

INNOVATIVE SPACES IN ARL LIBRARIES:
RESULTS OF A 2008 STUDY

SUBTOPIC: CLASSROOMS, WORKSHOPS, INSTRUCTION

The Innovative Spaces survey produced 98 instances of special or noteworthy projects being supported in ARL libraries. A comprehensive PDF file of these projects can be found at <http://www.arl.org/bm~doc/innovative-spaces-2009.pdf>, arranged alphabetically by institution.

In order to assist readers with focused interests, 17 “subtopics” have been assigned that group only those survey responses that relate in whole or in part to that topic. This report contains survey responses that touch on the subtopic that is identified above.

For readers who would extract information not covered by the subtopics, key word searching can be applied to the comprehensive list.

Subtopics:

Branch & Subject Libraries
Café / Refreshment
Classrooms, Workshops, Instruction
Collaboration
Digital Centers
Faculty Development
Faculty / Graduate Student Spaces
Flexible, Malleable Spaces
Galleries, Art, Exhibits, Performances, Events
Literacy Instruction
Multimedia
Presentation Practice
Technology Support
Tutoring & Peer Support
User-centered Programming of Spaces
Videoconferencing
Writing Support

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ARIZONA STATE UNIVERSITY LIBRARY

Classroom “flattened” to create a more flexible, technology-enabled learning environment.

The Library Instruction room was given an upgrade in Fall 2007. New projectors, new furniture configurations, and new computers were added. Projectors are now on both ends of the room, along with screens, and desks are arranged in pods, assuring that there is no "front" or "back" of the room, granting all students "equal" access to their instructional materials and their instructors. We also upgraded the instructor's equipment, including a wireless mouse and keyboard. Targeted audience was all students coming to the building for information literacy instruction.

Indicators of success:

- positive faculty and student feedback
 - external visitor jealousy
 - positive library staff feedback
-

UNIVERSITY OF BRITISH COLUMBIA LIBRARY

Immense learning complex serves both university and province.

The Irving K. Barber Learning Centre, University of British Columbia Library: 200,000 square feet of new space and more than 46,000 square feet of renovated space. Phase 2 opened in winter 2008. The complex includes:

- innovative learning spaces, including a 157-seat theatre - new technologies, flexible furniture to support large and small space work;
- breakout rooms;
- new spaces for the rare books collections;
- an array of seminar / study rooms and classrooms, for groups ranging from 6 to 110 people
- support for onsite webcasting and video-conferencing capabilities
- simulation and gaming technologies for learning support
- office and study spaces for Arts One, Science One and Coordinated Arts Programs
- labs and offices for UBC's School of Library, Archival and Information Studies
- offices and other facilities for the university's Centre for Teaching and Academic Group (TAG)
- media commons -learning commons -many different study corners (beautiful spaces).
- Chapman Learning Commons offering learning support, services, and programs for writing & research, study skills, multimedia software, and tutoring support. <http://www.library.ubc.ca/clc/>
- <http://www.ikebarberlearningcentre.ubc.ca>

Indicators of success:

- space filled with people since day 1
 - the Chapman Learning Commons was filled as soon as it opened.
-

UNIVERSITY AT BUFFALO, SUNY, LIBRARIES

New classrooms envisioned to better accommodate information literacy instruction.

The University Libraries are currently planning and soliciting funding for the creation of two new, hands-on, state-of-the-art computer classrooms in library spaces. The classrooms will be for the use of librarians teaching credit-bearing and course-related information literacy sessions, and will be managed by the Libraries. We envision two rooms, each seating 50-60 students, equipped with laptop computers, projection systems and movable furniture and room dividers to accommodate large and small groups. The need for these classrooms arises from factors related to the nature of course-related information literacy sessions - which are often one session scheduled in a short timeframe of one to two weeks - and a general shortage of hands-on computer classrooms on campus. The ones in existence are booked for entire semesters, and are generally not available for one-time use. The current Libraries' classrooms are too small to accommodate most class sizes. <http://ublib.buffalo.edu/libraries/ext/LearningLab.pdf>

Indicators of success:

- Increased usage
 - Greater flexibility
 - Positive learning experiences for students
-

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Classroom to provide flexibilities for learning moments.

The UCI Libraries are beginning to plan for a new flexible high-tech classroom. Although we are still in the early stages of planning, we hope to incorporate a number of innovative elements including flexible seating that can be quickly reconfigured for a variety of group and lecture based instruction sessions. This would include the ability to relocate the instructor's podium and projector depending on the type of instruction taking place. In addition, we plan to incorporate technology that allows students or groups to display their work on several large plasma screens located on the walls of the classroom.

Indicators of success:

- Positive user feedback.
 - Incorporation of new technology and space flexibility into library instruction
-

UNIVERSITY OF CALIFORNIA, SAN DIEGO, LIBRARIES

New classrooms increase attendance at library instruction sessions.

