

INNOVATIVE SPACES IN ARL LIBRARIES:  
RESULTS OF A 2008 STUDY

**SUBTOPIC: LITERACY 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

COMPILED AND EDITED BY:

Crit Stuart  
*Director, Research, Teaching  
& Learning*

Laura Iandoli  
*Administrative Assistant*

Association of Research Libraries  
June 2009  
<http://www.arl.org/rtl/space/2008study/>

## 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
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## 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.
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**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
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**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
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**UNIVERSITY OF CONNECTICUT LIBRARIES****Learning commons a collaboration to support undergraduate students.**

The University of Connecticut Learning Commons offers a suite of services, technologies, and study spaces to help students successfully complete academic assignments and attain proficiency in the five General Education competencies required by the University: computer technology, information literacy, writing, quantitative skills, and second language. Integrating the five General Education competencies into the structure of the Learning Commons affirms these skills as fundamental to the education of every undergraduate student. The Learning Commons will serve as a physical manifestation of the university's commitment to the principles of general education and visibly underscore the value of each individual skill set in the context of all the others.

<http://learningcommons.uconn.edu/>

**Indicators of success:**

- Increased usage of the services based on user statistics
  - Positive feedback from faculty and students
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**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
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## 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

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## 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

## MCGILL 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.

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## MCMASTER UNIVERSITY LIBRARIES

### **Learning commons for humanities and social sciences is campus collaboration.**

The Mills Learning Commons is an integrated learning facility located in our humanities and social sciences library. The Commons includes a large concentration of desktops (about 120) for both collaborative and individual productivity, research and IT assistance, a writing clinic, the integration of

traditional and emerging scholarly resources, instruction, services for students with disabilities, and workshop space (for academic skills counseling, etc.). The facility was built in collaboration with our campus IT unit, the Centre for Student Development and the Centre for Leadership in Learning.

<http://library.mcmaster.ca/mills/learningcommons/about.htm>

**Indicators of success:**

- Increased usage
- Positive user feedback

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## UNIVERSITY OF MINNESOTA LIBRARIES

### **Collaboration produces SMART Learning Commons (Wilson Library and Magrath Library): support for gateway courses and basic skills.**

There is also a SLC in Klaeber Court, situated with the Multicultural Center for Academic Excellence (not a Libraries facility). The SMART Learning Commons is a true partnership between the Vice-Provost for Undergraduate Education, the University Libraries, the MCAE, several academic departments, and several other campus units. (Following is an overview description of the SMART program.) Consultants offer one-on-one assistance for help in gateway courses and skills such as mathematics, sciences, statistics, economics, writing, and library research. Additional courses may be supported, based on the backgrounds of our Peer Learning Consultant staff in any given semester. SMART is home to the Peer-Assisted Learning program, which pairs experienced undergraduates (PAL Facilitators) with specific course sections to facilitate group learning experiences. See the PAL pages for more details. Individual and group study spaces are available in SMART centers for self-directed study on a first come, first served basis. The SMART also hosts short introductory workshops in Excel, PowerPoint, academic services and skill development, and library resources. <http://smart.umn.edu/>

**Indicators of success:**

- Spaces are heavily used
- We receive positive user feedback
- Other campus partners have joined SMART

## 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
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## 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
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## UNIVERSITY OF VIRGINIA LIBRARY

### **Health sciences library extends collaboration to informatics team. (Health Sciences Library)**

The Library plans to incorporate space for members of the SOM Clinical Informatics department to provide more seamless access to informatics support. The proposed unit will be called the Bioconnector and is part of the University's CTSA proposal to NIH. The Bioconnector will also be a virtual door to bioinformatics and clinical informatics support. It will capitalize on the HSL's existing service and educational infrastructure to provide additional access to clinical technology support. The anticipated audience will be faculty (research and clinical), graduate students, medical students and interested staff.

**Indicators of success:**

- Requests for changes or enhancements
- Increased educational opportunities for clinical informatics support
- Positive user feedback.

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**UNIVERSITY OF WESTERN ONTARIO LIBRARIES****Computer Teaching Labs in various sizes.**

Information literacy hands-on workshops and course-related tutorials can be offered in one of three computer teaching labs managed by Western Libraries. The Electronic Instruction room, a 30-seat lab was included in the redesign of The D.B. Weldon Library about ten years ago. The Allyn & Betty Taylor Library (Engineering, Health Sciences, Medicine & Dentistry and Science) houses the Kellogg Room, a 24-workstation classroom and the John and Dotsa Bitove Family Law Library has a smaller computer lab equipped with 20 computer stations. Each teaching lab is fully wired and has a dedicated instructor station complete with audio-visual hardware and instruction software.

**Indicators of success:**

NA

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**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 Symposium 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/cmgi/view.php?buildingname=b\\_weldon](http://www.ipb.uwo.ca/cmgi/view.php?buildingname=b_weldon)

**Indicators of success:**

NA