faculty for "team learning" (i.e., team teaching).
4. Librarians have to leave their "hallowed halls" and begin the conversation with faculty and administration, i.e., to speak out and create awareness of the library's role in the educational mission.
5. Libraries' "virtual spaces"—websites, online catalog, computer systems, interfaces—as well as physical spaces, need to be designed with learner in mind.

Stahley, Mem. and Platt, Jennifer. "Alliances for Educational Access: A Model for Partnership Environments. [University of Central Florida]" <u>Journal of Educational Media & Library Sciences.</u> 40 (2002): 31-50.

Stewart, M. Claire and Cervone, H. Frank. "Building a New Infrastructure for Digital Media: Northwestern University Library." Information Technology and Libraries. 22 (2003): 69-74).
 "The Northwestern University Library has been a pioneer in text and media digitization. From early efforts primarily focused on enhancing access to reserve material to current projects involving vast quantities of streaming media, in great part these projects have been the result of close collaboration between the library and other units on campus, particularly Academic Technologies. As the depth and breadth of digitization efforts have increased, so have the technological and organizational issues. This article examines the history of digitization efforts at Northwestern University as a context for exploring the emerging issues most libraries face as digitization enters a new era."

Strain, Paula Meise and Prentice, Ann E**. "**Academic libraries and academic computing: recent trends in a changing environment." <u>Library and information science annual.</u> 7(1999): 27-34.

Sutton, Lynn. "Imagining learning spaces at Wayne State University's new David Adamany Undergraduate Library." <u>Research Strategies</u> 17 (2000): 139-146.
Library was not designed to be "collection intensive." Assumed users would be primarily interested in electronic resources. Integration into the curriculum: Assumption made that students would not come in to learn research skills on their own, so use of library's resources are built into class assignments. All freshmen required to take a course called, "Information Power: the University and its Libraries"

Building has:
> Wired auditorium for mulimedia presentations
> Multimedia Learning Center
> Three computer labs;
> Four seminar rooms
> Office for Teaching and Learning
> Section of first floor designated as 24-hr Extended Study Center
> "Community Room" which has small kitchen and exhibit space
> Collaborative study rooms with glass walls
> "Windows on the Arts" sky-lit atrium—open space for various cultural performances
> "Windows on the World" atrium with large-screen TVs tuned to current news channels

Student Computing Site—university's IT office closed two campus labs and transferred support to the labs in the library. Writing Center was incorporated into library as well. Parking and at least one on-campus restaurant accommodated hours for late-night library visitors.