Learning Spaces Task Force

Research and Report Prepared by
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Executive Summary

The *Learning Spaces Task Force* was formed to examine contemporary needs and desires of library learners and teachers within the context of the Heathcote Classroom. Through mixed-methods research, we identified three key themes relating to library learning spaces. These themes inform recommendations for improving the Heathcote Classroom and the Library spaces ecosystem.

Key Themes

Enjoyability
: Improving the aesthetic appeal of the space to be more conducive to learning.

Moveability
: Improve ease of use of the space to enable more dynamic teacher-learner interaction.

Removeability
: Integrate learner technology that's there when you need it and not when you don't.

Key Recommendations

For the Heathcote Classroom

- Moveability and technology
  - Rearrange existing furniture and room orientation to accommodate more direct and dynamic teacher-learner interactions. The room

would retain a new set of desktop computers, with a more open, accessible layout (see Schematic B within Appendix B for space layout).
    - Install at least one additional whiteboard and one additional digital screen
- Enjoyability
    - Art beautification: coordinate with College of Art and Architecture to commission an art mural, possibly produced by an Indigenous artist.
    - Refresh carpet paneling
    - Refresh ceiling paneling
    - Purchase new chairs
    - Install plants and other signs of life in the room, possibly on a ledge along the top of the wall(s)
    - Install a glass door that—if possible—opens outward
- Inclusive Student Service Model
    - To maximize the use of the room and bring students into the space, we recommend that the Heathcote Classroom be made available to students as a computer lab or schedulable group study room when not in use by Library faculty and staff.
- Implementation Task Force
    - We recommend the formation of a follow-up "Implementation Task Force" charged with carrying forward our recommendation. For continuity, members of the *Learning Spaces Task Force* would join the "Implementation Task Force."

For the Library Learning Ecosystem

- To capture a fuller view of our interconnected spaces, we recommend forming a "Learning Ecosystems Task Force."
- This group could function as a successor to the Learning Spaces Task Force and to the "Library Spaces and Technology Renovation Committee." Combining the work of these two committees, the "Learning Ecosystems Task Force" would be charged with holistically examining current and future learning spaces throughout the building, with the goal of delivering recommendations for designing new learning spaces that will continue to serve future generations of users.

Details of our process, evidence, findings, and recommendations are available below.

Overview

This report contains a summary of data and a description of findings and recommendations produced by the *Learning Spaces Task Force* from April-August 2018. The findings focus on the use and aesthetics of a library learning space. We ultimately present a set of options for redesigning and improving the Heathcote Classroom in the context of our entire learning spaces ecosystem.

On April 11, 2018 a group was convened to discuss a potential User Experience study of the Heathcote Classroom, intended to inform the the next-generation design of the space. The impetus for this meeting was primarily budgetary: Heathcote's technology was due for a regularly-scheduled, every-five-years refresh. The initial planning meeting was called by Scott Young and consisted of Matthew Regan, Brian Rossmann, and Justin Shanks. That group outlined broad questions:

- Who uses this space?
- What tools and techniques can we use to generate evidence of their experience?
- How can we translate that evidence into actionable recommendations for space design?
- What is our timeline and budget?

The outcome of this meeting was to form a *Learning Spaces Task Force*, with the specific goals of: 1) redesigning the Heathcote learning space for contemporary needs and desires; and 2) amplifying and aligning with the Master Plan and Strategic Plan to emphasize the learning spaces ecosystem of MSU Library.

The group, initially consisting of Scott Young, Matthew Regan, and David Swedman, was expanded to include Jacqueline Frank and Mary Anne Hansen. From April 24, 2018 to August 29, 2018, the group held 8 in-person meetings to conduct the work of taking stock of the current learning spaces landscape, determining the best way to collect evidence on usage and desired changes, and ways to analyze data to make practical recommendations for moving forward. We conducted mixed-method research that included an analysis of calendar bookings, an environmental scan, a staff survey, and a design research workshop with library faculty, staff, and students.

From our work, our key findings are as follows:

1. Heathcote is used primarily for library instruction and workshops.

2. Broad sentiments expressed about the space are that it is "good for what it does," but that it is also "restrictive," "boxed in," and "rigid."

3. The three most important classroom features (excluding time/day availability) to our library staff are, in order of importance:
    a. Instructor classroom technology;
    b. Ability to move around the classroom; and
    c. Access to electrical outlets for students.

4. The three instructional techniques (not mutually exclusive) our library staff most frequently employ when teaching are:
    a. Class discussion;
    b. Hands-on activities; and
    c. Lecture/presentation.

5. Based on these employed instructional techniques, the following three technologies are most important to our library staff:
    a. Projectors;
    b. Desktop computers; and
    c. Laptop computers.

6. The following three desires for the Heathcote space are most important to our library staff:
    a. Aesthetic improvements;
    b. Interactive, participatory, and flexible arrangement; and
    c. Instructional Technologies & Reliability of Technology.

Based on our findings, we offer three general tiers of action. Each tier takes into account budgetary costs, time costs, and political costs. Tier 1 is more achievable to implement; Tier 3 is more difficult to implement.

Tier 1: Aesthetics and Arrangements

Improve the aesthetic appeal of Heathcote so that the space is more conducive to learning.

Tier 2: Technology and Furniture

Improve ease-of-use of the space to enable more dynamic instructor-learner interaction, and to implement new learner technology that's there when you need it and not when you don't.

Tier 3: Spaces Ecosystem

This tier expands the scope of this study to account for other current and future learning spaces in the Library via a follow-up task force that would explore creating new flexible, multi-use spaces in the library.

We propose three specific paths forward, with tiers according to cost. Each path satisfies thematic elements from the *Learning Spaces Task Force Report*—moveability, removeability, and enjoyability.

Theme	Tier 1	Cost	Tier 2	Cost	Tier 3	Cost
Moveability	Reconfigure Existing Furniture[1]	Labor	Reconfigure Existing Furniture	Labor	New flexible tables[2]	$7,800
	Additional data ports for new configuration	$3,600	Additional HDMI video transmission	$3,600	Additional HDMI video transmission	$3,600
			New Chairs ($500x28)	$14,000	New Chairs ($500x28)	$14,000
Removeability	1 New Projector+Screen	$2,700	1 New Projector+Screen	$2,700	Digital Screens ($1860x8) + Labor (TBD)	$14,880
	Additional HDMI video transmission	$1,000	Additional HDMI video transmission	$1,000	Additional HDMI video transmission	$1,000
	Purchase desktop computers with smaller displays ($750x28)	$21,000	Purchase laptops ($1000x28)	$28,000	Purchase laptops ($1000x28)	$28,000

[1] - Reorient tables according to Schematic B in the Task Force report
- Move whiteboards so that they appear on the North and South walls
- Move existing projector/screen so that it appears in the West or East wall

[2] For example:
- Verb Team Table, $600 (x7)
- Bivi Table For Two, $1200 (x3)

Enjoyability	North wall art mural commission	$1,000	North wall art mural commission	$1,000	North wall art mural commission	$1,000
					Replace carpeting	$7,200
			Replace carpeting	$7,200	Replace ceiling tiles	$2,700
					Replace door	$3,800
Total costs:	**$29,300**		**$57,500**		**$83,980**	

Strategic Planning and Analysis

This study supports MSU Library Strategic Plan Objective 1.1, which states that users will "interact with a welcoming and responsive physical and digital library environment."

This study also supports MSU Library Strategic Plan Objective 2.1, "Create useful, dynamic, and accessible digital and physical spaces."

Recommendations from this study will help produce a more welcoming, responsive, useful, dynamic, and accessible physical library environment for our users. Progress towards improvement will be measured by the UX & Assessment Librarian in collaboration with appropriate measures coordinators through follow-up studies based on the measure identified for each strategic objective.

Library Values

Through an inclusive, participatory process in pursuit of new recommendations for the Heathcote Classroom, we aimed to realize the Library values of *Inquiry and Innovation*, *Empathy*, *People*, and *Transparency and Communication*

Findings and Recommendations

I. Findings

Across our mixed-methods research and data collection, we identified a set of thematic findings and spaces usage insights.

Space Usage

The Heathcote space is mainly used for the following activities, based on data collected from the Calendar Analysis and the Learning Spaces Survey:

1. Instructional activities; and
2. Workshops.

According to the Learning Spaces Survey:

The most common instructional techniques include:

- Class discussion;
- Hands-on activities; and
- Lecture.

The most important classroom features include:

- Instructor technologies, technology (smart podium, computer,document camera, projection);
- Ability to move around the classroom to interact with students where they are sitting;
- Room availability, according to time of day and week; and
- Access to electrical outlets for students.

The most important technologies include:

- Projectors;
- Desktop computers; and
- Laptop computers.

The most important desires include:

- Aesthetic improvements;

- Interactive, participatory, and flexible arrangement; and
- Technology & reliability of technology.

Space Needs and Desires

Enjoyability

The top most cited desire, almost universally, was for the space to be more enjoyable and aesthetically pleasing. This common theme surfaced in all data collected that asked about desires, including the vision card exercise, the DUEL exercise, and desired layout sketches (further explained in the methods section). Aesthetic details such as new paint, lighting, artwork, and living plants were listed multiple times each, by different participants as important elements of a learning space. Additional details to bring in a warmer, more inviting feeling to the room also included a fireplace and comfy couches, chairs, or soft seating.

Moveability

One of the biggest desires that surfaced in multiple ways was the ability to move around the classroom for increased interaction with students. The '*Ability to move around the classroom to interact with students where they are sitting*' was cited as the second most important feature of the Heathcote classroom according to our internal library survey, following classroom technology for the instructor station. In the DUEL (Desire, Usage, Expectations, Limitations) exercise in the design workshop, participants also cited interactive, participatory, and flexible design as their second top desire for the space, following aesthetic improvements. Finally, the desired layout sketches of Heathcote classroom showed many different options for increased instructor mobility around the classroom, including options with both fixed furniture arrangements, as well as more flexible furniture arrangements. It also surfaced that ability to move about the classroom was more important (#2 out of 10 in the library survey) than the option to move the furniture (#9 out of 10 in the library survey).

Removability

A common feature of our data focused on the desired ability to remove or hide furniture and technology so that these elements can appear when needed and disappear when not needed.

II. Recommendations

Key Recommendations

Based on our findings, the task force recommends the following course of action for the Heathcote Classroom and the Library spaces ecosystem:

For the Heathcote Classroom:

- Enjoyability:
    - Art beautification: coordinate with College of Art and Architecture to commission an art mural, possibly produced by an Indigenous artist;
    - Refresh carpet paneling;
    - Refresh ceiling paneling;
    - Purchase new chairs;
    - Install plants and other signs of life in the room, possibly on a ledge along the top of the wall(s); and
    - Install a glass door that—if possible—opens outward.

- Moveability and Technology:
    - Rearrange existing furniture and room orientation to accommodate more direct and dynamic teacher-learner interactions. The room would retain a new set of desktop computers, but with a more open, accessible layout (see Schematic B within Appendix B for space layout);
    - Install at least one additional whiteboard and one additional digital screen.

- Inclusive Student Service Model:
    - To maximize the use of the room and bring students into the space, we recommend that the Heathcote Classroom have the capacity to seat at least 25 students, and be made available as a computer lab or schedulable group study room when not in use by Library faculty and staff.

- Implementation:
    - We recommend the formation of a follow-up “Implementation Task Force” charged with considering the following:
        - Details of recommendations, including cost estimates, room layouts, and technology models;

        - Potential collaborators and partners (e.g. Academic Technology and Outreach, UIT, Center for Faculty Excellence, Testing Center);
        - Details of the Inclusive Student Service Model, including room scheduling and marketing/promotion; and
        - Space Assessment Strategies.

    - Potential members:
        - Mary Anne, Jacqueline, DLI staff.

For the Library Learning Ecosystem:

- To capture a fuller view of our interconnected spaces, we recommend forming a "Learning Ecosystems Task Force."

    - This group could function as a successor to the "Learning Spaces Task Force" and to the "Library Spaces and Technology Renovation Committee."

    - The "Learning Ecosystems Task Force" would be charged with holistically examining current and future learning spaces throughout the building, with the goal of delivering recommendations for designing useful, dynamic, and accessible learning spaces that achieve our Master Plan's Major Architectural Goal of "Increasing and Diversifying Instruction Spaces."

- Potential members:
    - Brian Rossmann, Jacqueline, Mary Anne, Jan

Recommendation Tiers

The task force further recommends three tiers of possible action for improving the Heathcote, based data collected. The following three tiers of recommendations represent degrees of difficulty, with considerations of:

- Time;
- Funding; and
- Political Costs.

Tier 1 is more achievable to implement; Tier 3 is more difficult to implement. Within each tier, we've also offered a set of recommendations that are marked as "easier" to implement and "harder" to implement. Beyond our Key Recommendations, we imagine that recommendations within and across tiers could be implemented in various configurations and timeframes, based on availability of funds, staff time, and political will.

Tier 1: Aesthetics and Arrangements:

Connected theme: Enjoyability

Improving the aesthetic appeal of the space so it's more conducive to learning.

- Easier: New paint, glass door that opens outward, new art, new plants.
- Harder: New lighting. New ceiling. New carpeting.

Overall recommendations: Improve aesthetics of the space to address moveability, and especially enjoyability. This tier primarily involves easy improvements to the space by installing a new glass door that opens outward, refreshing paint, adding living plants, artwork (potentially including student-commissioned art or murals), and rearranging the current furniture so the far West wall is the front of the room (See Appendix B, showing to-scale schematics of possible furniture arrangements).

A second, more challenging option, would be to address lighting, to possibly move to non-fluorescent or warmer lighting.

Tier 2: Technology and Furniture:

Connected Theme: Moveability

Improve ease of use of the space to enable more dynamic instructor-learner interaction.

- Easier: Rearrange existing furniture and room orientation
- Harder: Purchase new, semi-flexible furniture to accommodate new layouts.

Connected Theme: Removability

Learner technology that's there when you need it and not when you don't.

- Easier: Laptop stations on existing furniture; add new and multiple projectors or digital screens; movable and/or multiple whiteboards.
- Harder: New furniture, such as disappearing desktop computers.

Overall recommendations: Improve aesthetics of the space as noted in Tier 1, and refresh the technology. Options for refreshing the technology, without purchasing

new furniture, include networked, locked-in-place laptops that can be closed, thus not obstructing students' view during lecture portions of classes, but which would allow for hands-on learning as well. Adding speakers to the back of the room will allow for greater accessibility. This tier could also potentially include the installation of additional digital displays (preferred) or projection surfaces on the other three walls that currently do not have such, and additional whiteboards to facilitate more active learning. (See Appendix B with images of a Jabs Hall classroom with this type of installation.)

The purchase of new furniture is optional in this tier. Purchasing additional furniture such as desks that allow desktop computers to 'disappear' and be pushed down below the desktop would allow for networked computers to be available when needed for hands on activity, and a clear desktop space and lines of visibility when not needed. Additionally, flexible furniture that allows for the room to be configured in multiple ways, either with laptops or a mix of laptops and desktop computers would allow for increased flexibility of the space, but would also require more time from instructors to set up the room prior. The option to have flexible furniture was cited by many participants who gave feedback, although is not supported by everyone who gave input.

Tier 3: Spaces Ecosystem:

This tier expands the scope of this study to account for other current and future learning spaces in the Library. Tier 3 complements the Master Plan in continuing to develop cohesive and dynamic library spaces. A task force would explore creating a flexible, multi-use space in the library—such as the northwest corner of first floor or the northeast corner of second floor, both of which have more square footage available to install flexible furniture and moveable partitions to allow for larger classes to be held in the library. This space would allow for both library instruction and non-library instructor-led classes, and could be open to general student use when not scheduled. Additionally, such a space would allow for public events, such as poetry readings, scholarly presentations , and small conferences. The CyberDiscovery provides a model of what such a space might be like and how it might be utilized.

Methods

Procedure

In order to better understand the usages, needs, and desires of Heathcote, we employed a mixed-methods approach comprising the following four complementary methods:

1. A Learning Spaces Survey distributed to Library faculty and staff;
2. An analysis of calendar bookings for the Heathcote space;
3. A design workshop with Library faculty, staff, and students; and
4. An environmental scan of contemporary learning spaces.

1. Learning Spaces Survey

A survey was distributed to the Library All-Staff email list on June 27, 2018, with the following invitation to complete the survey: "We are conducting a survey on how library learning spaces are currently used. If you have hosted any activities in the Heathcote classroom, please respond to this survey." The survey closed on July 13. Sixteen responses were recorded. Questions included:

- On average, how many times did you use the Heathcote classroom for your instructional activities in the past two years?
- On average, how many times did you use the Innovative Learning Studio for your instructional activities in the last two years?
- How do you use library learning spaces?
- What other, non-instructional activities, have you attended or hosted in library learning spaces (e.g. meetings)?
- How important are the following classroom features?
- Which of the following instructional techniques do you employ?
- How important are the following classroom technologies for the instructional techniques that you employ?

The survey design was based on a similar survey conducted by the Center for Faculty Excellence. This survey is available in Appendix B.

The full Library Learning Spaces survey and results are available in Appendix B.

2. Calendar Analysis

Heathcote Classroom reservations from January 2017 - June 2018 were reviewed to determine what the room is most often used for. Reservations from the Heathcote Classroom calendar in Outlook, as well as the public facing Library Workshops &

Events calendar through SpringShare were exported to Excel and combined to gather all scheduled events and uses. Reservations were then grouped into broad categories including instruction, workshops, and presentations.

Type of Outlook Calendar Reservation	% of Outlook Calendar Reservations	Number of Outlook Calendar Reservations
Instruction	60.7%	176
Workshop	26.9%	78
Other*	9.0%	26
Webinar/Conference	1.7%	5
Candidate Presentation	1.0%	3
Cancelled	0.7%	2

Figure 1: Proportion and Number of Heathcote Outlook Calendar Reservations by Type
*meetings and use by non-library groups such as Testing Services and TRiO

We furthermore analyzed LibAnalytics to identify the median and mode number of attendees in sessions held in Heathcote between January 2017 - June 2018: the median is 20 attendees and the mode is 25 attendees.

Full reservation data and usage categories by percentage are available in Appendix B.

3. Design Workshop

An interactive design workshop for library faculty, staff, and students was planned and delivered in the ILS to elicit input from library stakeholders. All library employees were invited to join and provide feedback during our 1.5 hour workshop. In the workshop, participants were led through three exercises. First, participants were asked to select vision cards of various images to represent:

1. Choose a card that represents how you want a learning space to make you feel;

2. Choose a card that represents how Heathcote Classroom makes you feel; and
3. Choose a card that represents when a learning space goes wrong.

Second, participants were led through the "DUEL" exercise to capture their Desires, Uses, Expectations, and Limitations (DUEL):

- D: What are your desires for the space? What do you want? What would be cool features? What would get you jazzed about using this space or teaching and learning in a new way?
- U: how do you currently use the space and how do you want to use it in the future?
- E: What are your expectations of the space? What are the practical necessities? What are the essentials that need to be in place--list all, no assumptions.
- L: What are the limitations of the space?

Participants were given sticky notes to write down their thoughts on each category, then sticky notes were grouped by category using affinity mapping to show themes.

Finally, participants were asked to sketch their ideal layout of the Heathcote classroom, given a room outline. Participants labeled the elements of the room in their desired layout, including technology elements, furniture arrangement, and aesthetic elements.

Data from the design workshop were collected, and reviewed in two task force meetings to discuss themes and possible recommendations.

Full data including images of all vision cards selected, sticky notes in each category, and desired layouts are available in Appendix B.

4. Environmental Scan

Background information was gathered and reviewed, including the Center for Faculty Excellence survey entitled, "2014-2015 MSU Classroom Survey," along with other resources made available via the CFE on active and collaborative teaching and learning resources

Full resources and survey results from the CFE are available in Appendix B.

Limitations

Note about potential bias in workshop findings: post-DUEL workshop, we learned that a number of participants went into workshop with the understanding that the purpose of the workshop was to change the Heathcote space into something similar to ILS; holding the workshop in the ILS perhaps contributed to that mindset among many participants.

Because the Learning Spaces Survey was optional, and its respondents anonymous, it cannot be definitively concluded that these results reflect the views and preferences of all library employees vis-à-vis instructional spaces.

Appendix A: Report Feedback Session

The Task Force hosted listening sessions with Library faculty and staff prior to delivering the final report. Feedback was incorporated into the final report. Below are the notes from the second feedback session.

What do you like?

- Very transparent process/methodology
- A lot of varied ideas covered in depth
- Clear well thought out ideas for improvement
- Solicited wide array of input
- Gathered lots of input

What was missing?

- A clear recommendation of what you think we should do
- No recommendations for video conferencing improvements
- How tier 1&2 were divided. Aesthetics encompass both ideas
- Consider distilled needs list, to potentially inform new space on 2nd
- # of students in each instruction session

What surprised you?

- How much it seems the ILS setup seems to resonate with user
- That re-painting was desired. The room was repainted ~2 year ago

- Simple changes that could be made & have such an impressive impact. Ex: paint, rearrange, furniture, etc.

What could be improved/refined?

- Add summary of summary
- Sample tests of the simple changes and results (minimal $ out)
- Tell us what to do
- Recommendations could be more specific. Perhaps tiered options with ballpark cost estimates,
- Gather data about number of students in the classes in Heathcote.
- How often does the room fill?

Misc.
Map calendar information with LibAnalytics information.
Put together needs list, and ask campus planning for design.

Appendix B: Research Data and Design References

Index of Appendix B:

- Workshop
    - Photos from the Workshop
    - Notes from the DUEL Exercise
    - Room Sketches: drawings and notes
    - Vision Cards
- Calendar Analysis
- Library Learning Spaces Survey
- CFE faculty survey
- CFE Active and Collaborative Teaching and Learning Resources
- Photo of TEAL Classroom
- Photo of Laptop Stations in Jabs Hall
- Heathcote Schematics, prepared by Steve Luft
- Montana State University Classroom Design Guide

Notes from the DUEL Exercise that captured participants' desires, uses, expectations, and limitations of the Heathcote Classroom.