Two new teaching classrooms: a laptop classroom; a standard classroom. Both are wireless, etc., as well as a new presentation practice room. Classroom policies - tinyurl.com/29mt4p presentation practice room - tinyurl.com/2yww2n

Indicators of success:

- Increased attendance at Library classes.
 - Positive feedback from class evaluations.
 - Increased suggestions for additional class topics.
-

UNIVERSITY OF CHICAGO LIBRARY

New training and instruction classroom capitalizes on technology and re-configurability.

The Kathleen A. Zar Room, honoring the late director of the John Crerar Library, is a renovation of the Library's former Microforms area into a technology-equipped classroom. Existing glass partitions already separate the room from the general reading area. New window shades have been installed to provide privacy and decrease light glare during presentations. The existing tables and chairs were replaced with easily reconfigurable furniture. A screen and whiteboard were added to the walls. Two projector carts and a flat panel display provide multiple viewing options. The room is intended for both formal training and instruction by Library staff and faculty as well as informal group study space for students. The Zar room is also a venue for a speaker series.

Indicators of success:

- Evidence of informal use of the space
 - Positive user feedback
 - Faculty requests to use space for instruction
-

UNIVERSITY OF CHICAGO LIBRARY

Remodeled classroom improves flexibility; doubles as student collaboration space.

Room 207 in Joseph Regenstein Library (JRL 207) was a glass-walled room seating 15-20. The room could be reserved by faculty for seminars, and was otherwise available on a first-come first-serve basis for group study. After surveying the Library's Outreach and Instruction Committee, and all faculty who had recently taught in JRL 207, the Library decided to remodel the space into a technology-equipped classroom. A ceiling-mounted projector, speakers, and a retractable screen, wall whiteboard, and privacy shades were installed. An audiovisual station in the south closet contains a multi-region DVD player and audio/video inputs for a laptop. New tables and chairs provide more flexible arrangements. To increase room capacity (a request of some faculty), the Library added soft seating in the east alcove behind the door for another 3-4 students. The room is intended primarily for faculty teaching, with a secondary purpose providing space for collaborative student work involving multimedia (e.g., watching assigned film clips).

Indicators of success:

- Faculty bookings of space for teaching
 - Evidence of informal use by students on evenings/weekends
 - Positive user feedback
-

COLUMBIA UNIVERSITY LIBRARIES

Digital humanities center provides consolidated service with specialists for scholar support.

In the Fall 2009 the Libraries plan to open a Digital Humanities Center in the Butler Library, the University's main Humanities and History Library. This Center will be a counterpart to the Social Science Center and to a comparable space to open in the new Science Library in 2010.

Functions to be included are:

- identification of relevant information resources in all formats
- fullest effective use of such resources (which often have powerful advanced search and manipulation features) and the extraction of data from them
- creation of new digital content in all formats (both through the transformation of pre-existing print and analog material or the production of original material)
- editing and markup of digital content
- close study, annotation, and analysis of digital material
- incorporation of digital resources into writing or other scholarly production
- assembly and management of digital material in personal collections

- collaboration with colleagues in a variety of research and instructional activities · communication of digital scholarly content and research results, both to fellow researchers and to students
- storage of digital content
- formal training on the aforementioned resources, tools, and techniques, both in a classroom setting and in self-paced tutorials.

Indicators of success:

- steady and growing use
- users asking for more capabilities and support
- users recommending center to others

UNIVERSITY OF CONNECTICUT LIBRARIES

Classroom built as interactive learning space.

The Undergraduate Research Classroom (URC) was developed to provide an interactive learning space for information literacy. This 22 workstation collaborative space incorporates an instructor console which features a symposium to provide a dynamic demonstration of library resources and includes clickers to engage students with on-the-fly assessment of the comprehension of information literacy concepts within an immersive learning environment.

Indicators of success:

- All Freshman English courses utilize the Undergraduate Research Classroom for Information literacy instruction
- Positive feedback from faculty and students

FLORIDA STATE UNIVERSITY LIBRARIES

Faculty and graduate research center services informed by user population.

The Scholars Commons is a renovation of the ground floor of Strozier Library providing a collaborative teaching, learning and research space for FSU faculty and students. It opened in Fall 2008. The target audience is FSU faculty and graduate students, and available for undergraduates seeking primary sources and quiet research space. The Center is primarily a lab for faculty in the humanities, facilitating interaction with primary source materials and for the libraries to engage all users in the value of primary sources. The Center includes research consultation spaces, a reading room, a classroom, conference rooms, presentation practice rooms, a large presentation space, multimedia equipment and support, and primary source collections. Our most significant innovation in this space is that after making many decisions for collections, services and

staffing based on what we thought users would want...we took the time to visit every academic department on campus to gather qualitative data on the collections and services they wanted in the spaces. As our insight and understanding increases over time, accommodations will be made to service programming.

