


# Informed Systems @ Pacific University Libraries: Information Exchange for Knowledge Creation

Mary M. Somerville, MA, MLS, PhD  
University Librarian  
University Libraries, University of the Pacific

Robin Imhof, MA, MLS  
Academic Support Librarian & Associate Professor  
University Libraries, University of the Pacific

University of the Pacific Honors Seminar 2017-18  
September 7, 2017

Like any good book, let's  
start at the  
beginning.



Traditional  
libraries  
were...

Disrupted...





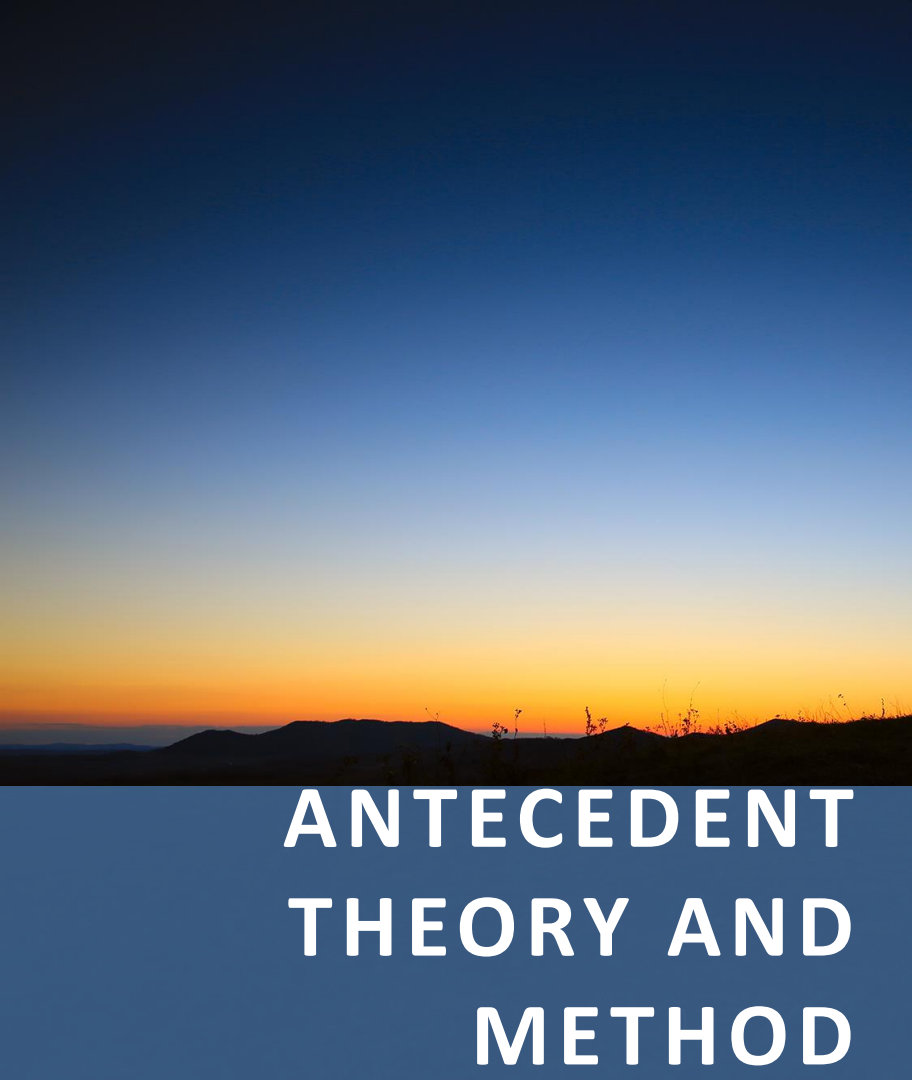


Digitization...





**Informed**  
**SYSTEMS**



# ANTECEDENT THEORY AND METHOD

Making sense of ‘messy’ situations,  
through systems design processes  
and tools

(Checkland, Soft Systems Methodology)

