

# Building Communities of Practice While Building Learning Spaces

---

Michael Crumpton  
Assistant Dean for  
Administrative Services  
UNC Greensboro

Anna R. Craft  
Coordinator of Metadata  
Services  
UNC Greensboro

Consortium of College and University Media Centers Conference, October 5, 2018.

Intro – Mike and Anna

# Why are we here?

- Connect with practitioners working on learning space design and technology
- Raise awareness of the *Journal of Learning Spaces*
- Educate about OA\* scholarship and OERs\*



\*Definitions coming up!

<http://libjournal.uncg.edu/jls/index>

Mike and Anna

Why are we here?

Image credit:

<https://pxhere.com/en/photo/548291>

CC0: Public domain

Acronym soup

DOAJ

OA


OJS

OTN

IR

SPARC

OER



APC

JLS

CC

UNCG

OASPA

CCUMC

Anna

Acronym soup

Image:

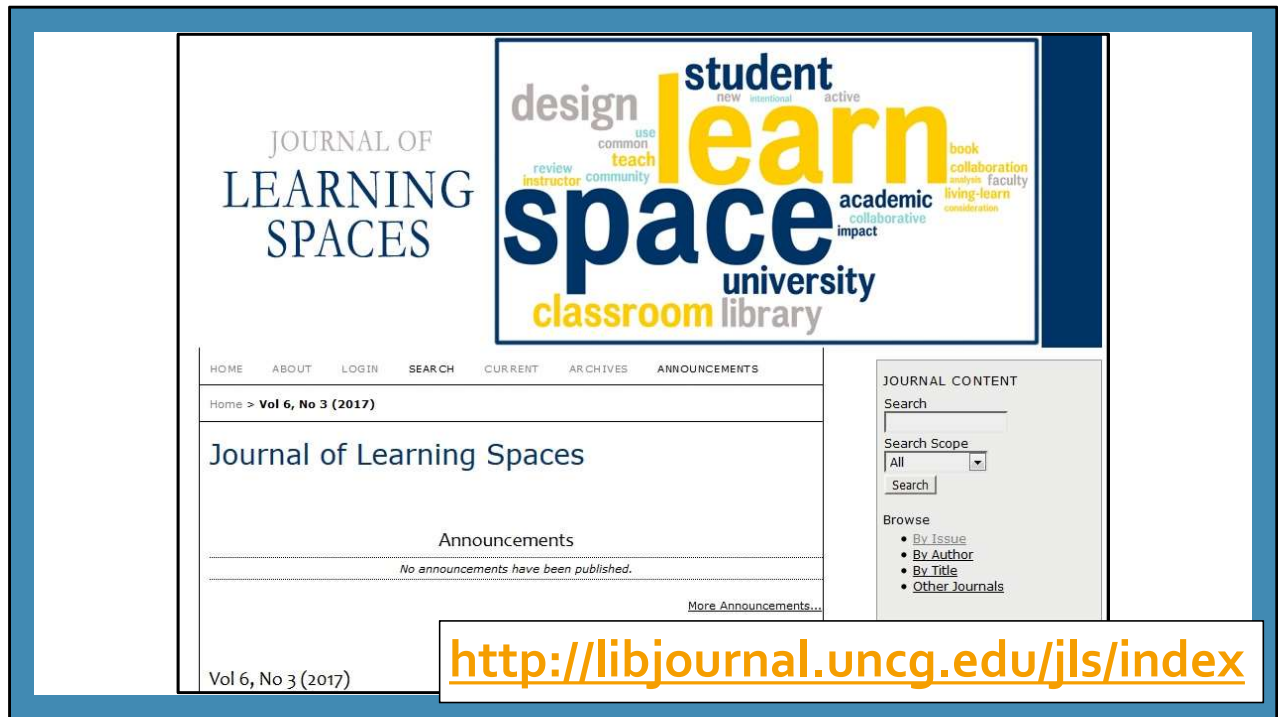
[https://en.wikipedia.org/wiki/Tom\\_kha\\_kai#/media/File:Soup\\_Bowl\\_\(cropped\).jpg](https://en.wikipedia.org/wiki/Tom_kha_kai#/media/File:Soup_Bowl_(cropped).jpg)  
(CC BY 2.0)

## Acronyms

- **OA: Open Access**
- **OER: Open Educational Resource**
- *JLS: Journal of Learning Spaces*
- **APC: Article Processing Charge**
- **CC: Creative Commons**
- **DOAJ: Directory of Open Access Journals**
- **IR: Institutional repository**
- **OASPA: Open Access Scholarly Publishers Association**
- **OJS: Open Journal Systems**
- **OTN: Open Textbook Network**
- **SPARC: Scholarly Publishing and Academic Resources Coalition**
- **UNCG: UNC Greensboro**

Anna

Acronyms



Mike

Journal of Learning Spaces

JLS screencap, from <http://libjournal.uncg.edu/jls/index>

## What is the *Journal of Learning Spaces*?

“A scholarly, multidisciplinary forum for research articles, case studies, book reviews, and position pieces related to all aspects of learning space design, operation, pedagogy, and assessment in higher education.”

The logo for the Journal of Learning Spaces is a square with a thin black border. Inside the square, the text "JOURNAL OF LEARNING SPACES" is centered. "JOURNAL OF" is in a smaller, grey, sans-serif font. "LEARNING SPACES" is in a larger, blue, serif font, with "LEARNING" on the top line and "SPACES" on the bottom line.

JOURNAL OF  
LEARNING  
SPACES

<http://libjournal.uncg.edu/jls/index>

Mike

What is JLS?

