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Georgia International Conference on Information  
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(Formerly known as the Georgia Conference on Information Literacy)

Sep 25th, 8:30 AM - 9:45 AM

## “Library As Place” Academic Library/Media Center Design

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*JCJ Architecture*

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11-4-2009

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## GUIDING THE DESIGN OF 21<sup>ST</sup> CENTURY LEARNING RESOURCE CENTERS THROUGH RESEARCH

**Georgia Conference on Information Literacy**

9/25/2009

Presented by:

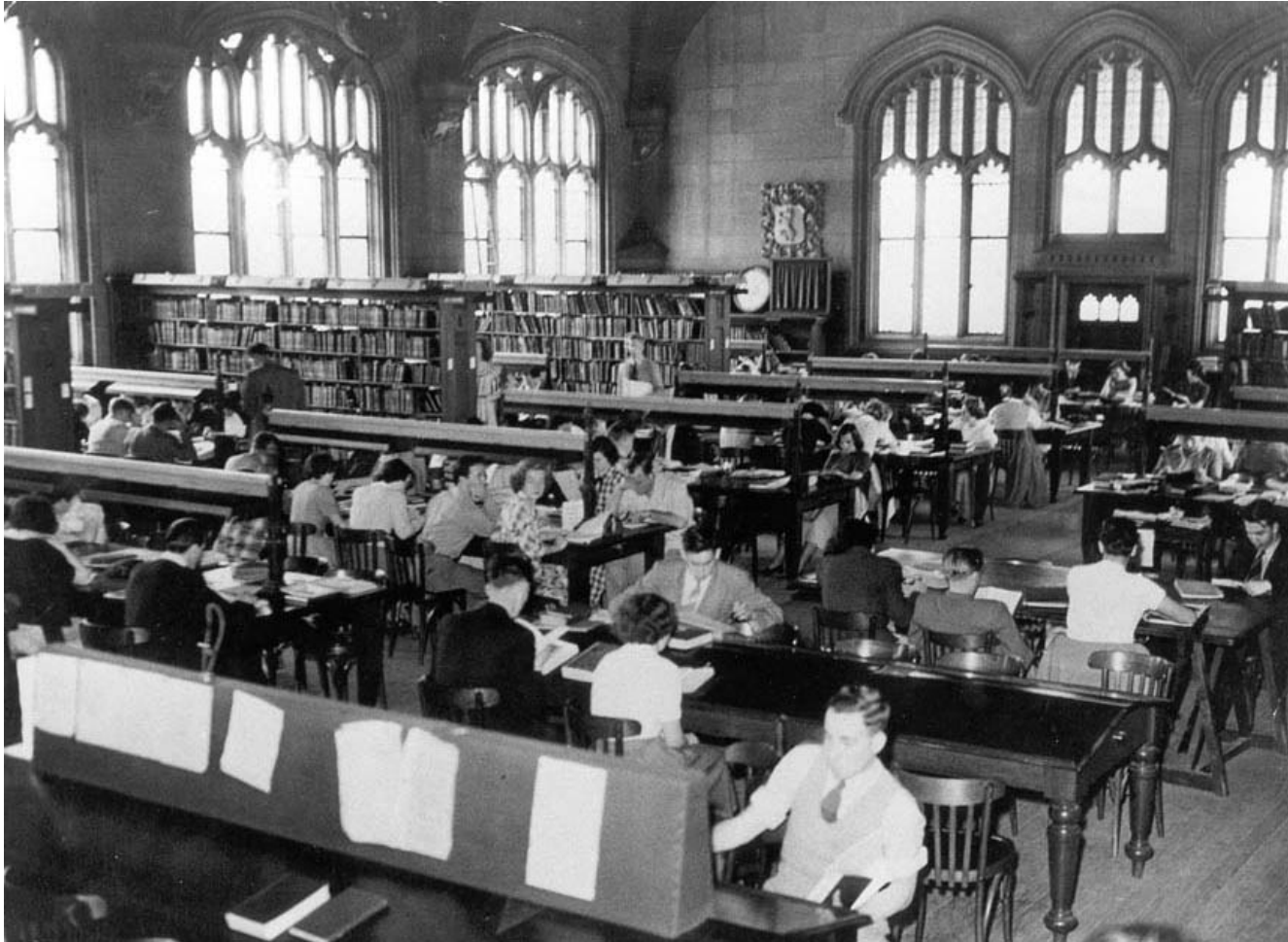
Mary Ann Miller, Head Librarian, Eastern Campus, Suffolk County Community College