Expectaons

- Availability
  - Available and open for library reservaons/ scheduling
- Reliable Technology
  - The room and tech works. Easy set up.
  - Reliable technology
  - Reliable tech
  - Everything works in less than 5 minutes
  - Good, reliable internet connecvity
  - Networked desktop computers take less time to start teaching
  - Space works with what is needed
- Furniture
  - Instructor staon
- Usability
  - User-friendly
  - Easy to Use
  - Welcoming and accessible
  - Good acouscs
- Learning
  - Conclusive to learning
  - Students want to learn here
  - To be "findable" for new users
  - Quiet lab or learning environment
  - Private space
- Adaptability
  - Can accommodate large groups
  - Accommodate broad range of activities
  - Complementary space to ILS fulfilling different purpose

Desires (Jacqueline)

- (14) Aesthecs
  - (2) Living plants
  - (2) Art
  - (2) cosy/comfortable

    - Acouscs
    - Lighng
    - HVAC
- (6) flexible/interacv e/parcipa tory
- (3) Technology
    - Laptops
    - BYOD
    - Smart board
- (3) Reliability of technology is extremely important
    - Mobile technology is more clunky
- (3) Signified Importance
    - Not in basement
    - Not an a. erthought
- Not just two spaces
- (2) accessibility - ada & availability
- (2) Easy to use
- (1) preset furniture

Uses (Mary Anne)

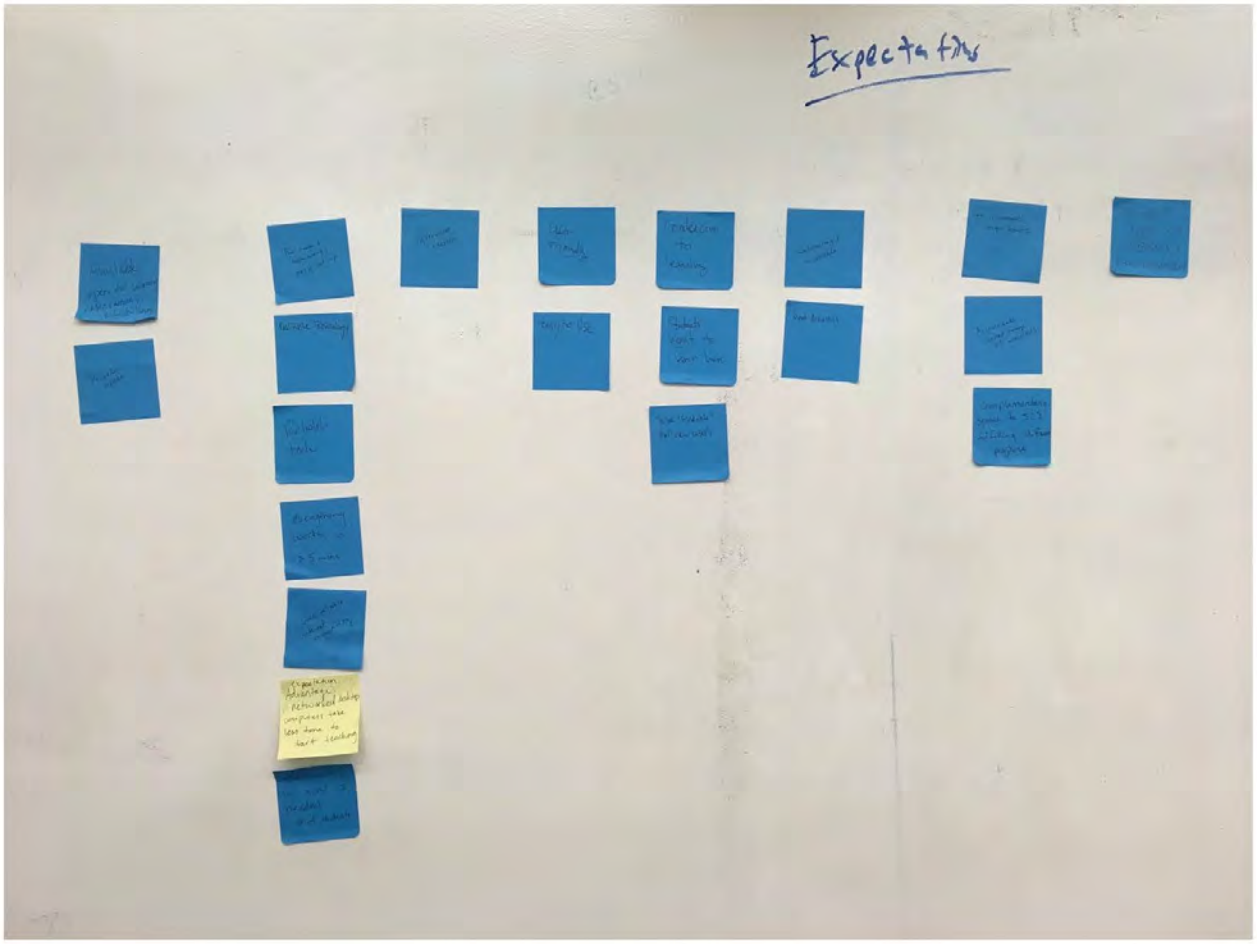
- (4) Library Instrucon
- (2) Workshops
- (3) Meetings ("last resort")
- (4) Candidate presentaons
- (2) Webinars
- Vendor visits
- Isolation chamber
- Student lab space
- Hands on training
- Leading a class on computers to follow along w/steps show at front of room (same as LIs or workshops?!)
- Group consultaon
- Professional development
- LSCI classes

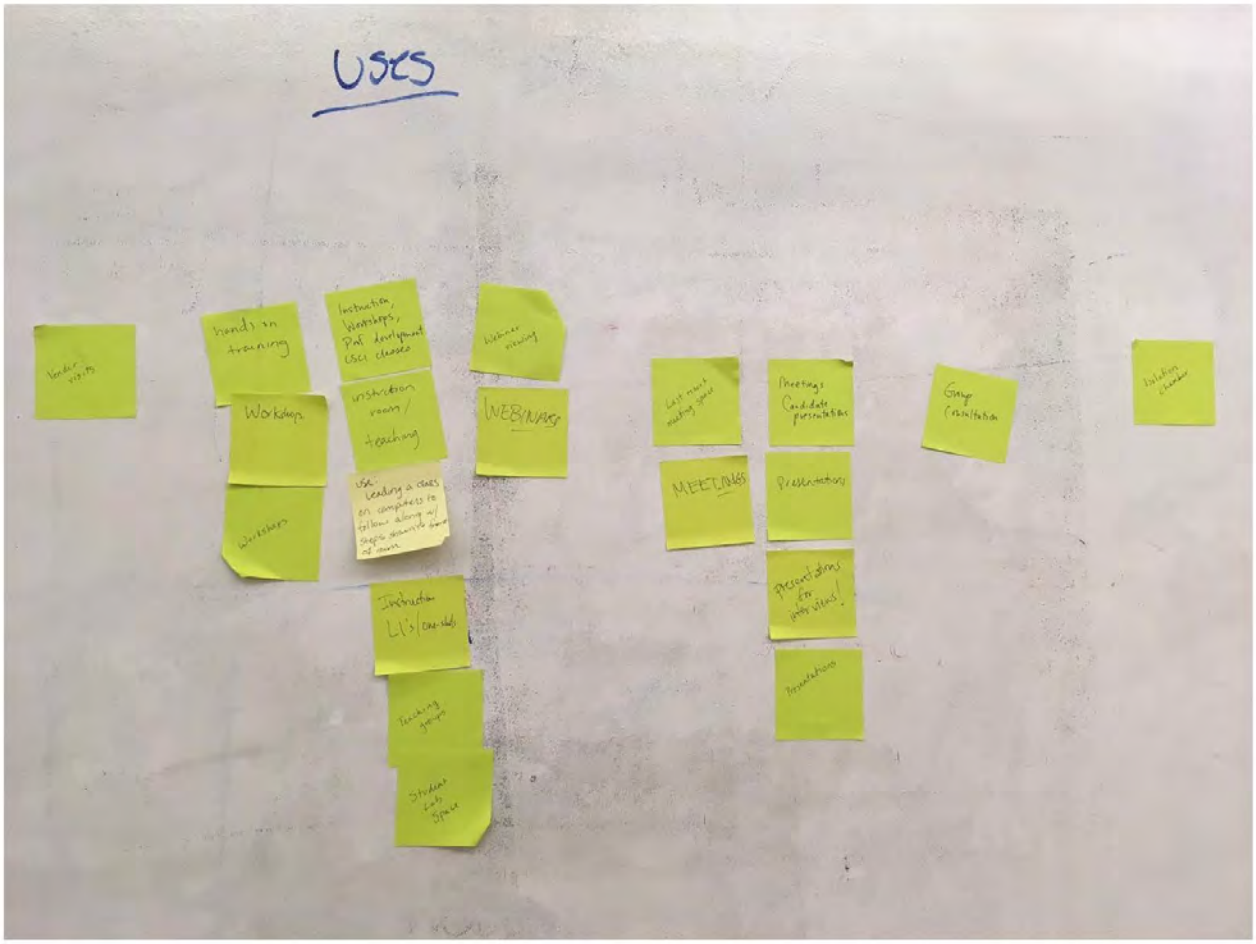
Limitations (Mary Anne)

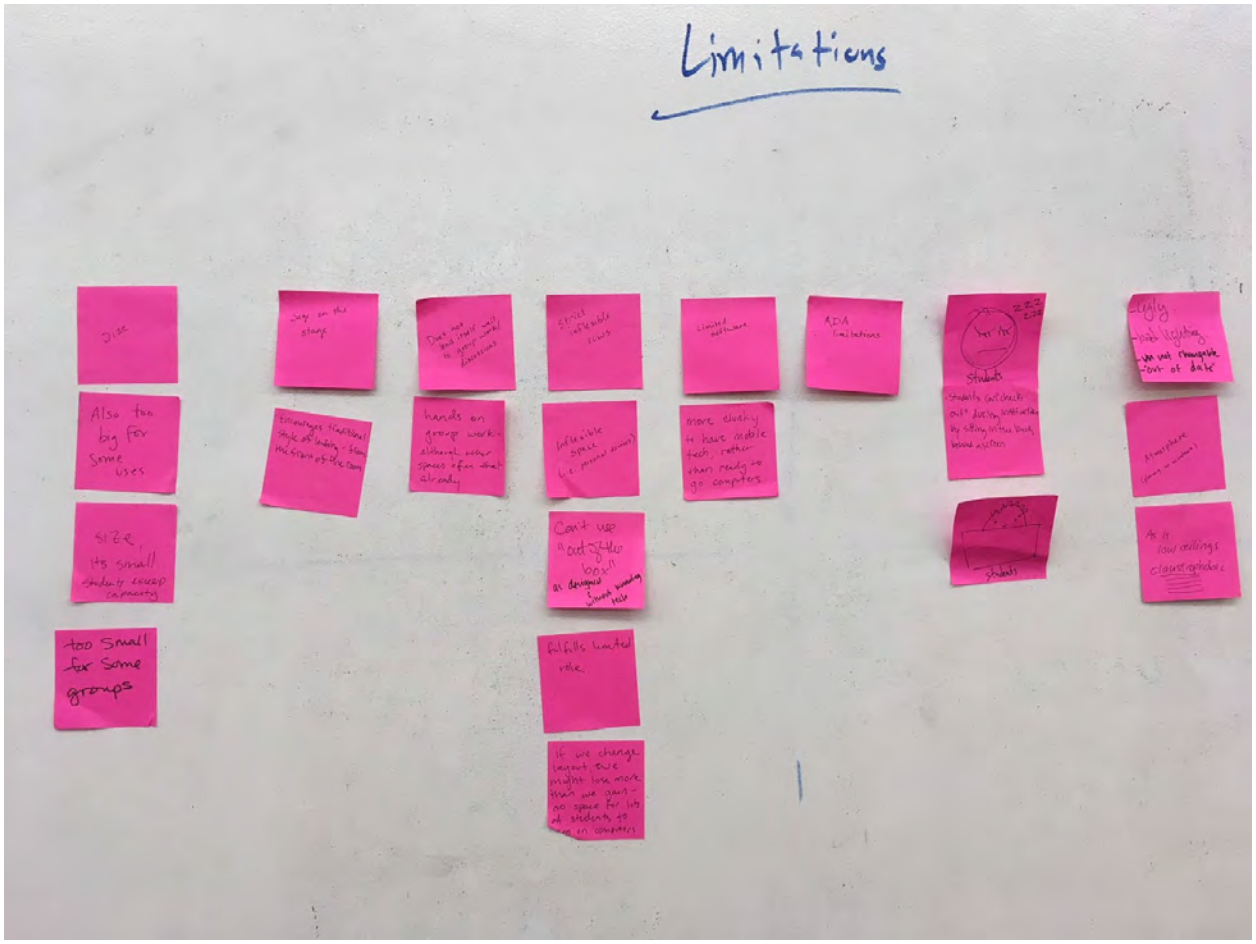
- ADA limitaons

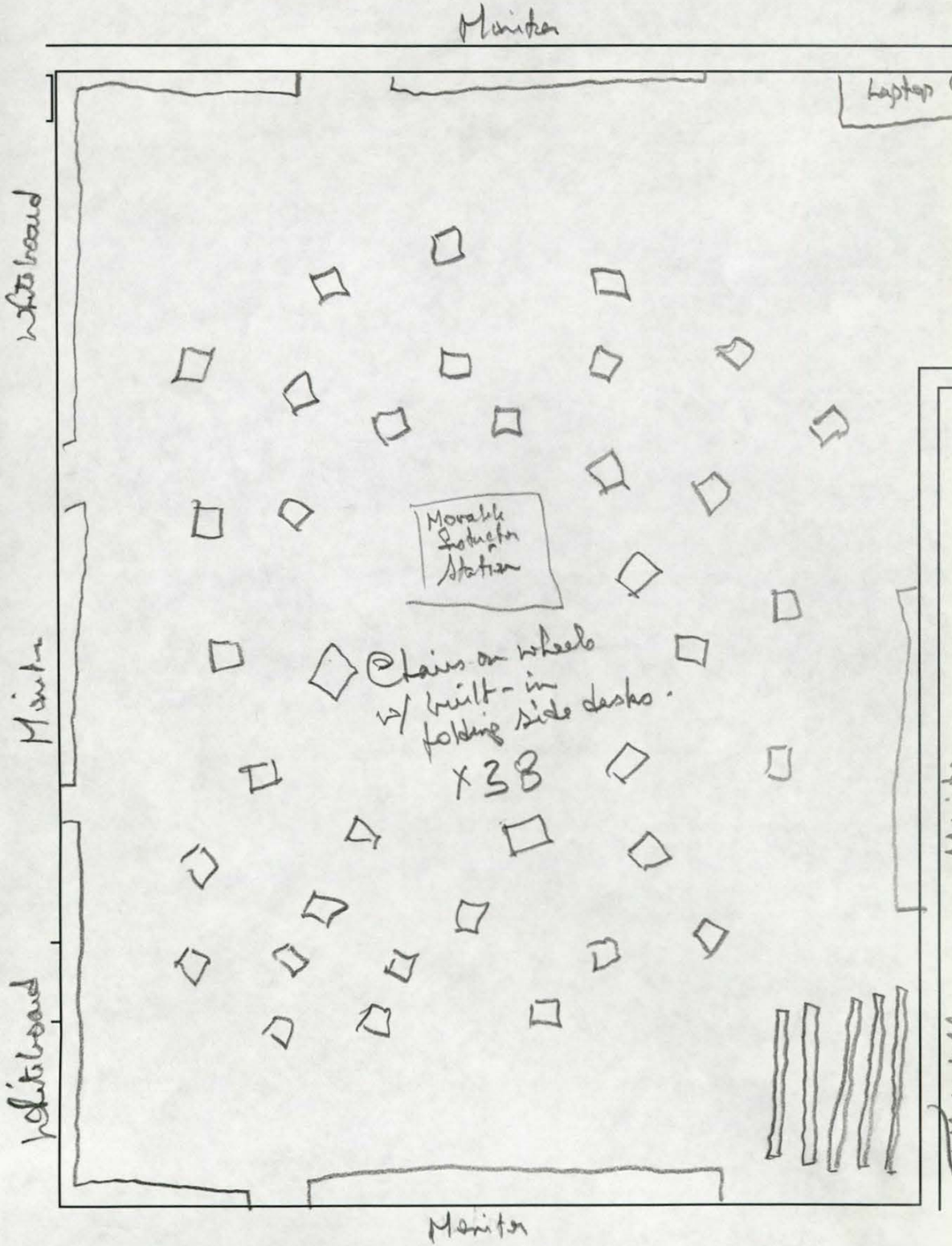
- (2) Sage on the stage
- Limited software
- Inflexible rows
- (3) Size -- too small for some groups
- Size - too big for some uses/groups
- (3) Atmosphere - gloomy w/no windows, claustrophobic
- (2) students can “check out” during instruction by sitting in back behind a monitor
- Inflexible space, i.e., personal devices (?)
- (2) Does not lend itself well to group work - (“although some spaces offer that already”
- Can’t use “out of of the box” as designed w/o knowing technology (?)
- Students buried behind large monitors
- Fulfills limited role
- If we change layout, we might lose more than we gain; no space for lots of students to learn on computers

Desires
Flexible!
dynamic
More interactive seating
ability to roam among students
encourage participation
SMART Board
Easy to use
Comfortable
Living plants
pleasant space


Expectations


Uses
Vendor visits
hands on training
Workshops
Workshops
Instruction, Workshops, Pmf development USCI classes
instruction room / teaching
use: Leading a class on computers to follow along w/ steps shown to front of room
Instruction LI's / one-shots
Teaching groups
Student Lab Space
Webinar viewing
WEBINARS
Last resort meeting space
MEETINGS
Meetings Candidate presentations
Presentations
presentations for interviews!
Presentations
Group Consultation
Isolation chamber


Limitations
Size
Also too big for some uses
size, its small students except capacity
too small for some groups
Sage on the stage
Encourages traditional style of lecture - from the front of the room
Does not lead itself well to group work/ discussions
hands on group work - although other spaces often that already
strict inflexible rows
Inflexible space (i.e. personal devices)
Can't use "out of the box" as designed without managing tech
fulfills limited role.
If we change layout, we might lose more than we gain - no space for lots of students to sign on computers
Limited software
more clunky to have mobile tech, rather than ready to go computers
ADA limitations
Students
Students can't check out* during instruction by sitting in the back, behind a screen
students
Ugly
bad lighting
- we not changeable
- "out of date"
Atmosphere
As is low ceilings claustrophobic



Things to consider adding to the space/configuration—please label in some way:

Technology:

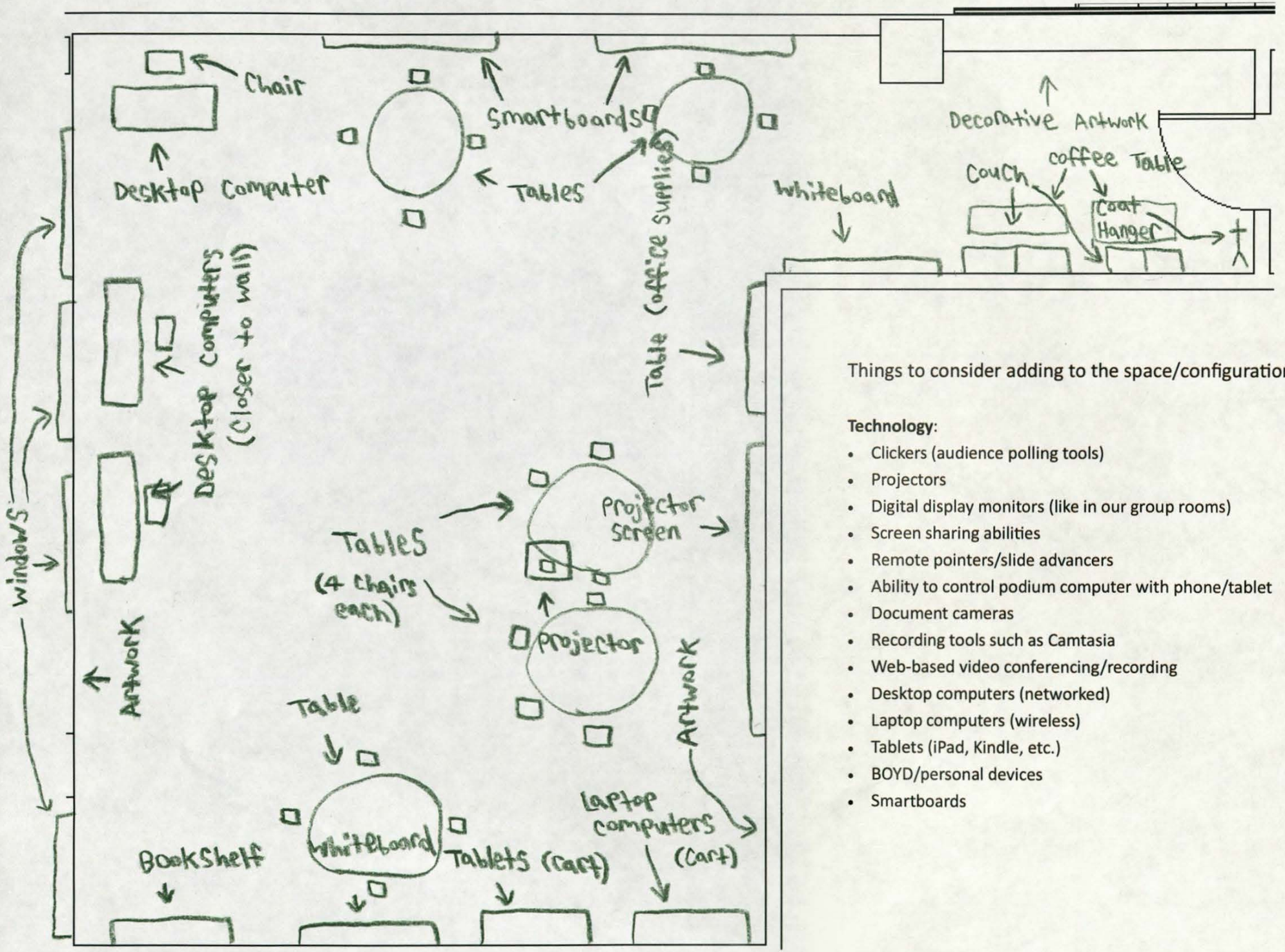
- Clickers (audience polling tools)
- Projectors
- Digital display monitors (like in our group rooms)
- Screen sharing abilities
- Remote pointers/slide advancers
- Ability to control podium computer with phone/tablet
- Document cameras
- Recording tools such as Camtasia
- Web-based video conferencing/recording
- Desktop computers (networked)
- Laptop computers (wireless)
- Tablets (iPad, Kindle, etc.)
- BOYD/personal devices
- Smartboards

Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer

Other considerations:

- How many people would the space ideally accommodate? 40
- Do you want the furniture to be moveable or already arranged when you enter the space?



Things to consider adding to the space/configuration—please label in some way:

Technology:

- Clickers (audience polling tools)
- Projectors
- Digital display monitors (like in our group rooms)
- Screen sharing abilities
- Remote pointers/slide advancers
- Ability to control podium computer with phone/tablet
- Document cameras
- Recording tools such as Camtasia
- Web-based video conferencing/recording
- Desktop computers (networked)
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Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer

Other considerations:

- How many people would the space ideally accommodate?
- Do you want the furniture to be moveable or already arranged when you enter the space?