JLS logo, from <http://libjournal.uncg.edu/jls/index>

# What are “learning spaces”?

*Learning* is the process of acquiring knowledge, skill, or understanding as a result of study, experience, or teaching.

*Learning spaces* are designed to support, facilitate, stimulate, or enhance learning and teaching.

*Learning spaces* encompass formal, informal, physical, and virtual environments.



<http://libjournal.uncg.edu/jls/index>

Mike

What are “learning spaces”?

JLS logo, from <http://libjournal.uncg.edu/jls/index>

## *Journal of Learning Spaces*

- First issue published in 2011; eleven issues published to date
- Peer-reviewed
- Articles published as open access PDFs; content freely available to anyone with an internet connection
- Created to fill a gap in the professional literature, and to help direct campus involvement in space design
- Editorial and advisory board members from universities and research institutions across the country

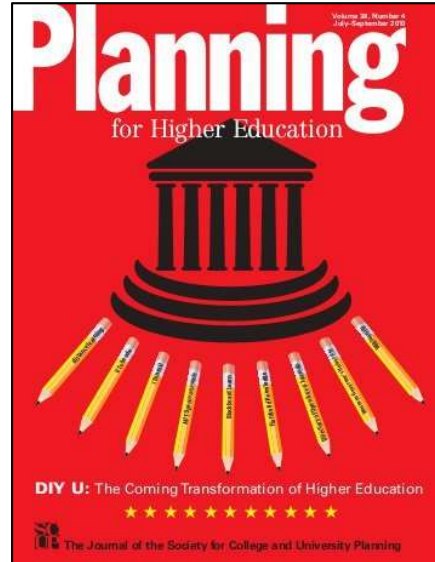
<http://libjournal.uncg.edu/jls/index>

Mike

Brief JLS history

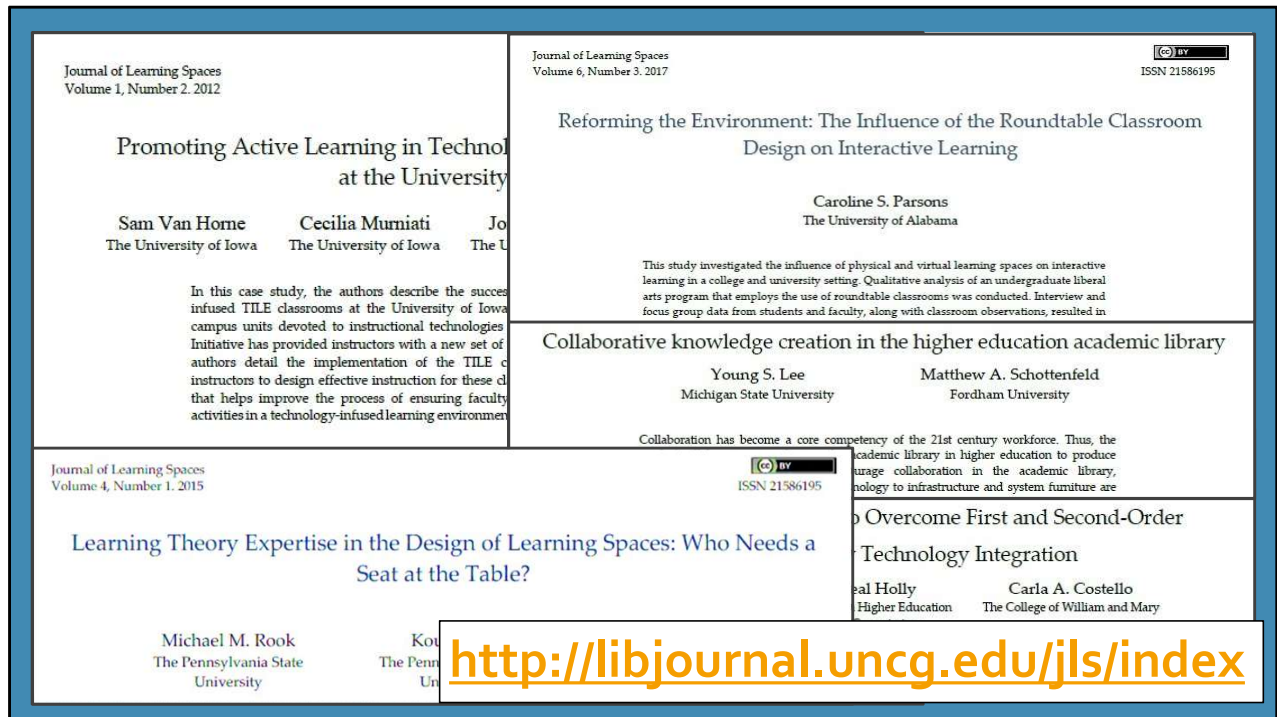


## Non-OA journals related to learning spaces



Mike

As a completely Open Access journal, JLS fills a gap in the literature



Mike

JLS articles that may be relevant to the CCUMC audience

JLS article title screencaps. For full articles, see JLS archives:

<http://libjournal.uncg.edu/jls/issue/archive>

Word usage analysis of article titles revealed that the four most commonly used words are **learn**, **space**, **design**, and **student**. Followed by this are **classroom**, **library**, **university**, **academic**, and **teach**.