Barbara Joslin, AIA, LEED AP, JCJ Architecture

Peter C. Lippman, Assoc. AIA, REFP, JCJ Architecture

# Remember this?

2



# Does This Look Familiar?

3



1920

1960

2000



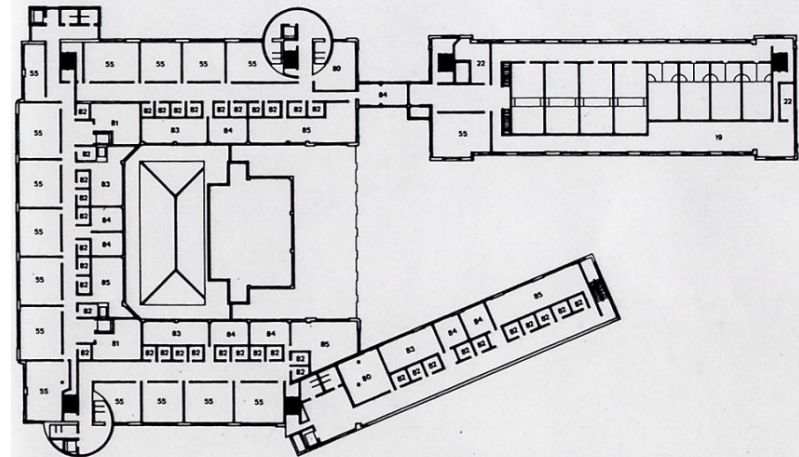
# Traditional Approach for Learning Environments

## Learning Environment

- U-Shaped /double Loaded Corridors
- Teacher is the Content Provider This Environment is Teacher-Centered
- Desks arranged in rows to face front of Classroom