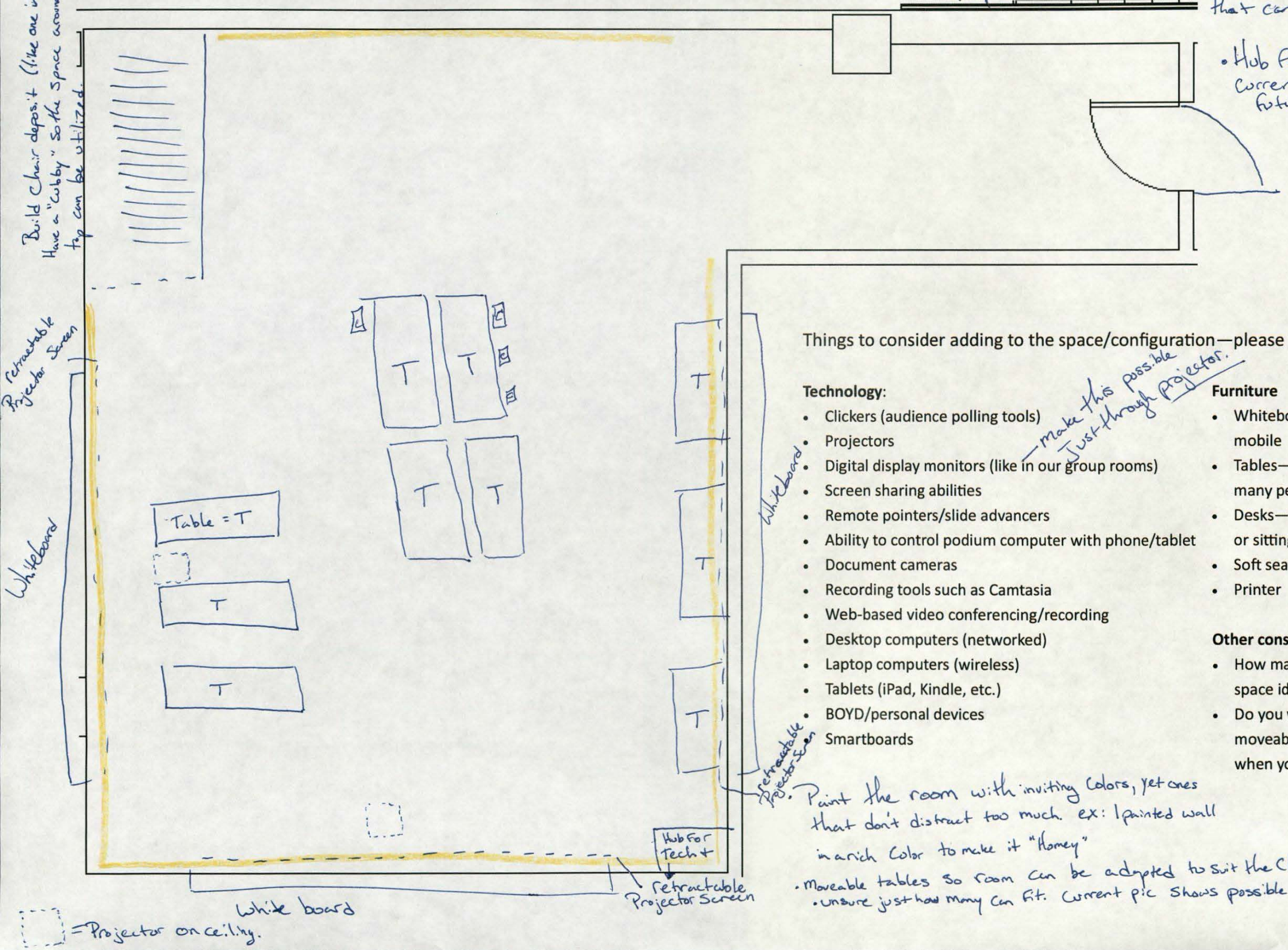
lots of chairs accessible IF needed.
Empty chairs in a large room are unnecessary.

• Could possibly look into using a Cyber Station (like on 1st floor) in place of ~~the~~ A whiteboard to add an enclosed space that can emphasize our current one.

• Hub for tech - could include current & new technology in the future

Build chair deposit (like one in CR1)
Have a "cubby" so the space around & on top can be utilized.

I would have the room door swing out so it can be left open & inviting for those attending.
The Hallway is darker forebodying making it seem unaccessible



Things to consider adding to the space/configuration—please label in some way:

Technology:

- Clickers (audience polling tools)
- Projectors
- Digital display monitors (like in our group rooms) — make this possible Just through projector.
- Screen sharing abilities
- Remote pointers/slide advancers
- Ability to control podium computer with phone/tablet
- Document cameras
- Recording tools such as Camtasia
- Web-based video conferencing/recording
- Desktop computers (networked)
- Laptop computers (wireless)
- Tablets (iPad, Kindle, etc.)
- BOYD/personal devices
- Smartboards

Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer

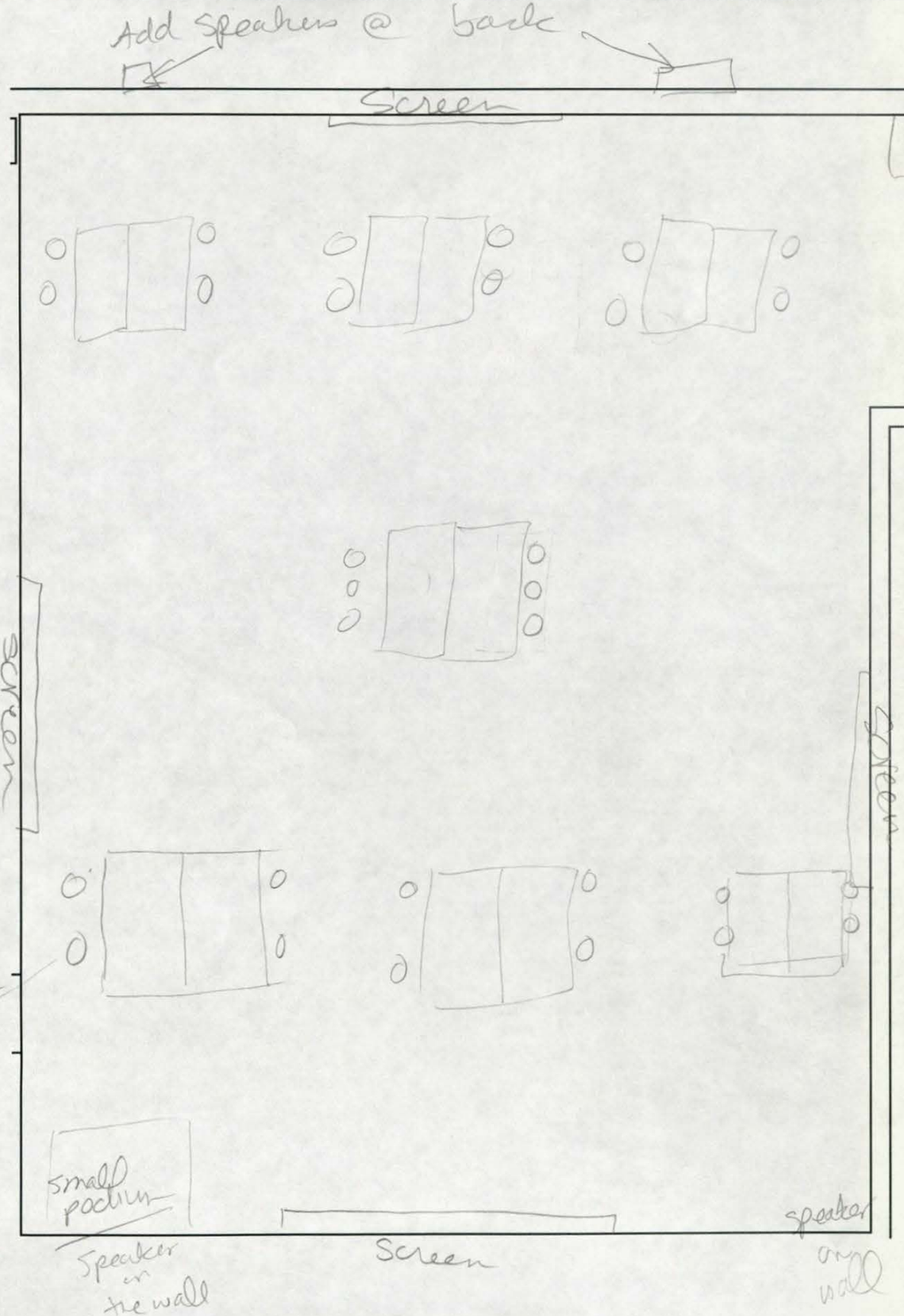
Other considerations:

- How many people would the space ideally accommodate?
- Do you want the furniture to be moveable or already arranged when you enter the space?

• Paint the room with inviting colors, yet ones that don't distract too much. ex: I painted wall in a rich color to make it "Homey"

• Moveable tables so room can be adapted to suit the class
• unsure just how many can fit. Current pic shows possible layouts.

= Power strips along walls.
Have the charge towers (like on 2nd floor to pull source to center of room)



Things to consider adding to the space/configuration—please label in some way:

Technology:

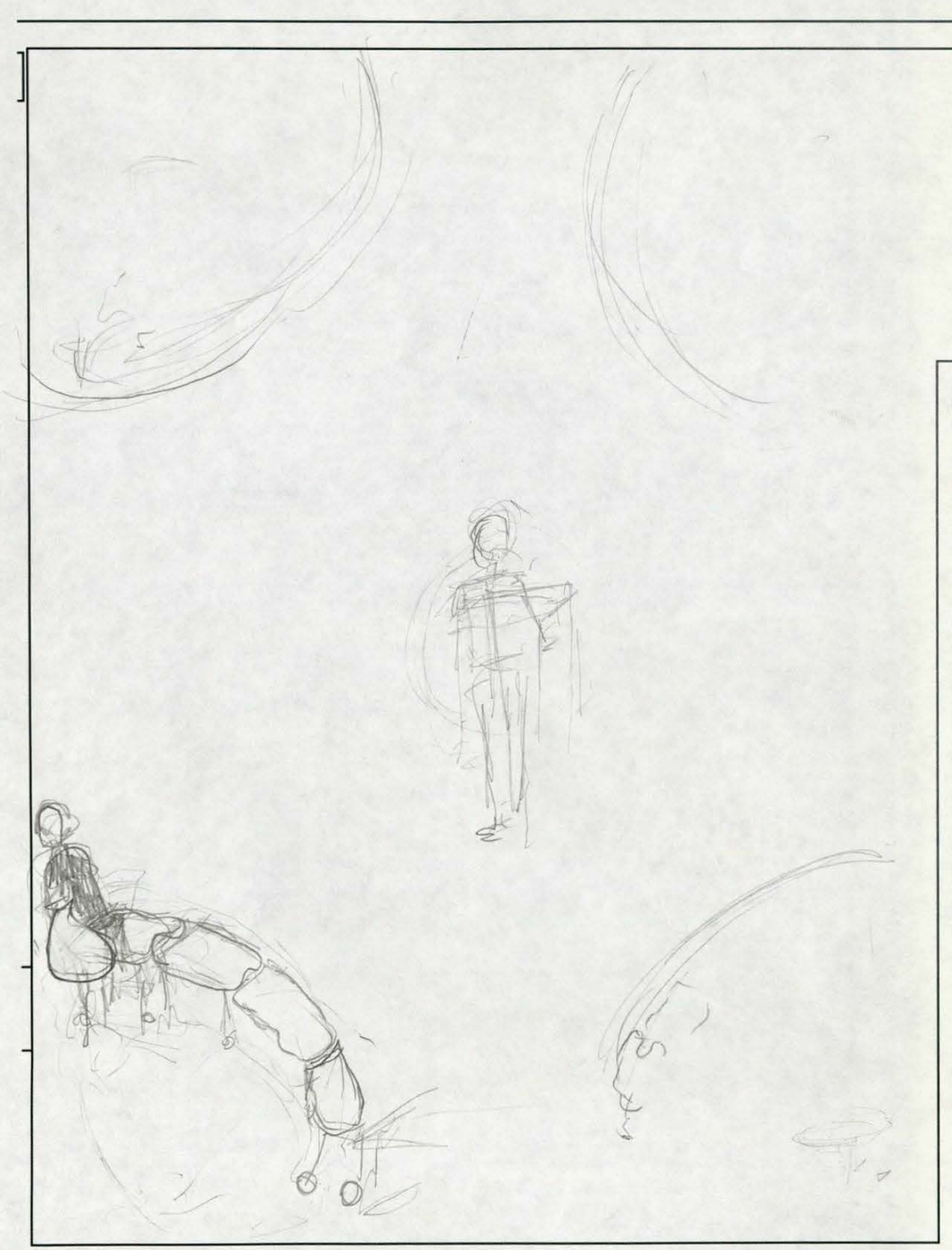
- Clickers (audience polling tools)
- Projectors
- Digital display monitors (like in our group rooms)
- Screen sharing abilities
- Remote pointers/slide advancers
- Ability to control podium computer with phone/tablet
- Document cameras
- Recording tools such as Camtasia
- Web-based video conferencing/recording
- Desktop computers (networked)
- Laptop computers (wireless)
- Tablets (iPad, Kindle, etc.)
- BOYD/personal devices
- Smartboards

Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer

Other considerations:

- How many people would the space ideally accommodate? 30
- Do you want the furniture to be moveable or already arranged when you enter the space?



desks on rollers or

Things to consider adding to the space/configuration—please label in some way:

Technology:

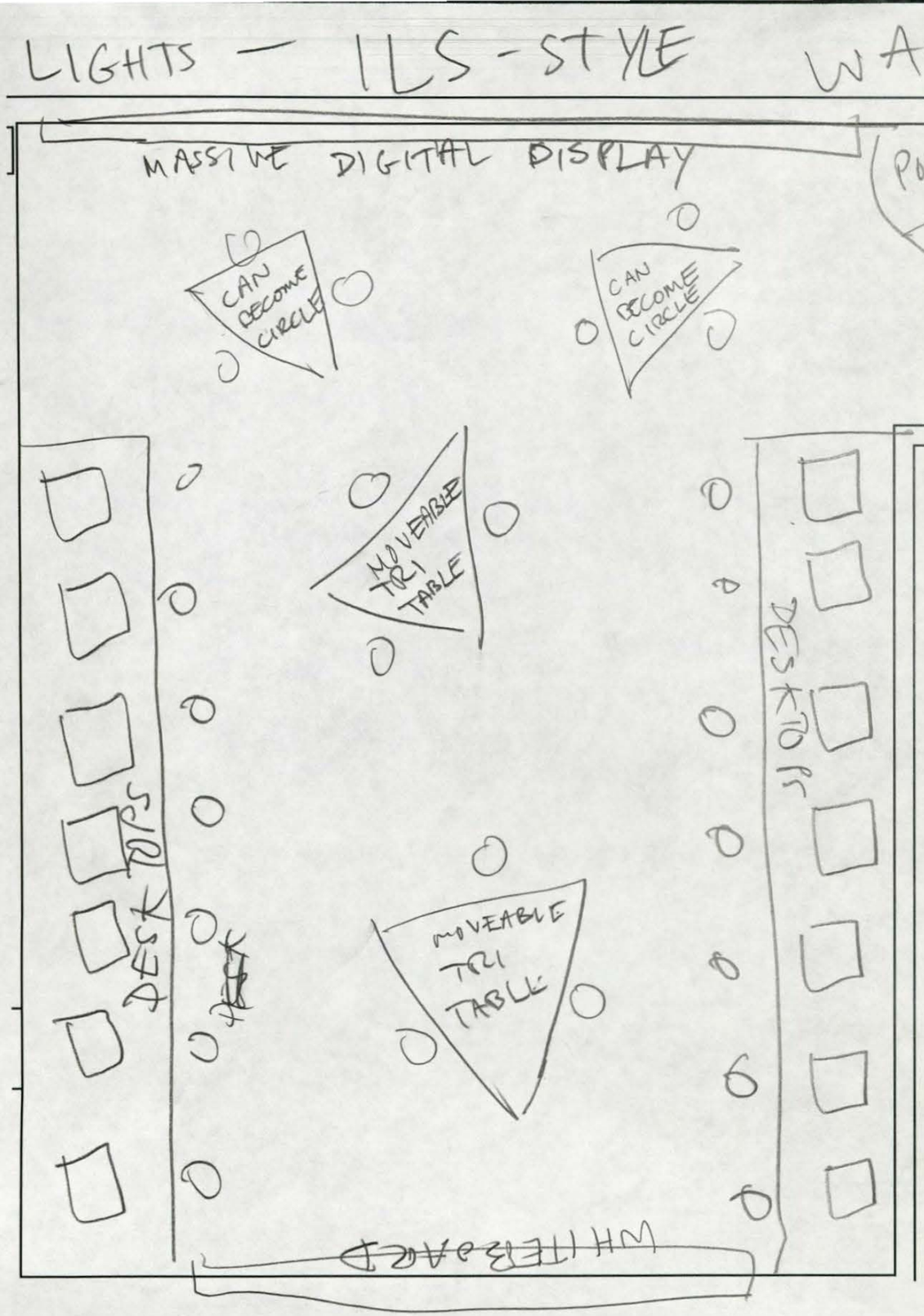
- Clickers (audience polling tools)
- Projectors
- Digital display monitors (like in our group rooms)
- Screen sharing abilities
- Remote pointers/slide advancers
- Ability to control podium computer with phone/tablet
- Document cameras
- Recording tools such as Camtasia
- Web-based video conferencing/recording
- Desktop computers (networked) how many?
- Laptop computers (wireless)
- Tablets (iPad, Kindle, etc.)
- BOYD/personal devices
- Smartboards

Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer

Other considerations:

- How many people would the space ideally accommodate? 20 student stations 36 chairs
- Do you want the furniture to be moveable or already arranged when you enter the space?



Things to consider adding to the space/configuration—please label in some way:

Technology:

- Clickers (audience polling tools)
- Projectors
- Digital display monitors (like in our group rooms)
- Screen sharing abilities
- Remote pointers/slide advancers
- Ability to control podium computer with phone/tablet
- Document cameras
- Recording tools such as Camtasia
- Web-based video conferencing/recording
- Desktop computers (networked)
- Laptop computers (wireless)
- Tablets (iPad, Kindle, etc.)
- BOYD/personal devices
- Smartboards

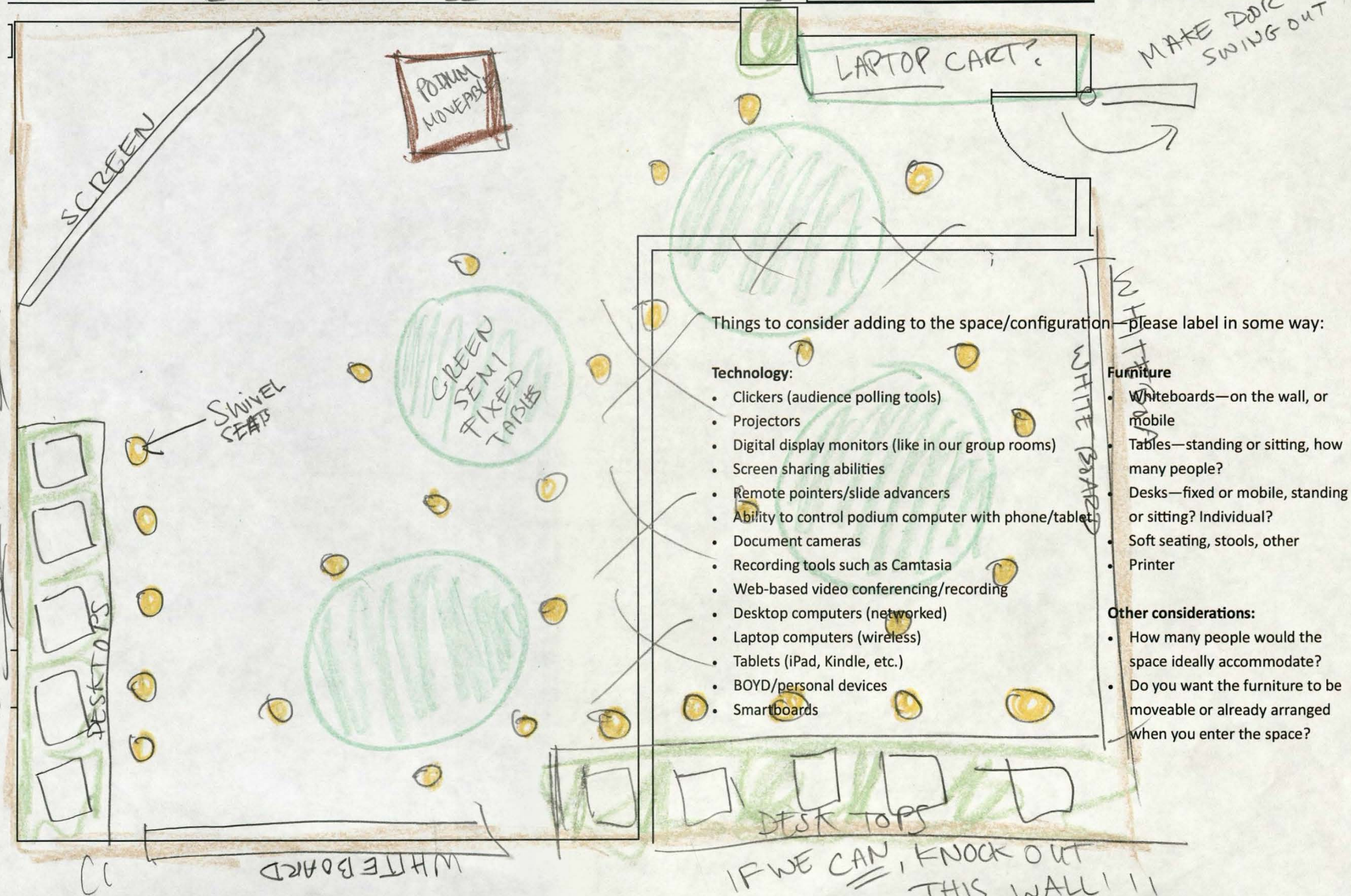
Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer

Other considerations:

- How many people would the space ideally accommodate?
- Do you want the furniture to be moveable or already arranged when you enter the space?

LIGHTS JUST LIKE ILS — WARM NOT FLUORESCENT



Things to consider adding to the space/configuration—please label in some way:

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- Digital display monitors (like in our group rooms)
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- Ability to control podium computer with phone/tablet
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- Web-based video conferencing/recording
- Desktop computers (networked)
- Laptop computers (wireless)
- Tablets (iPad, Kindle, etc.)
- BOYD/personal devices
- Smartboards

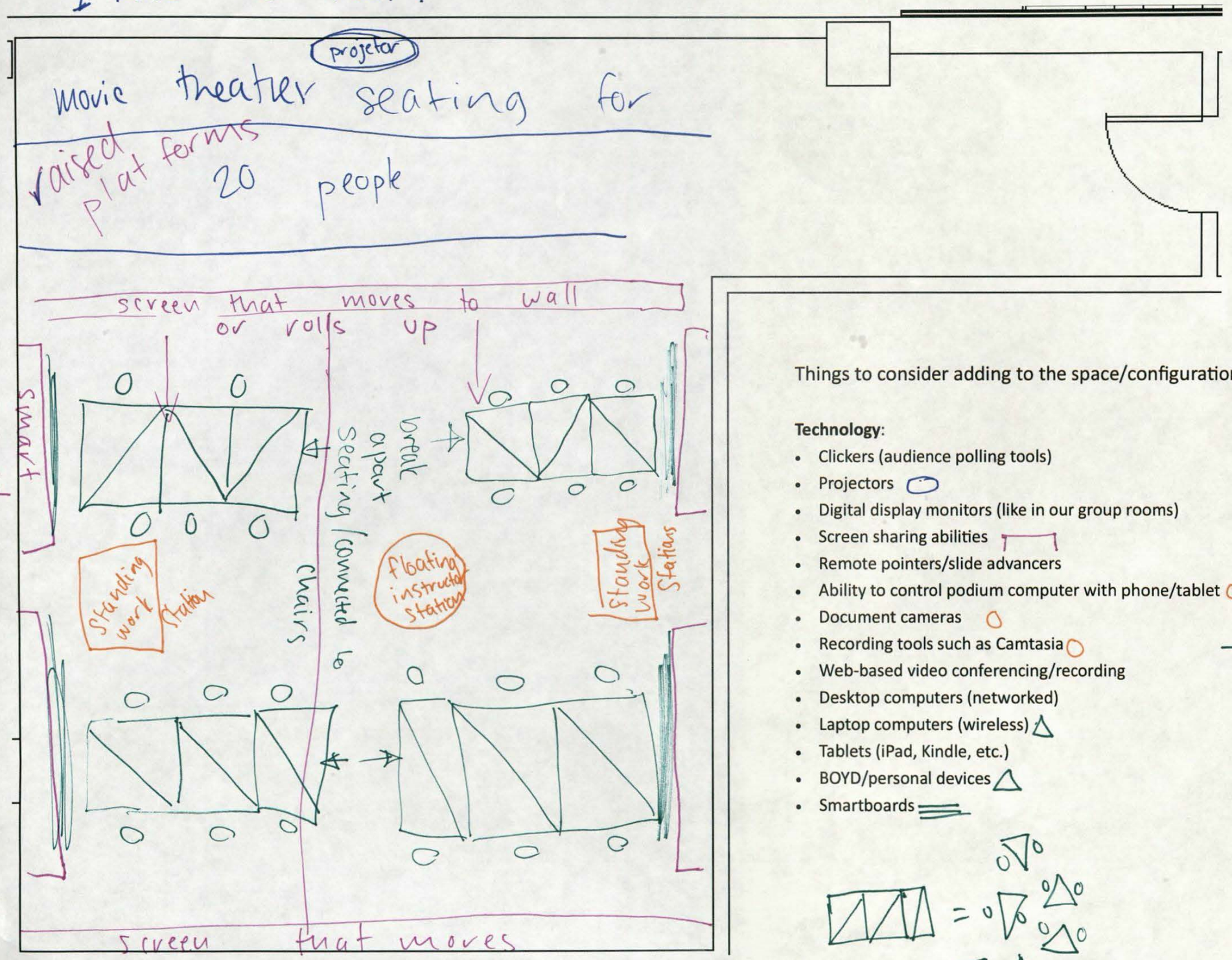
Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer

Other considerations:

- How many people would the space ideally accommodate?
- Do you want the furniture to be moveable or already arranged when you enter the space?