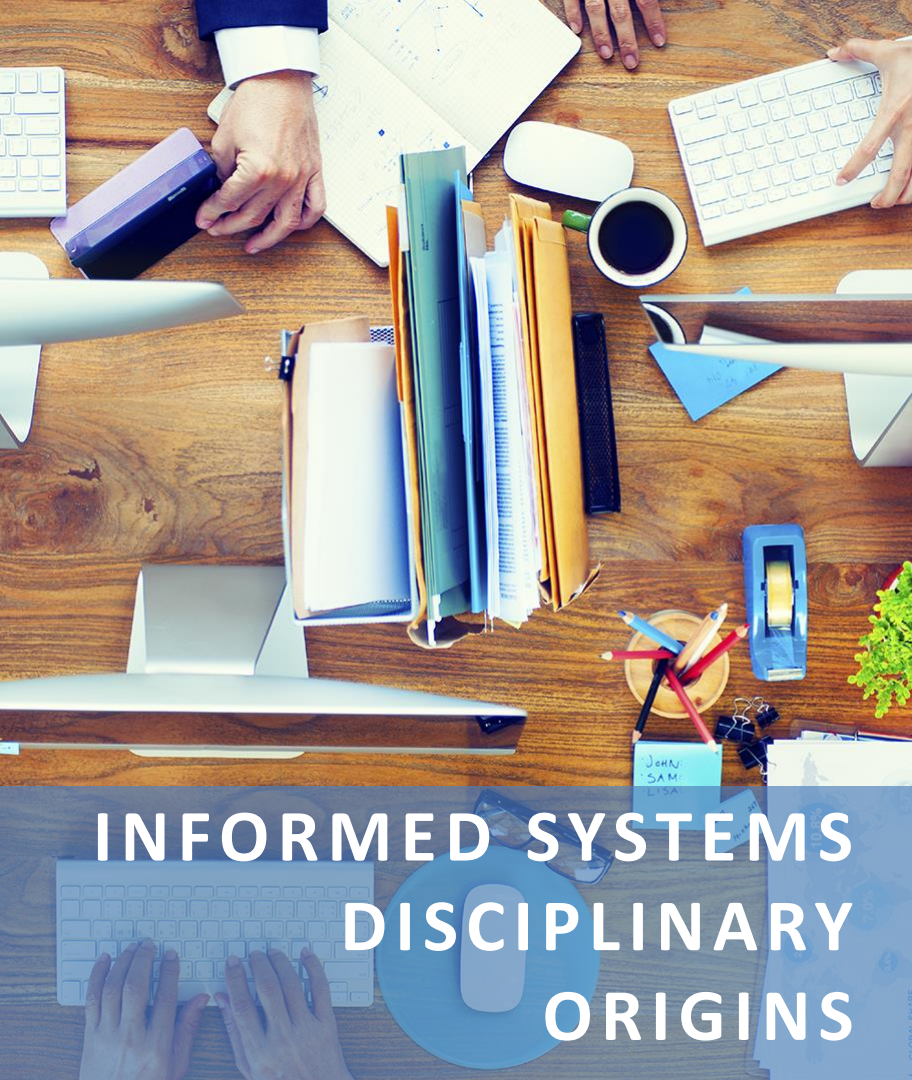
Using information and technology  
to learn, to advance understanding  
within context

(Bruce, Informed Learning)

Designing organizational systems  
and associated practices, to foster  
information exchange and  
knowledge creation

(Somerville, Informed Systems)