## Physical Environment: Prototype

- Hospital
- Housing Complex
- Prison



# Approaches for Learner & Learning Environment



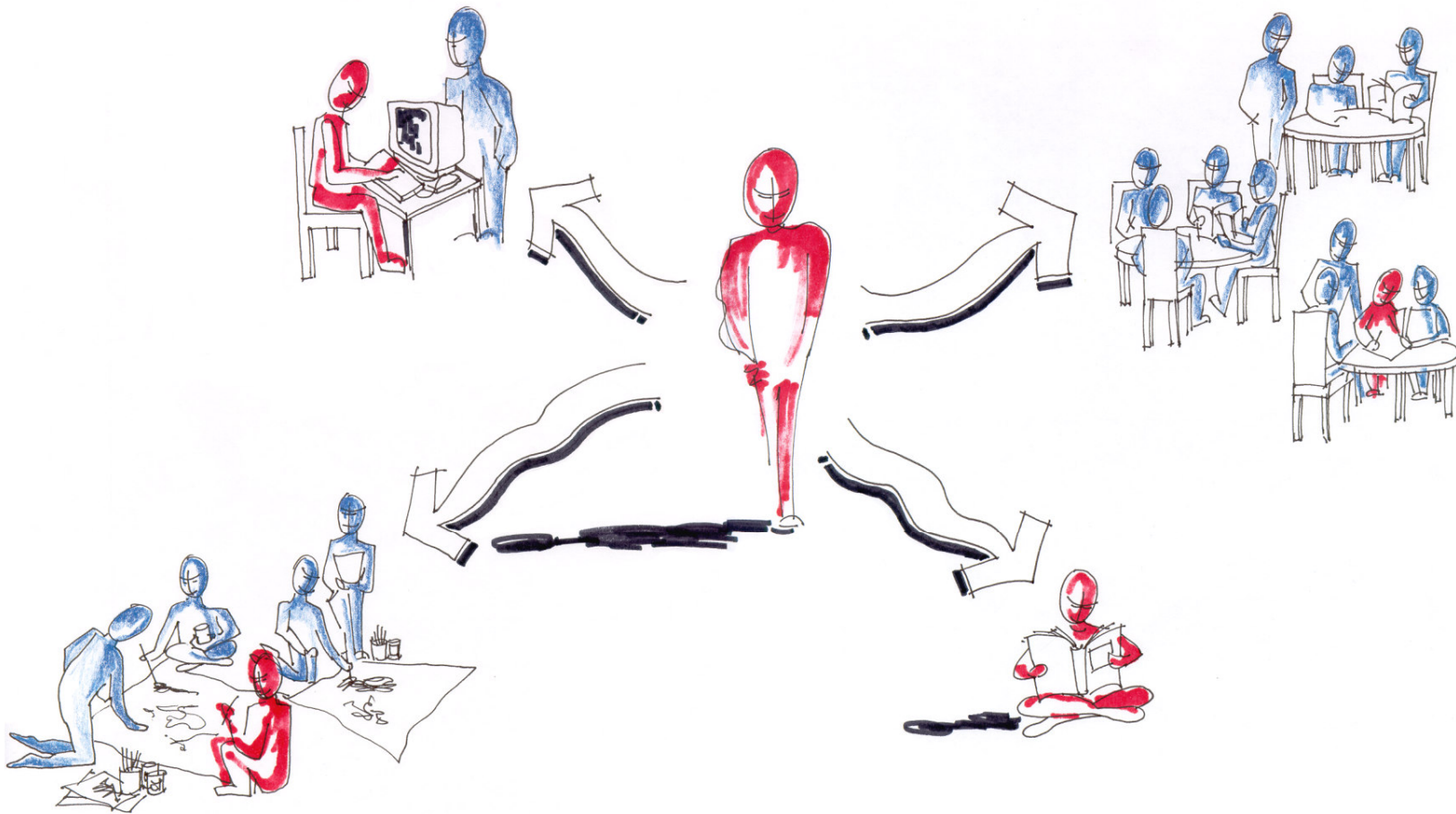
Traditional

OR



Alternative

# Approaches for Learner & Learning Environment





# Approaches for Learner & Learning Environment

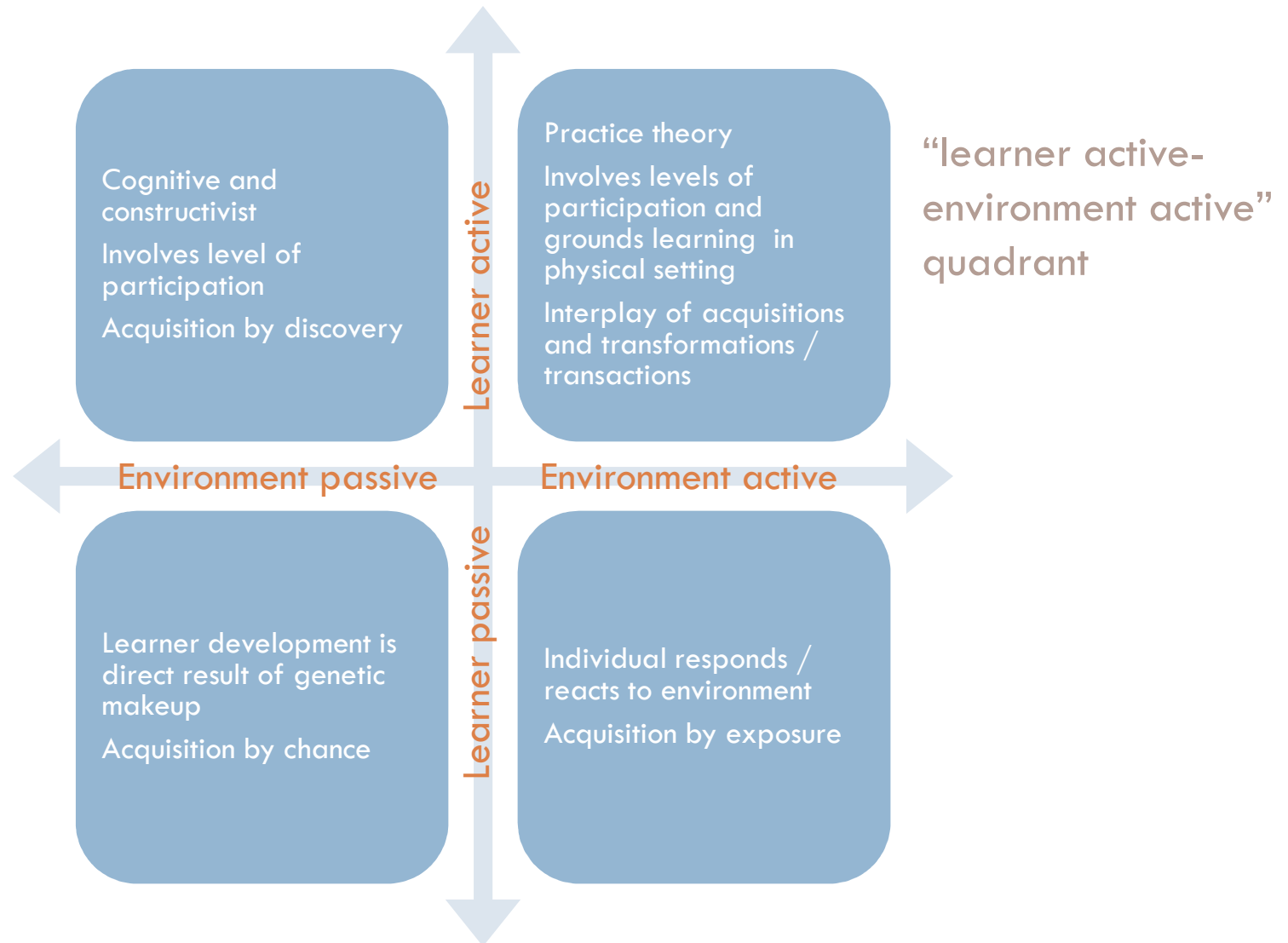
## Conventional

- Time : 9 to 3
- Place: School
- Activity: 3 R's Reading, wRiting, aRithmetic
- Resources: Books and Teachers
- Positions: Sitting at desk / Standing

## Alternative

- Anytime
- Any place
- Any Activity: 3 R's Real, Rigor, Relevance
- Any resource – real time (newspapers, interviews)
- Any position