#1 raise the roof!



Things to consider adding to the space/configuration—please label in some way:

Technology:

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- Ability to control podium computer with phone/tablet
- Document cameras
- Recording tools such as Camtasia
- Web-based video conferencing/recording
- Desktop computers (networked)
- Laptop computers (wireless)
- Tablets (iPad, Kindle, etc.)
- BOYD/personal devices
- Smartboards

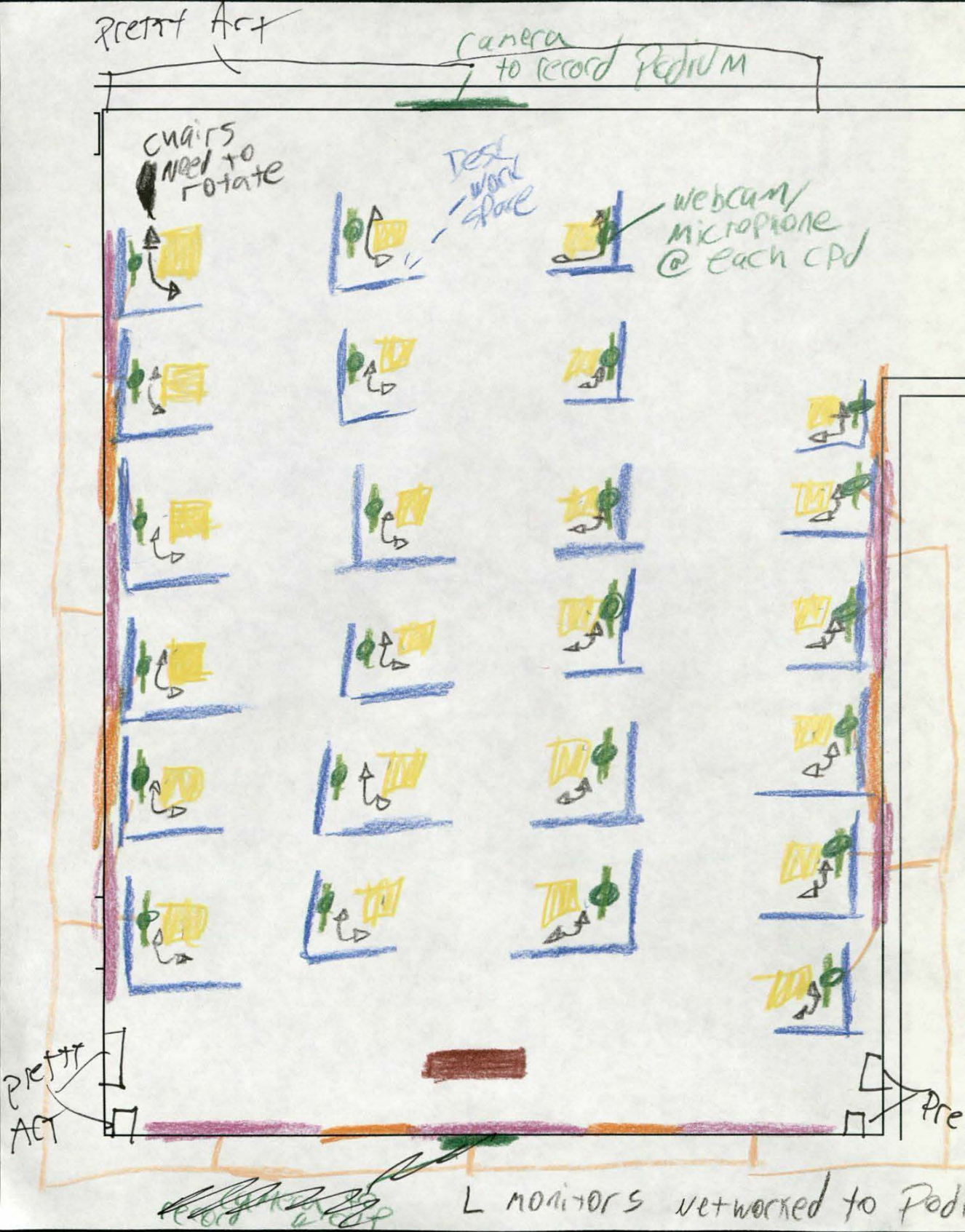
Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- ~~Printer~~

Other considerations:

- How many people would the space ideally accommodate? ~~120~~ 40
- Do you want the furniture to be moveable or already arranged when you enter the space?

movable



Things to consider adding to the space/configuration—please label in some way:

Technology:

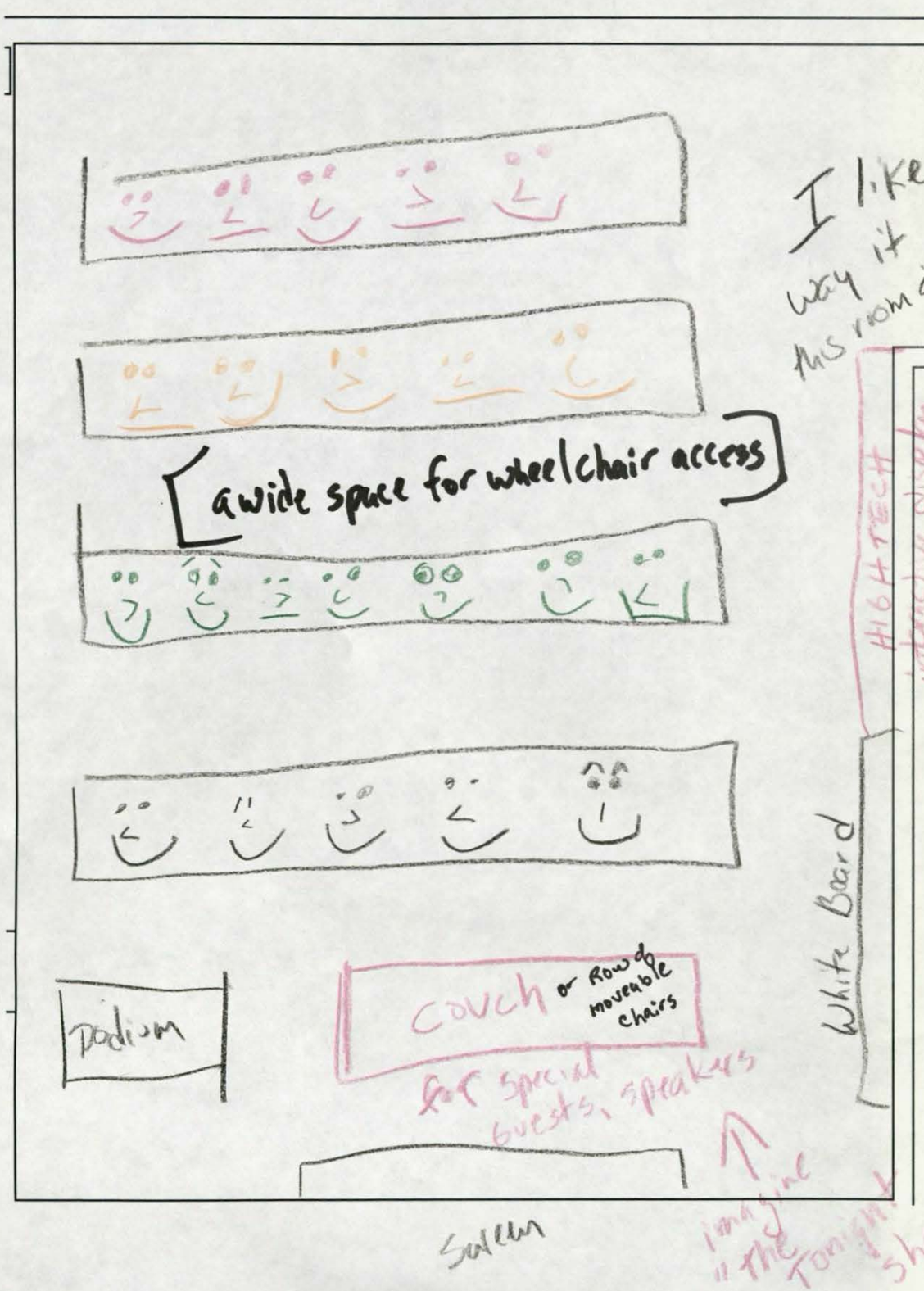
- Clickers (audience polling tools)
- Projectors
- Digital display monitors (like in our group rooms)
- Screen sharing abilities
- Remote pointers/slide advancers
- Ability to control podium computer with phone/tablet
- Document cameras
- Recording tools such as Camtasia
- Web-based video conferencing/recording
- Desktop computers (networked)
- Laptop computers (wireless)
- Tablets (iPad, Kindle, etc.)
- BOYD/personal devices
- Smartboards
- Smart Podium

Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer
- Chair

Other considerations:

- How many people would the space ideally accommodate?
- Do you want the furniture to be moveable or already arranged when you enter the space?



I like it the way it is. We only have this room & ILS. ILS kills the role of a collaborative, mobile friendly workspace. Don't create another ILS to IF you have get rid of Heathcote. It's functional and works for larger groups who need a teaching/presentation space w lot's of (relatively speaking) seating.

Things to consider adding to the space/configuration—please label in some way:

Technology:

- NO Clickers (audience polling tools)
- yes Projectors
- yes Digital display monitors (like in our group rooms)
- yes Screen sharing abilities
- yes Remote pointers/slide advancers
- yes Ability to control podium computer with phone/tablet
- NO Document cameras
- NO Recording tools such as Camtasia
- NO Web-based video conferencing/recording
- yes Desktop computers (networked)
- NO Laptop computers (wireless)
- NO Tablets (iPad, Kindle, etc.)
- NO BOYD/personal devices
- NO Smartboards

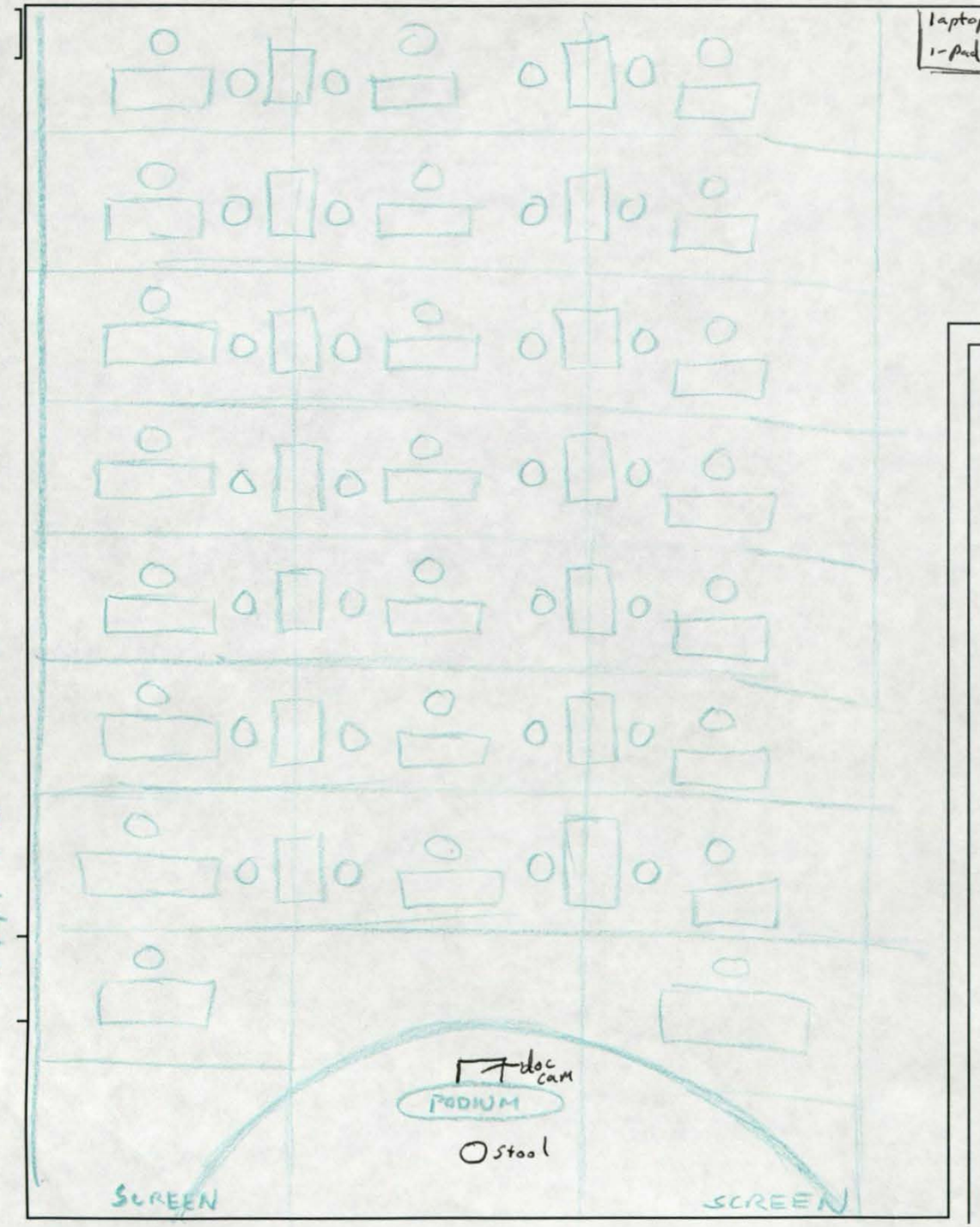
Furniture

- yes Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people? as many as possible
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- NO Printer

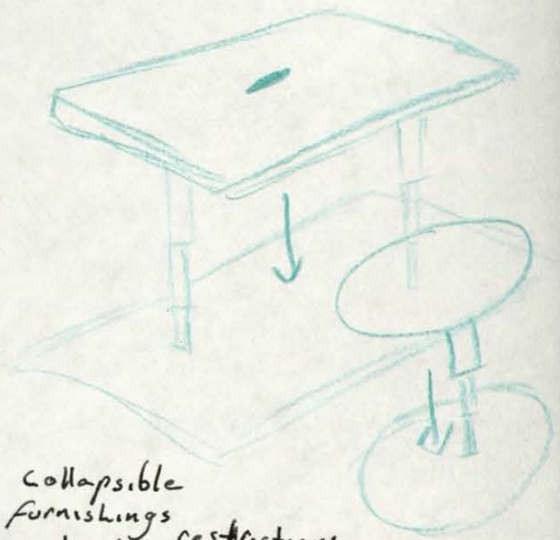
Other considerations:

- How many people would the space ideally accommodate? As many as possible
- Do you want the ~~furniture to be~~ moveable or already arranged when you enter the space?

Better climate control, air circulation, fans for a crowded work space.



Seating for 50+.



collapsible furnishings eliminate the ~~need for~~ restrictions of ADA. But relying on students to set them up could be an issue. Plus the possibility of collapse is more likely.

Things to consider adding to the space/configuration—please label in some way:

Technology:

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- Tablets (iPad, Kindle, etc.)
- BOYD/personal devices
- Smartboards

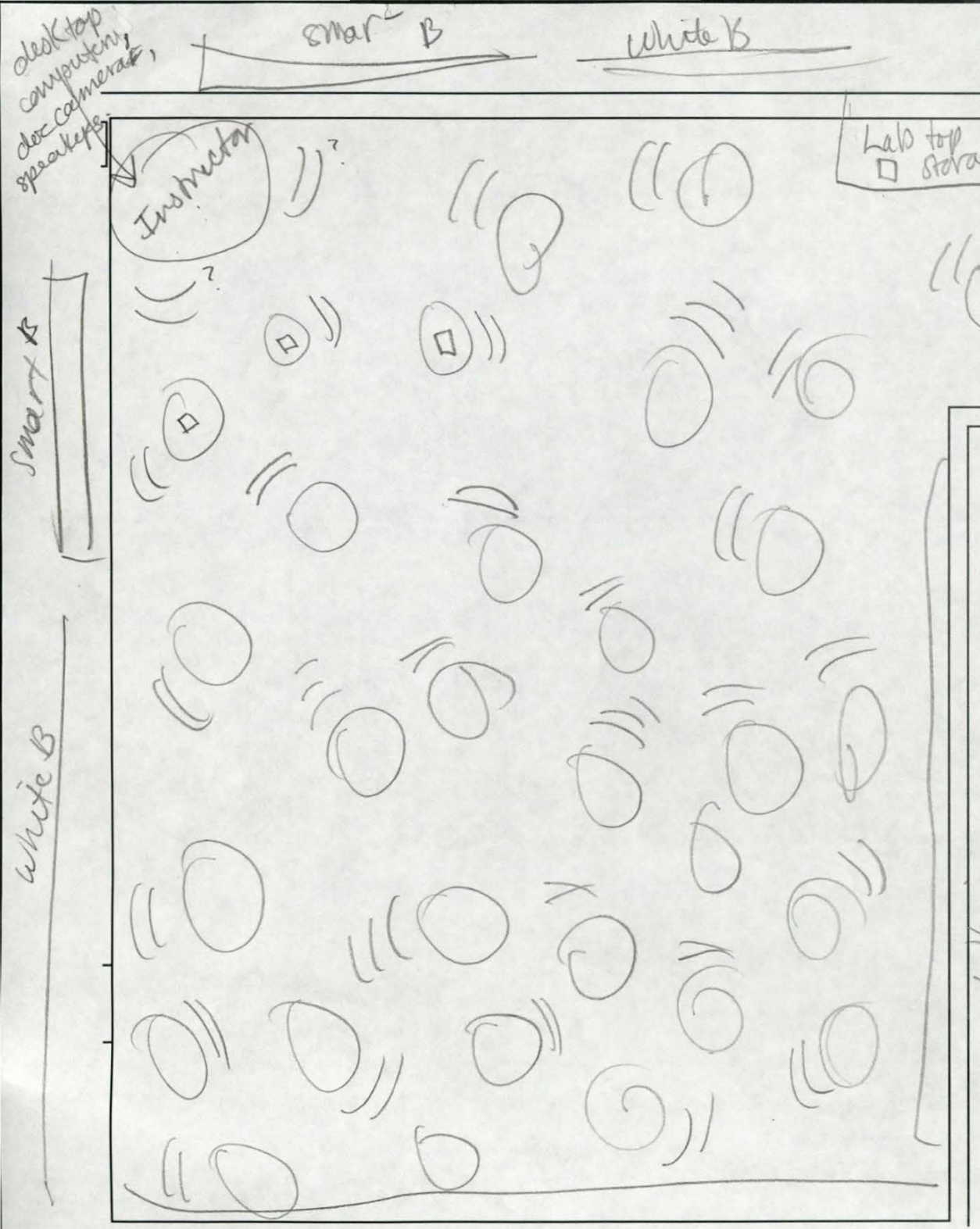
Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer

Other considerations:

- How many people would the space ideally accommodate?
- Do you want the furniture to be moveable or already arranged when you enter the space?

I find that Henthcotte does what it needs to do and is a perfectly functional space given the upkeep of the technology. But if it were going to be changed into a more free-form Commons area, this might serve that purpose. Of course, this layout cannot accomodate desktop computers as it can currently



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- Tablets (iPad, Kindle, etc.)
- BOYD/personal devices
- Smartboards

music speakers around room to help create atmosphere.