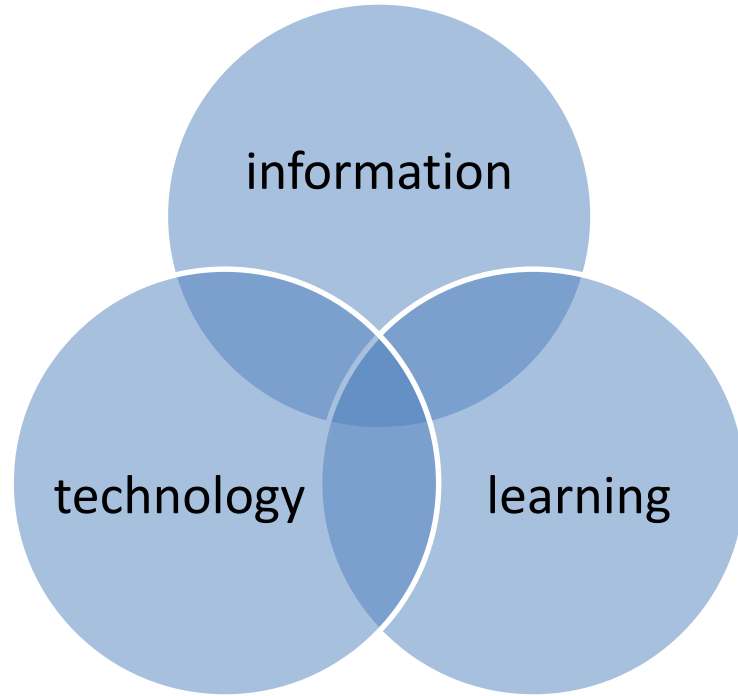


# INFORMED SYSTEMS DISCIPLINARY ORIGINS

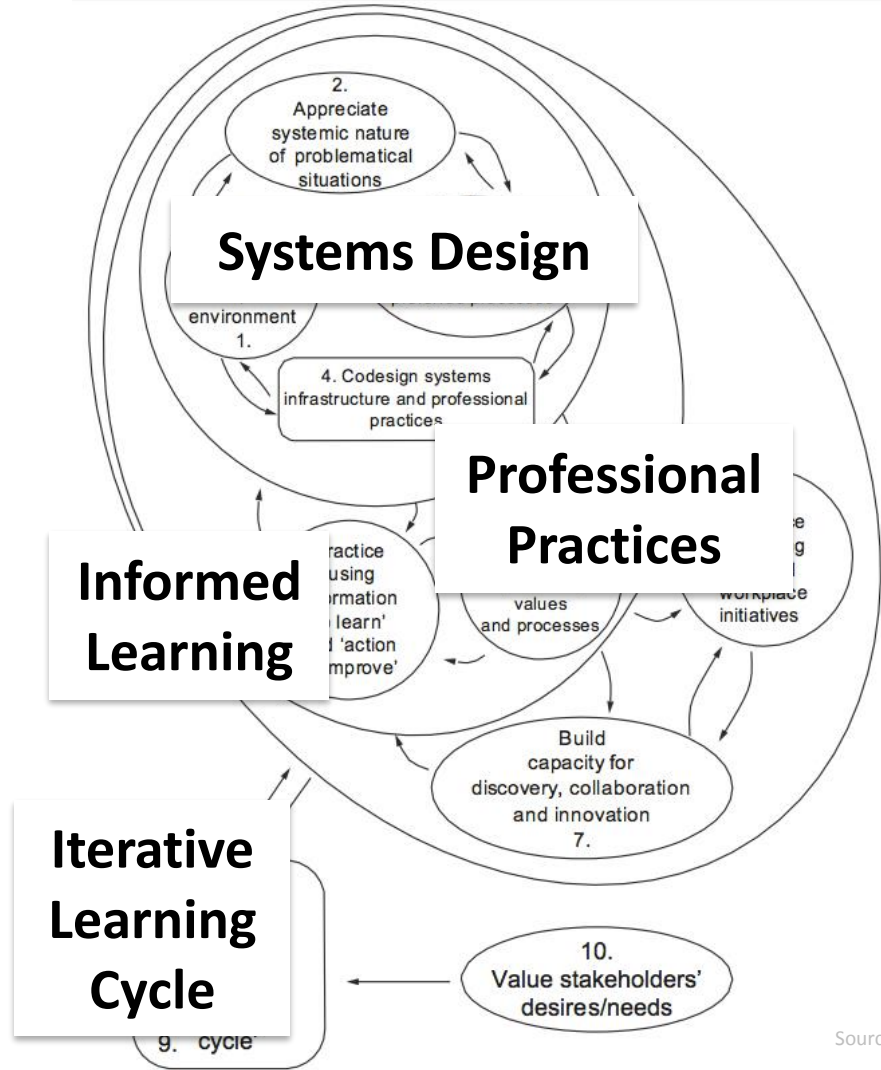
## Crossing disciplinary boundaries:

- Social informatics, systems sciences (Sweden)
- Informed learning, library science (Australia)
- Knowledge creation, organizational learning (United States)

# Connecting People & Ideas through Information Exchange for Knowledge Creation



# INFORMED SYSTEMS LEADERSHIP MODEL







# CONTEMPORARY WORKPLACE CAPABILITIES

- ICT technologies evaluation and proficiency
- Information sources identification and evaluation
- Information exchange and knowledge generation
- Knowledge curation and management capabilities
- Professional practices and workplace learning

(Bruce, Informed Learning)

co-create an organizational culture that is  
information centered, learning focused,  
action oriented







# ORGANIZATIONAL CONTEXT



WHAT

did we know?

# UNIVERSITY OF PACIFIC

STOCKTON LIBRARY

WHAT HAD COME BEFORE THIS PROJECT:

Professional reports

Student design studies

Use data and statistics

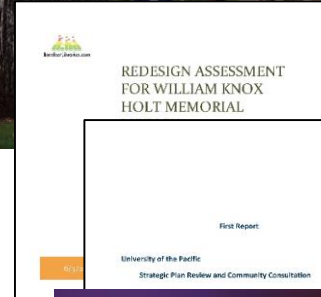
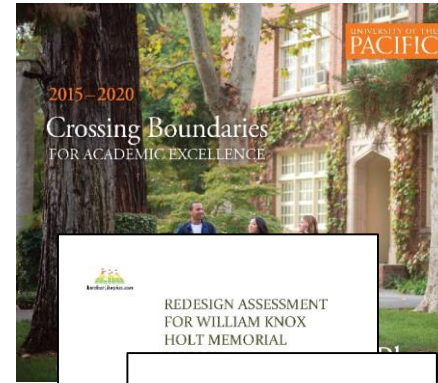
Masterplans and strategic plans

Higher education best practices

Personal interviews

Site visits

- and so much more...



# DESIGN CHARRETTES



- **Design Charrettes** are successfully used as a strategy for stakeholder engagement and collaboration
- Participants voice their opinions, dreams for the project, for the process and goals, for issues and hurdles to overcome
- The project ideas came from stakeholders and users – and thus answer the needs of the users
- Users participated directly in the process and feel ownership and stay engaged
- Giving the project a much better chance for success







What is a library?



# BUILD STUDENT LEARNING SPACES

Create enhanced space for students and learning by consolidating library stacks, as well as improving information discovery, access, and use. Locate integrated service desks, digital technology commons, and Special Collections in more prominent locations. Design flexible and versatile spaces that build community, foster inquiry, and make learning visible. Reveal the natural beauty of the campus through intentional indoor-outdoor connections.

# DELIVER ACADEMIC LIBRARY SERVICES

Design spaces that enhance user experience of research collections, education services, technology commons, consultation services, and learning spaces. Co-locate library faculty and staff to further collaborative activities and improve work flows. Create partnerships with other student academic success providers within spaces designed to catalyze collaborations through intentional adjacencies. Create spaces to foster interaction between students and faculty in the library.