Indicators of success:

- Results of ongoing assessment so the space is in a continuous improvement cycle
- Positive feedback from faculty graduate students that this space is meeting their needs
- Usage statistics

FLORIDA STATE UNIVERSITY LIBRARIES

User-centered assessment techniques render a vision for undergraduate commons.

We are renovating the first floor of Strozier Library to create a high-energy, experience-rich space for students and faculty. The space may include multimedia computing, research stations, classroom, exhibit spaces, meeting spaces, individual study spaces, information stations, popular video and book collections, writing and computing assistance, subject tutoring, assistance for patrons with special needs, programming, circulation services and more. We have also established this space as 24/5. Inspired by Rochester's and Minnesota's qualitative research, we embarked on an ambitious agenda of information gathering that provided programming answers for the heart of this space. We have committed to create a user-designed space -- no matter how comfortable or uncomfortable the data may make us. That is how we are innovating. Our space, services, staffing will all be shaped by what users tell us--not by what we assume or by what we want to give users. In this way, we will never be finished building this space, it will be a dynamic, (r)evolutionary space.

Indicators of success:

- Results of ongoing assessment so the space is in a continuous improvement cycle
 - Increased retention
 - Usage statistics
-

GEORGETOWN UNIVERSITY LIBRARY

Multimedia room and production studio supply state-of-the-art facilities for digital media.

a) The Picchi Multimedia Room has gone through several modifications and improvements since it was first created in 1997. In the last couple of years, all of the computers were upgraded to iMacs, a batch slide scanner and \$3000 test scanner, numerous flatbed image scanners, and the most up-to-date software packages for media development (CS3 suite and Final Cut Studio) were added. Last year we decided to keep this space open to all Georgetown users 24 hours a day. It is also where we teach workshops and provide one-on-one consultation. In '06-'07 we taught 118 classes to 936 students in this space.

b) Editing Suites and Production Studio Editing suited with Mac desktop computers are available for advanced audio and video editing in a private, state-of-the-art environment.

The following resources are available: video editing with iMovie and Final Cut, Pro HD, DVD authoring with iDVD and DVD Studio Pro, and audio editing with GarageBand and Soundtrack Pro. The production studio can be used as studio space for video production or as a digital audio recording studio featuring industry-standard Digidesign Pro Tools software. Other amenities include a Yamaha keyboard and a Mackie control surface for hands-on operation of Pro Tools. All of these rooms are open to students, faculty and staff 24 hours a day.

Indicators of success:

- positive user feedback
- increase in workshop and usage statistics
- increase in projects completed in the space

GEORGE WASHINGTON UNIVERSITY LIBRARY

Reconfigurable classrooms accommodate individual instruction and learning styles.

In the past two years we have created 3 dedicated technology-enhanced classrooms. The most recent two are completely reconfigurable. The furniture can be easily rearranged to accommodate individual teaching styles; the classrooms can be separated or combined into a single large room; there are Smartboards on each end and a tablet pc for the instructor that can be easily moved so the instructor is not tied to a podium.

Indicators of success:

- increased usage--number of classes taught
 - positive user feedback (students and faculty)
 - learning outcomes (self-reported by students) from active learning applied in this space
-

UNIVERSITY OF GEORGIA LIBRARIES**Large-scale, collaborative learning center combines classrooms with extensive study environments.**

Opening in 2003, the Student Learning Center is the heart of undergraduate education at the University of Georgia. The SLC houses an electronic library and 26 classrooms. The library provides seating for 2,240 students with 500 workstations and 2,000 connections for laptops. Ninety-five group study rooms, a media presentation practice room, and a digital media lab are also available. The SLC is open 24 hours and is staffed with librarians and computer consultants. Information literacy instruction is offered in four advanced learning labs. The building promotes research and study. A non-circulating leisure reading collection containing classics and new works is also located in a traditional wood paneled Reading Room. Partnerships with two university divisions are facilitated through the sharing space in this building. Part of the University's classroom support unit, the Center for Teaching and Learning, resides here. The campus computer center also maintains staff in the building and supervises the student computer consultants. A coffee shop completes the list of amenities the facility offers.