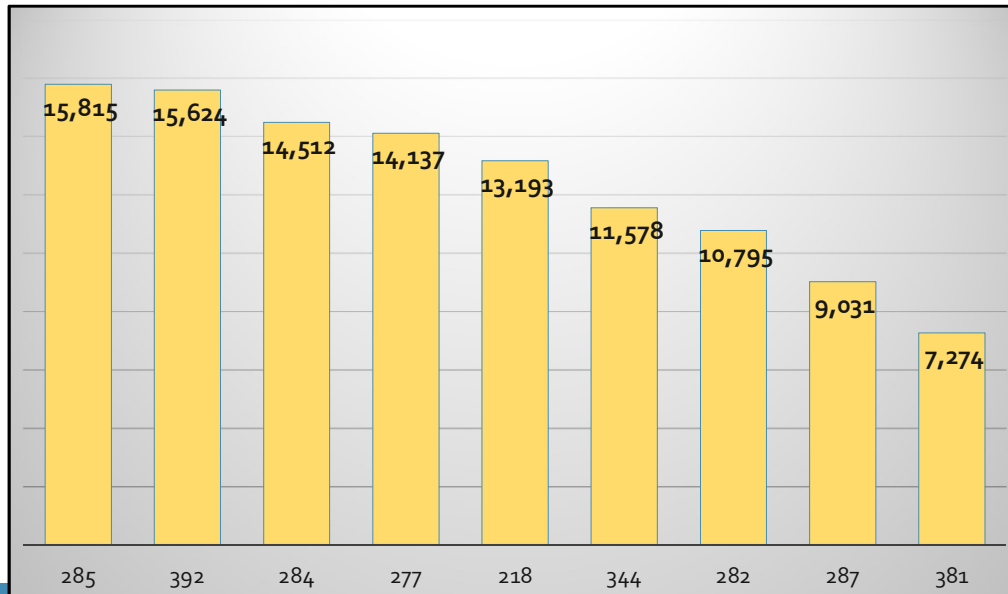


Learn	30	Library	8	Common	3	Instructor	3	Use	3
Space	29	University	8	Review	3	Faculty	3	Book	3
Design	10	Academic	5	Active	3	Community	3	Consideration	2
Student	10	Teach	4	Impact	3	New	3	Analysis	2
Classroom	9	Collaborative	3	Collaboration	3	Living-Learn	3	Intentional	2

Mike

This word cloud shows what topics JLS authors are writing about

## JLS: Top ten most-viewed articles



Mike

Top 10 most-viewed JLS articles

Article views listed in bars; article ID numbers along X axis.

## JLS: Top ten most-viewed articles

1. **Space and consequences: The impact of different formal learning spaces on instructor and student behavior**
2. **Learning space attributes: Reflections on academic library design and its use**
3. **Learning space service design**
4. **Use of swivel desks and aisle space to promote interaction in mid-sized college classrooms**
5. **New media: Engaging and educating the YouTube generation**
6. **Promoting active learning in technology-infused TILE classrooms at the University of Iowa**
7. **Designing informal learning spaces using student perspectives**
8. **The case for a learning space performance rating system**
9. **Leveraging a new building to overcome first and second-order barriers to faculty technology integration**
10. **Indoor environmental quality of classrooms and student outcomes: A path analysis approach**

Mike

Top 10 most-viewed JLS articles, by title

# Connecting *JLS* and CCUMC

**CCUMC mission:** “to provide leadership and a forum for information exchange to the providers of media content, academic technology, and support for quality teaching and learning at institutions of higher education.”

- Advocate the accessibility and effectiveness of educational media, technology, and pedagogy.
- Provide leadership for the effective implementation and management of instructional technology in higher education.
- Foster cooperative efforts among colleges and universities and other institutions, agencies, foundations, and organizations in the solution of mutual problems.
- Gather and disseminate information about educational, professional, and operational issues, including statistics important to the profession.
- Develop and provide programs and services that will enable members to most effectively support the missions of their institutions.

Mike

Connecting *JLS* and CCUMC

[https://www.ccumc.org/page/CCUMC\\_Mission](https://www.ccumc.org/page/CCUMC_Mission)

## Connecting *JLS* and CCUMC

**Teaching and learning**

**Technology**

**Higher education**

**Pedagogy**

**Research and scholarship**

**Information exchange**

Mike

Connecting JLS and CCUMC

This is why we're here – to make these connections

# Connecting *JLS* and CCUMC

Journal of Learning Spaces  
Volume 6, Number 3, 2017

ISSN 21586195

Journal of Learning Spaces

The Cube and the Poppy Flower: Participatory Approaches for Designing  
Technology-Enhanced Learning Spaces

Jennie Ferris  
McGill University

Laura Winer

Diogo Casanova

Transformative Design Pedagogy: A Pedagogical  
Exploration of Classroom Design

Lindsey Lawry Fay  
University of Kentucky

University of Tennessee Chattanooga

The Room Itself Is Active: How Classroom Design Impacts Student  
Engagement

Melissa L. Rands  
Minneapolis College of Art and Design

Ann M. Gansemer-Topf  
Iowa State University

Promoting Active Learning in Technology-Infused TILE Classrooms  
at the University of Iowa

Sam Van Home  
The University of Iowa

Cecilia Murniati  
The University of Iowa

Jon D. H. Gaffney  
The University of Kentucky

Maggie Jesse  
The University of Iowa

Journal of Learning Spaces, Instructor  
Philosophy?

