Understanding the academic library as an information literacy workplace

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September 18, 2017

DREXEL LIBRARIES

European Conference on Information Literacy (ECIL)
Saint Malo, France
18-21 Sept, 2017

Start with a core question:

What is essential in a designed informal environment for today's learners?

Today's propositions to explore

1. Library space is transforming into a learner's workplace.
2. The relationship of spaces and learning is an emerging field of inquiry.
3. Library spaces offer venues for assessing this relationship.

1. Library space is transforming into a learner's workplace.

Assumptions for designing space

DESIRED RESULTS OF TIME IN SPACE	EXPECTED ACTIVITIES ACHIEVE RESULTS	SPACE FEATURES STIULATE AND ENABLE ACTIVITIES
BECOME A LIFE-LONG LEARNER	ACTIVE LEARNING	MIX OF FURNISHINGS, TECHNOLOGIES, HUMAN CONTACTS

Library space as learners' workplace

Rethinking classroom
New Castle Grammar School
[left]

YouMedia space within
 Chicago Public Library   [right]

2. The relationship of spaces and learning is an emerging field of inquiry.

- Learning and Social Behavior: psychology, sociology, anthropology , neuroscience and machine learning
- Behavior and Environment: learning sciences, designers and architects, cognitive architecture [biopilia], cognitive and environmental psychology
- Teaching and Learning: education, assessment, instructional design
- Management: office space design, productivity, efficient performance, concentration, health in the workplace

3. Library spaces offer venues for assessing this relationship.

A. Student identify learning environments

B. Practitioners explore use of language to characterize space affordances

C. Researchers map video recordings to quantify learning activities in library space

Study A: Student identified learning environments

"Quiet space, lots of room, provides all needs for learning and is naturally lit"

Handschumacher Dining Center

"This place is not good for learning. Students can eat food here, they do not want to study here."

LeBow Engineering Center – 1st Floor

"This place is good for the break between classes, and if the class break is more than 1 hour, students can do their homework or other things. But, most time, students would like to have food here. Is not the good place for learning."

Study B: Language used to characterize space affordances

Nitecki, D. A. and Simpson, K (2016). Communicating the library as a learning environment . *Journal of Learning Spaces* 5 (2), 39-52. Retrieved from:
http://libjournal.uncg.edu/jls/article/viewFile/1318/969

Methodology and Research Design

1. Identified and used the Learning Space Toolkit taxonomy framework

2. Identified and coded quotes from a sample of descriptions of 25 library spaces

3. Estimated the extent to which established vocabularies used to relate learning and space describe contemporary library space designs

Conclusion

- Vocabulary about learning in formal learning spaces have applicability to library spaces
- Focus and Collaboration are most frequently associated concepts communicated as relating learning to library space
- Several concepts from library space design add to associations of learning and space
- Framework of affordances add meaning in taxonomy

Study C: Quantify learning activities

Johnson, W. M.; Nitecki. A.; Khoo, M. J., Ronak Nathani, R.; and Swaminathan , S.R. (2015) *Peer Engagement as a Common Resource: Managing Interaction Patterns in Institutions*. Report from the Recipients of the 2014–2015 Perry Chapman Prize, Society for College and University Planners.

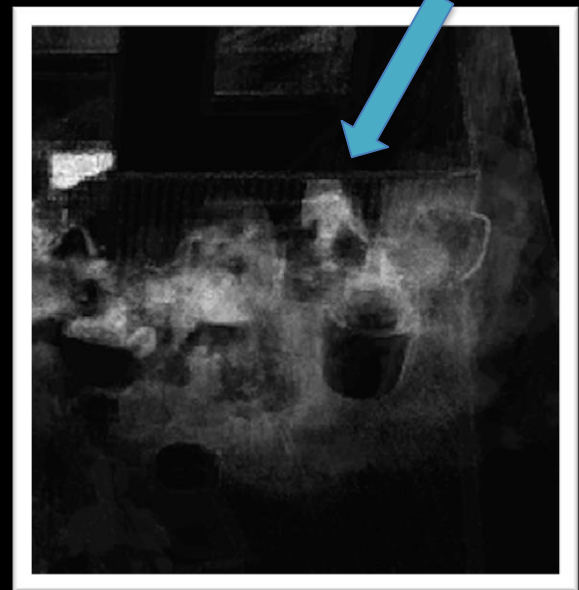https://www.scup.org/page/resources/books/peacr

Methodology

Insight:

Data enable us to relate behaviors with space type

"Cloud"

"Halo"

Areas for further research

- New theoretical framework

- Standard methodologies

- Guidance on how to behave

End with a question

Is there value to establish a research agenda for further understanding of the relationship of informal learning environments and becoming life-long learners?

Merci beaucoup – Thank you very much

Reactions are welcome at ECIL 2017

But please continue the conversation

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