# ENHANCE FACULTY DEVELOPMENT SPACES

Design well-equipped, highly flexible Center for Teaching and Learning spaces which foster faculty exploration and development of learner-centered teaching practices and pedagogical and technological experimentation. Create naturally inviting, permeable spaces which inspire and nurture interdisciplinary collaboration, and support faculty individual and group work.



# FACILITATE STUDENT ACADEMIC SUCCESS

Make learning resources and learning services in the Stockton Campus Library visible and accessible. Create an integrated service area for physical and virtual delivery of 3-city student academic support programs. Brand co-located academic writing, library research, mathematics development, and peer tutoring services as Student Academic Success Hub.

“... in response to seismic changes happening in pedagogy and curricular programs on campuses ... flexibility is an essential element for academic library learning spaces.” (Head, 2016)

WHAT

did we do?

1<sup>st</sup> thing? Get help from an expert!





1<sup>st</sup> day: “What is your best experience of using information to learn at work?”

- 19 participant stories shared through brief spoken summaries
- Participants then gathered in small groups for further discussion and reflection
- Written versions were collected at the end of the session for additional analysis

## 2<sup>nd</sup> day: Initial analysis of the stories

- Questions that helped guide us:
  - a. What is valued?
  - b. How does informed learning happen
  - c. Where does it happen?

## 3<sup>rd</sup> day: What we learned from the stories

- Internet important
- Dominant mode of workplace learning was self-learning
- The importance of technology to aid in our learning

# Informed Learning Story Coding Categories

1. Information and communication technologies
2. Information sources
3. Information and knowledge generation processes
4. Information curation and knowledge management
5. Knowledge construction and worldview transformation
6. Collegial sharing and knowledge extension
7. Professional wisdom and workplace learning

(adapted from Bruce, Hughes, & Somerville, 2012)



# Examples in stories of using category 1: Information and Communication Technologies (paraphrased)

- “Building working relationships with employees from other departments as well as within the library”
- “For communicating with students, I like them to text me. They can text about schedules, questions when they are in the stacks, want confirmation about something, etc.”

## Examples in stories of using category 2: Sources

- “I didn’t know if I could use Adobe or Photoshop so I looked for an answer on Google”
- “I YouTube it”
- “Lynda.com is useful”

## Example in stories of using category 3: Processes

- “I had to rely on historical information from paper files and the early stages of electronic filings in the shared (local) drive to piece together information to be able to understand current information”

## Example in stories of using category 4: Information Curation and Knowledge Management

“ An electronic day log was created to communicate information (such as the day’s events, changes to procedures, issues reported) amongst employees working at different times of the day and at different locations.”



## Example in stories of using category 5: Knowledge Construction

- “With the implementation of (the new ILS) the University hosted a workshop, made available a learning guide, and a test version of the program for independent evaluation ... Afterward we were emailed a copy of the guide to use the more extensive help functionality in the system ... I was grateful to have the chance to apply myself to solo practice at my own speed.”

## Example in stories of using category 6: Collegial Sharing and Knowledge Extension

- “My best learning experiences have come from face-to-face interactions and collaboration. I have entered into meetings not knowing what the subject is about, then emerged fully informed. Meetings have been the key to getting things done and clarifying sticking points.”

Example in stories of using category 7:  
Professional Wisdom

# What did the coding reveal?

- Mostly scored in the 1-4 range
- Mostly recounted individual, rather than collective learning
- Mostly focused on tools of information (technology, source, processes, control)
- Categories 6-7 (information sharing and knowledge creation) were largely absent

# Meet the Information Curation and Knowledge Management Team



# Libguides blog for easy information sharing

The screenshot displays a web browser window with the URL <https://pacific.libapps.com/libguides/blog.php>. The page features a navigation bar with links for Home, Content, Tools, Discussions, Statistics, and Help. The main content area is titled "Library News" and includes a "Blog Management" section with options for Recent Posts, Subscribe, Archive, and Subjects. A post titled "Collection signage is now being posted!" is highlighted, featuring a photo of a library collection sign and a list of events.

Library News


Use the [Blog Management](#) link on the right to Enable / Disable the system blog, change the blog name, and adjust other blog related features. Once you've configured settings and added posts, you'll see additional sections in the right hand column: Recent Posts, Archive, Subjects and Follow Us.

[+ Add Post](#)

### Collection signage is now being posted!

by Edwin Gato on June 28th, 2017 | [Comments](#)

In effort to help make finding books easier, we have now started posting signage at the end of each range indicating call numbers and collection types. Each collection type will now have its own assigned color. Here is a sneak peek.



Many thanks to Thy for creating such vibrant signage for our collections downstairs!

### Last step in shifting and interfilling project

by Brenda Carrillo on June 2nd, 2017 | [Comments](#)

Work will begin on Monday morning to remove 1st floor and 2nd floor shelving. Signage will be placed to direct students to new quiet areas that are away from where the work is being completed.