Furniture

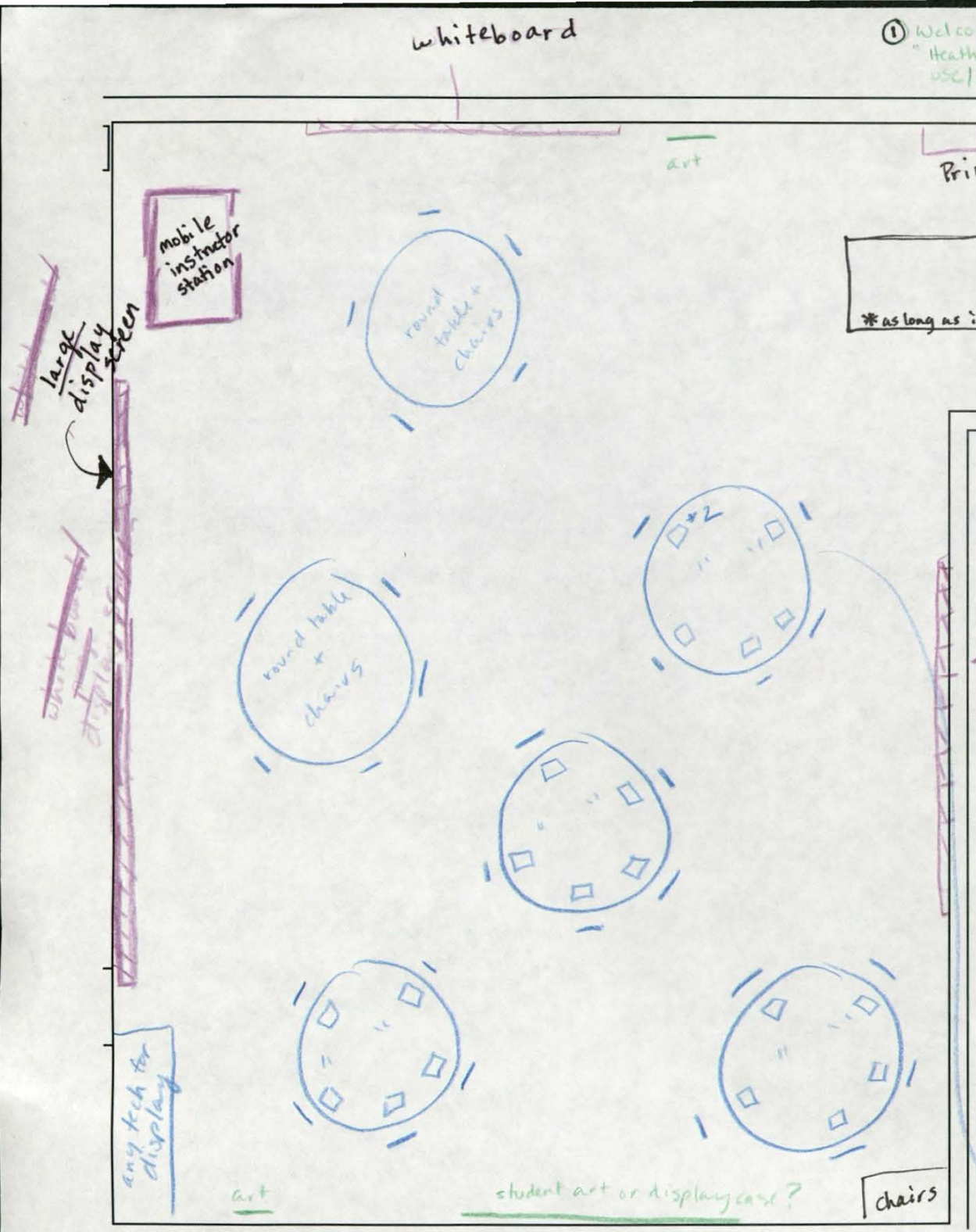
- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer

attached

Other considerations:

- How many people would the space ideally accommodate? ___ at least 25
- Do you want the furniture to be moveable or already arranged when you enter the space?

needs to reflect typical class sizes for the subjects/courses/learner levels we want to reach



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Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
- Soft seating, stools, other
- Printer

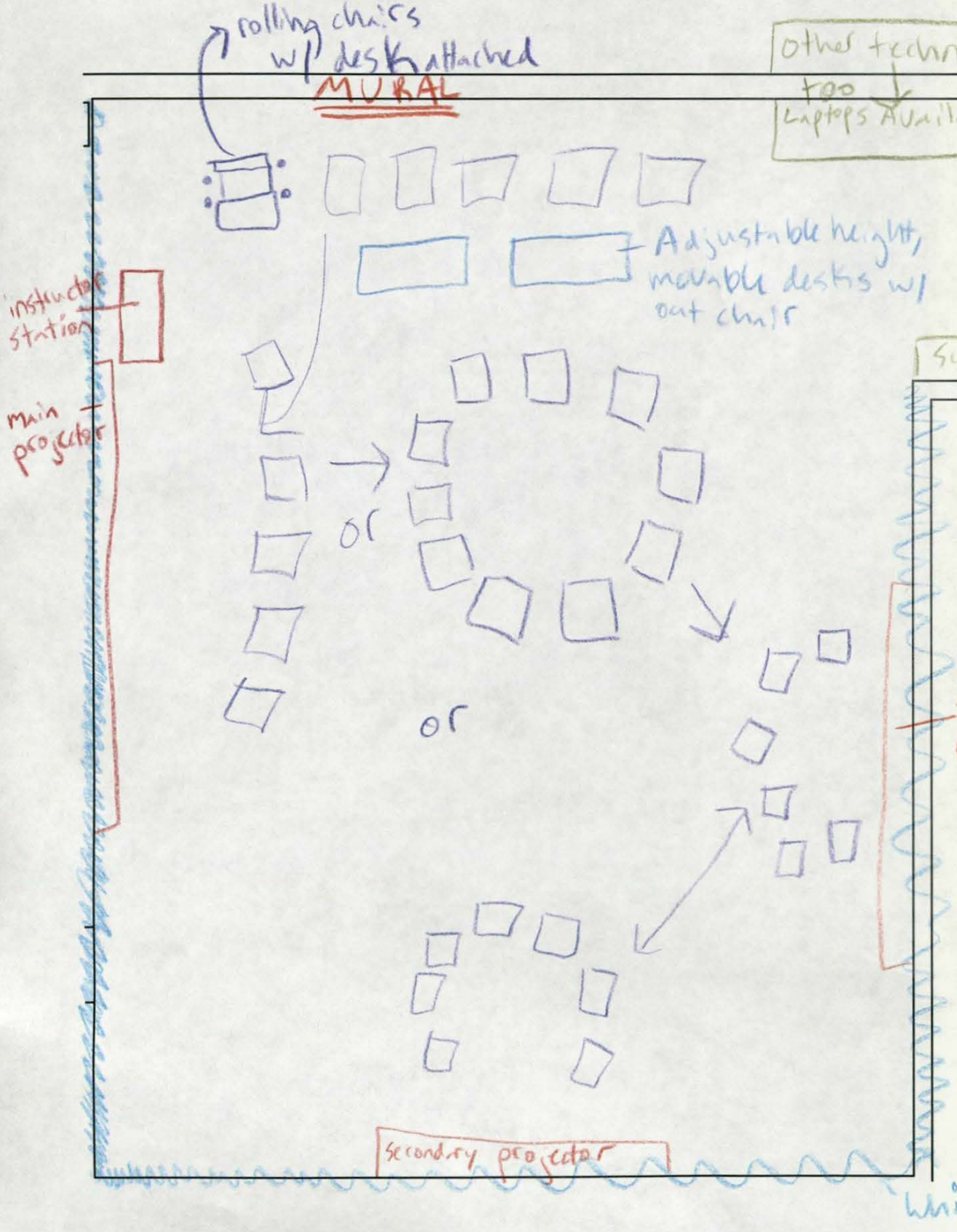
Other considerations:

- How many people would the space ideally accommodate?
- Do you want the furniture to be moveable or already arranged when you enter the space?

x 30 set seats, additional folding chairs (comfortable)
- mobile 2 tables
- fixed (cause network computers) other tables
+ standing desks/stools

- the scale is wrong, so I'm guessing around 6? maybe 20 or 30 set seats?

2 networked desktop computers (≈20)
2 round tables for laptops, iPads, personal device, non-computer group work
≈10



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Furniture

- Whiteboards—on the wall, or mobile
- Tables—standing or sitting, how many people?
- Desks—fixed or mobile, standing or sitting? Individual?
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- Printer

Other considerations:

- How many people would the space ideally accommodate?
- Do you want the furniture to be moveable or already arranged when you enter the space?

Notes from the Heathcote Classroom sketches.

These notes show themes present in the sketches.

Sketches (Sco)

- Projectors: 12
- Instruction stations: 9
- Whiteboards: 9
- Aesthetics (fireplace, paint, lighng , HVAC): 8
- Laptops: 7
- Moveable furniture: 7
- Desktop computers: 6
- Murals/Art: 4
- Printers: 4
- Round tables: 4
- Rows: 4
- Document Camera: 4
- Fixed furniture: 4
- Mic + Speakers: 3
- East is front: 2
- Door swings out: 2
- Couch: 2
- iPads: 1
- Power strips: 1

Notes from the Vision Card exercise from the design workshop.

Vision Cards

- Prompts
    - Choose a card that represents how you want a learning space to make you feel
        - **Garden: grow and learn**
        - Beautiful butterl y. Fly anywhere. At home.
        - “Like my pets make me feel”
        - Learning
        - Garden growing beautiful things
        - Like a squirrel eating a cookie. Devouring knowledge!
        - Free. open.
        - Bird. spread your wings.
        - **Heavenly**.
        - Building a mosaic.
        - Garden. Peaceful. Growing. Nature. Grounded. Positive.
        - Beautiful sunset
        - **Rocks. Multi-faceted. Fun. not rigid and straight. Doesn’t do just one thing.**
        - Breath of fresh air when i walk into it.
    - Choose a card that represents how Heathcote Classroom makes you feel.
        - **Herding cattle: have to direct people there difficulty**
        - In a box. Can’t move very much.
        - It works, but restrictive. Very sagey on the stagey
        - Uphill. Tech functioning.
        - Dead end
        - Compartmentalized. Fitting into the space can be hard.
        - Boarded up door. Closed image. Tight.
        - Boxed in.
        - **Like a chill bird.**
        - Sudoku: there’s one right answer and you better get it right
        - Lava. there was once something going on, but now it’s ashy, gloomy.
        - Like a battleship. It works, but not elegant.
        - **Frog reading on a bench. Does rows well.**
        - Not colorful. rigid.
    - Choose a card that represents when a learning space goes wrong
        - **Rocky**
        - Spiky and uncomfortable

- Rocky road
- Crashing
- Like a statue. Inflexible. Stiff. No growth!
- Wagons in a ghost town: nobody can drive these anywhere. Splinters!
- Hard to define: might be wrong for one person, but right for another.
- Old theater.
- Men in uniform: rigid. conforming.
- **Camel. You don't want camels in the classroom. Desert. Too hot.**
- Parts that aren't being used. A junkyard. Sad.
- Turtles falling over each other not accomplishing anything.
- Block apartments. Far away. Inaccessible. Less a learning space than a factory.
- Crashing.

Choose a card that represents when a learning space goes wrong

Choose a card that represents how Heathcote Classroom makes you feel.

Choose a card that represents how you want a learning space to make you feel

Subject	Location	Categories
Endnote Basics		Workshop
Excel Basics (Level I)		Workshop
Excel Basics (Level I)		Workshop
Endnote Basics		Workshop
Excel Beyond the Basics (Level II)		Workshop
EndNote Advanced (GN)		Workshop
Software Studio		Workshop
Endnote Basics		Workshop
Excel Basics (Level I)		Workshop
Excel Beyond the Basics (Level II)		Workshop
EndNote Advanced (GN)		Workshop
EndNote Basics		Workshop
EndNote Advanced (GN)		Workshop
Excel Basics (Level I)		Workshop
Outlook Workshop		Workshop
Endnote Basics		Workshop
Excel Beyond the Basics (Level II)		Workshop
EndNote Advanced (GN)		Workshop
Excel Basics (Level I)	#NAME?	Workshop
EndNote Basics		Workshop
Excel Beyond the Basics (Level II)		Workshop
Excel Pivot tables		Workshop
EndNote Advanced (GN)		Workshop
Qualtrics Workshop (Montana Team Nutrition, GN)		Workshop
EndNote Basics		Workshop
Excel Basics (Level I)		Workshop
EndNote Advanced (GN)		Workshop
Excel Beyond the Basics (Level II)		Workshop
EndNote Basics		Workshop
EndNote Advanced (GN)		Workshop
Workshop - JF		Workshop
EndNote Basics		Workshop
Outlook Workshop		Workshop
Excel Basics (Level I)		Workshop
EndNote Advanced (GN)		Workshop
tech consult - Excel workshop for HR - 8:30am	#NAME?	Workshop
Excel Beyond the Basics (Level II)		Workshop
Electronic theses and dissertations		Workshop
EndNote Basics		Workshop
Tina Cusker - International Teaching Fellows workshop		Workshop
Excel Basics (Level I)		Workshop
Qualtrics Workshop (Montana Team Nutrition, GN)		Workshop
EndNote Advanced (GN)		Workshop
Excel Beyond the Basics (Level II)		Workshop
Tech consult/workshop for Foundant technologies	Heathcote Cla	Workshop
Workshop - JF	#NAME?	Workshop
Workshop - JF	#NAME?	Workshop

Requested technology class & tech consul - mail merge tech consult		Workshop
Excel Basics (Level I)		Workshop
“Hope from Our Grandmothers: Decolonizing Data through Stories of Resilience” webinar (S		Workshop
Community history workshop (JZ)		Workshop
EndNote Basics		Workshop
EndNote Advanced (GN)		Workshop
Qualtrics Basics		Workshop
Software Studio		Workshop
EndNote Basics		Workshop
EndNote Advanced (GN)		Workshop
EndNote Basics		Workshop
EndNote Advanced (GN)		Workshop
Excel Basics (Level I)		Workshop
Excel Beyond the Basics (Level II)		Workshop
EndNote Basics		Workshop
EndNote Advanced (GN)		Workshop
Excel Basics (Level I)		Workshop
Excel Beyond the Basics (Level II)		Workshop
Electronic theses and dissertations		Workshop
Qualtrics Basics		Workshop
EndNote Basics		Workshop
EndNote Q&A		Workshop
Software Studio		Workshop
EndNote Basics		Workshop
EndNote Advanced (GN)		Workshop
Excel Basics & Beyond		Workshop
Qualtrics Basics		Workshop
EndNote Basics		Workshop
EndNote Advanced (GN)		Workshop
EndNote Basics		Workshop
EndNote Q&A		Workshop
Designing for Digital (D4D) Conference Live Stream - KJ	Heathcote Cla	Webinar/Confer
Designing for Digital (D4D) Conference Live Stream - KJ		Webinar/Confer
Designing for Digital (D4D) Conference Live Stream - KJ		Webinar/Confer
Diversity and Inclusion Webinar (SY)		Webinar/Confer
Webinar - Decolonizing Descriptions: Finding, Naming and Changing the Relati	Heathcote Cla	Webinar/Confer
Art+Feminism Wikipedia edit-a-thon		Other
Brian - Update Computers		Other
Christa Merzdorf (BWR)		Other
Flute Studio (GN)		Other
Heathcote UX (SY)		Other
Hold for MPLEX/Orientation Testing (Testing Center-KJ/BR)		Other
Hold for MPLEX/Orientation Testing (Testing Center-KJ/BR)		Other
HR	Stephanie Bo	Other
HR, Margaux Lilly, per Brian Rossmann		Other
IT Cable Running	#NAME?	Other
IT: Cable Running		Other
ITC fiber optic installation		Other

ITC fiber optic installation		Other
Maintenance (Brian Lamb)	#NAME?	Other
MPLEX/Orientation Testing (Testing Center-KJ/BR)		Other
MPLEX/Orientation Testing (Testing Center-KJ/BR)		Other
MPLEX/Orientation Testing (Testing Center-KJ/BR)		Other
MPLEX/Orientation Testing (Testing Center-KJ/BR)		Other
Office of International Programs (BWR)		Other
Search UX Session (SY)		Other
Testing Center (BWR)		Other
Testing Services Math Placement Testing (BWR)		Other
UX Mini-Meet (Scott Young)		Other
UXUP		Other
Wiring pulling fiber optics		Other
Yewno presentation/Kenning (SB)		Other
9:25-10:50, mah EDU 101 for Dawn Silva		Instruction
A.C.E.		Instruction
Amber Fischer - Graduate School	#NAME?	Instruction
ANTY 242D (yamaguchi; hm)		Instruction
ANTY 337 (Yamaguchi; hm)		Instruction
ANTY 428 (Yamaguchi; hm)		Instruction
Belgrade HS (JZ)		Instruction
Belgrade HS and the Doig Archive (JZ)		Instruction
Canceled: WRIT 101, Kelly Massey, mah - CLASS		Instruction
Canceled: WRIT 101, Kelly Massey, mah - CLASS		Instruction
Christina Amadon, COLS 100, mah		Instruction
CHTh 445 for Mark Schure, mah		Instruction
CHTH 445, Mark Shure, mah		Instruction
COLS 100		Instruction
COLS 101		Instruction
Conservation Genetics	Heathcote	Instruction
Criminology, Eitle (hm)		Instruction
EDU 222		Instruction
EDU 222		Instruction
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EDU 223		Instruction
EDU 432		Instruction
ENGL 121 Porter (JZ)		Instruction
ENGL 450 Ryan (JZ)		Instruction
ENGL 450 Ryan (JZ)		Instruction
ENGL 450 Ryan (JZ)		Instruction

ENGL 450 Ryan (JZ)		Instruction
ENSC499, Cathy Zabinski (Star)		Instruction
FCS 101		Instruction
FCS 101		Instruction
FCS 101		Instruction
HDFS 101		Instruction
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HDFS 101		Instruction
Heritage Christian School		Instruction
Heritage Christian School		Instruction
HHD 512	Heathcote	Instruction
HHD research lab, Wan-Yuan Kuo, mah		Instruction
HIST 540 Walker (JZ)		Instruction
HISTR 499 - Research and Secondary Source Instruction	Heathcote Cla	Instruction
HSTR 408 Murphy (JZ)		Instruction
HSTR? Ore (Jz)		Instruction
Interlink Students (Cheri LeCain) JZ		Instruction
Joe Janzen		Instruction
Joe Janzen (BWR)		Instruction
Joe Janzen Ag 341 (Donna Kelly-5723) (B. Rossmann)		Instruction
Kate Cottingham (BWR)		Instruction
Kelly Masse, WRIT 101, 2 sections		Instruction
Kelly Massey (BWR)		Instruction
Kelly Massey (BWR)		Instruction
Kelly Massey (BWR)		Instruction
Kelly Massey (BWR)		Instruction
Kelly Massey, mah		Instruction
Kristin Ruppel		Instruction
Kristin Ruppel, NAX 451/541		Instruction
LI: ANTY 225 (Yamaguchi; hm)		Instruction
LI: ANTY 225 (Yamaguchi; hm)		Instruction
LI: ANTY 441 (Yamaguchi; hm)		Instruction
LI: Qualtrics (Arnold; hm)		Instruction
LI: Sociology of Religion (Monique Gregg; hm)		Instruction
LIT 322 Uphaus (JZ)		Instruction
LS 101		Instruction
LS 101		Instruction
LS 101	#NAME?	Instruction
LS 101		Instruction
Maggie Thorsen, SOCI 434 (BWR)		Instruction
mah for Janet Heiss Arms - COLS 260RS		Instruction
Mary Guthmiller - Library Instruction with Veterans	Heathcote	Instruction
MDA (SB + MAH)		Instruction
MDI		Instruction

MDI program, Coleen Kaiser (mah and sb)	Set up	Instruction
MUSI 301 (GN, Antonopolous)	#NAME?	Instruction
NAS 280 (Herman, Thull)		Instruction
Psyc 225 suzanna powell, mah		Instruction
PSYX 223, Michelle Meade, mah		Instruction
PSYX 225		Instruction
PSYX 225		Instruction
PSYX 225		Instruction
PSYX 225		Instruction
PSYX 499		Instruction
PSYX 499		Instruction
RLST 407 Cohen (JZ)		Instruction
RLST 494/499 Cohen (JZ)		Instruction
sb for GEOPHY 425 if ILS needed by Sara M.		Instruction
SFBS 451, Lacy Stephens (MAH)		Instruction
Stephanie Boginson		Instruction
Stephanie Boginson		Instruction
TEA international group, mah		Instruction
UC221 - SBradley		Instruction
UC221 Pinkava (JZ)		Instruction
US 101	Heathcote Cla	Instruction
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US 101	#NAME?	Instruction
US 101		Instruction
US 101	Sheila	Instruction
US 101	*Mary Anne	Instruction
US 101	*Star	Instruction
US 101	Star	Instruction
US 101	Star	Instruction
US 101	Sheila	Instruction
US 101	Star	Instruction
US 101	Star	Instruction
US 101	Greg	Instruction
US 101	Mary Anne	Instruction
US 101	*Greg	Instruction
US 101	Matthew	Instruction
US 101	Matthew	Instruction
US 101	Star	Instruction
US 101	Matthew	Instruction
US 101	Matthew	Instruction
US 101	Matthew	Instruction
US 101	Sheila	Instruction
US 101	Sheila	Instruction
US 101	Star	Instruction
US 101	Greg	Instruction

US 101	Sheila	Instruction
US 101	Star	Instruction
US 101		Instruction
US 101		Instruction
US 101		Instruction
Veteran Jumpstart group, Kelly Massey, mah		Instruction
Visual Arts-- Stephanie --JT		Instruction
WRIT 101		Instruction
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WRIT 101	Heathcote	Instruction
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WRIT 201		Instruction
WRIT 201		Instruction
WRIT 201		Instruction
WRIT 201	Class 3:05-4:2	Instruction
WRIT 201		Instruction
WRIT 201		Instruction
WRIT 201		Instruction
WRIT 376	CLASS	Instruction
WRIT 376		Instruction
WRIT 376		Instruction
DTDL Presentation		Candidate Prese

Id	Date	Time	Session	Host	Attendees	Activity	Length of Instruction
o17237238	1/18/17	9:00	Excel Basics (Level I)	Jacqueline Frank	1	Workshop	60
o17237222	2/1/17	9:00	Excel Basics (Level I)	Jacqueline Frank	1	Workshop	60
o15421177	4/19/17	11:00	EndNote Advanced		1	Workshop	50
o20434017	4/11/18	10:46	Interlink International Students	Cheri LeCain	3	Library Instruction	60
o17237461	6/14/17	9:00	Excel Beyond the Basics (Level II)	Jacqueline Frank	4	Workshop	60
o16429239	7/6/17	13:00	Qualtrics Basics	Montana Team Nutrition	4	Workshop	60
o19709715	1/30/18	11:00	MUSI X95 Flute Studios	Sue Makeever	4	Library Instruction	50
o17237365	5/10/17	9:00	Excel Basics (Level I)	Jacqueline Frank	5	Workshop	60
o14741867	3/7/17	15:05	AGED 401 (Qualtrics Training Session)	Shannon Arnold	6	Library Instruction	75
o17237433	5/24/17	9:00	Excel Beyond the Basics (Level II)	Jacqueline Frank	6	Workshop	60
o17237448	6/7/17	9:00	Excel Basics (Level I)	Jacqueline Frank	6	Workshop	60
o14496881	2/22/17	15:10	US101	Brenda York	7	Library Instruction	50

o17237262	2/15/17	9:00	Excel Beyond the Basics (Level II)	Jacqueline Frank	8	Workshop	60
o17453989	9/18/17	15:00	HHD UG Research Lab: lentils/pulse crops, in vitro, low glycemic index, recipes/production	Wan-Yuan Kuo (no course number)	8	Library Instruction	30
o19837705	10/3/17	3:00	HIST 540	Walker	8	Library Instruction	120
o17237377	5/17/17	9:00	Outlook Tips & Tricks	jacqueline frank	9	Workshop	60
o17237472	6/21/17	9:00	Excel Pivot Tables (Level II)	Jacqueline Frank	9	Workshop	60
o17467145	9/8/17	9:00	EDU 223	Sarah Schmidt Wilson	9	Library Instruction	50
o17237170	11/30/17	9:00	Excel Beyond the Basics (Level II)	Jacqueline Frank	9	Workshop	60
o16398803	2/23/17	12:00	UC 221	Pinkava	10	Library Instruction	60
o17237299	3/9/17	9:00	Excel Basics (Level I)	jacqueline frank	10	Workshop	60
o17778377	10/9/17	18:10	LS101	Charlie Pinkava	10	Library Instruction	50
o18360700	10/30/17	17:10	US 101	Kathleen Melee	10	Library Instruction	75
o22346623	2/21/18	8:00	WRIT 101	Thornburg	10	Library Instruction	50

o14414721	2/16/17	10:50	ANTY 225: Culture, Language, and Society	Tomomi Yamaguchi	11	Library Instruction	75
o14608438	2/27/17	14:10	LS101	Charlie Pinkava	11	Library Instruction	50
o17467127	9/7/17	16:30	EDU 223	Sarah Schmidt Wilson	11	Library Instruction	50
o18401174	11/2/17	13:40	US 101	Liz Greenfield	11	Library Instruction	75
o18401179	11/2/17	15:05	US 101	Crystal Stanionis	11	Library Instruction	75
o22346610	1/25/18	15:00	RLST 494/499	Cohen	11	Library Instruction	90
o20063469	3/9/18	11:59	SOCI 311: Criminology	David Eitle	11	Library Instruction	50
o14336260	2/14/17	12:02	ANTY 225: Culture, Language, and Society	Tomomi Yamaguchi	12	Library Instruction	75
o17237348	3/22/17	9:00	Excel Beyond the Basics (Level II)	Jacqueline Frank	12	Workshop	60
o17816637	10/12/17	10:50	WRIT 101	Barbara Komlos	12	Library Instruction	75
o19821782	4/6/17	12:00	COLS 100	Christine Amidon	13	Library Instruction	75
o14469508	2/21/17	14:17	US101	Amanda Bitz	14	Library Instruction	75
o14472469	2/21/17	15:05	US 101	Steve Guetterman	14	Library Instruction	75
o16500367	2/21/17	10:50	US 101	Amanda Rose Echeverria Bitz	14	Library Instruction	75
o18401164	11/1/17	16:10	US 101	Alli Gidley	14	Library Instruction	75