# Learner Environment Relationship

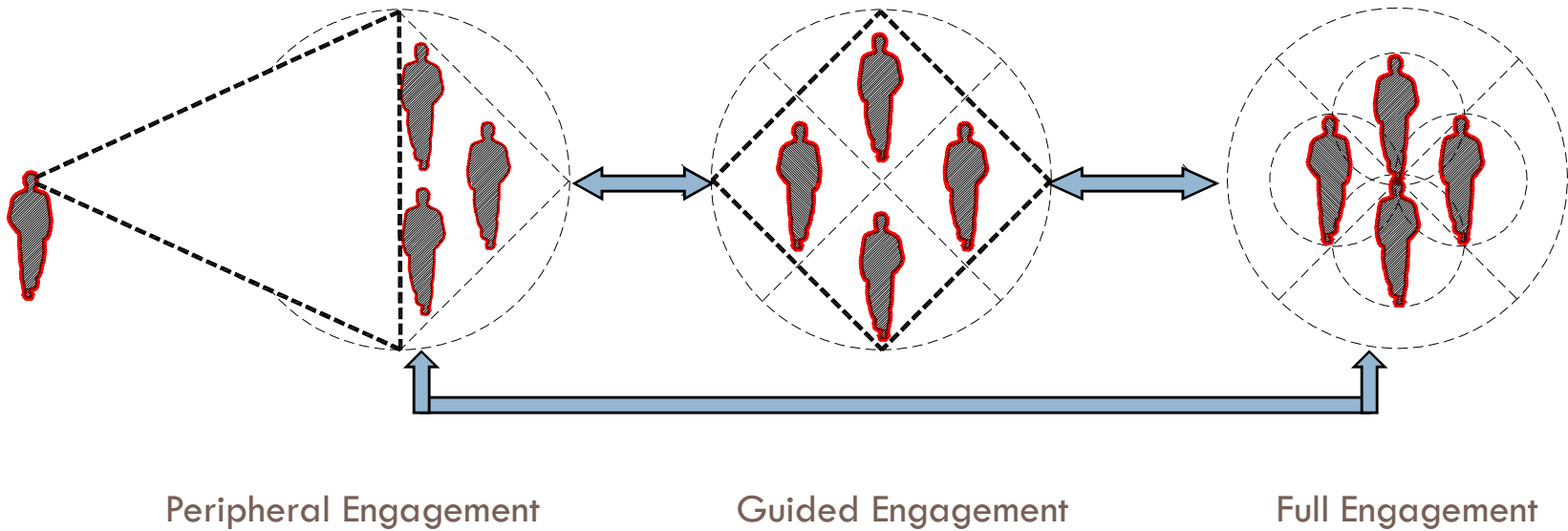


# Learner Environment Relationship

- Practice Theory
- Involves levels of participation and grounds learning in physical setting
- Interplay of acquisitions and transformations / transactions

# Practice Theory

## Social Patterns of Participation



# Active Learner & Active Learning Environments



Real world settings: Learning occurs everywhere!

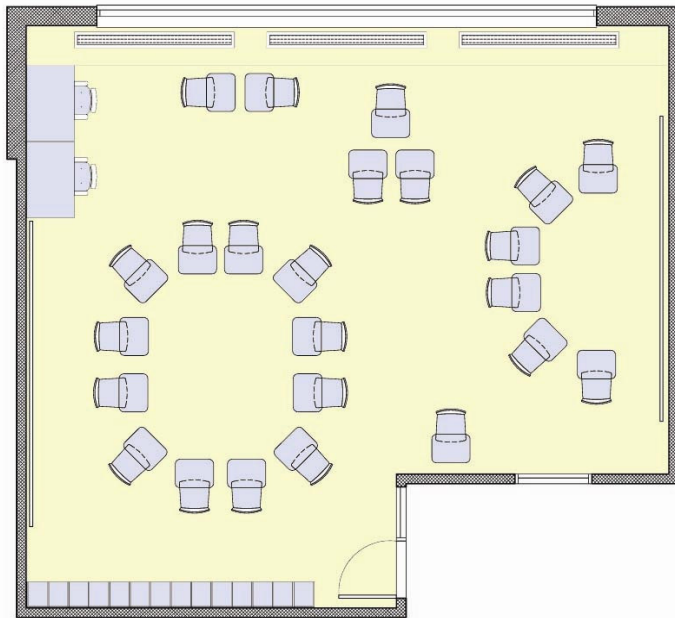


# Guidelines for Activity Settings

- Personalization
- Physical Comfort
- Control
- Access to Resources
- Manage Interactions
- Place Identity