<http://slc.uga.edu/facility.html>

Indicators of Success:

- Students "live" in this building, they have made it their own
 - Usage is very heavy throughout the semester; fy2007 boasted 2.25 million as the gate count.
 - Students and faculty are enthusiastic about the study and classroom space
-

UNIVERSITY OF GUELPH LIBRARY**Learning commons' peer helper programs provide wide-ranging support for student endeavors.**

The McLaughlin Library (building) has a very active Learning Commons, which integrates support for student learning by bringing together staff expertise in library research, learning and writing assistance, IT support, and support services for students with disabilities. The Learning Commons offers a wide range of peer helper programs, with students helping students through writing

assistance, study workshops, supported learning group sessions (modeled on the University of Missouri - Kansas City Supplemental Instruction program) and one-on-one teaching of IT skills. Modest renovations were made to the Library's first floor to create the Learning Commons in 1999. Annual renovations to the Library's main floor over the past eight years have expanded and enhanced the Learning Commons. Service desks for research and computing help, learning and writing services, the Library Centre for Students with Disabilities, a resource area, staff offices, and consultation rooms are located in close proximity to each other. Like other libraries, Guelph recognized the importance of social study space. Therefore, renovations have transformed the first floor of the Library, incorporating a snack and beverage service, group study space, and soft seating for socializing. Computer labs and larger rooms required for workshops and supplemental instruction are located throughout the Library as well as on the main floor. The following steps were taken to enable the transformation of the first floor:

1. compact shelving was installed in the basement level to reduce the footprint of the collection of government publications located there, allowing us to move our map collection from the first floor to the basement;
2. a large area of the second floor was reclaimed by removing print journals held electronically and reducing the amount of growth space for the declining number of journal titles we were still acquiring on paper;
3. the area reclaimed on the second floor allowed us to move several collections from the first floor, including our collection of AV materials and the equipment to use them.

Indicators of success:

- The cafe opened on February 20, 2008, so we have not yet had the opportunity to assess its impact. However, demand so far has been high.
- Positive user feedback

KENT STATE UNIVERSITY LIBRARIES

Collaborative Learning Space conforms to wall-less classroom.

This flexible learning space supports collaborative learning, and can be scheduled by a faculty member for regular class sessions. The area is in close proximity to the print collection and provides the opportunity for guided introduction to the use of materials. Teacher's workstation with computer, projector and document camera is available. Whiteboards are available. Area has wireless access. <http://www.library.kent.edu/tower>

Indicators of success:

- positive feedback from those faculty who have used it

UNIVERSITY OF MARYLAND LIBRARIES

Upgraded Non-print Media Services enhances technology, spaces, and support services.

The central audiovisual library at the University of Maryland, moved to a newly renovated space on the ground floor of Hornbake Library in the summer of 2005. The new space features two large media classrooms, five small classrooms or collaborative workspaces, and 88 custom-designed multimedia carrels equipped with a variety of audiovisual formats including video (VHS, DVD and laserdiscs) and audio (cassette, CD and MP3) Dial Access and UMDigital Collections. Facilities are also available for 'legacy' formats such as 16mm film and U-Matic video. Wireless computer access is available on the entire floor. The new space is described in detail in *College & University Media Review*, Spring/Summer 2006, Vol. 12, No. 2, pg. 47-60. 'Nonprint Media Services Library at the University of Maryland,' by Allan C. Rough. <http://www.lib.umd.edu/NPRINT/nprint.html>
http://www.outlook.umd.edu/search_article.cfm?id=1950
http://www.lib.umd.edu/giving/06_illumination_web.pdf (see pages 10-11)

Indicators of success:

- Increased usage by students and faculty
- Positive user input, especially from faculty
- Positive recognition by peer institutions as a model space

UNIVERSITY OF MARYLAND LIBRARIES

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-

MC GILL UNIVERSITY LIBRARY

Cybertheque zoned to accommodate diverse learning styles in open landscape.

Cyberthèque blends a diverse range of studying and learning spaces for groups and individuals, various technology and multi-media installations, and timely assistance in accessing and using information. For the McGill Library, the Cyberthèque offers fresh opportunities to build on the essential teaching, learning and research support it provides for faculty and students at McGill University. The facility's zones include glassed-in group study pods and banquettes, quiet tables with or without computers for individual study, an e-classroom for information skills classes and programs, an assignment production area, a central information point dubbed the "genius bar", and casual study areas dotted with bright, comfortable lounges. The atmosphere is characterized by a fluid, functional distribution of spaces, coupled with subtle effects of colour, transparency and lighting. A 'green' design was also integral in developing the Cyberthèque, capable of accommodating 250 users on 125 workstations and additional seating for wired and wireless laptops.

The project was financed by student IT funds provided through the office of the Chief Information Officer as well as funds from donors and the Library's Operating Grant. The Cyberthèque reflects the emergence of a new type of academic library, geared towards meeting the reality of a largely digital world, and the diverse needs of a new, Internet-reared generation. Accordingly, library design has also changed, favouring multi-functional, user-centred facilities which contribute to successful information access and quality learning experiences. 'Libraries support a variety of experiences today,' said Janine Schmidt. 'Some students come to engage with knowledge; others to work on assignments with colleagues – they are accessing e-resources as well as borrowing books. The new Cyberthèque generates a sense of community, of being part of the wider world of knowledge as well as being a place to gain wisdom, inspiration and learning.'

