

**Title of Session:** Targeting Librarians - Learning Spaces

**Moderator:** Lesley Farmer

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Room: Cybrarians Group

**LesleyF:** Hi, James. Here to talk about library learning spaces, and the impact of tech?

**JamesAG:** Yes I am

**DavidW** waves to Lesley

**LesleyF:** So while we're waiting a couple of minutes, please introduce yourself. I coordinate the librarianship program at Calif. S. U. Long Beach.

**LesleyF:** Hi, David. We're introducing ourselves as we get started.

**BJB2:** I teach remedial communication in Pennsylvania

**JamesAG:** I teach at Gilmour Academy outside of Cleveland, O

**DavidW:** I work with teachers helping them learn more about educational technology. I'm in New Jersey, near New York City

**LesleyF:** Super. so what attracts you to this topic?

**BJB2** smiles. I'm a Lesley groupie!

**DavidW** is always interested in libraries, real and virtual

**JamesAG:** We are just beginning to plan an update of our library space and want to learn how to better incorporate technology.

**LesleyF:** So it sounds as if there's practical and more general interest -- that's useful.

**EmilyW** joined the room.

**BJB2:** hi, Emily.

**DavidW** waves to Emily

**EmilyW** waves hi

**LesleyF:** Certainly schools are starting -- in some cases -- to see that space needs to be

changed if learning is to change. An obvious example of that was in the 1960s with more project-based learning. In some cases, the library was literally in the center of the library (hub): an open space branching out to learning "pods." Perhaps you've read about it?? Or experienced it as a child?

**LesleyF:** hi, Emily, we're just starting to talk about learning spaces. Want to say a sentence about what you do and why you're interested in this topic?

**DavidW:** In high school (for me in the 70s) our school library was officially the "Resource Center"

**LesleyF:** and how did it look?

**DavidW:** stacks with books, lots of tables - in some ways a rather conventional library

**JamesAG:** My school was an older building with traditional stacks and an open space in the middle.

**DavidW:** We were fortunate to have easy access to videotaping equipment which we used as much as we could

**LesleyF:** and when Back to Basics teaching/learning returned, often those same spaces were re-walled.

**EmilyW:** I am not really sure what this topic is about, but I haven't been to TI sessions in awhile and so I decided to come, and I am a TI helpdesk volunteer

**LesleyF:** In today's world, learning spaces has broadened its meaning: it's not limited to physical space. What do you think.

**BJB2:** I agree about learning spaces...that was one of the reasons I was interested in coming to the session...to see what the definition would be

**LesleyF:** As early as the 1990s (and a bit before), there was the phrase learning environment. The idea was that teachers/librarians would set up the CONDITIONS for learning (resources and structure) for students to explore -- early constructivist approach to learning. Given the tools, students could have more choices on ways to engage in their educational environment.

**LesleyF:** Learning spaces is similar, recognizing how the use of space impacts learning.

**DavidW:** A space where people want to be is crucial for learning - whether it is real or virtual

**LesleyF:** The aha (which is sort of duh) is that learning spaces occur in classrooms, libraries, AND in halls, lunchrooms, parking lots, etc. Where people congregate.

Learning occurs formally and informally.

**LesleyF:** Exactly, David. Not only are the four walls porous (or unnecessary), but even the physicality isn't required.

**LesleyF:** Even in cyberspace there are sort of walls -- we aren't bumping into a group who is learning the mechanics of shotguns, for instance.

**EmilyW:** the internet (and computers even before the internet became big) have opened up new spaces for learning

**LesleyF:** Tapped In has itself several areas for different learning experiences.

**LesleyF:** That's right, Emily. And we can organize ourselves/structure the setting to shape the learning.

**LesleyF:** For instance, in Tapped In we tend to use chat and web for communication/T/L. (teaching/learning) rather than VOIP.

**LesleyF:** The nature of the space, the structure, the resources shape learning in any event.

**LesleyF:** For instance, a bathroom setting lends itself to different learning/communication than a lecture hall.

**BJB2:** text chat also creates a visual vocabulary sub-learning space

**LesleyF:** Something as simple as the presence of tables vs. chairs, movable vs. nailed down chairs, theater vs. circle seating all impact learning.

**LesleyF:** right, BJ. The presence of icons, etc. too. Thought bubbles, and so on. So even the protocols impact our T/L.

**LesleyF:** The advent of social networking as a BIG DEAL has impacted discussion about learning spaces. The emphasis is now on INTERACTIVE spaces -- or spaces (virtual or physical or a mix) that facilitate such interaction.