# Different Activity Settings:



## Aspects for Creating an Active Physical Environment

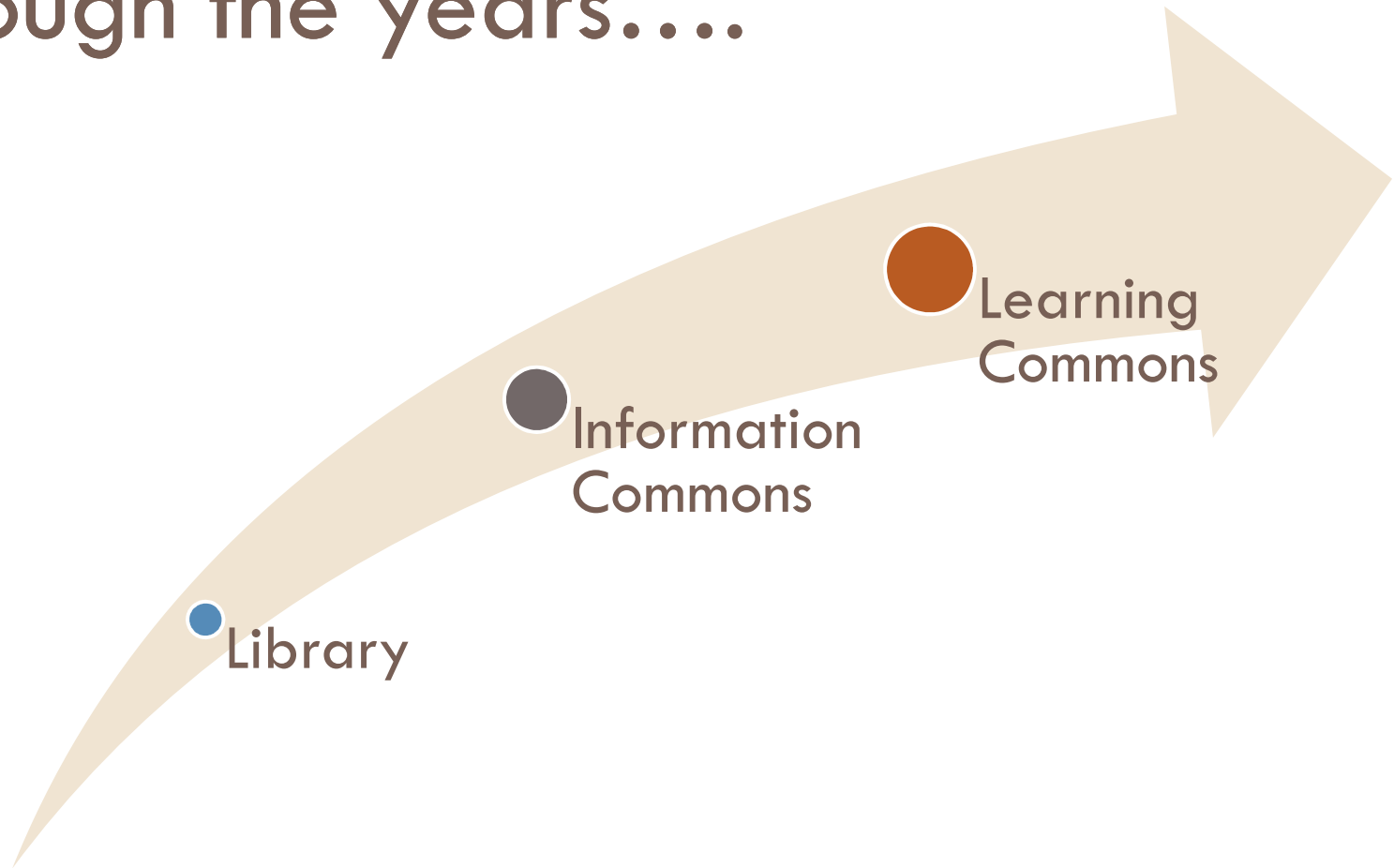
**Flexible:** The ways in which the **non-fixed** elements, furnishings, in the classroom can be arranged and re-arranged by the teacher and students for the diverse activities that occur in the learning environment.

**Integrated:** The shape allows for the separation of activities and connects activities. It limits distractions and encourages activities to collaboration. Ability to move and through and oversee throughout the space

**Variable-in-Size:** The shape affords different zones to support the diverse ways in which people acquire knowledge. Where zones are layered and overlap

*"Contexts in which collaborative interaction, intersubjectivity, and assisted performance occur—in which teaching occurs—are referred to as **activity settings**" (Tharp & Gallimore, 1997, p. 72)*

# The Academic Library Through the years....



# Three Main Ingredients

- Space – New Building? Renovation? Repurpose?
  - Encourage individual and collaborative learning
  - inviting, flexible, comfortable
- Services
  - Collaborative
  - Seamless integration
  - Consolidation of service points
- Staffing
  - Flexible
  - Cross-trained
  - Partnerships and Collaborations

Used with Permission from:  
Susan McMullen  
Reference and Information Resources Librarian  
Roger Williams University  
Bristol, Rhode Island USA  
SEDIC  
November 6, 2007