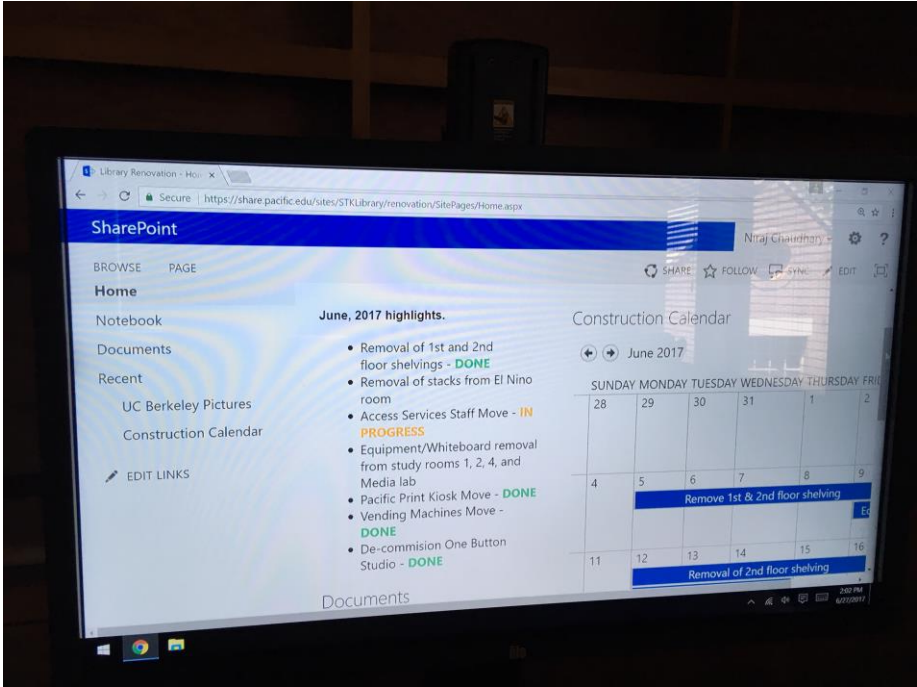
List of events:

- 1) Recycle bin has been delivered by the library loading dock for the metal recycling
- 2) Support Services/Structures will begin on the First Floor 5am-8am on Monday morning. Their work will last 3 hours to limit disturbance.

10:57 AM 8/31/2017



# Sharepoint for larger files and organizational repository



**What will we do now?**

What do YOU want our library to look like?


What is the best environment for you to study?

What is the worst environment ... ?

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## PRIVATE PEERS AND PUBLIC REGIONAL COMPARISONS

01/11/2017



## STUDY SPACES

University of San Francisco



Wake Forest University



## STUDY SPACES

Northeastern University



Santa Clara University





## STUDY SPACES

Loyola Marymount University



Seattle University



## STUDY SPACES

University of California, Merced



University of the Pacific



# READING ROOMS

Loloya Marymount University



University of San Francisco



# READING ROOMS

University of California, Davis



# CAFE

University of California, Davis



University of California, Merced



# CAFE

Seattle University



Wake Forest University





# CAFE

## University of the Pacific



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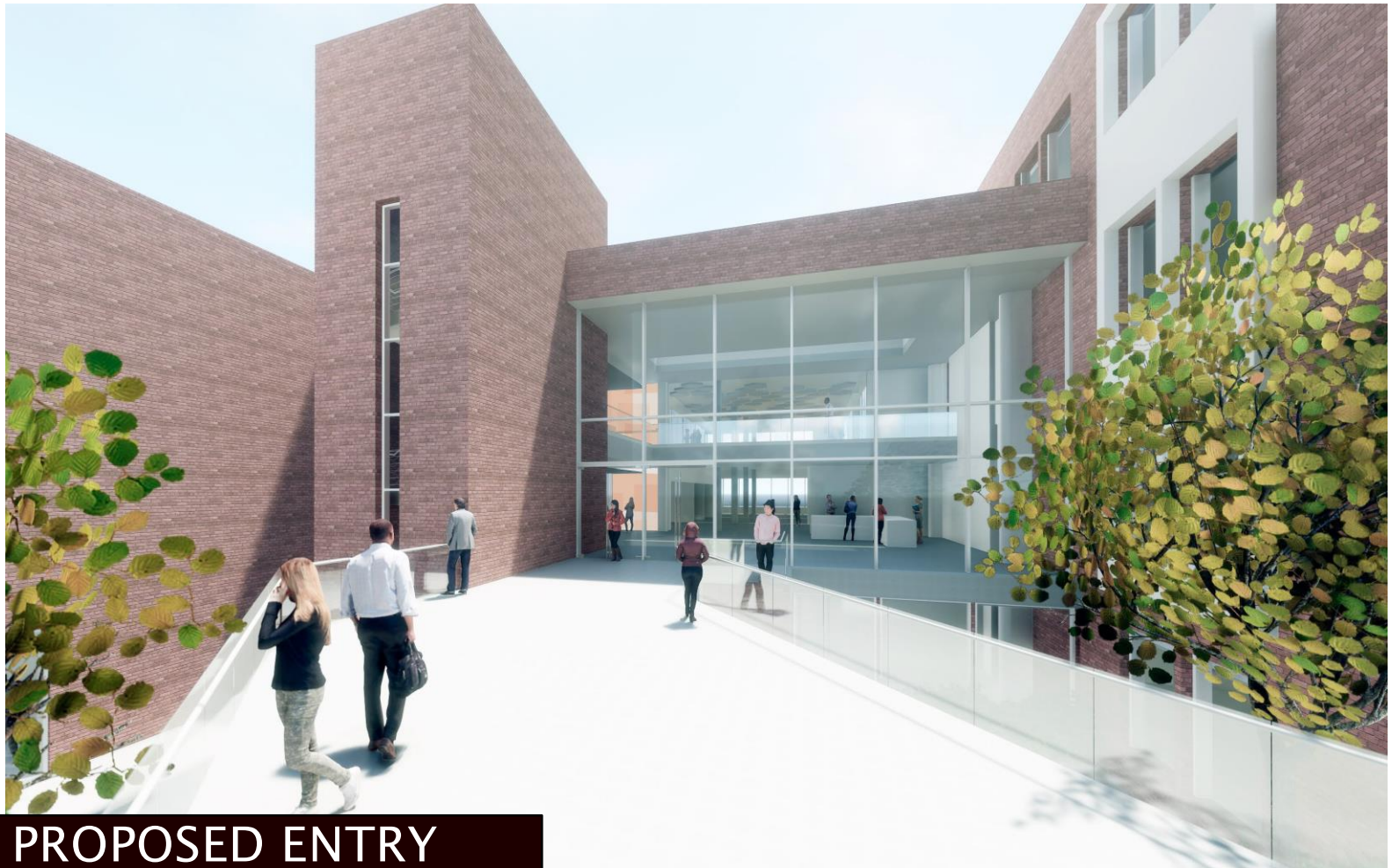
# What do YOU want our library to look like?