<http://www.mcgill.ca/hssl/facilities/computers/cybertheque/>

Indicators of success:

- Use has been maximized within a short period of time.
 - Seen as a model for other campus renovation projects, as well as new approaches to student learning.
-

MCGILL UNIVERSITY LIBRARY

Cyberthèque addresses various modes of learning.

The Cyberthèque is a library facility blending a diverse range of studying and learning spaces for groups and individuals, various technology and multimedia installations, and timely assistance in accessing and using information. It is comprised of:

- study pods with seating space for 10 people, a large viewing screen with a hookup for laptop, a DVD player, and a white board;
- Group study banquettes with white boards and large-screen monitors for laptop display;
- Electronic classroom;
- Individual productivity workstations;
- Quiet study areas.

<http://www.mcgill.ca/hssl/facilities/computers/cybertheque/>

Indicators of success:

- Use has been maximized within a short period of time.
 - Positive user feedback from all levels of users, but particularly at level of administrators.
 - Seen as a model for other campus renovation projects, as well as new approaches to student learning.
-

UNIVERSITY OF MIAMI LIBRARIES

Faculty “exploratory” focuses on exposure to and utilization of digital media for classes.

The Faculty Exploratory opened in late 2008. The space offers classroom and one-on-one instruction for faculty in the use of new media. Instructors include both librarians and digital media staff. Initial audience includes faculty who have been awarded new media teaching fellowships.

Indicators of success:

- Teaching and learning will be enhanced by faculty understanding and use of new media
-

UNIVERSITY OF MICHIGAN LIBRARY

Library Gallery showcases exhibits, programs, and personalities.

Even as technological advances make it easier to disseminate commonly held library materials through digitization and electronic publishing initiatives, we also seek to improve access to the unique and remarkable treasures held in the Library. The new Gallery in the Harlan Hatcher Graduate Library is a beautiful room with floor-to-ceiling windows facing Michigan's tree-lined diagonal, the center of the U-M campus. For forty years, this room housed a portion of the Library's technical services operation. Modifications in Fall 2007 transformed this space into a flexible exhibit area, a library-specific classroom, and venues for collaborative learning. Future renovations will create display space that is secure and environmentally appropriate for exhibits of materials from our Special Collections Library. The Gallery allows us to mount exhibits; host lectures, presentations, and traveling exhibits; and collaborate with campus and community partners. The resulting program of exhibits and events is designed to enrich the intellectual, educational, and cultural life of the University of Michigan campus and larger community. Examples of recent and future events in the Gallery include:

- "A Conversation with Steven Levy": Steven Levy, Senior News Editor at Newsweek, and Paul Courant, U-M University Librarian and Dean of Libraries, engage in a public conversation about the future of the book.
- "Letters to Sala: A Young Woman's Life in Nazi Labor Camps": This compelling collection of rare Holocaust-era letters and photographs is part of The New York Public Library's Dorot Jewish Division.
- "Whose Story Is It: How an Archive Was Transformed into an Exhibition, a Book, a Play, and a Documentary Film": This special program and reception features Jill Vexler, New York Public Library curator, and Ann Kirschner, Sala's daughter and author of "Sala's Gift".
- Russian Caricature Exhibit: This exhibit highlighted Russian caricature drawings from the 19th and 20th centuries.
- Frances Kai-Wha Wang, Diversity Brown Bag Series: Public presentation by Ms Wang, Chinese American storyteller writer, sponsored by the Library Diversity Committee.
- College of Pharmacy Student Presentations: Public review of poster presentations designed by College of Pharmacy students.
- "1968": This exhibit highlights materials from the Special Collections Library's renowned Labadie Collection.

<http://www.lib.umich.edu/spec-coll/>

Indicators of success:

- Attendance at events is high; so is student use of collaborative space.
- We receive highly positive feedback on the space and the programming to date.
- Other campus units are approaching the library for use of the space and to collaborate with us on programming for the space.

BIBLIOTHÈQUES DE L'UNIVERSITÉ DE MONTRÉAL

Information Commons sustains mixed environment targeted to students.

Although information commons have been around for several years now, it is still a good example of combining space and technology for teaching and learning. At Université de Montréal, we have two existing information commons (one in the Social Sciences and Humanities Library and one in the Health Sciences Library), and a third launched in winter '08.