# What is a Learning Resource Center?

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- Creates a dynamic learning environment
- Integrates academic support units
- Allows for the synergistic combination of knowledge, skills, and expertise of information professionals.
- Recognizes the social dimension of learning -- collaborative work spaces, soft seating, café
- Fosters academic community



# What happens in the Space?

- Planning focus has shifted – less about collections, more about learning
- Spaces need to be technologically enabled, flexible, and inviting

*“Librarians want to think less about the “stuff” that their building will house, but rather ask what do we want to happen in this building”*

*(Scott Bennett, “Designing for Uncertainty: Three Approaches” 2007)*

# Necessary Components: Collaborative Learning Spaces



*“learning spaces in the 21<sup>st</sup> century need to foster discovery, innovation and scholarship, not simply contain them”*

*(Malcolm Brown and Philip Long, “Trends in Learning Space Design” 2007)*

# Necessary Components: Information Literacy Classrooms

*“The classroom spaces work very ... We teach with laptops, which provides a great deal of flexibility in instruction. All the classrooms, seminar rooms and conference spaces are open as group studies when classes are not scheduled”*



Skillman Library, Lafayette College, PA  
Ann Beha Architects

# Necessary Components: Computer Workstation Clusters

*“We went from a very dark building designed for solitary study to a fully accessible building designed for collaboration, open communication and free-flowing knowledge creation”*





# Necessary Components: Group Study Rooms



*“Students frequently work together at open stations, but our group study rooms are all filled by three o'clock in the afternoon... We could easily use twice as many group study rooms”*



# Necessary Components: Presentation Support Centers



*“A table, some chairs, a whiteboard and electrical and network jacks are all the rooms contain - and that’s been perfect....students prefer light furniture that they can reconfigure in the rooms.”*

# Necessary Components: Soft Seating



*“one of the powerful attractions of the library is the unique pleasure of being alone, in a quiet place, while simultaneously being in a public place associated with scholarship.”*

# Necessary Components Spaces for Cultural Events / Programs



*“Not only do these spaces enhance student learning outcomes outside of the classroom, but they put the Library at the heart of the intellectual and cultural life for the campus community and beyond”*



# Necessary Components

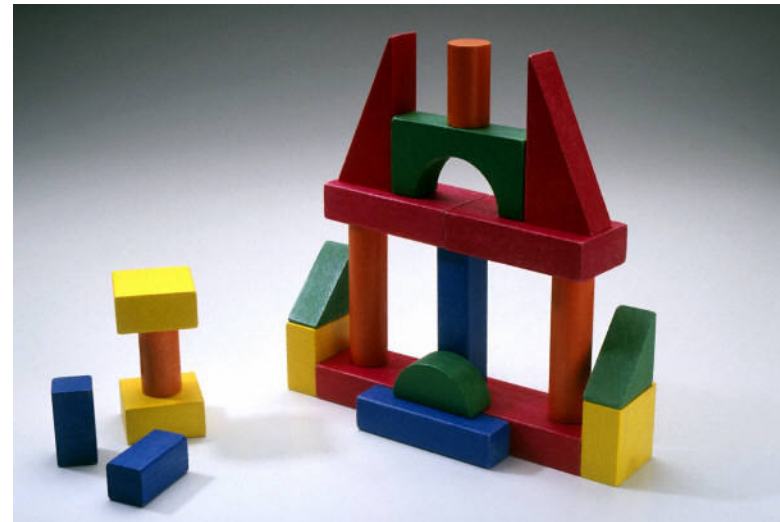
## Café Areas for Social Discussion



*“...the purpose of offering these non-library services is to qualitatively enhance the library as a resource and to create an atmosphere conducive to sustained, serious academic work...not to increase gate counts”*

# Building Blocks -Library Program

1. campus master plan/campus culture
2. regional accrediting organizations
3. peer institutions
4. professional standards / benchmarking