What is the best environment for you to study?

What is the worst environment ... ?



**EXISTING ENTRY**



**PROPOSED ENTRY**



# THE CUBE



**The Cube is a learning (and play!) space for makers and techies alike.** Students can experiment with virtual reality, 3D printing, and prepare prototypes of engineering projects. Placed at the entrance of the library all students can catch a glimpse of ongoing work. Maker classes and projects can spill into the Vertical Village.





MAIN STREET

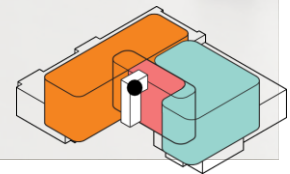
THE CUBE

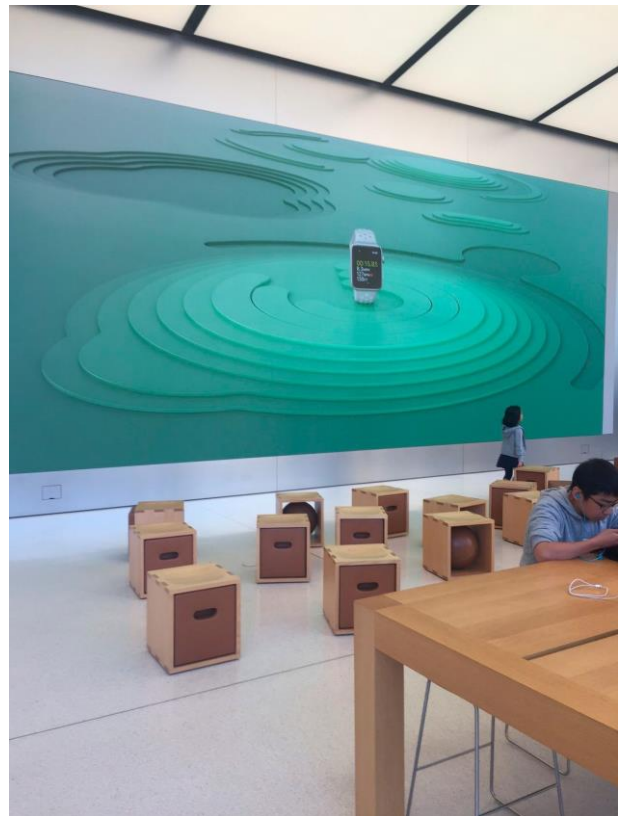




MAIN STREET

# DIGITAL WALL





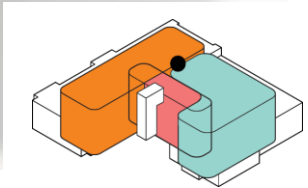
MAIN STREET

DIGITAL WALL



MAIN STREET

# THE "TAKE FIVE" CAFE



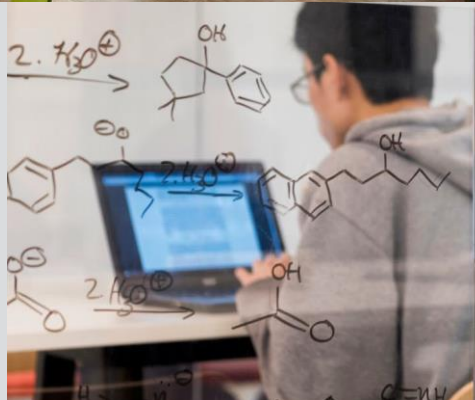
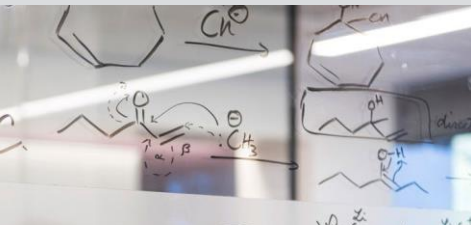
# GREAT ROOM