Targeted audience: Although not limited to any category of users, information commons are aimed at students more than at faculty. Services and resources offered:

4. For individual work: Computer stations with access to catalog, databases, Internet and a variety of productivity software (MS Office, Acrobat, image manipulation, web page editor, etc.). Possibility of reserving workstations - Wireless access for laptops - CD writers - Scanners (text, slides) - Printers (b&w and color) - Projector - Photocopiers
5. Group study rooms on site
6. Group instruction lab via workshops
7. Help available on location: One computer technician is available to help students with use of computers and software. Websites (in French)
 - a) Information Commons of the Social Sciences and Humanities Library: <http://www.bib.umontreal.ca/SS/carrefour/index.html>
 - b) Information Commons of the Health Sciences Library: <http://www.bib.umontreal.ca/SA/carrefour/default.htm>

Indicators of success:

- use of the facilities and equipment
- use of the technical support services offered in the facilities
- staff and students' feedback

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL LIBRARIES

Video/audio editing suite supports digital media creation and re-purposing for students and faculty.

The Digital Media Lab, also located in the House Undergraduate Library, offers an array of audio and video editing software and hardware to assist faculty and students with projects ranging from the integration of birdcalls into an online course to the development of a documentary short film. Trained assistance is always available and both online tutorials and hands-on classes provide an introduction to both the hardware and the software available.

<http://www.lib.unc.edu/house/mrc/pages/mediaLab/>

Indicators of success:

- Increased usage
 - Positive user feedback
 - Anecdotal evidence of integration into academic coursework
-

UNIVERSITY LIBRARIES OF NOTRE DAME**Classrooms improved with technology.**

Upgrades to existing instructional facilities to include SMART Boards, wireless laptops, keyboards & mice, and audience response technology (clickers).
<http://www.library.nd.edu/instruction/resources/HesburghLibraryInstructionRooms.shtml>

Indicators of success:

- More effective library instruction
 - Positive user feedback on instruction experience
 - Positive feedback from librarians/others providing instruction
-

UNIVERSITY OF PENNSYLVANIA LIBRARY**Weigle Commons tied to faculty instruction needs and student learning outcomes.**

David B. Weigle Information Commons Sponsored jointly by the University of Pennsylvania Libraries, School of Arts and Sciences, and Office of the Provost, the Commons provides an integrated array of services to support student work and helps to meet the demand for campus spaces that are conducive to group learning. This 6,600 square foot facility is located in the Van Pelt-Dietrich Library Center—the main humanities and social sciences library on the Penn campus—that has traditionally served as a communal hub for students in the School of Arts and Sciences. The Commons reports directly to the Libraries and is open to the entire Penn community, though School of Arts and Sciences' students comprise the majority of users. The Information Commons was conceived as a space that would provide:

- centrally located academic support services that otherwise can be difficult to negotiate on a large decentralized campus
- work spaces that facilitate collaboration
- hardware, software, and technical expertise to support the use of digital media

- tools to aid faculty with the integration of new technologies into the classroom Central to the Commons' mission are its support services provided by the "Program Partners," a group of administratively disparate services that have joined forces to collaboratively support undergraduate education.

Together the partners develop services, design workshops, and plan events geared to undergraduate students. Full-time staff and peer tutors offer walk-in and appointment-based one-on-one assistance as well as group workshops.

Within Commons students can find help with:

- research provided by subject-expert librarians
- project management, reading, and study skills provided by the Weingarten Learning Resources Center
- writing skills provided by the Writing Center
- public speaking skills provided by CWiC – Communication Within the Curriculum
- digital media production provided by media consultants. Students can focus on developing individual skills but can also approach the experience of producing a paper or project in a more comprehensive way through participation in workshops scheduled both individually and in series, such as "From Assignment to Endnotes." In this series each session focuses on a single aspect of the creative process, including project management, research, writing, plagiarism and citation styles, poster production, and oral presentation skills.

In addition to providing direct support to students, the Commons offers faculty the resources and tools necessary to experiment with new technologies that can be incorporated into the classroom. Staff work with faculty interested in creating assignments that explore the potentials of media, and then assist students in the execution of their projects. These partnerships help to build collaborations in ways that directly benefit the student learning process. <http://wic.library.upenn.edu/>

Indicators of success:

- The space is typically filled to capacity
- Positive user feedback
- Requests for additional support, in terms of both technology and training workshops

VANDERBILT UNIVERSITY LIBRARY

Classroom doubles as productivity space when not reserved for instruction.

Our Peabody Library Learning Commons provides a variety of software and serves as a training and instruction room for both library staff and teaching faculty. When not reserved for classes, the room is open for general use.

<http://www.library.vanderbilt.edu/peabody/commons/index.html>

Indicators of success:

- increased usage
 - software facilitation
 - collaborative learning environment
-

UNIVERSITY OF VIRGINIA LIBRARY

Digital media production boosted via special center.

Digital Media Lab: provides support for media creation and use to students and faculty. The DML includes a dozen workstations that enable audio, video and image creation and editing. Full-time staff and student assistants provide one-on-one and group training and support. The space is also used for media classes offered through our library "short course" series.