Nyaradzo Mvududu  
Seattle Pacific University

Raedene Copeland  
Seattle Pacific University

Anna

Connecting *JLS* and CCUMC

*JLS* article title screencaps. For full articles, see *JLS* archives:  
<http://libjournal.uncg.edu/jls/issue/archive>



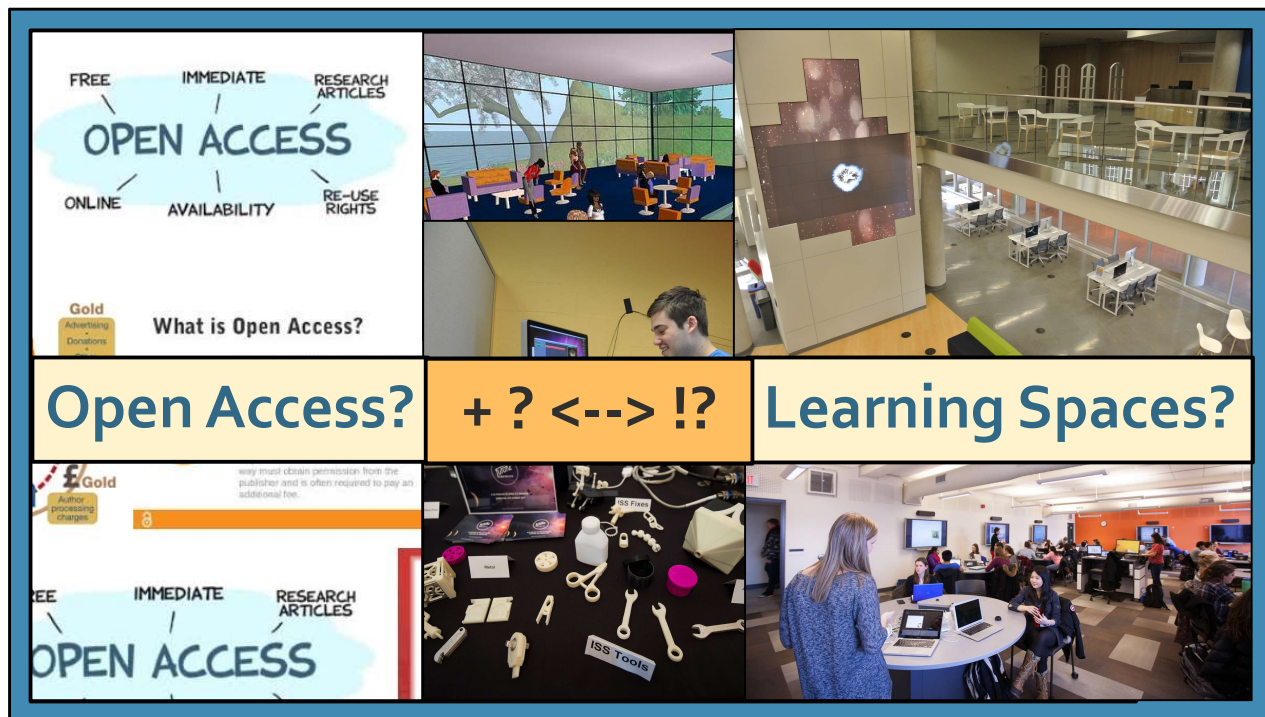
## Connecting *JLS* and CCUMC

Research-informed      Active learning  
Active pedagogy      Transformative design  
Learning spaces      Technology-enhanced  
Evaluation      Classroom design      Impact  
Academic interior architecture  
Collaboration      Student engagement

Anna

Connecting JLS and CCUMC

This is why we're here – to make these connections



Anna

The intersection of Open Access and learning spaces

Image credits:

“What is Open Access” Google image search, screncap by author.

<https://www.flickr.com/photos/john-norris/7177675441> CC BY-SA 2.0:

<https://creativecommons.org/licenses/by-sa/2.0/>

<https://www.flickr.com/photos/79017140@N08/15690755578/> CC BY 2.0:

<https://creativecommons.org/licenses/by/2.0/>

<https://www.flickr.com/photos/queensucanada/12442402975/> CC BY-NC-ND 2.0:

<https://creativecommons.org/licenses/by-nc-nd/2.0/>

<https://www.flickr.com/photos/nasahqphoto/14267205618/> CC BY-NC-ND 2.0:

<https://creativecommons.org/licenses/by-nc-nd/2.0/>

<https://www.flickr.com/photos/psutlt/5486481056/> CC BY 2.0:  
<https://creativecommons.org/licenses/by/2.0/>

The image is a screenshot of a Google search for the term "open access". On the left, a dictionary entry for "open access" is displayed, defining it as a noun meaning "availability to all" and "open access to academic research", with a bullet point stating it is "a system where users of a library have direct access to bookshelves". Below the dictionary entry are links to "Open Access - SPARC" and "Open access - Wikipedia". On the right, there is a graphic featuring the Open Access logo (an orange padlock) and the text "Open access" with "Content license" below it. A small diagram of an open lock is also visible in the top right of the graphic.

Anna

What is Open Access?

Image credit:

“What is Open Access” Google search, screncap by author.

# Open Access (OA)



**“Research outputs which are distributed online and free of cost or other barriers.”**

*- Wikipedia*

Anna

What is Open Access

Image:

By art designer at PLoS, modified by Wikipedia users Nina, Beao, and JakobVoss - <http://www.plos.org/>, CC0, <https://commons.wikimedia.org/w/index.php?curid=5069489>

# Why is Open Access important?



1. **Accelerated discovery**
2. **Public enrichment**
3. **Improved education**

- *Public Library of Science (PLOS)*

Anna

Why is OA important?