**The Great Room is the classic grand reading room reimagined for a 21st Century library.** It provides a variety of study spaces for different learners and everyone is able to find a favorite study spot - be it a small nook for one or study room to collaborate on a project.





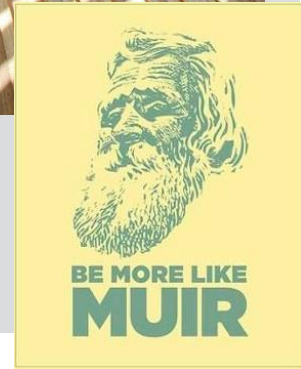
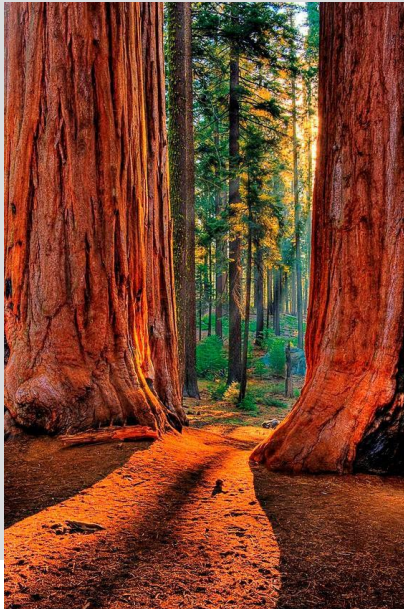
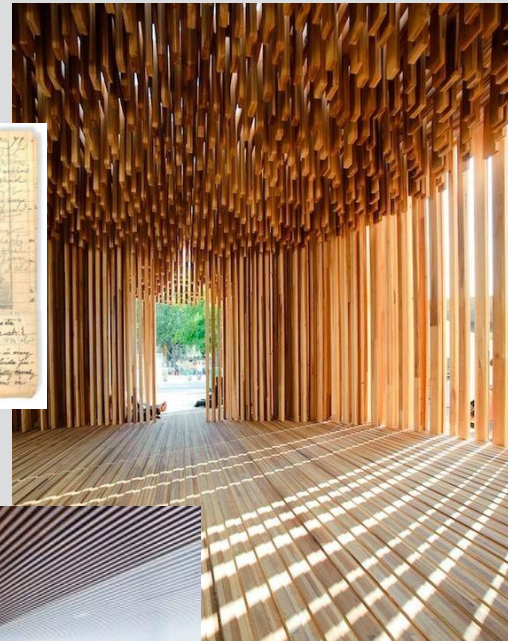
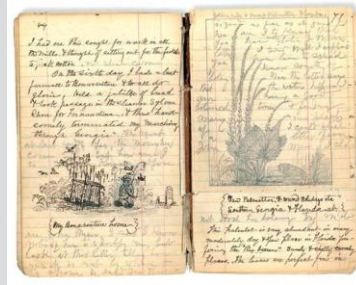
# THE COMMONS



**The Commons** brings together the faculty and staff of Holt in a centralized location where they can share ideas and resources with each other and students. The Commons is surrounded by student study space where peer tutoring can also take place and a variety of classrooms are co-located on the second floor for easy access. The Commons and its surroundings is for more quiet collaboration and study but some noise is to be expected.

# SPECIAL COLLECTIONS

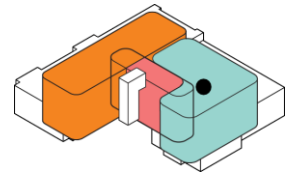
Special Collections is a jewel box that pays homage to John Muir and his archives. Researchers and naturalists alike come to UoP for the Muir experience. The new Special Collections reading room will put Muir on display and make Special Collections visible to the student body and visitors to Holt. The space should evoke the spirit of Muir and California .