**LesleyF:** What do you see as examples of this?

**BJB2:** wikis and blogs

**JamesAG:** The most obvious one at the moment is TI. We are spread across a continent discussing the same topic.

**LesleyF:** say more about TI in terms of space

**BJB2** cheers for James

**DavidW:** The WebHead community (ESL teachers) meets here on Sundays and that group is spread throughout the world

**LesleyF:** right -- so the space for learning reconfigures physical space figuratively

**LesleyF:** it reassembles people virtually

**LesleyF:** How about some examples in a physical space?

**EmilyW:** sometimes people bring groups here to learn about TI in a physical space, but they are logged in at TI, either one person or the whole group

**LesleyF:** So in that example, Emily, physical and virtual are sort of like Alice and the looking glass as one type of space flows into another type of space. right?

**JamesAG:** Our primary computer lab is configured so that all screens face a central point for easy supervision by the teacher. The irony is that when the students are interacting with each other online, their backs are to everyone else in the room.

**SusanR** joined the room.

**LesleyF:** Hi, Susan.

**SusanR** waves

**BJB2** nods to James.

**LesleyF:** So what I'm noting is that the physical nature of the room facilitates online links and diminishes physical connections.

**JamesAG:** well said!

**LesleyF:** You're also pointing out the impact of supervision on learning -- which may differ from teaching (it should contribute to the CONDITIONS for learning...)

**SusanR** . o O ( interesting )

**LesleyF:** so interactive learning can occur F2F and virtually -- with a melding of physical and learning spaces.

**LesleyF:** I saw an interesting example of T/L where students video conferenced with another site -- group and group.

**LesleyF:** In that way communication was facilitated in both spaces almost seamlessly.

**JamesAG:** What would be the practical implications of all this for a library space?

**LesleyF:** In Educause's book Learning Spaces (I'll show you the URL soon), the editor outlines key features of effective learning spaces: flexibility, decentralization (so spaces can differ based on need), ergonomic comfort, stimulating to the senses, ubiquitous tech.

**LesleyF:** So, James, that video conference would be useful for virtual trips via the library, cross-age/cross-school collaboration and T/L, social studies learning about different cultures...

**LesleyF:** Students could be researching weather, biomes, cultural patterns, comparative education, etc. by talking with counterparts elsewhere.

**JamesAG:** I'm sorry. I didn't mean to get you off-track with my question. I am liknig where the discussion of learning spaces is going.

**LesleyF:** SO, libraries need to provide physical spaces that facilitate interactive learning: flexible furniture, whiteboards/Smartboards for group discussion/sharing, videoconferencing space, differentiated spaces for individual and group work, mix of formal and casual furniture (for red reading vs. research), pervasive tech presenc e, flexible service centers.

**LesleyF:** The virtual space of libraries expands its use: web tutorials, e-reference service, online repositories of learning objects, webliographies...

**LesleyF:** A big push has been for information commons with academic services placed near each other.

**LesleyF:** The idea of a library commons is well described in Henning's report. Ready for the URL?

**JamesAG:** yep

**LesleyF:** [http://jhenning.law.uvic.ca/final\\_report.html](http://jhenning.law.uvic.ca/final_report.html)

**LesleyF:** It's Canadian and focuses more on university libraries, but can be transferred to K12.

**LesleyF:** Take a few minutes to look at it and tell me what you think.

**JamesAG:** I like the document. It provides an outline for much of what we must consider and certainly has suggestions useful for a k12 setting. His references will be helpful, too. He does mention a "Gleanings" section that I cannot find.

**LesleyF:** The "biggie" on learning spaces is Educause's publication, which has some good breakdowns: [http://www.educause.edu/content.asp?PAGE\\_ID=10569&bhcp=1](http://www.educause.edu/content.asp?PAGE_ID=10569&bhcp=1)

**LesleyF:** Take a peak at the chapter headings. This session is being archived; BJ can detail that process...

**BJB2** . o O ( archives are at [www.tappedin.org/transcripts](http://www.tappedin.org/transcripts) )

**BJB2:** this edited script will be available at that location in about one week

**SusanR:** Are these visions being implemented in libraries today?

**LesleyF:** glad you asked, Susan. Yes. Here are some beginning ways:

**SusanR:** Classroom spaces should have the same vision

**LesleyF:** yes, indeed, Susan. COWs (carts on wheels with laptops), more learning pods so small groups of students can link online, learning screen systems with circular work areas, production/project areas, flexible seating, wall space for sharing/displaying

**JamesAG:** The Educause book does look great. I especially like the chapters on specific places.

**LesleyF:** Library-specific ideas include movable reference desks/bars (sort of like a cocktail bar approach), movable listening areas, wifi.