Image:

By art designer at PLoS, modified by Wikipedia users Nina, Beao, and JakobVoss -  
<http://www.plos.org/>, CC0,  
<https://commons.wikimedia.org/w/index.php?curid=5069489>

Link: <https://www.plos.org/open-access>

# Open Access publication models

1. **Traditional OA**
  - a. Fully OA journal. Journal production costs may be funded by subsidies, APCs, advertising, membership fees
2. **Hybrid OA**
  - a. Journal with only some OA content (likely funded via APCs)
3. **Delayed OA**
  - a. Content is OA after an initial embargo period
4. **Self-archiving**
  - a. Author posts copies of his/her own work (published elsewhere) in an institutional, subject-specific, or other online repository



Anna

OA publication models

APC = Article Processing Charge

Image:

By art designer at PLoS, modified by Wikipedia users Nina, Beao, and JakobVoss -

<http://www.plos.org/>, CC0,

<https://commons.wikimedia.org/w/index.php?curid=5069489>

Link: <https://www.plos.org/open-access>

---

Predatory / exploitative journals (not limited to OA) charge publication fees to authors without providing peer review, editing, and other publishing services

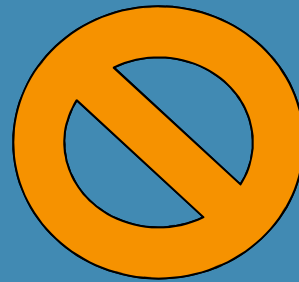
---

Such journals sometimes contact potential authors directly, trying to solicit submissions

---

Is it a legitimate journal / publication?  
Librarians can help answer that question

## When OA goes bad



Anna

When OA goes bad



## Is it legitimate?

- Peer review process / criteria?
- Copyright policies?
- Journal aims and scope?
- Publication fees – stated and explained?
- ISSN (International Standard Serial Number)?
- Indexing, ranking, metrics?
- Listed in [DOAJ](https://doaj.org/)?
- Publisher registered with [OASPA](https://oaspa.org/)?



Anna

Is it a legitimate journal?

Image credit:

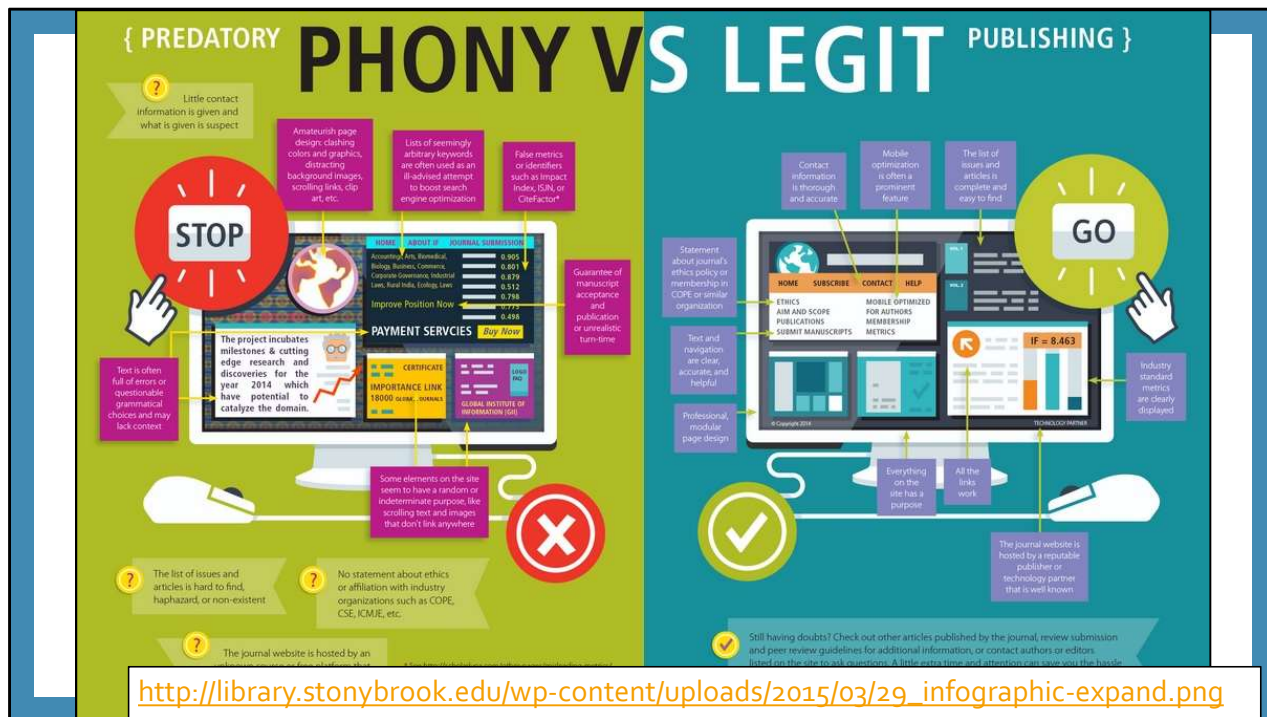
CC0

<https://pixabay.com/en/question-mark-note-duplicate-2110767>

Links:

Directory of Open Access Journals: <https://doaj.org/>

Open Access Scholarly Publishers Association: <https://oaspa.org/>



Anna

Evaluating Scholarly Journals infographic from FrontMatter by Allen Press / CC BY ND NC 3.0

[http://library.stonybrook.edu/wp-content/uploads/2015/03/29\\_infographic-expand.png](http://library.stonybrook.edu/wp-content/uploads/2015/03/29_infographic-expand.png)

# Open Educational Resources (OERs)

**“Teaching, learning, and research resources** that reside in the public domain or have been released under an intellectual property license that permits their **free use and re-purposing** by others.”