o22346611	1/30/18	8:00	WRIT 101	Arthur	14	Library Instruction	50
o21293595	2/14/18	8:30	Heritage Christian School juniors and seniors - Rhetoric class	Wayne Tofslie	14	Library Instruction	90
o20365310	4/5/18	16:38	COLS 101	Cheryl Hendry	14	Library Instruction	75
o16490708	2/3/17	12:00	FCS 101	Wendy Bianchini	15	Library Instruction	60
o14244324	2/8/17	9:00	ANTY 441: Social Movements in Japan	Tomomi Yamaguchi	15	Library Instruction	75
o19947761	2/20/18	9:25	ANTY 428: History of Anthropological Theory	Tomomi Yamaguchi	15	Library Instruction	75
o20359576	4/5/18	11:57	WRIT 101, Lynn Kinnaman		15	Library Instruction	75
o20420850	4/10/18	10:50	WRIT 101	Shannon Mahoney	15	Library Instruction	75
o14140948	2/1/17	12:00	FCS101	Wendy Morrison	16	Library Instruction	50
o16490682	2/1/17	12:00	FCS 101		16	Library Instruction	60
o14469490	2/21/17	9:25	US101	Amanda Bitz	16	Library Instruction	75
o16500320	2/22/17	10:00	US 101	Megan Dumas Swanson	16	Library Instruction	50
o19822486	10/26/17	9:25	EDU 101	Dawn Silva	16	Library Instruction	75
o19962920	3/1/18	13:34	ANTY 242D: Contemporary Japan	Tomomi Yamaguchi	16	Library Instruction	75

o22338180	3/26/18	11:00	US 101 002	Tuttle	16	Library Instruction	60
o22338231	3/27/18	10:50	US 101 005	Guetterman	16	Library Instruction	60
o22338242	3/27/18	15:00	US 101 008	Gidley	16	Library Instruction	60
o16490688	2/1/17	13:00	FCS 101	Wendy Bianchini	17	Library Instruction	60
o16490770	2/21/17	12:15	US 101		17	Library Instruction	75
o16500332	2/22/17	11:00	US 101	Megan Dumas Swanson	17	Library Instruction	50
o16500345	2/22/17	13:10	US 101	Judi Lynn Haskins	17	Library Instruction	50
o17778369	10/9/17	14:00	LS101	Charlie Pinkava	17	Library Instruction	50
o19838222	10/11/17	16:00	HIST 468	Fiege	17	Library Instruction	60
o22257526	10/25/17	10:00	US 101		17	Library Instruction	50
o21292869	1/18/18	12:15	HHD 512	Wan-Yuan Kuo	17	Library Instruction	60
o22346608	1/24/18	15:00	RLST 407	Cohen	17	Library Instruction	90
o20012626	2/23/18	14:10	UC221	Charlie Pinkava	17	Library Instruction	50
o16490775	2/22/17	14:00	US 101	Erin MacDonald	18	Library Instruction	75
o15173842	3/31/17	14:21	WRIT 201	Jacob Henan	18	Library Instruction	50
o17467171	9/12/17	16:30	EDU 223	Sarah Schmidt Wilson	18	Library Instruction	50
o19842872	11/21/17	12:15	ENGL 450	Ryan	18	Library Instruction	75
o22346617	2/13/18	13:40	ENGL 450	Ryan	18	Library Instruction	75
o20012341	2/22/18	12:15	LS101	Charlie Pinkava	18	Library Instruction	75

o22346633	4/3/18	13:40	ENGL 450	Ryan	18	Library Instruction	75
o14231114	2/3/17	12:00	FCS 101	Wendy Morrison	19	Library Instruction	50
o19822108	9/8/17	12:00	PSYX 499	Kate Kujawa	19	Library Instruction	50
o18432637	11/6/17	11:31	COLS 100, Cheryl Hendry		19	Library Instruction	50
o21293434	1/31/18	12:00	HDFS 101	Wendy Morrison, 2nd of 2 sections (SB and I each took half of the two sections in the two teaching spaces)	19	Library Instruction	50
o14045318	1/25/17	16:10	EDU 222	Sarah Schmidt Wilson	20	Library Instruction	50
o16398725	2/2/17	16:30	HSTR 499	Janet Ore	20	Library Instruction	90
o16490801	2/23/17	15:10	COLS 260RS	Janet Heiss-Arms	20	Library Instruction	60
o17467159	9/11/17	9:00	EDU 223	Sarah Schmidt Wilson	20	Library Instruction	50
o19837685	10/3/17	12:30	ENGL 450	Ryan	20	Library Instruction	30
o18262507	10/24/17	10:49	ANTY 337: Sex, Gender, & Sexuality in Japan	Tomomi Yamaguchi	20	Library Instruction	75

o18315684	10/25/17	13:10	US 101	Stephanie Kern & Sarah Coletta	20	Library Instruction	50
o19842807	11/14/17	10:45	WRIT 376	Ryan	20	Library Instruction	75
o21292905	1/18/18	13:50	PSYX 499	Jessi Smith	20	Library Instruction	75
o21293417	1/31/18	11:00	HDFS 101	Wendy Morrison	20	Library Instruction	50
o22346625	2/21/18	15:10	WRIT 101	Thornburg	20	Library Instruction	50
o14351945	2/14/17	8:00	WRIT 201	Jean Arthur	21	Library Instruction	75
o15003541	3/21/17	10:18	Heritage Christian School juniors and seniors	how to find scholarly articles, books, etc., for Rhetoric I and II assignments	21	Library Instruction	120
o19837728	10/4/17	9:00	WRIT 101	Greene	21	Library Instruction	50
o19876072	10/12/17	16:05	WRIT 201	Jean Arthur-Sellgren	21	Library Instruction	75
o18271499	10/20/17	8:00	WRIT 201 Henan	Jake Henan	21	Library Instruction	50
o19462283	1/24/18	9:00	EDU 222	Sarah Schmidt-Wilson	21	Library Instruction	50
o22346624	2/21/18	9:00	WRIT 101	Thornburg	21	Library Instruction	50
o16490662	1/30/17	14:30	CHTH 445	Mark Shure	22	Library Instruction	60
o15302621	4/7/17	10:00	MUSI 301	Beth Antonopolus	22	Library Instruction	50
o19838250	10/13/17	10:00	WRIT 101	Benton	22	Library Instruction	50

o21293122	1/22/18	9:00	EDU 223	Sarah Schmidt-Wilson	22	Library Instruction	50
o22346612	1/30/18	13:40	WRIT 101	Arthur	22	Library Instruction	75
o22346630	3/28/18	14:00	WRIT 101	Greene	22	Library Instruction	50
o16490571	1/23/17	9:00	EDU 223	Sarah Schmidt-Wilson	23	Library Instruction	60
o16490577	1/23/17	16:00	EDU 223	Sarah Schmidt-Wilson	23	Library Instruction	60
o16490596	1/25/17	9:00	EDU 223	Sarah Schmidt-Wilson	23	Library Instruction	60
o14351956	2/14/17	9:25	WRIT 201	Jean Arthur	23	Library Instruction	75
o17202970	9/8/17	11:00	EDU 223	Sarah Schmidt-Wilson	23	Library Instruction	50
o19838425	10/18/17	8:00	WRIT 201	Parker	23	Library Instruction	50
o19838433	10/18/17	14:10	WRIT 201	Parker	23	Library Instruction	50
o22257644	2/2/18	11:00	HDFS 101	Wendy Morrison	23	Library Instruction	50
o14053105	1/26/17	15:05	WRIT 101	Jena Arthur Sellegren	24	Library Instruction	75
o14137214	1/26/17	12:15	WRIT 101	Jean Arthur	24	Library Instruction	75
o14533438	2/24/17	13:10	WRIT 101	Shauna Stephens	24	Library Instruction	50
o22257422	9/1/17	11:00	PSYX 225	Maxwell Burns	24	Library Instruction	50
o16490608	1/25/17	16:00	CHTH 445	Suzanne Held	25	Library Instruction	90

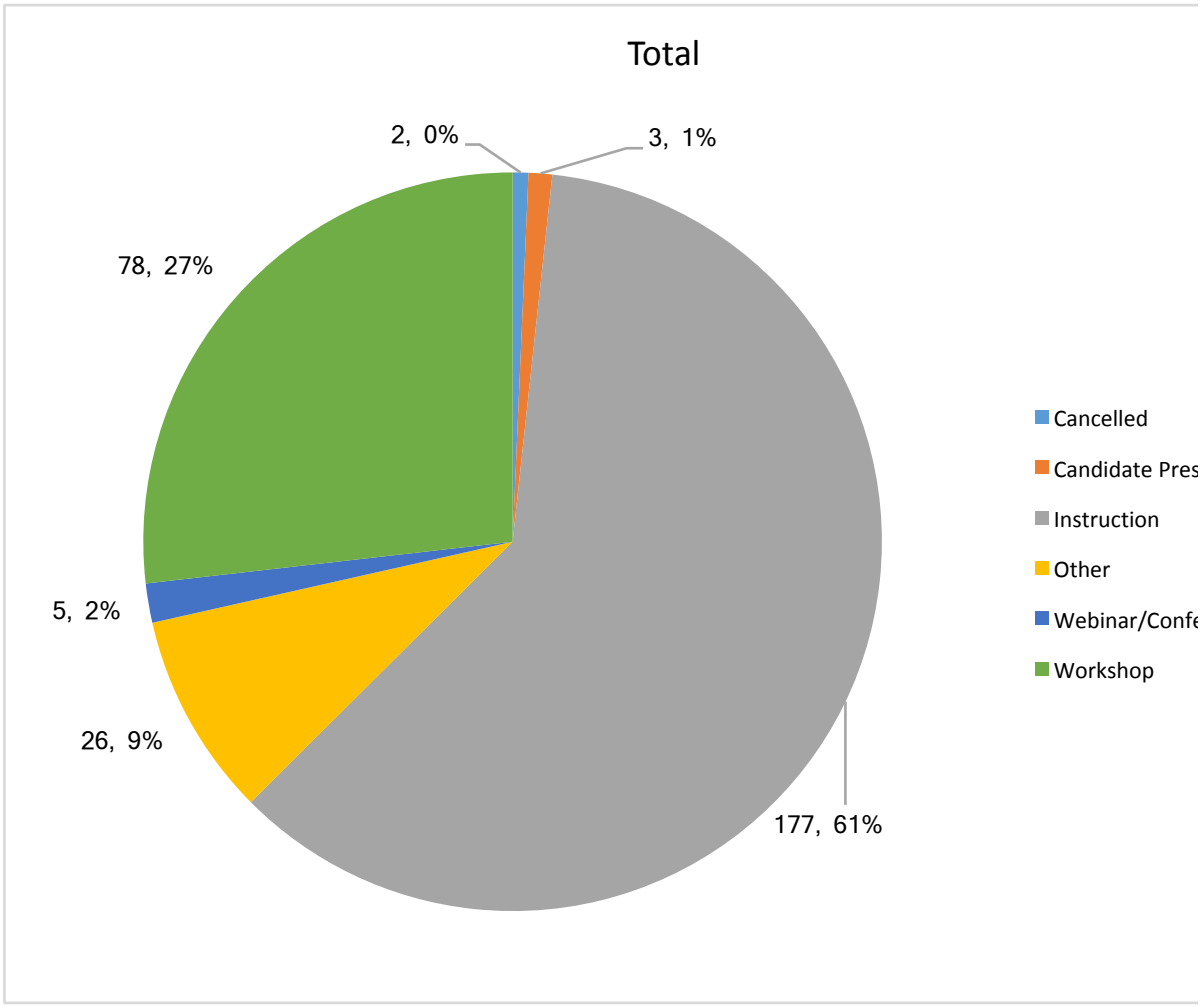
o16735109	8/2/17	9:30	MDI (Montana Dietetics Interns) program	Colleen Kaiser/Anna Diffenderfer	25	Library Instruction	120
o16767349	8/2/17	9:00	Montana Dietetic Internship Program	Coleen Kaiser, Anna Diffenderfer	25	Library Instruction	120
o19837063	9/19/17	10:50	WRIT 101	Jean Arthur	25	Library Instruction	75
o19837184	9/19/17	13:40	Writ 101	Jean Arthur	25	Library Instruction	75
o19837718	10/4/17	8:00	WRIT 101	Greene	25	Library Instruction	50
o19837752	10/4/17	12:00	WRIT 101	Kelsey Weyerbacher	25	Library Instruction	50
o19837777	10/4/17	1:10	WRIT 101	Kelsey Weyerbacher	25	Library Instruction	50
o19837792	10/4/17	15:10	WRIT 101	Carter Walker	25	Library Instruction	50
o19838130	10/5/17	13:40	WRIT 101	Carter Walker	25	Library Instruction	30
o19838146	10/6/17	14:10	WRIT 101	Carter Walker	25	Library Instruction	30
o19838170	10/6/17	10:00	WRIT 101	Julie Christen	25	Library Instruction	50
o19838236	10/13/17	8:00	WRIT 101	Benton	25	Library Instruction	50
o19838325	10/17/17	8:00	WRIT 101	Chamberlain	25	Library Instruction	75
o19838345	10/17/17	13:40	WRIT 101	Chamberlain	25	Library Instruction	75
o19838355	10/17/17	15:05	WRIT 101	Chamberlain	25	Library Instruction	75

o18429792	11/2/17	9:20	US101	Kate Emmerich/ Marianne Brough	25	Library Instruction	75
o22257551	11/8/17	10:00	WRIT 101	Kelly Massey	25	Library Instruction	50
o16490560	1/20/17	8:00	PSYX 225	Maxwell Burns	26	Library Instruction	60
o17246963	9/13/17	12:00	ENSC 499	Cathy Zabinski	26	Library Instruction	120
o18429722	10/25/17	12:00	US101	Cara Sabo/Ann Tuttle	26	Library Instruction	50
o18319982	10/27/17	13:10	US 101	Judi Haskins & Jade Lauder	26	Library Instruction	50
o18429771	10/31/17	12:10	US101	Amanda Bitz/Daniell e Nicholas	26	Library Instruction	75
o22257651	2/2/18	12:00	HDFS 101	Wendy Morrison	26	Library Instruction	50
o19822135	9/11/17	11:00	EDU 223	Sarah Schmitt-Wilson	27	Library Instruction	50
o17466822	9/18/17	18:00	EDU 432	Sue Stolp	27	Library Instruction	60
o18429690	10/25/17	9:00	US101	Stephanie Kern/Evan Wilmes	27	Library Instruction	50
o18429737	10/27/17	10:00	US101	Anna Tuttle/Man dy St Aubyn	27	Library Instruction	50
o18429804	11/2/17	10:50	US101	Brenda Truman/Am anda Bitz	27	Library Instruction	75
o18429706	10/25/17	11:00	US101	Ann Ellsworth/R oger Fischer	28	Library Instruction	50

o18322277	10/27/17	12:00	US 101 32 & 44	Sarah Coletta & Jade Lowder	28	Library Instruction	50
o18429748	10/27/17	11:00	US101	Anna Tuttle/Max Maxfield	28	Library Instruction	50
o13973730	1/20/17	15:10	SOCI 320: Sociology of Religion	Karen Monique-Gregg	29	Library Instruction	50
o18867363	11/2/17	12:15	US 101 Sections 33 & 41	Deb Blanchard & Crystal Stanionis	29	Library Instruction	75
o21293305	1/29/18	13:10	CHTH 445	Mark Schure	29	Library Instruction	150
o16490510	1/18/17	17:00	SFBS 451	Lacy Stephens	30	Library Instruction	60
o19822372	9/27/17	14:10	HDFS 101	Wendy Morrison	30	Library Instruction	50
o19822476	10/4/17	10:00	US 101		30	Library Instruction	50
o21293137	1/22/18	12:00	PSYX 225	Suzanna Powell	30	Library Instruction	50
o19822401	9/29/17	10:00	HDFS 101	Wendy Morrison	31	Library Instruction	50
o21292843	1/18/18	9:25	PSYX 225	Michelle Meade	31	Library Instruction	75
o19822357	9/27/17	10:00	HDFS 101	Wendy Morrison	32	Library Instruction	50
o16490500	1/18/17	12:00	PSYX 225	Suzanna Powell	33	Library Instruction	60
o19822095	9/8/17	10:00	PSYX 225	Suzanna Powell	33	Library Instruction	50
o16399137	3/20/17	14:10	LIT 322	Uphaus	37	Library Instruction	50
o22338219	3/26/18	16:15	US 101 007	Schumacher and Kearns	37	Library Instruction	60

o15497090	4/25/17	9:00	Belgrade High School Montana History Students		60	Library Instruction	120
o19896711	4/25/17	9:00	Belgrade HS	Emily Nelson	60	Library Instruction	120
o22346636	4/18/18	9:00	Belgrade HS Advanced Placement English		60	Library Instruction	150
o19913286	10/31/17	15:05	US 101	Anna Greenberg & Jim Thull	Sections 11 & 25	Library Instruction	75
o19913300	10/31/17	16:30	US 101	Steve Guetterman & Anna Greenberg	Sections 13 & 36	Library Instruction	75
o19913265	10/31/17	10:50	US 101	Steve Guetterman & Gennifre Hartman	Sections 18 & 30	Library Instruction	75
o19913279	10/31/17	13:40	US 101	Erin MacDonald-Peck & Meg Konkel	Sections 9 & 23	Library Instruction	75
o18346980	10/30/17	16:41	US 101, two sections			Library Instruction	75
o19913206	10/31/17	9:25	US 101	Steve Guetterman & Gennifre Hartman		Library Instruction	75

DTDL Presentation		Candidate Prese
ERDS Presentation		Candidate Prese
Canceled: Art+Feminism Wikipedia edit-a-thon training session		Cancelled
Canceled: Workshop - JF	#NAME?	Cancelled

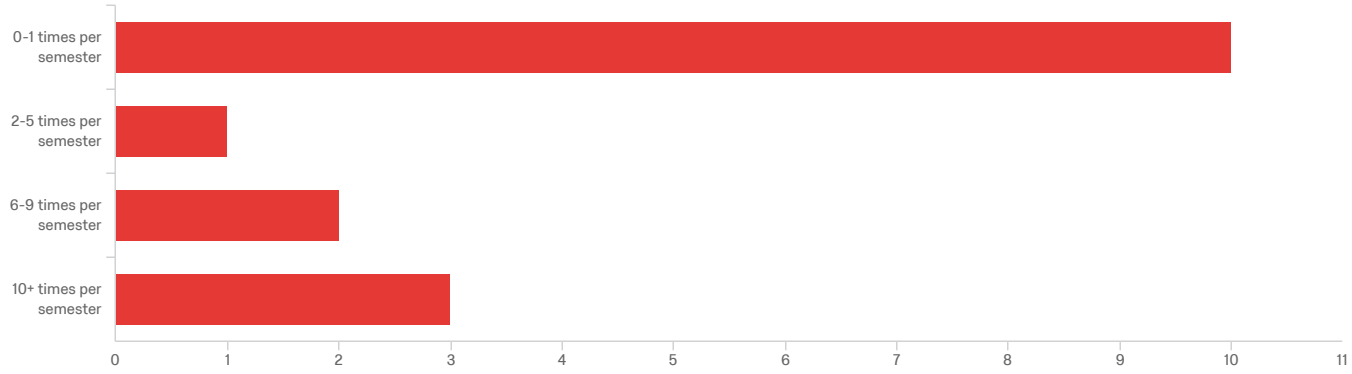


Default Report

MSU Library Learning Space Usage

August 8, 2018 3:41 PM MDT

Q1 - On average, how many times did you use the Heathcote classroom for your instructional activities in the past two years?

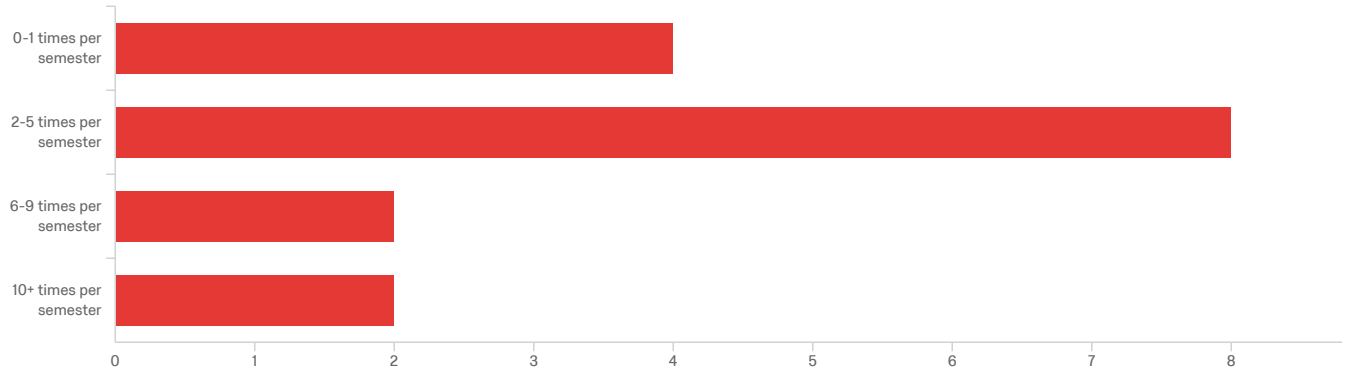


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	On average, how many times did you use the Heathcote classroom for your instructional activities in the past two years?	1.00	4.00	1.88	1.22	1.48	16

#	Field		Choice Count
1	0-1 times per semester	62.50%	10
2	2-5 times per semester	6.25%	1
3	6-9 times per semester	12.50%	2
4	10+ times per semester	18.75%	3
			16

Showing Rows: 1 - 5 Of 5

Q2 - On average, how many times did you use the Innovative Learning Studio for your instructional activities in the last two years?