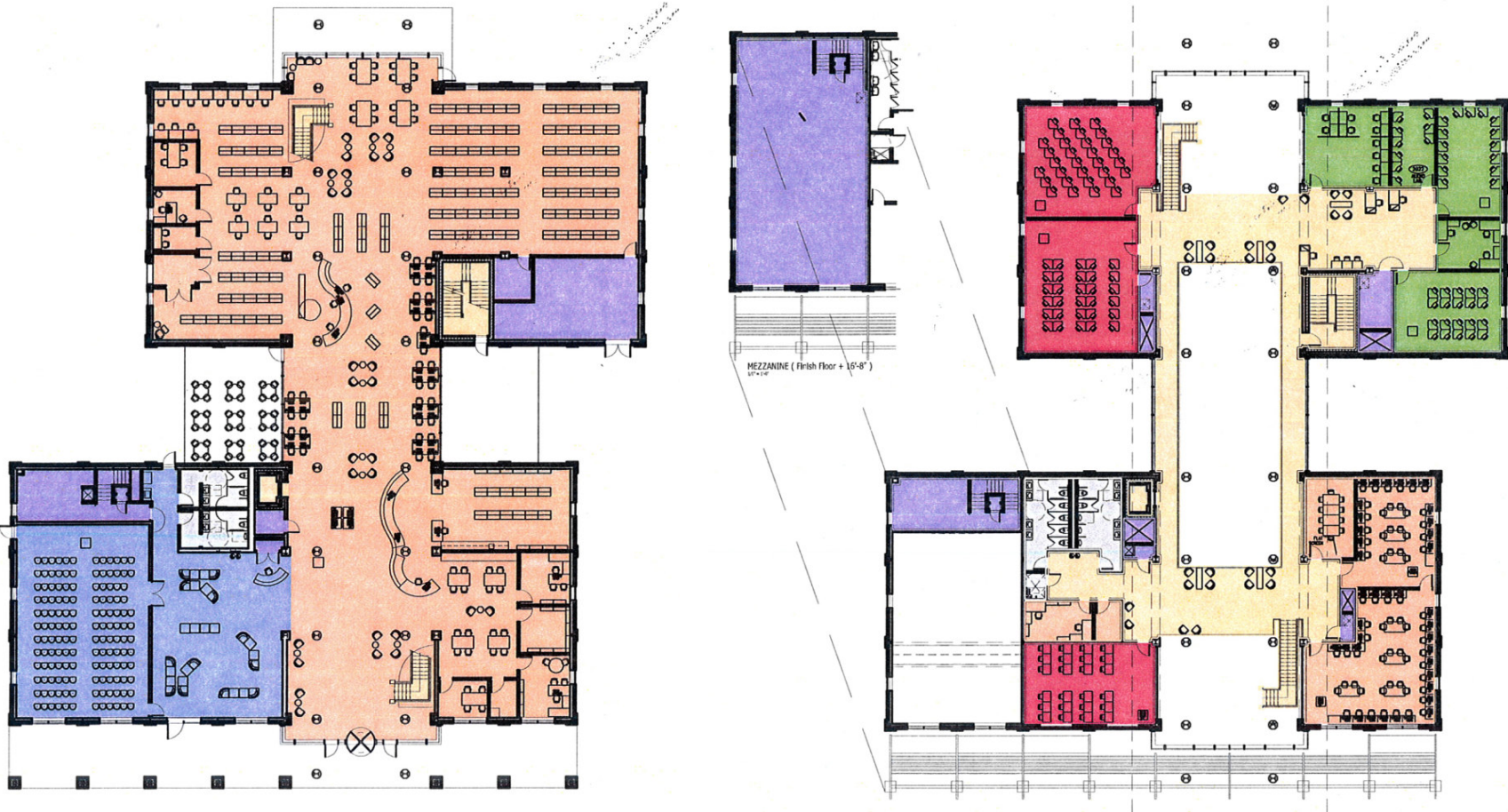
# Combining Services

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Non-Traditional Services Move to Library

# Montaukett Learning Resource Center



# Stakeholders / Deciders

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- Faculty
- Library  
Faculty/Staff
- Students
- Administrators
- Facilities
- I.T.
- Community Members
- **New Services**



# Committees

## STEERING

- LARGE

## RFP

- SMALLER







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# Notes