*- William and Flora Hewlett Foundation*



Anna

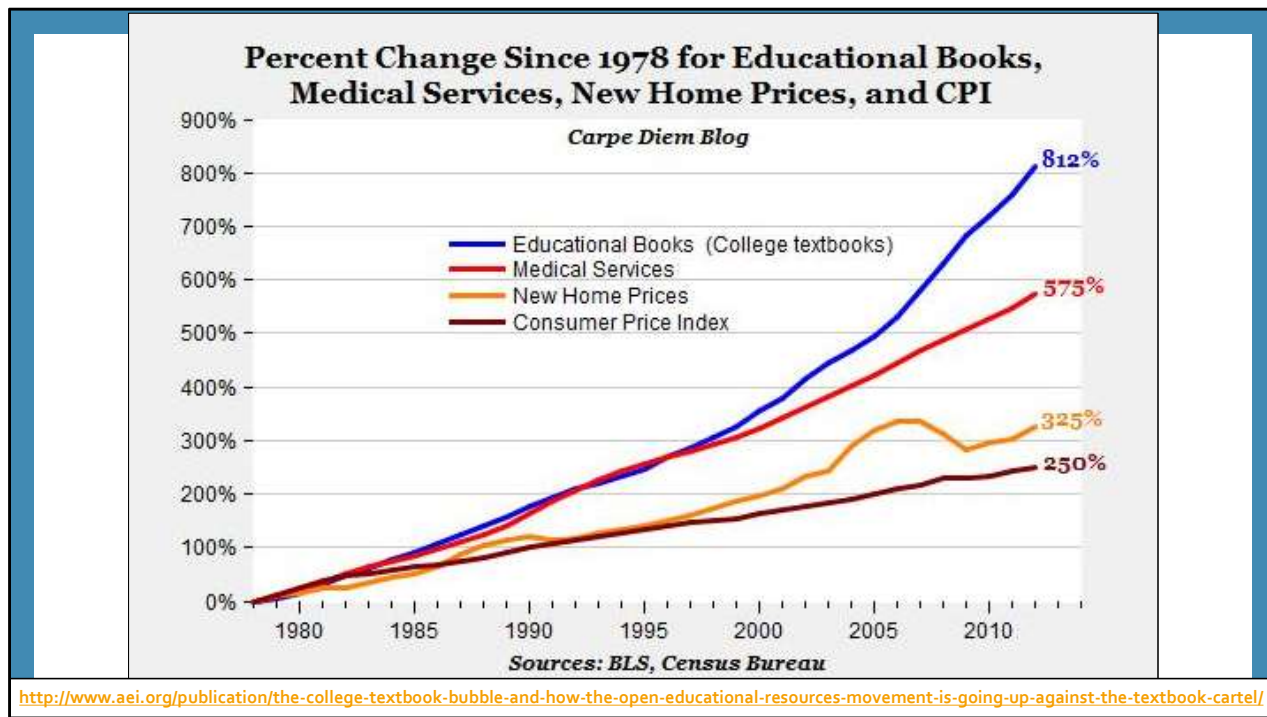
What are OERs?

Image:

UNESCO Global Educational Resources Logo:

[https://en.wikipedia.org/wiki/Open\\_educational\\_resources#/media/File:Global\\_Open\\_Educational\\_Resources\\_Logo.svg](https://en.wikipedia.org/wiki/Open_educational_resources#/media/File:Global_Open_Educational_Resources_Logo.svg)

CC BY 3.0: <https://creativecommons.org/licenses/by/3.0/>



Anna

Graph, Mark J. Perry's Carpe Diem blog: <http://www.aei.org/publication/the-college-textbook-bubble-and-how-the-open-educational-resources-movement-is-going-up-against-the-textbook-cartel/>

"I stopped buying textbooks my second semester here." - UNCG library student assistant

# Why are OERs important?

1. Textbook affordability for students
2. Content customizability for faculty
3. Educational availability for all



*- United Nations Educational,  
Scientific and Cultural  
Organization (UNESCO)*

Anna

Why are OERs important?

Image:

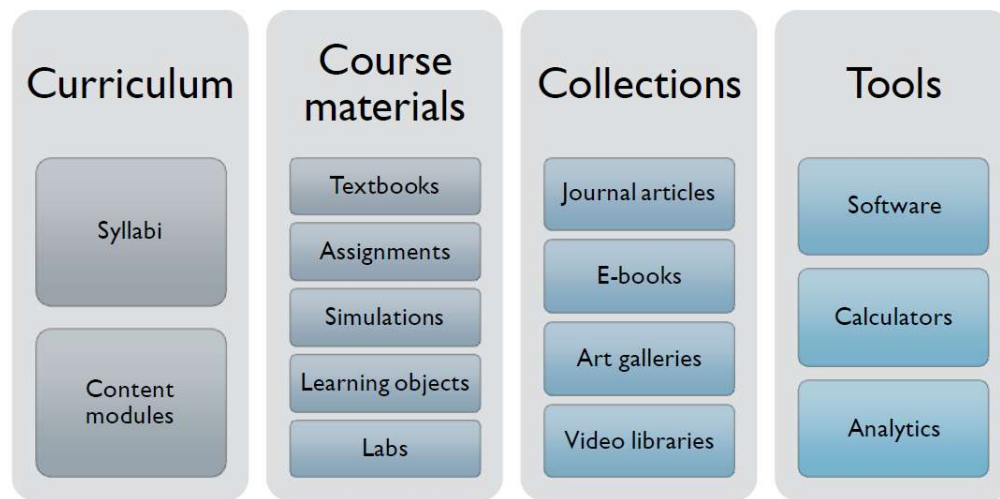
UNESCO Global Educational Resources Logo:

[https://en.wikipedia.org/wiki/Open\\_educational\\_resources#/media/File:Global\\_Open\\_Educational\\_Resources\\_Logo.svg](https://en.wikipedia.org/wiki/Open_educational_resources#/media/File:Global_Open_Educational_Resources_Logo.svg)

CC BY 3.0: <https://creativecommons.org/licenses/by/3.0/>

<http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/why-should-i-care-about-oers/>

## What forms might OERs take?



Anna

What forms might OERs take?