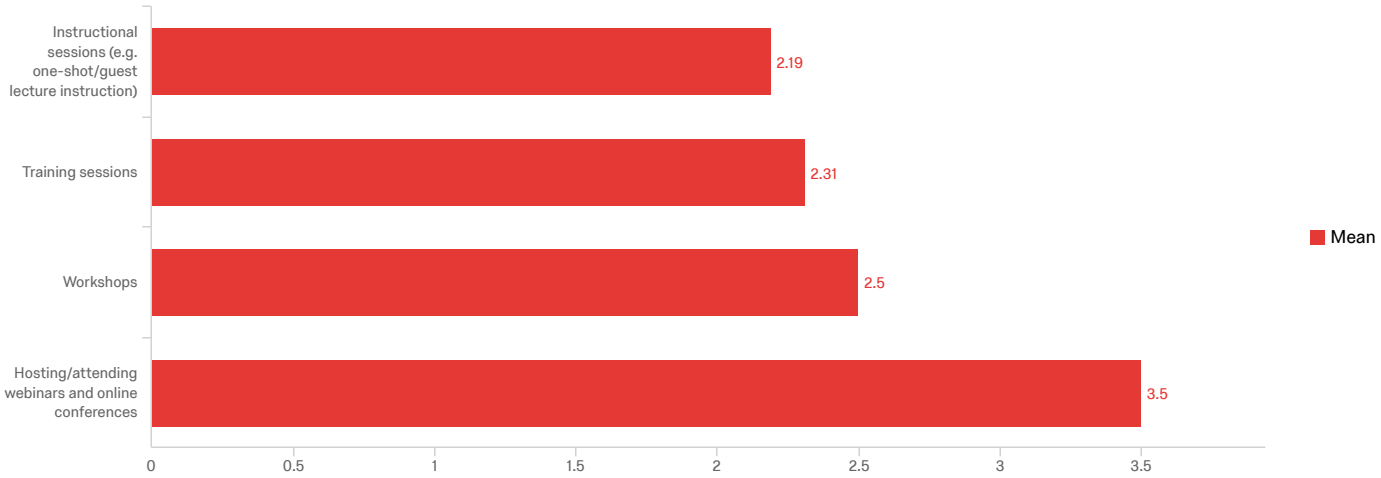


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	On average, how many times did you use the Innovative Learning Studio for your instructional activities in the last two years?	1.00	4.00	2.13	0.93	0.86	16

#	Field		Choice Count
1	0-1 times per semester	25.00%	4
2	2-5 times per semester	50.00%	8
3	6-9 times per semester	12.50%	2
4	10+ times per semester	12.50%	2
			16

Showing Rows: 1 - 5 Of 5

Q3 - How do you use library learning spaces? Rank these in order of priority (lower score is better)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5	Other (please define)	1.00	5.00	4.50	1.32	1.75	16
1	Workshops	1.00	5.00	2.50	1.22	1.50	16
4	Instructional sessions (e.g. one-shot/guest lecture instruction)	1.00	4.00	2.19	1.42	2.03	16
2	Hosting/attending webinars and online conferences	1.00	4.00	3.50	0.79	0.63	16
3	Training sessions	2.00	3.00	2.31	0.46	0.21	16

#	Field	1		2		3		4		5		Total
1	Workshops	25.00%	4	25.00%	4	37.50%	6	0.00%	0	12.50%	2	16
3	Training sessions	0.00%	0	68.75%	11	31.25%	5	0.00%	0	0.00%	0	16
5	Other (please define)	12.50%	2	0.00%	0	0.00%	0	0.00%	0	87.50%	14	16
4	Instructional sessions (e.g. one-shot/guest lecture instruction)	56.25%	9	6.25%	1	0.00%	0	37.50%	6	0.00%	0	16
2	Hosting/attending webinars and online conferences	6.25%	1	0.00%	0	31.25%	5	62.50%	10	0.00%	0	16

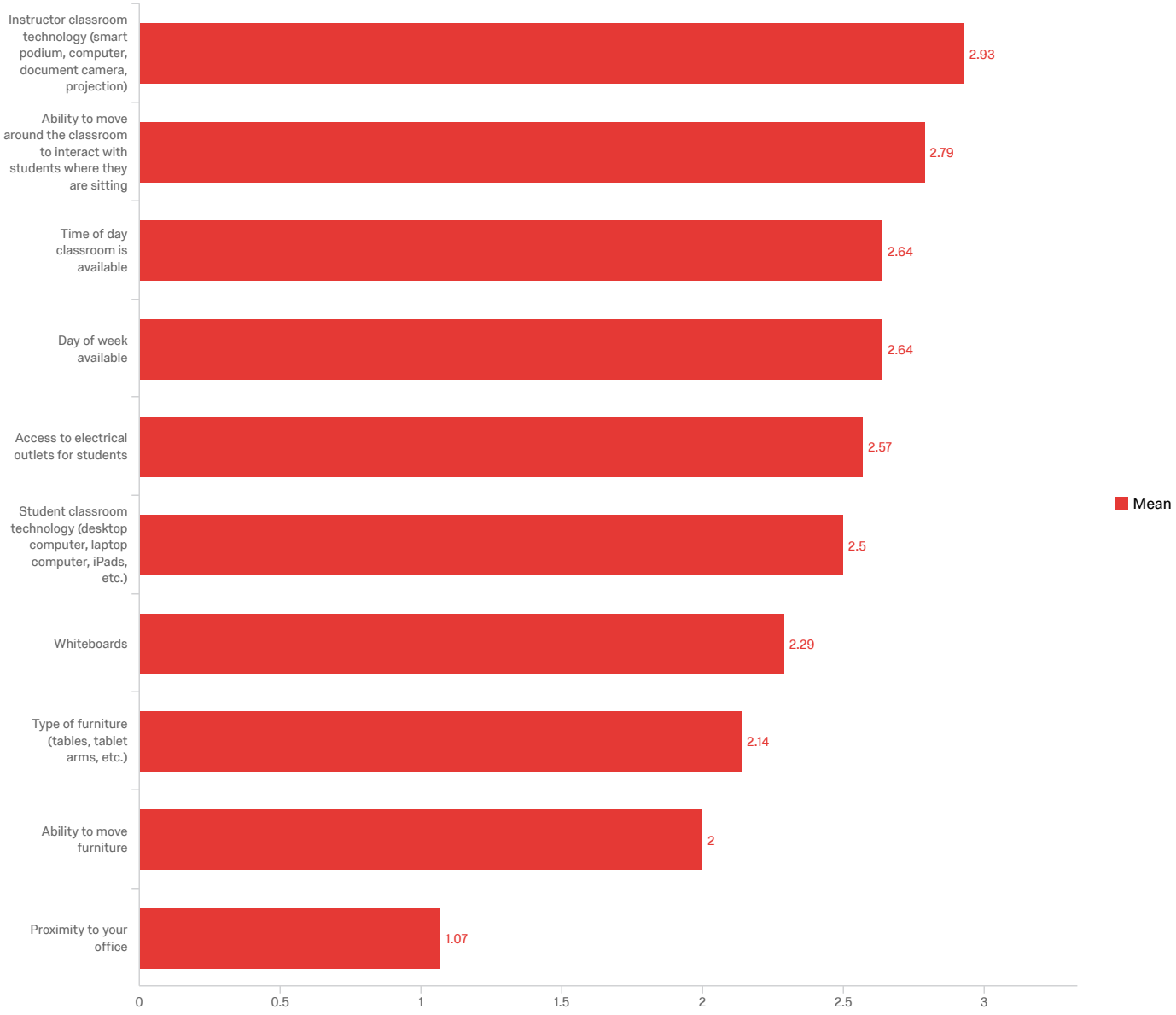
Showing Rows: 1 - 5 Of 5

Q8 - What other, non-instructional activities, have you attended or hosted in library learning spaces (e.g. meetings)?

What other, non-instructional activities, have you attended or hosted in li...
Library all-staff meetings, Hosted DEAL (MSU Leadership program meetings) 8 times over 1 year, Hosted DISC meetings
retreats
meetings
staff meetings
Design Sandbox, Diversity Dialogue, Staff learning/development
Meetings/planning sessions with internal and external faculty, students, and staff
Meetings
meetings with provided technology to participants
t
Meetings
Workshops hosted by other campus departments; student projects on display from the department I am a liason for

Showing Records: 1 - 11 Of 11

Q4 - How important are the following classroom features? (higher score is better)



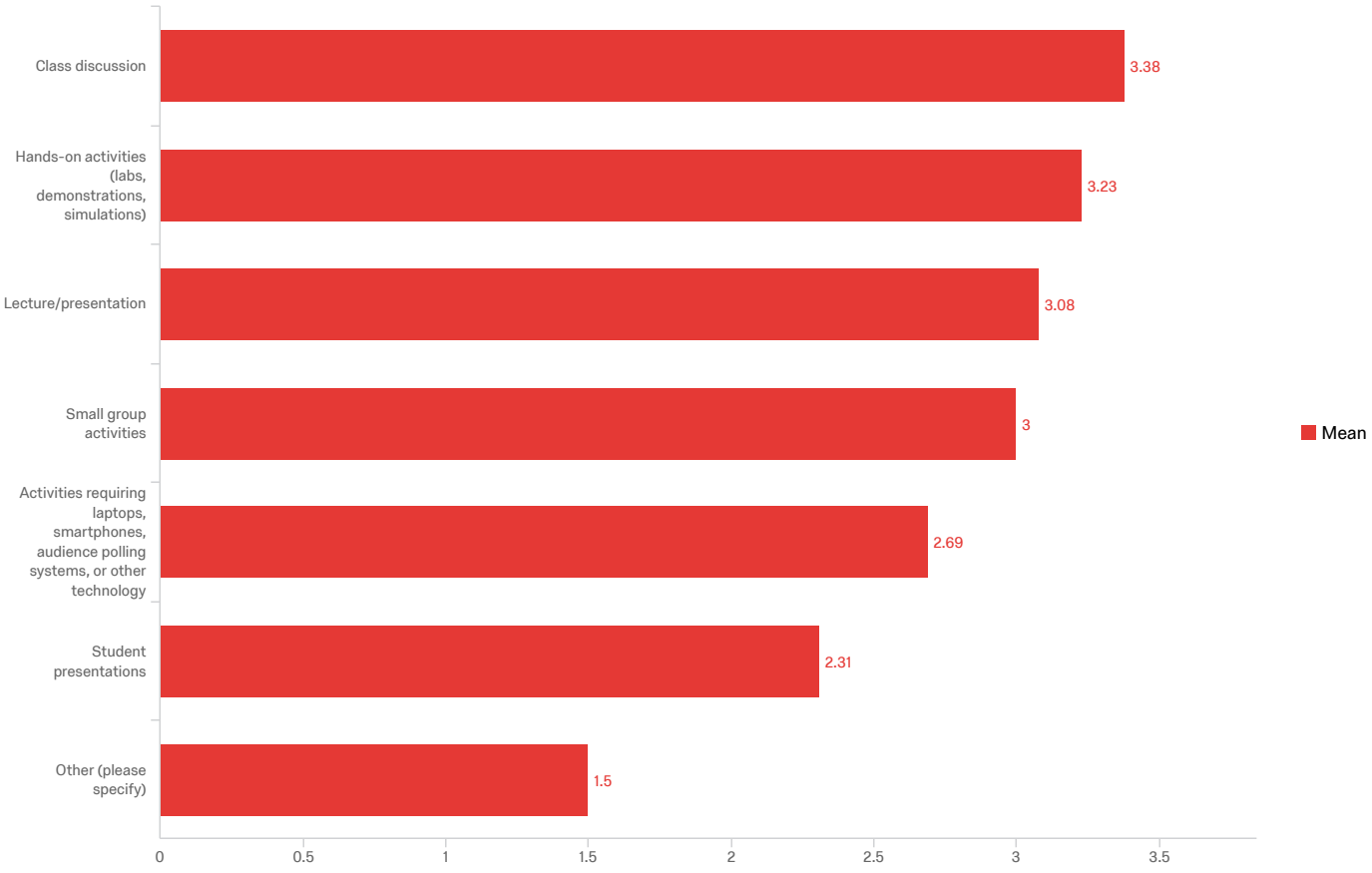
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Instructor classroom technology (smart podium, computer, document camera, projection)	2.00	3.00	2.93	0.26	0.07	14
2	Ability to move around the classroom to interact with students where they are sitting	2.00	3.00	2.79	0.41	0.17	14
3	Type of furniture (tables, tablet arms, etc.)	1.00	3.00	2.14	0.64	0.41	14
4	Ability to move furniture	1.00	3.00	2.00	0.76	0.57	14

5	Time of day classroom is available	2.00	3.00	2.64	0.48	0.23	14
6	Day of week available	2.00	3.00	2.64	0.48	0.23	14
7	Whiteboards	1.00	3.00	2.29	0.59	0.35	14
8	Proximity to your office	1.00	2.00	1.07	0.26	0.07	14
9	Access to electrical outlets for students	1.00	3.00	2.57	0.62	0.39	14
10	Student classroom technology (desktop computer, laptop computer, iPads, etc.)	1.00	3.00	2.50	0.63	0.39	14

#	Field	Not important		Somewhat important		Very important		Total
1	Instructor classroom technology (smart podium, computer, document camera, projection)	0.00%	0	7.14%	1	92.86%	13	14
2	Ability to move around the classroom to interact with students where they are sitting	0.00%	0	21.43%	3	78.57%	11	14
3	Type of furniture (tables, tablet arms, etc.)	14.29%	2	57.14%	8	28.57%	4	14
4	Ability to move furniture	28.57%	4	42.86%	6	28.57%	4	14
5	Time of day classroom is available	0.00%	0	35.71%	5	64.29%	9	14
6	Day of week available	0.00%	0	35.71%	5	64.29%	9	14
7	Whiteboards	7.14%	1	57.14%	8	35.71%	5	14
8	Proximity to your office	92.86%	13	7.14%	1	0.00%	0	14
9	Access to electrical outlets for students	7.14%	1	28.57%	4	64.29%	9	14
10	Student classroom technology (desktop computer, laptop computer, iPads, etc.)	7.14%	1	35.71%	5	57.14%	8	14

Showing Rows: 1 - 10 Of 10

Q7 - Which of the following instructional techniques do you employ? (higher score is better)

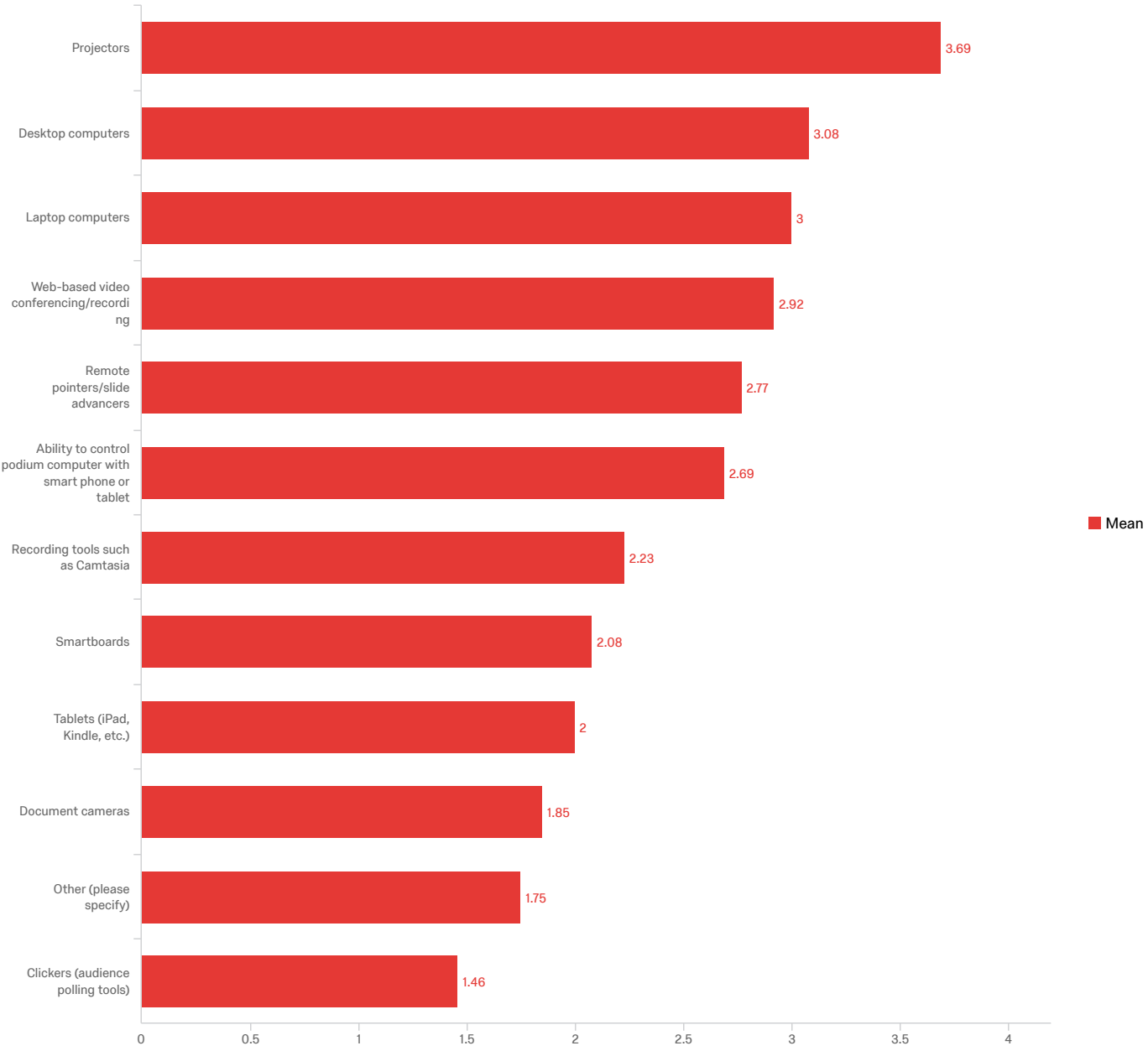


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Lecture/presentation	2.00	4.00	3.08	0.62	0.38	13
2	Class discussion	3.00	4.00	3.38	0.49	0.24	13
3	Small group activities	2.00	4.00	3.00	0.55	0.31	13
4	Student presentations	1.00	3.00	2.31	0.72	0.52	13
5	Hands-on activities (labs, demonstrations, simulations)	2.00	4.00	3.23	0.58	0.33	13
6	Activities requiring laptops, smartphones, audience polling systems, or other technology	1.00	4.00	2.69	0.72	0.52	13
7	Other (please specify)	1.00	3.00	1.50	0.87	0.75	4

#	Field	Never		Rarely		Sometimes		Always		Total
1	Lecture/presentation	0.00%	0	15.38%	2	61.54%	8	23.08%	3	13
2	Class discussion	0.00%	0	0.00%	0	61.54%	8	38.46%	5	13
3	Small group activities	0.00%	0	15.38%	2	69.23%	9	15.38%	2	13
4	Student presentations	15.38%	2	38.46%	5	46.15%	6	0.00%	0	13
5	Hands-on activities (labs, demonstrations, simulations)	0.00%	0	7.69%	1	61.54%	8	30.77%	4	13
6	Activities requiring laptops, smartphones, audience polling systems, or other technology	7.69%	1	23.08%	3	61.54%	8	7.69%	1	13
7	Other (please specify)	75.00%	3	0.00%	0	25.00%	1	0.00%	0	4

Showing Rows: 1 - 7 Of 7

Q5 - How important are the following classroom technologies for the instructional techniques you employ? (higher score is better)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Document cameras	1.00	3.00	1.85	0.95	0.90	13
2	Remote pointers/slide advancers	1.00	4.00	2.77	0.89	0.79	13
3	Clickers (audience polling tools)	1.00	3.00	1.46	0.63	0.40	13

4	Recording tools such as Camtasia	1.00	3.00	2.23	0.80	0.64	13
5	Smartboards	1.00	3.00	2.08	0.83	0.69	13
6	Ability to control podium computer with smart phone or tablet	1.00	4.00	2.69	0.99	0.98	13
7	Web-based video conferencing/recording	1.00	4.00	2.92	1.00	0.99	13
8	Desktop computers	1.00	4.00	3.08	1.00	0.99	13
9	Laptop computers	2.00	4.00	3.00	0.68	0.46	13
10	Tablets (iPad, Kindle, etc.)	1.00	3.00	2.00	0.68	0.46	13
11	Projectors	2.00	4.00	3.69	0.61	0.37	13
12	Other (please specify)	1.00	4.00	1.75	1.30	1.69	4

#	Field	Not at all important		Slightly important		Moderately important		Very important		Total
1	Document cameras	53.85%	7	7.69%	1	38.46%	5	0.00%	0	13
2	Remote pointers/slide advancers	15.38%	2	7.69%	1	61.54%	8	15.38%	2	13
3	Clickers (audience polling tools)	61.54%	8	30.77%	4	7.69%	1	0.00%	0	13
4	Recording tools such as Camtasia	23.08%	3	30.77%	4	46.15%	6	0.00%	0	13
5	Smartboards	30.77%	4	30.77%	4	38.46%	5	0.00%	0	13
6	Ability to control podium computer with smart phone or tablet	15.38%	2	23.08%	3	38.46%	5	23.08%	3	13
7	Web-based video conferencing/recording	7.69%	1	30.77%	4	23.08%	3	38.46%	5	13
8	Desktop computers	7.69%	1	23.08%	3	23.08%	3	46.15%	6	13
9	Laptop computers	0.00%	0	23.08%	3	53.85%	7	23.08%	3	13
10	Tablets (iPad, Kindle, etc.)	23.08%	3	53.85%	7	23.08%	3	0.00%	0	13
11	Projectors	0.00%	0	7.69%	1	15.38%	2	76.92%	10	13
12	Other (please specify)	75.00%	3	0.00%	0	0.00%	0	25.00%	1	4

Showing Rows: 1 - 12 Of 12

Q9 - Is there anything else you'd like to tell us about your use of library instructional spaces?

Is there anything else you'd like to tell us about your use of library inst...
I feel it's important to have spaces that can handle hands-on work (whether through use of laptops or desktop computers) for larger groups than the ILS can accommodate; and sometimes larger even than the Heathcote can at present. By larger I mean 25-40 students. The Heathcote has always been barely adequate for larger groups but it at least will accommodate 30-35 in a pinch and allow students to work with our or their own computers. The fact is, in my mind, we need a larger group learning space than either of the rooms we have now, one that can handle either small groups or larger (25-40) doing real work on flexible furniture rather than in rigid rows. I do still like a central teacher station but that too could be moveable. Though I don't think my office needs to be near an instructional space I don't like a basement location for our classroom -- I know that's what we've made due with but it speaks volumes imo about our attitude toward the library as a teaching entity. Learners shouldn't be smashed into a sensory deprivation chamber. Thanks for doing this survey and thanks for listening!
Flexible space does not have to mean flexible furniture. Being able to move around the space and allowing students to move around the space seems more important than moving furniture, which often looks a mess. The teal classrooms have less movable furniture, for example, and instructors don't have to spend time configuring it.
No

Showing Records: 1 - 3 Of 3

End of Report

2014-2015 MSU Classroom Survey

I am pleased to share a summary of the findings from the spring 2015 survey on MSU classrooms that was distributed to the Bozeman campus academic faculty. Thank you to everyone who responded. These findings will be used to provide input for future classroom design and renovation, to make improvements in classroom technology, and to design upcoming faculty workshops. Comments about specific classrooms will be tabulated and reported to the Classroom Committee and to Classroom Planning, Design, and Construction.

A summary of the results follows, with a more detailed report becoming available later this summer on the Center for Faculty Excellence Website. More details about the summary report are currently located below.

Faculty responses:

A total of 301 faculty (33% response rate) from all colleges completed the survey. These responses represented class sizes of <21 (19%), 21-49 (44%), 50-70 (12%), 70-100 (9%), 100 – 200 (8%), and >200 (8%).

Classroom design:

The survey asked participants about the types of room designs that would work best for their teaching needs. Faculty (50%) preferred classroom designs that offer flexible seating that include either movable tablet arm chairs or movable tables and chairs that can be configured in a collaborative environment. Technology Enhanced Active Learning (TEAL) classrooms were viewed as having a good fit with their preferred teaching methods by 48% of faculty. Classrooms with swivel stadium seating (26%) or fixed tiered seating (21%) were ranked lowest in terms of fitting with their preferred method of teaching. Some faculty responded they would need more information to determine if a TEAL (10%) or collaborative learning design (8%) would align with their preferred method of teaching.

Important classroom features and technology:

Faculty were asked about classroom features (i.e., what things they valued in a teaching space) and technology use. The features rated as very important by faculty were classroom technology

(86%), the ability to move around the classroom to interact with students (72%), instructor wireless internet (57%), and the type of furniture (53%).

The survey also addressed the use of classroom technology. Faculty reported that they use or have used document cameras (61%), remote pointers to advance slides (41%), and clickers (28%). Faculty responded that they would like training on smart boards (45%), web-based video conferencing (45%), controlling the podium computer with a smart phone or tablet (40%), and lecture recording tools such as Camtasia (33%).

