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# Project Management Assignment 1 – Divergent & Convergent Thinking

Currently, the UCD Library spatially differentiates areas meant for group work from those that are more technologically advanced. This separation can hinder students working on projects requiring both cooperative effort and sophisticated equipment. By integrating these areas, the library can foster greater collaboration and learning effectiveness (Smith & White, 2019).

## Divergent Thinking (1) – SCAMPER Technique

| | **Idea** | **Example** |
|---|---|---|
| **Substitute** | Replace static library catalogues with interactive digital screens. | Replace conventional desktop computers with tablets for mobility. Use mobile, interactive projectors rather than static screens. |
| **Combine** | Merge tech tools with social interaction spaces for collaborative work. | Create a "Tech + Talk" zone combining collaborative spaces with tablets, projectors, and writable desk surfaces for brainstorming. |
| **Adapt** | Introduce flexible furniture for both individual and group learning. | Offer standing desks with power outlets and modular furniture. Enhance Wi-Fi for |

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|---|---|---|
| | | seamless connectivity throughout the library. |
| **Modify** | Change furniture arrangements regularly to encourage fresh interactions. | Periodically rearrange seating to promote varied stu dy practices. Add soundproofing to reduce distraction. |
| **Put to Another Use** | Transform spaces to support diverse activities (study, brainstorming). | Use writable desk surfaces like for individual/group work (dry-erase, glass, foldable whiteboards).Modular furniture allows both group and individual study areas. |
| **Eliminate** | Remove static, restrictive elements to create an open environment. | Eliminate fixed computer desks and cubicles, creating an open, dynamic learning space for students to move freely. |
| **Reverse/Re arrange** | Empower students to teach technology skills to others. | Provide peer educators to assist with technical issues. Transform static study areas into flexible work places. |

### Divergent Thinking (2) – Random Word Association Technique

The "rhythm" concept impacts workspace design by taking into account student movement and activity. The flow between brainstorming, independent work, and collaboration should be seamless. Spaces should be capable of managing varying energy levels in order to promote work habits and balance. Rest areas for students are also vital. This approach focuses on classroom experience and the need for equilibrium, harmony, and breaks of rest within learning (Brown, 2020).

### Convergent Thinking – RCA Technique

The segregation of collaborative spaces from technology spaces within the UCD Library prevents students from working on multifaceted projects collaboratively. Root Cause Analysis (RCA) identifies mobile technology (laptops, tablets, portable projectors) and modular workstations as the best solutions (Smith & White, 2019).

**Root Cause Analysis (RCA) :** The root issue is the rigid workspace layout and fixed computing stations. Incorporating modular workspaces and portable devices allows students to transition seamlessly between group and individual work.

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## Proposals for Improvements of UCD Library Collaborative and Technology-Enhanced Workspaces

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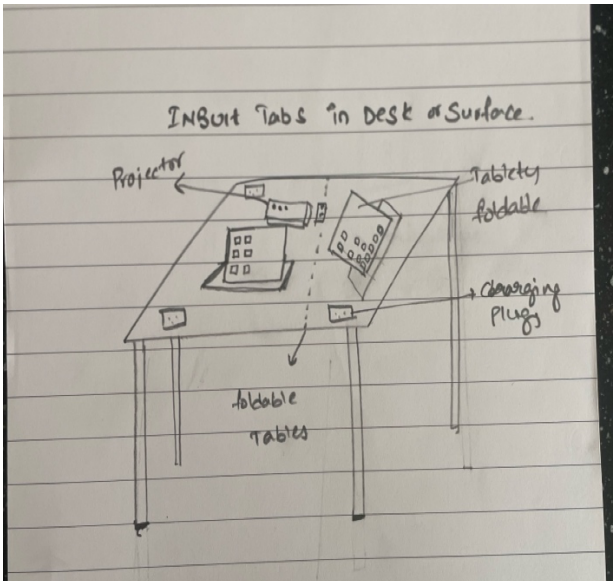
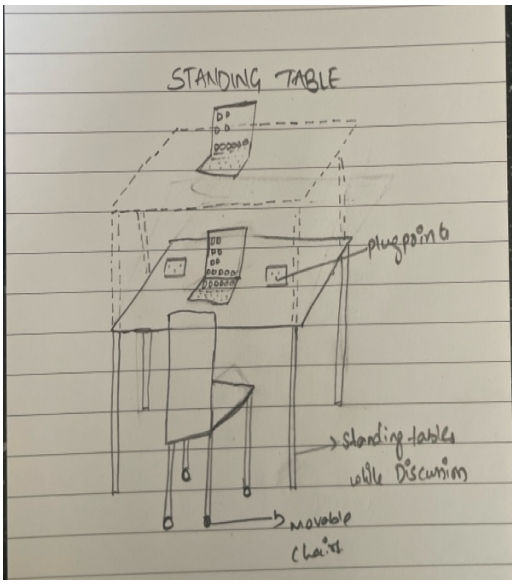
- **Smart Tech Integration:** Utilize interactive whiteboards for real-time group presentations. Example: A digital whiteboard enables live project input (Brown, 2020).
- **Tech-Enabled Furniture:** Furniture with integrated technology, like outlet integrated desks and writable surfaces, facilitates device charging and collaboration. Modular desks with tabbed or projected interface improve productivity and allow real-time sharing of ideas on the surface.
- **Peer Support Programs:** Attend workshops on technology tools like presentation software. For example, have a peer teach graphic design software (Smith & White, 2019).

Foldable tables with tabs and projector, More advancement in rooms wit inbuilt Tablets instead of lending Desktop or Laptops.



In conclusion, this proposal advocates for a fundamental reimagining of the UCD Library's workspaces. By prioritizing mobile technology, modularity, and a user-centred design approach, the library can be transformed into a dynamic and effective learning environment that empowers students to thrive in the digital age (University College Dublin, 2024).

**References:**

Brown, A. (2020). Designing Future Libraries: Integrating Technology and Collaboration Spaces. Oxford University Press.

Smith, J., & White, K. (2019). Academic Libraries and Digital Learning: Trends and Strategies. Routledge.

University College Dublin. (2024). UCD Library Strategic Plan 2024-2030. Retrieved from www.ucd.ie/library