Image: CC BY 4.0: <https://creativecommons.org/licenses/by/4.0/>

From: <https://www.slideshare.net/ReginaGong/open-educational-resources-oer-an-alternative-to-the-high-cost-of-textbooks>

## Skills needed to create OERs

- **Content expertise**
- **Policy and decision-making**
- **Technical (working in online systems)**
- **Copyediting and proofreading**
- **Content layout / type-setting**
- **Graphic design**
- **Web design**



Anna

Skills needed to create OERs

Not everyone needs all of these skills; a team often works together to create the resource

Image from Flickr user André Hofmeister

<https://www.flickr.com/photos/exil-fischkopp/12484303923>

Attribution-ShareAlike 2.0 Generic (CC BY-SA 2.0)

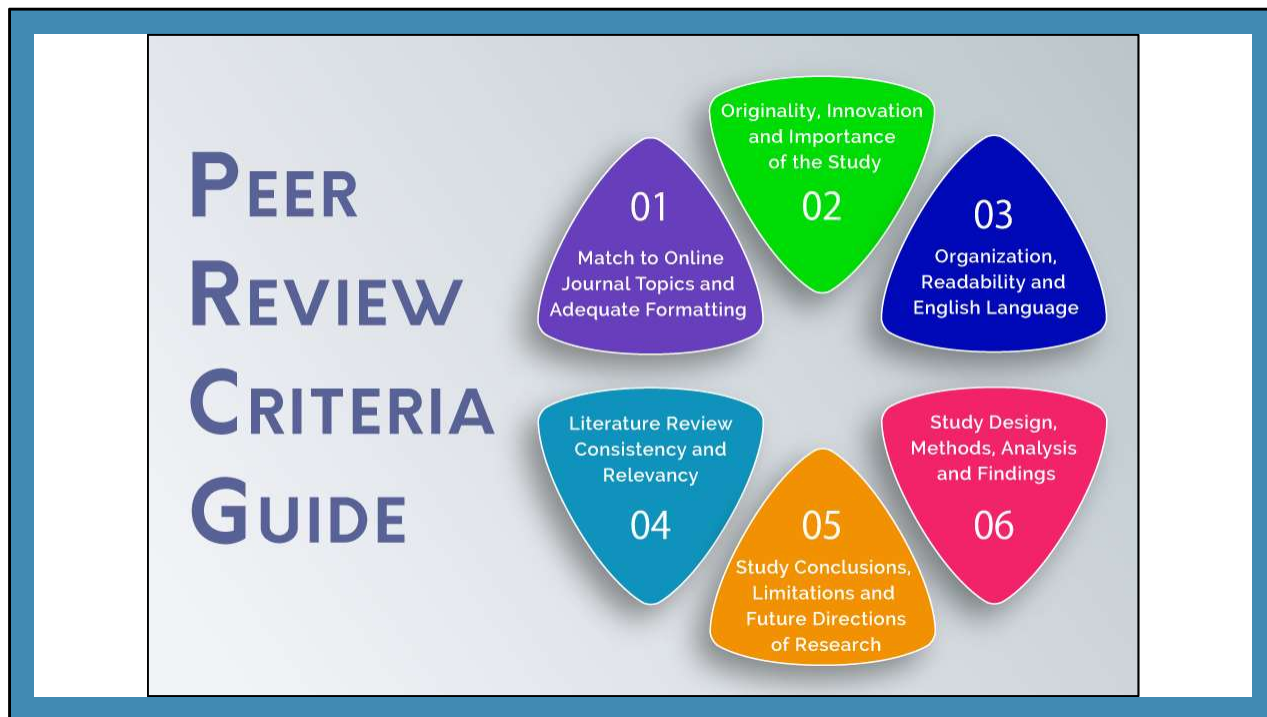
## Content expertise: not just for authors



Mike

Peer reviewers contribute critical content expertise to journal production







Mike

Peer review criteria guide

Open Access/OER coalition-building

Open Access Scholarly Publishers Association

<https://sparcopen.org/>

<https://oaspa.org/>

Why Open Matters

<p><b>\$3.2T</b></p> <p>Potential increase in global economy due to Open Data</p>	<p><b>\$267k</b></p> <p>Avg student savings/year at SPARC members using OER</p>	<p><b>905,687</b></p> <p>Number of open access articles according to OASPA</p>
---	---	--

Anna

OA/OER coalition-building

SPARC (Scholarly Publishing and Academic Resources Coalition) logo and info:

<https://sparcopen.org/who-we-are/> and <https://sparcopen.org/>


CC BY 4.0: <https://creativecommons.org/licenses/by/4.0/>

OASPA (Open Access Scholarly Publishers Association) logo and info:

<https://oaspa.org/>

CC BY 4.0: <https://creativecommons.org/licenses/by/4.0/>

Open Access / OER coalition-building



**Open Textbook Network**

WE ARE A COMMUNITY DEDICATED TO RESULTS

**600+** Campuses represented


**\$8.5 Million** Student savings by OTN members

**45%** of faculty who attend an OTN workshop adopt an open textbook

**DOAJ** DIRECTORY OF OPEN ACCESS JOURNALS

Home Search Browse Subjects

<https://doaj.org>



openstax™ Access. The future of education.