Twenty-four percent of faculty integrate student use of technology with classroom activities. About half of faculty strongly agree (21%) or somewhat agree (31%) that personal technology during class has been a disrupting influence in their classroom. Twenty-seven percent of faculty do not have a policy on the use of personal technology in the classroom and thirty percent of faculty have policies that vary from course to course.

If you have comments, please contact Marilyn Lockhart, lockhart@montana.edu.

Importance of classroom features:

	Very Important	Somewhat important	Not at all important
Classroom technology (computer, document camera, projection)	**86%**	12%	2%
Ability to move around the classroom to interact with students where they are sitting	**72%**	16%	12%
Wireless internet for instructor	**57%**	22%	21%
Type of furniture (tables, tablet arms, etc.)	**53%**	35%	12%
Ability to move furniture	**51%**	23%	26%

Time of day classroom is available	**51%**	40%	9%
Day of week available	**51%**	41%	8%
Wireless internet for students	34%	28%	38%
Whiteboards	33%	34%	33%
Proximity to your office	14%	44%	42%
Access to electrical outlets for students	13%	31%	56%

Experience with classroom technologies

	Am currently using or have used	**Have heard and would like to learn more**	**Have heard but not interested in using or learning**	**Am not at all familiar with it**
Document cameras	**61%**	16%	14%	9%
Remote pointers to advance slides	**41%**	29%	25%	5%
Clickers	**28%**	22%	41%	9%
Recording tools such as Camtasia	**26%**	33%	30%	11%
Smart boards	20%	**45%**	21%	14%
Ability to control podium computer with	13%	**40%**	32%	15%

smart phone or tablet				
Web-based video conferencing	26%	**45%**	33%	10%

Use of instructional techniques – (in courses taught most often)

	Often	Sometimes	Rarely	Never
Lecture/presentation	78%	18%	4%	0%
Class discussion	56%	32%	12%	1%
Small group activities	49%	29%	14%	9%
Student presentations	16%	31%	20%	32%
Hands-on activities (labs, demonstrations, simulations)	37%	22%	22%	19%
Activities that require laptops, smart-phones, i-clickers, or other student technology	28%	19%	22%	32%

TEAL Classrooms: Active and Collaborative Teaching and Learning Resources

This page is your resource for links, papers, and other information about teaching and learning strategies for active and collaborative learning environments.
These environments are often referred to as **TEAL** (*Technology Enhanced Active Learning*), **ALC** (*Active Learning Classroom*) or **SCALE-UP** (Student-Centered Active Learning Environment with Upside-down Pedagogies) classrooms.

- **Introduction to the TEAL classrooms from Professor Bill McLaughlin (click on the title to open the video)**
  - **Introduction to the Videos**
  - **Creating Student Groups**
  - **Innovative Active Learning Activity Idea**
  - **Conclusion to TEAL Video**
- **Resources Shared with MSU TEAL Pilot instructors**
  (Note that some of these may be duplicated below under the specific institution where they came from)
  - **Guides, handouts, and references**
    - University of Minnesota **Active Learning Considerations** handout (PDF)
      - This handout is also on the web at: http://www1.umn.edu/ohr/teachlearn/alc/considerations/
        NOTE: The U of M has a number of excellent ALC resources, including an annotated bibliography, at: http://www1.umn.edu/ohr/teachlearn/alc/index.html, in the left hand menu.
    - "Flipped Classroom" **References** (PDF) from a 2012 POD conference presentation: "*Multiple Ways to "Flip/Invert" Instruction to Enhance Learning*", by Dr. Jim Eison, University of South Florida
    - **Notes from Dec 11** TEAL Instructors' Skype session with D. Langley, with plenty of tips and advice. (PDF)
    - Immediate Feedback Assessment Technique (IF-AT) cards that Business TBL presenters recommended are at: www.epsteineducation.com
    - **Group Testing** bibliography from Faculty Focus.
  - **Books and Videos** of interest:
    - **Books**
      - *Learner-Center Teaching: Putting the Research on Learning into practice*: Terry Doyle
      - *Cooperative learning in higher education*: Barbara Millis
      - *Facilitating Seven Ways of Learning:* Davis and Arend
      - *Active Learning: 101 Strategies to Teach Any Subject*: Mel Silberkman
    - **Videos**
      - http://www.youtube.com/watch?v=lfT_hoiuY8w (UofMinn's Inside Active Learning Classrooms video)
      - http://go.ncsu.edu/fctp-p (From NCState's Flipped Classroom Training Program - On the left at the bottom, click on "online" and then on the next page, in particular, see Module 1: #1 Watch Katie Gimbars video, #2: A look at Katies classroom documentary, and #3: Video Lecture Resources.)
  - **Articles**
    - Susan Dana's "*Implementing Team Based Learning in an Introduction to Law Course*" article (PDF), referred to in the TBL workshop.
- **Resources from Scale-Up / North Carolina State**
  - **"Scale-up" program**
    ("The purpose of this website is to share designs for state-of-the-art learning studios, teaching methods, and instructional materials that are based on more than a decade of discipline-based education research")
    Start here: http://scaleup.ncsu.edu/
- **Resources from MIT**
  - **TEAL** program description
    http://web.mit.edu/edtech/casestudies/teal.html
  - Papers and case studies
    http://web.mit.edu/edtech/casestudies/pdf/teal2.pdf
    http://web.mit.edu/edtech/casestudies/pdf/teal1.pdf
    http://www.nytimes.com/2009/01/13/us/13physics.html
    http://web.mit.edu/jbelcher/www/TEALref/fnlEditedLinks.pdf
- **Resources from the University of Minnesota**
  - YouTube video of an ALC : http://youtu.be/lfT_hoiuY8w ("Inside Active Learning Classrooms")

For more info contact Marilyn Lockhart (994-4555, lockhart@montana.edu).

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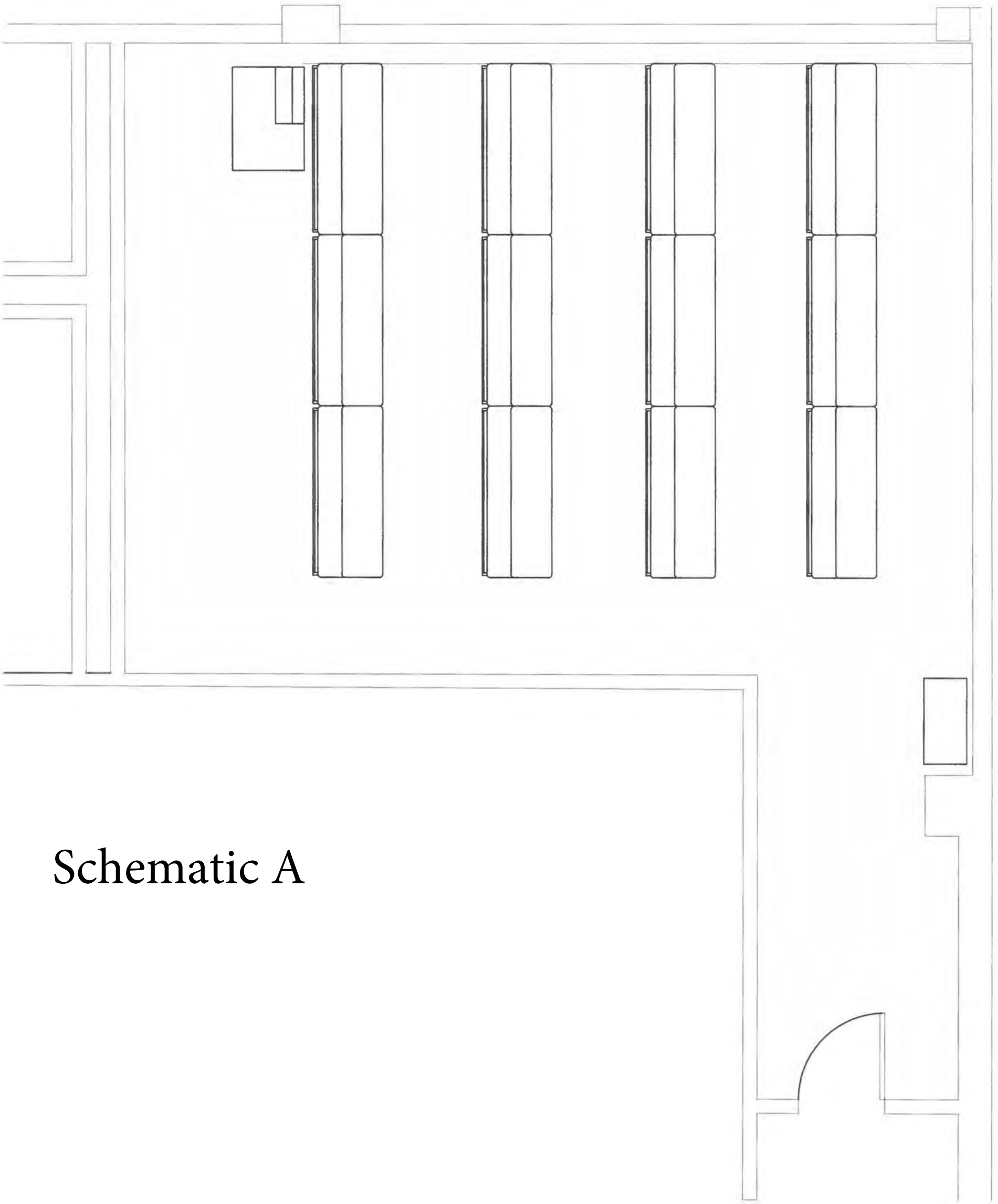
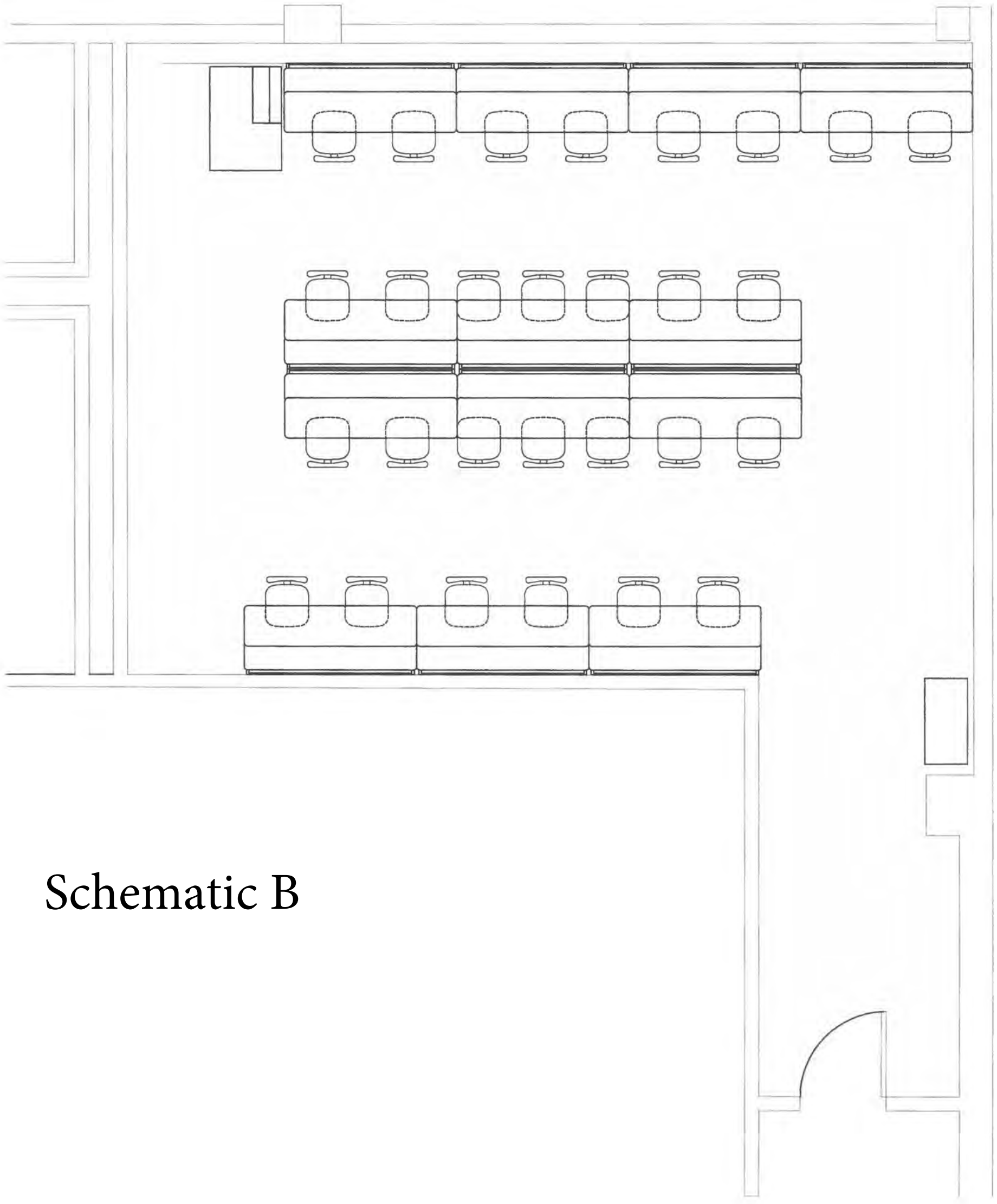
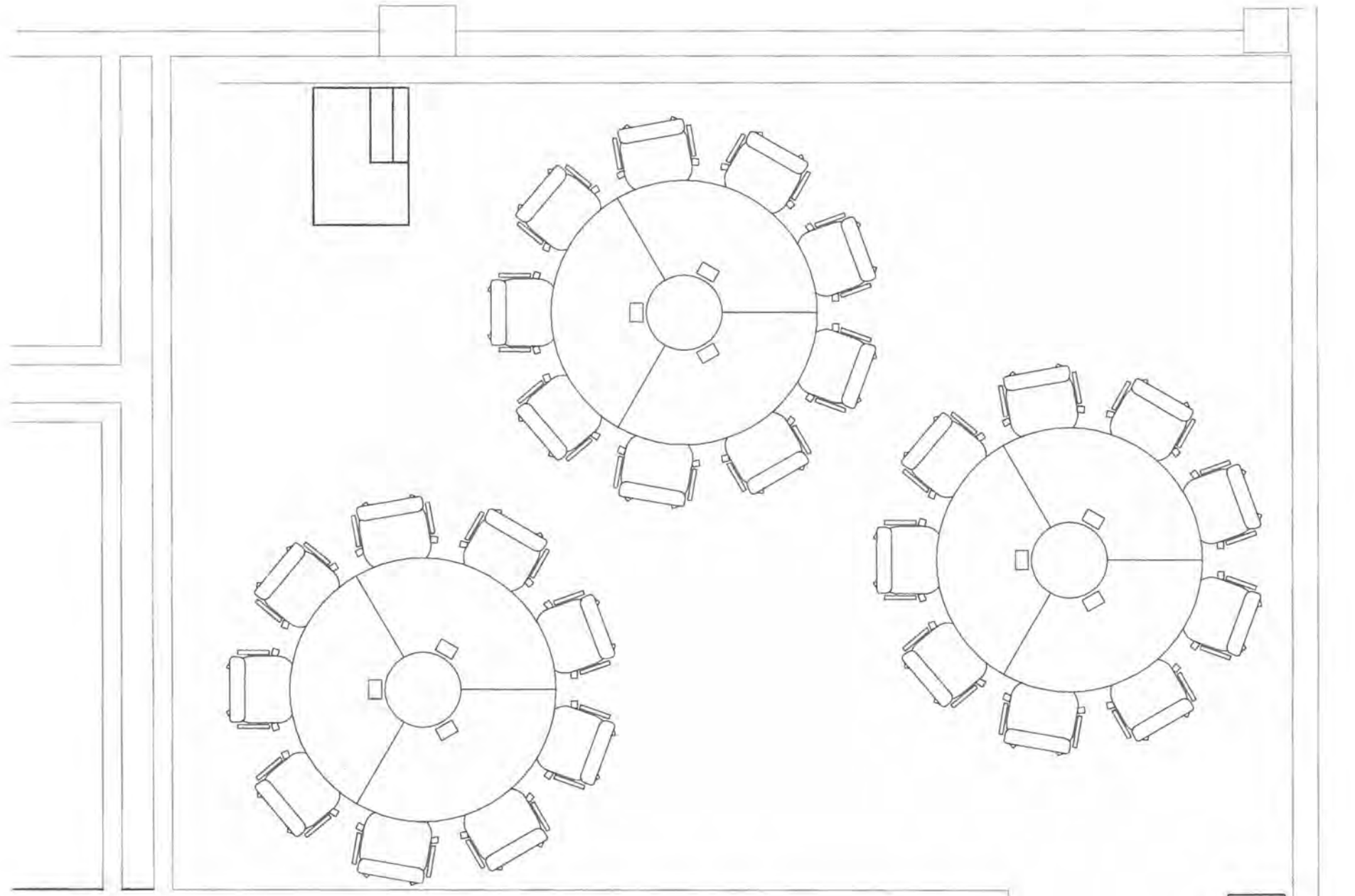


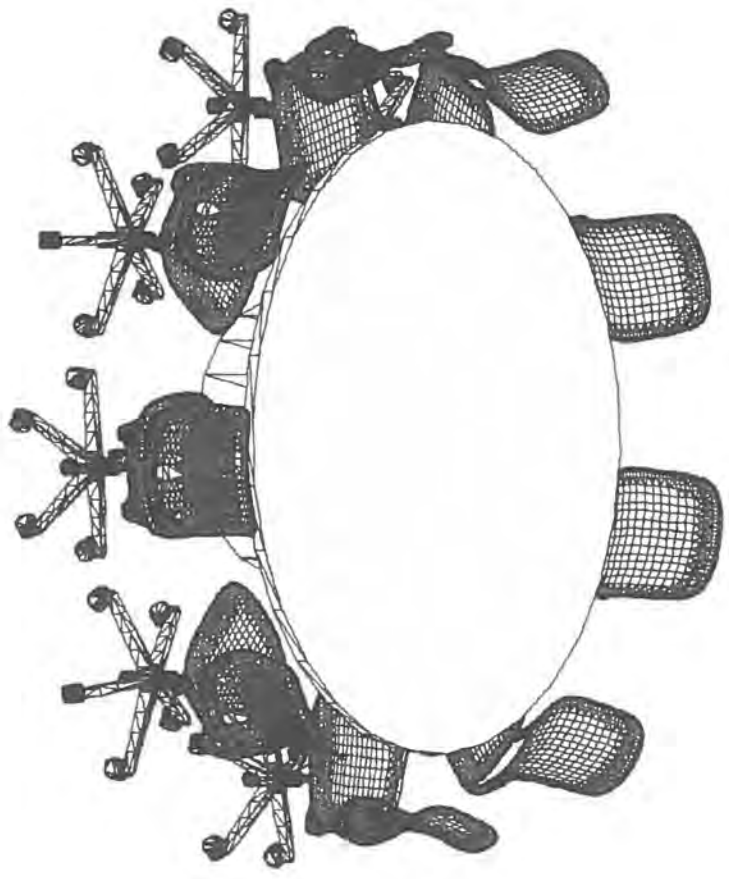
Schematic A

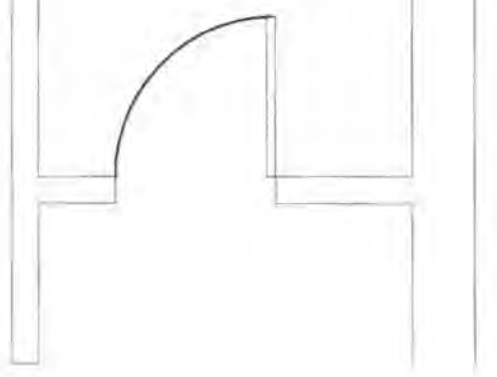


Schematic B

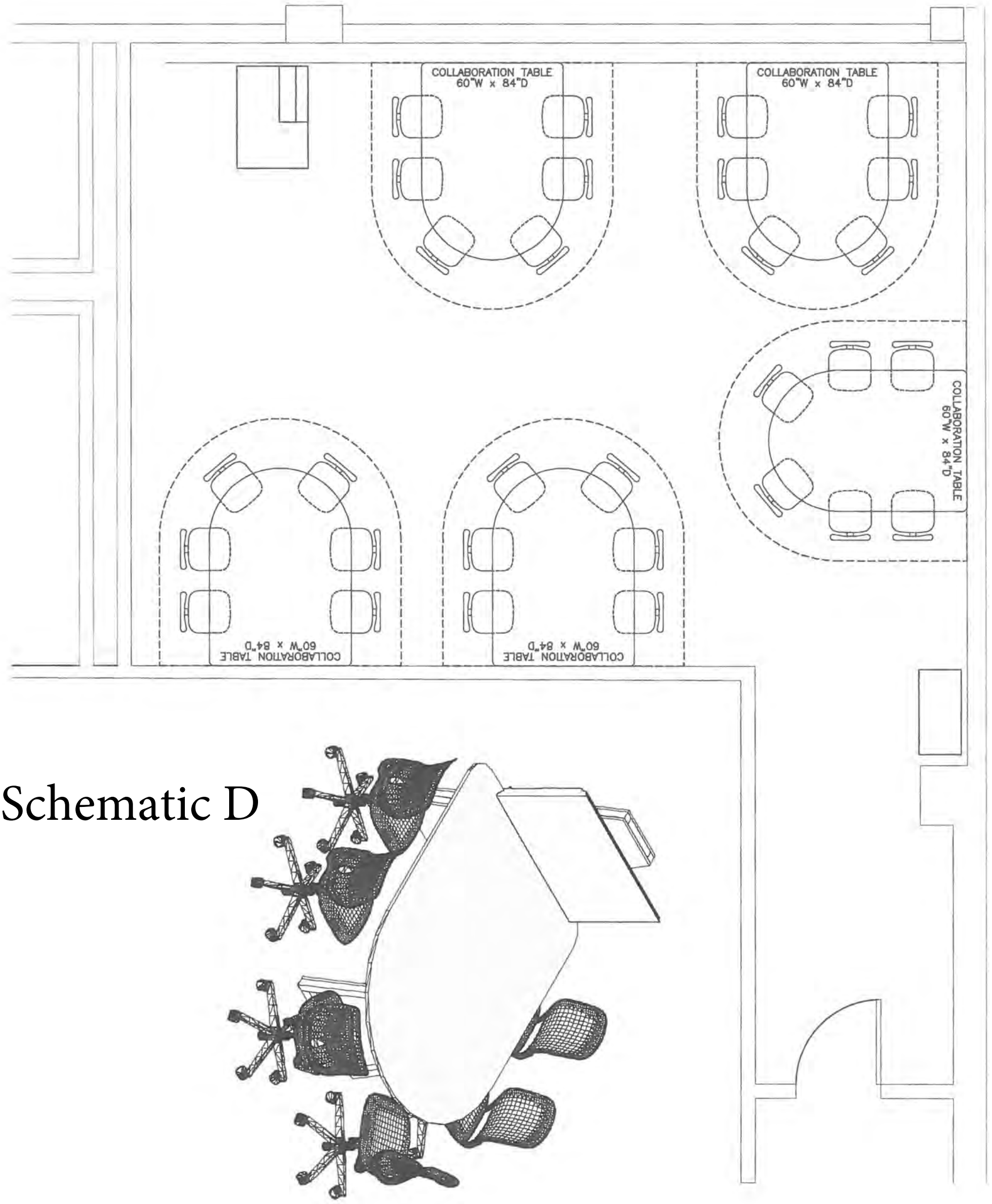


Schematic C





Schematic D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