<http://www.lib.virginia.edu/clemons/RMC/DML/index.html>

Indicators of success:

- The space is filled to capacity during almost all of its open hours
 - Feedback is positive.
 - Attendance at the short courses is high.
-

UNIVERSITY OF VIRGINIA LIBRARY

Small-group study/teaching rooms with multipurpose capacities.

In 2007, School of Medicine and the Library collaborated on building 12 small group study/teaching spaces. Funding was provided by the School of Medicine, space was provided by the Library. The rooms hold 10-17 people, each contain projector, instructor computer, whiteboard, and light box (for medical images), and moveable furniture. Rooms are used primarily for small group instruction for first- and second-year medical students Principles of Medicine courses, but are also frequently reserved by other constituencies of the Library for educational purposes. Rooms are also available on a first-come, first-served and short-term reservation basis for student study. The Library's entire book collection was relocated to carve out the space for these rooms.

<http://www.healthsystem.virginia.edu/internet/library/wdc-lib/admin/policy/group-study.cfm>

Indicators of success:

- increased usage
 - requests for changes or enhancements
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UNIVERSITY OF VIRGINIA LIBRARY

Flexible special collections space serves both instruction and researchers' needs. (Special Collections)

We have a small room located off our main reading room named the Seymour I. Schwartz map room. It serves both as a small classroom and as a room for researchers needing to look at oversized items and researchers who are working in small groups needing to talk. Initially, it was furnished just like our reading room with heavy wood tables and armchairs. This past year, we changed the furniture in this room from the solid but hard-to-move furniture to a more nimble and flexible set-up. We purchased five flip-top tables and 20 stackable metal with mesh chairs that are on casters. The tables are Vecta and the chairs are Jersey both made by Steelcase. We have found this furniture to be very easy to set up and very flexible for all different kinds of groups. The furniture arrangement can easily be changed in 5 minutes by one person.

Indicators of success:

- positive user feedback
-

UNIVERSITY OF WASHINGTON LIBRARIES

Health Sciences Library

Collaborative spaces for graduate and professional students emphasize multimedia and teaching support.

The University of Washington Health Sciences Library (HSL) Learning Commons Services supports the educational missions of the Schools of Dentistry, Medicine, Nursing, Pharmacy, and Public Health. By partnering with these schools (HSL's primary clientele) and the Student Technology Fee (STF) Committee, HSL's Learning Commons provides collaborative learning spaces for graduate and professional students. Four computer classrooms, each configured in a different way, provide settings for faculty and librarians to teach with multimedia and networked resources. A drop-in computer lab offers access to software and support staff for students to build their own presentations utilizing networked software and equipment such as scanners, color laser printers, the Microsoft Office suite of programs and EndNote Web. An open reserves area offers ready access to physical materials placed on classroom reserve and the eRes system provides quick electronic access. Funding from these schools and the STF allowed physical renovations and upgrading of equipment. Student surveys conducted before application for support permit HSL to tailor purchases to meet student needs. Most recently, HSL received a University Libraries 21st Century Grant for Innovation, Service, and Program Enrichments to provide clickers in the classroom, thus enabling instructors to use student response systems for instantaneous interactions between instructors and students. Additionally, HSL relaxed its previous ban on all food and beverages to allow

students to work in a more comfortable, welcoming atmosphere.
<http://healthlinks.washington.edu/hsl/commons>

Indicators of success:

- Usage
- Instructor feedback
- User feedback

UNIVERSITY OF WASHINGTON LIBRARIES

GIS Lab a collaboration targeting all applications of spatial data and information.

This lab was created by the combined efforts of the Earth and Planetary Science Department, the University GIS Coordinator, and the University Libraries. It is a multipurpose teaching lab dedicated to improving GIS use and education in the University. The Lab is equipped with computer equipment capable of handling the most up-to-date GIS and Remote sensing software. We have campus licenses for ArcGIS Desktop and several other GIS software packages. The lab is equipped with 2 plotters, and a color laser printer, as well as a large format scanner for scanning in maps. The audience the space is geared towards is anyone on campus interested in using GIS. There are several classes held in the space. There is assistance for the lab located in the EPSc Library adjacent to the lab. Further assistance can be found through the University GIS Coordinator's office. The space is also used for various brownbag presentations and workshops throughout the year. Associated with the lab is a mobile GIS lab that was received as part of a Grant from HP. It consists of 20 laptop computers that are outfitted with the GIS software. It is usable anywhere on campus.

<http://wagda.lib.washington.edu/gislab/>

Indicators of success:

- Increased usage
- User feedback
- Requests for additional instruction and activities

WASHINGTON UNIVERSITY IN ST. LOUIS LIBRARIES

Arc Technology Center designed for multimedia support.