<https://openstax.org/>

<https://research.cehd.umn.edu/otn/>

Mike

OA/OER coalition-building

DOAJ (Directory of Open Access Journals) logo and info: <https://doaj.org/>  
 CC BY-SA 4.0: <https://creativecommons.org/licenses/by-sa/4.0/>

OpenStax logo and info: <https://openstax.org/>  
 © 1999-2017, Rice University

Open Textbook Network logo and info: <https://research.cehd.umn.edu/otn/>  
 CC BY 4.0: <https://creativecommons.org/licenses/by/4.0/>

# OA/OER publishing challenges

- Every project is different
- Finding needed expertise for different roles
- Software / online system learning curves
- Intellectual property / copyright issues
- Who is responsible for the content after creation?
  - Long-term hosting
  - Updating over time
- Time
- Assessment

Mike

OA publishing challenges

# Why are OERs important?

1. Textbook affordability for students
2. Content customizability for faculty
3. Educational availability for all



- *United Nations Educational,  
Scientific and Cultural  
Organization (UNESCO)*

Anna

This question again: Why are OERs important?

Image:

UNESCO Global Educational Resources Logo:

[https://en.wikipedia.org/wiki/Open\\_educational\\_resources#/media/File:Global\\_Open\\_Educational\\_Resources\\_Logo.svg](https://en.wikipedia.org/wiki/Open_educational_resources#/media/File:Global_Open_Educational_Resources_Logo.svg)

CC BY 3.0: <https://creativecommons.org/licenses/by/3.0/>

<http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/why-should-i-care-about-oers/>

## Open Access publishing value

- Strengthen campus relationships
- Meet needs of campus faculty
- Support new publishing models
- Facilitate content creation
- Demonstrate commitment to open access



Anna

OA publishing value

Images courtesy of UNCG Image Collection

PIC12793 Zakia-O'Donnell 035.jpg © UNCG 2008

PIC13496 Civic Literacy 132.jpg © UNCG 2012

PIC13559 Campus 103.jpg © Mark Wagoner 2012 - University Relations has usage rights.

How can you get involved?

**Teaching**

**Publishing**

**Advocacy**

Anna

How can you get involved?

## Get involved: Teaching

Consider selecting low- or no-cost materials for your courses

- BCcampus OpenEd
  - <https://open.bccampus.ca/>
- Digital Public Library of America
  - <https://dp.la/>
- Directory of Open Access Books
  - <https://www.doabooks.org/doab?uiLanguage=en>
- MERLOT
  - <https://www.merlot.org/merlot/index.htm>
- OpenStax
  - <https://openstax.org/subjects>

Anna

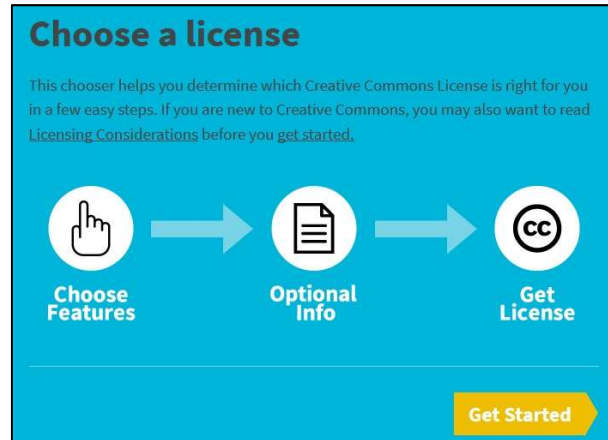
Get involved: Teaching



## Get involved: Publishing

Consider publishing in open access journals or making your works available for reuse

- Directory of Open Access Journals
  - <https://doaj.org/>
- Creative Commons
  - <https://creativecommons.org/>
- Share your work via an institutional repository



<https://creativecommons.org/share-your-work/>

Anna

Get involved: Publishing

Image: <https://creativecommons.org/share-your-work/> (CC BY 4.0)  
<https://creativecommons.org/licenses/by/4.0/>

## Get involved: Advocacy

Does your campus support Open Access?

If so, how? If you're not sure, consider asking:

- What open access educational opportunities does our campus offer?
- Do we have an open access institutional repository?
- Do we offer support for instructors to identify, adopt, or create OERs?
- What support do we offer faculty and others who want to publish in OA journals?
  - Grants to offset publication fees?
  - Support for OA in the PE&T process?
  - Support for identification of appropriate OA journals?
  - Assistance in examining publication contracts and licenses and negotiating for authors' rights?

Anna

Get involved: Advocacy

UNCG  
CELEBRATING 125 YEARS OF  
OPPORTUNITY & EXCELLENCE

Prospective Students | Current Students | Faculty & Staff | Alumni | Community & Friends

CAMPUS LINKS

University Libraries | Hosted Journals | University Libraries Services | About the Libraries

## Journal of Learning Spaces

HOME ABOUT LOGIN SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > User > Register

### Register

Self-registration is currently disabled due to a technical problem. If you are a new author, reader, or reviewer trying to set up an account, [please use this electronic form](#).

Your request will be sent to the appropriate journal manager, and an account will be created for you. If you need further assistance, [please e-mail us](#).

- [Login](#)

ISSN: 21586195

Visit the Journal of Learning Spaces

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike license.

JOURNAL CONTENT

Search

Search Scope

All

Search

Browse

- [By Issue](#)
- [By Author](#)
- [By Title](#)
- [Other Journals](#)

FONT SIZE

A A A

<http://libjournal.uncg.edu/jls/user/register>

Mike

Consider signing up to be a reader, reviewer, or author!

# Thank you!

**Michael Crumpton**

Assistant Dean for  
Administrative Services

UNC Greensboro

[macrumpt@uncg.edu](mailto:macrumpt@uncg.edu)

**Anna R. Craft**

Coordinator of Metadata  
Services

UNC Greensboro

[arcraft@uncg.edu](mailto:arcraft@uncg.edu)



*Journal of Learning Spaces:*

<http://libjournal.uncg.edu/jls/index>

Mike and Anna

Thank you!

Questions?

Contact information: Mike and Anna

Image: <http://libjournal.uncg.edu/jls/index>