**LesleyF:** Here are some specific URLs about new library learning spaces/commons...

**LesleyF:** <http://usc.edu.au/University/Library/Services/IC/>

**LesleyF:** <https://kb.osu.edu/dspace/bitstream/1811/202/1/Learning+Group+report.ppt>

**LesleyF:** <http://wwwlib.murdoch.edu.au/about/news/common.html>

**LesleyF:** peer a bit

**JamesAG:** The Ohio State site seems to be a dead end.

**LesleyF:** Here's a better URL for the PPT:  
<https://kb.osu.edu/dspace/bitstream/1811/24785/2/Crit%20Stuart%27s%20ACRL%20presentation.pdf>

**LesleyF:** and <http://library.osu.edu/sites/renovation/>

**LesleyF:** One element that's usually noted in learning spaces is the idea of personalization: people being able to make their mark on the space they use -- more positive than graffiti...

**LesleyF:** That can be done by displaying student work, making posters, having plants or stuffed toys (depending on age), creating a graffiti wall of book/magazine/web "testimonials", showing pix of students, etc.

**LesleyF:** It can be as easy as differentiated desktop screens or naming the workstations and printers.

**LesleyF:** other thoughts that come to mind from looking at these sites?

**SusanR:** Will the "book" disappear

**DavidW** smiles

**DavidW** . o O ( just what I was thinking )

**LesleyF:** well, the space for books might be less...

**LesleyF:** especially with the use of ebooks

**DavidW:** Is there a VALUE in physical resources

**DavidW:** Is it important to have a rare document or be a center for a particular set of resources

**LesleyF:** you might see more mini-collections -- differentiated space -- for different types of reading. That's done already: magazine/newspaper area, leisure reading, research area...

**LesleyF:** that's an interesting thought; it depends on the purpose of the document or collection

**JamesAG:** For me this is where the digital immigrants/digital natives divide kicks in. I am definitely more comfortable with a book in my hand but I know that most students don't feel the same way.

**LesleyF:** well, this notion of library learning spaces certainly resonates with youth.

**DavidW:** well, I'm more comfortable if I'm reading the book. I'm more comfortable with digital version if I want to copy and paste

**LesleyF:** perhaps an analogy would be a NY apartment...

**LesleyF:** or a loft

**LesleyF:** yes, physicality is very important -- the social nature of physical space is one of the big impetuses for this topic. How do we make learning within a space social and

productive?

**JamesAG:** From my perspective, we have social...how do we make it productive?

**LesleyF:** Having books around elicits a certain atmosphere. Too many youth do not grow up in a space with lots of books. It can be intimidating -- or like going to a candy store for the first time.

**LesleyF:** the structure of the space is what impacts productivity: spaces for group learning, spaces for individual reading, spaces to create posters or videos.

**LesleyF:** the tech part needs to be woven into these spaces in a "natural"/task-appropriate way.

**JamesAG:** I can definitely see that.

**LesleyF:** SO to keep you going on this topic, I just happen to have uploaded two files on learning spaces: CSLAlearningspaces, seen in the features files area of this cybrarian "space." do you see them?

**DavidW** nods

**LesleyF:** You may download/read/use them -- for individual use. The report was done for CSU Pomona.

**LesleyF:** You can share the URLs as long as you credit me; they're not fancily done...

**JamesAG:** Thank you!

**LesleyF:** And what have you learned from this session?

**LesleyF:** What's your takeaways?

**BJB2:** integration is social, physical, and curricular to create a learning space that meets all the needs of the learners

**DavidW:** Creating learning spaces will involve combining physical resources with virtual ones

**LesleyF:** good!

**JamesAG:** Thank you!

**BJB2:** thanks, Lesley. Same topic next month?

**LesleyF:** What interests you folks? I was thinking about the management of digital assets



**JamesAG:** I've learned that the creative use of space is fundamental to the effective use of technology.

**LesleyF:** yes, indeed, James

**LesleyF:** hi tech hi touch

**LesleyF:** we're not ready to be borgs yet

**SusanR:** Designing spaces for effective learning

**LesleyF:** and the spaces -- and tools -- have grown

**DavidW:** and will continue to evolve rapidly

**SusanR:** New approaches for design and implementation

**JamesAG:** Digital assets would be a great topic! My school is also trying to develop a philosophy of technology investment.

**LesleyF:** ooh, I like the idea of a philosophy of investment; smacks of thinking ahead conceptually

**LesleyF:** OK, It's a go.. fine with you, BJ?

**BJB2:** yep

**LesleyF:** some good ideas today; thanks, folks

**DavidW:** Thanks for a great discussion, Lesley

**JamesAG:** Thank you very much!

**LesleyF:** hope to see you in this learning space again ...

**SusanR:** Thank you Lesley..

**LesleyF:** have a great month...