RESOURCES

# THE COMMONS






**What would make our  
library great?**

# QUESTIONS OR COMMENTS?





#1

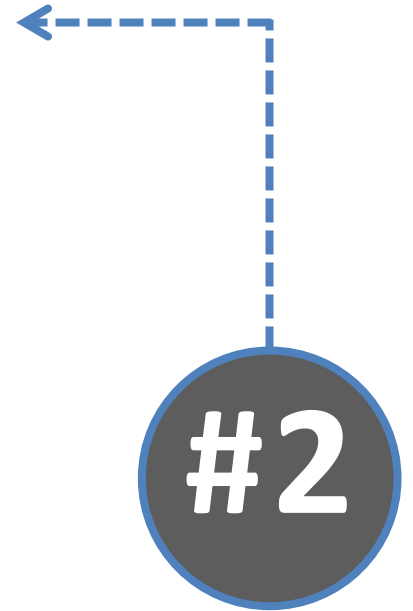


Seek multidisciplinary  
experiences

investigate ideas from  
diverse perspectives  
and multiple  
viewpoints



Build resilient  
collaborations





learning how to learn together  
*with and for* others



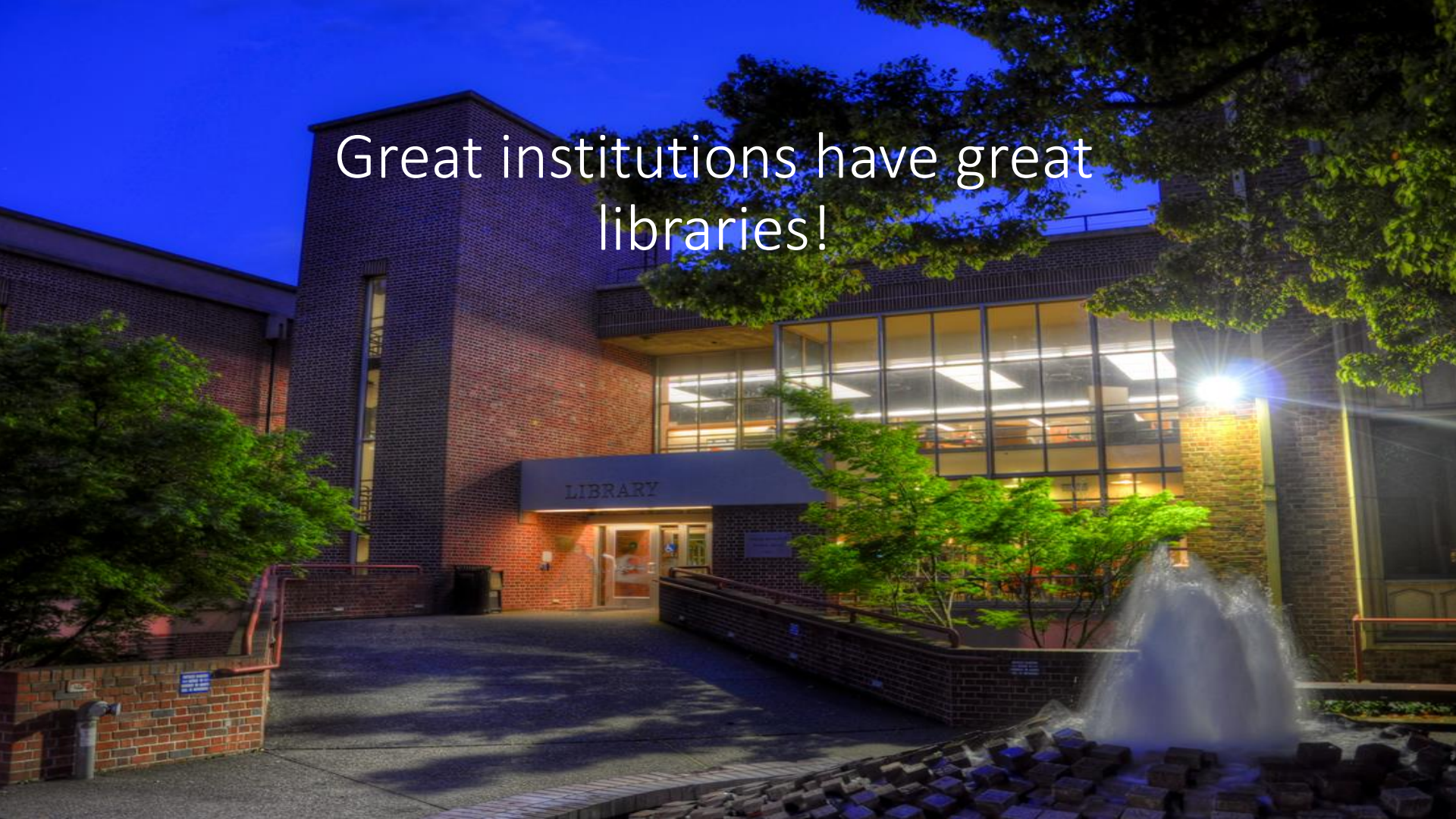
Pursue passionate  
curiosities



enable knowledge creation  
through everyday  
social encounters



Great institutions have great libraries!



# QUESTIONS OR COMMENTS?



# SELECTED REFERENCES

Bruce, C. S.: Information Literacy Research and Practice, An Experiential Perspective. Keynote address given at the European Conference on Information Literacy. Revised selected papers, Springer, Heidelberg, 11–30 (2013)

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Somerville, M. M., Mirijamdotter, A., Bruce, C., Chaudhary, N., & Salavati, S. (2018). Informed Systems: To advance organizational capacity and co-worker capability. *Hawaii International Conference on Systems Sciences (HICSS-51)*, Hilo, Hawaii.