This space was designed as a technology rich area where students and faculty work on projects requiring specialized software/hardware. It is geared for customers to explore library resources and apply innovative multimedia technologies in support of teaching, learning, and research. Completed in 2002 as

part of a renovation of the entire library, the space also includes a "hands-on" classroom and a regular classroom. <http://library.wustl.edu/units/arc/>

Indicators of success:

NA

UNIVERSITY OF WESTERN ONTARIO LIBRARIES

Teaching Support Centre a campus collaboration with outreach at several libraries; supports faculty, staff, and student instruction and learning proficiencies.

Four years ago Western Libraries (WL) entered into a close collaborative partnership with the teaching and learning centre for faculty and graduate student development (the former Educational Development Office). The partnership was tangibly realized in the creation of the Teaching Support Centre (TSC). Housed in space on the main floor adjacent to the reference hall in The D.B. Weldon Library, the Arts, Humanities, Social Sciences and Information & Media Studies Library and the main undergraduate library at The University of Western Ontario, the TSC contains office and consultation space for faculty and graduate student development staff and the Information Literacy Coordinator for Western Libraries. The TSC also offers instructional technology assistance as a satellite location for Western's Instructional Technology Resource Centre that provides technical expertise and mentoring for faculty wishing to incorporate instructional technology into a course. The TSC then, offers a single point of access for pedagogical proficiency, information literacy expertise and assistance with instructional technology for faculty in support of improving teaching and learning at Western. In addition the TSC has a library of teaching resource materials now integrated into the WL online catalogue, and two classroom teaching labs that mirror classroom facilities across campus and showcase instructional innovations such as Smart Board and Sympodium technology. The classrooms are used for faculty and grad student development programs and initiatives facilitated by the TSC as well as information literacy instruction conducted by WL teaching librarians. The TSC represents more than innovative physical space however. Information Literacy is a key strategic priority for WL and the partnership with the TSC has resulted the integration of Information Literacy and the role of librarians as collaborators in instruction into all of the programs and services, courses and workshops offered for Western teaching faculty and graduate teaching assistants as well as the inclusion of librarians as participants in these teaching and curriculum development initiatives. TSC website at: <http://www.uwo.ca/tsc/>

Indicators of success:

- higher profile for and increased interest in TSC programs and initiatives and in the unique partnership
 - increase in programming for graduate students supporting Western's focus on improving graduate education
 - anecdotal evidence, e.g. For many years in August, the TSC has offered Teaching at the University Level, a week-long program for instructors typically in their second teaching year who want to become better teachers. Formerly farmed out to classrooms and lecture theatres wherever space was available across campus, the course can now be offered in one place. TSC staff has noted a general building of community among course participants since there has been a consistent and recognizable home for the program. An informal follow-up session was requested by participants in the first offering in the TSC as a check-in at the end of the first term, and is now included as part of the program.
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UNIVERSITY OF WESTERN ONTARIO LIBRARIES**New general use classrooms in D. B. Weldon Library will revert to library control in 2010.**

The University of Western Ontario is currently undergoing a major reorganization of space to centralize general use classrooms and student learning spaces in the heart of campus and move ancillary service units to the periphery. The D.B. Weldon Library occupies a central location on campus. As a result of the addition several years ago of a high density storage facility and related collection and reading room space for our local history, rare and special materials and archives collections connected to it, was able to offer space vacated by these collections on the second floor of the building for the construction of a 96-seat classroom and two smaller 24-seat lecture rooms. These classrooms are for general campus use, but are contained within library space. Regular classes have been scheduled in these classrooms since January 2008. As the domino effect created by the construction and reorganization project subsides in three years, the Library will regain control over these spaces for primary use by the Library and Teaching Support Centre.

http://www.ipb.uwo.ca/cm/g/view.php?buildingname=b_weldon

Indicators of success:

NA

YALE UNIVERSITY LIBRARY

Large-scale library renovation supports student learning and engagement aided by campus collaborators.

The newly renovated Bass Library is a learning environment designed to foster dynamic interactions among Yale students, faculty and staff from across the campus. The space allows librarians, curators and others to engage in collaborative efforts in the support of faculty and students in use of technologies, collections and pedagogical techniques in the new Collaborative Learning Center. Individual and group study spaces also enable these interactions as well as two electronic classrooms, two university classrooms, open study spaces and the Thain Family Café. The Bass Library houses approximately 150,000 books across all disciplines and a circulation staff to help students find, use, and check out these materials. Librarians and curators from throughout the Library bring subject expertise to support library research education. Other units on campus with presence in the Library include Information Technology Services, the Center for Language Study, and the McDougal Graduate Teaching Center. ITS Student Techs are available to help their peers in troubleshooting computer problems and to provide general support for technology in the Bass Library. <http://www.library.yale.edu/bass/index.html>

Indicators of success:

- increased group study areas for meetings with and among faculty, students, staff
- improved area for food / drink [a cafe]
- functioning facilities [e.g. no leaks] and aesthetically attractive environments