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From Hub to Beacon: Evolution and Evaluation of Spaces in the Learning Commons

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FROM HUB TO BEACON: EVOLUTION AND EVALUATION OF SPACES IN THE LEARNING COMMONS

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Abstract

Learning spaces in academic libraries have changed over the last 15-20 years, emerging initially as spaces labelled as 'information commons' and transforming into a variety of spaces described as learning spaces, student hubs, and so on. The financial investment in the development of learning spaces in libraries has been significant. As these spaces have evolved, the evaluation of their impact and success has also emerged as an important issue, from the perspectives of judicious use of financial resources as well as contribution to the student experience and student learning outcomes. The need to undertake formal evaluation of such investments in facilities and service developments has become increasingly important in an environment of limited resources and Return on Investment (ROI) sought by university financial directors.

This paper will track the evolution of the Learning Commons in the University of New England (UNE), Australia since its first implementation as an Information Commons in 2006 to the most recent developments completed in early 2014 which respond to identified needs for facilities and services to enhance the experience of first year students. The current configuration of services provided in the UNE library (library support, IT support, learning support, student academic support, and security services) is an example of the emergence of the university library building as a central hub for the delivery of services for students and staff. The concept design of the recent refurbishment strengthens the perception of the library environment as a beacon on campus in the provision of services to enhance the student experience. The requirement to move from informal feedback mechanisms to more structured, evidence-based evaluative data on learning spaces and the provision of related services in libraries will be demonstrated in the changing evaluation methodologies used at UNE.

Keywords: Learning spaces; Evaluation; Academic libraries; Australia

Introduction

The introduction of learning spaces into academic libraries has transformed facilities available for student use in libraries over the last two decades. These changes would not have been possible without significant investment of resources by universities and colleges into these initiatives. As the competitive and fiscal environment in which the institutions operate has presented challenges to maximise and align the use of resources to the institutional mission, there has been an increasing need to demonstrate the value and contribution of learning spaces to the strategic priorities of the institution.

A number of excellent publications have tracked the development of the information commons, the learning commons, and informal and social learning spaces (e.g. Held, 2009; Oblinger, 2006; Turner, Welch & Reynolds, 2013) so only key developments are described in this paper to set the context.

The approaches to evaluating the new models of learning spaces in libraries have evolved beyond the collection of quantitative data to the development of assessment frameworks and

studies linking provision of learning spaces and the activities undertaken in those spaces with student learning outcomes. This paper outlines key steps along this development path and the challenges that have emerged.

The evolution of the Learning Commons at the University of New England (UNE) will be described, setting the scene for a discussion of the methodologies used to evaluate the progress of the learning space developments over time and the increasing need to demonstrate the value of these investments to the University and to explore the contribution to student learning. The paper will conclude by reflecting on our experiences, the lessons learned, and future opportunities and challenges.

Learning spaces in academic libraries

The Information Commons in libraries first emerged in the 1990s as typically a place in which network and computer facilities, software, and help services were provided for access by students, with the emphasis being on information access. These Commons were usually adjacent to or integrated into reference space and service. According to Beagle (1999), information commons described “an exclusively online environment in which the widest possible variety of digital services can be accessed” in “a new type of physical facility specifically designed to organize workspace and service delivery around the integrated digital environment”.

In contrast, the Learning Commons is designed to facilitate learning: to enable students to organize their own learning, to participate in shared learning, and to participate in the production of knowledge. Sinclair (2007) referred to the Commons 2.0 as “a one-stop collaboratory for out-of-class assignments, writing, research and group projects”....which “supports new ways of learning, particularly the emphasis on team-based problem solving that more closely resembles the ways in which successful organizations and businesses operate today”.

Informal learning spaces, the next stage in the evolution, are increasingly perceived as a network of interconnected and overlapping spaces on the campus where students, academic staff and professional staff interact for “learning, discovery and discourse”, from libraries and computer centres, to cafes and residential colleges. (Dugdale, 2009; Lippincott, 2009)

It has been recognized that the design of learning spaces needs to focus on what we want students and staff to be able to do in those spaces (Bennett, 2008; Long & Holton, 2009). Lippincott (2009) stresses that innovative learning spaces are the product of a community of planners and stakeholders, and Dugdale (2009) emphasizes the importance of “partnerships among libraries, academic computing groups, and student centers to develop spaces into new kinds of informal learning environments”.

Evaluation of learning spaces in academic libraries

Many of the reported studies of learning spaces have focussed on frequency of use, how the spaces are used, and student satisfaction with spaces. However the need to demonstrate the contribution to the institution’s mission of the investment of resources into the development of these new spaces and the return on investment soon emerged (e.g. Lown & Davis, 2009; Grzeschik, 2010). The difficulty is just how best to do this in a cost effective way.

Pre- and post-occupancy studies were adopted early as an approach. Occupancy is typically assessed by seating surveys and other observational studies, and gate counts recorded at entry to or exit from the library. Seating surveys and observational studies can be focussed on particular spaces in the library, such as the learning commons.

In discussing assessment of the information commons, Lippincott (2006) urged that a coordinated assessment program should be guided by the vision and goals established in the planning process for the commons. Statistical data such as gate counts, use of equipment and software, information requests as well as qualitative data gathered from patron interviews could

then be compared with data gathered prior to establishment of the facility to identify needed changes and “justify additional funding, and demonstrate the commons contribution to teaching and learning”.

Roberts and Weaver (2006) and Bennett (2007) make the case for the development of a framework for evaluation. Bennett (2007) identifies a common pitfall in evaluation as “believing the task of evaluating the success of a learning space falls only at the end of the process of creating it” and the need to develop a framework to evaluate throughout a construction or renovation.

Examples of two frameworks are the Pedagogy-Space-Technology (PST) Framework for Designing and Evaluating Learning Spaces (Powell 2009; Long & Holeyton, 2009) and TEALS (Tool for Evaluation of Academic Library Spaces) (Abbasi, Elkadi, Horn & Owen, 2012).

Exploring the contribution of learning spaces to learning has become a focus as libraries strive to demonstrate value and the return on investment in the development and maintenance of the facilities. Beard and Dale (2010) commented that “in order to ensure learning spaces stay relevant and that university communities make the best use of the resources availablethere needs to be relevance to the learning and employability of the student”. Mathews (2014) discusses how libraries bring people, ideas, technology and collections together and states that “we should define our success by the success of our users. Their accomplishments are a reflection of our work.”

Student engagement has been identified as an indicator for student learning, and environment is one of the critical elements affecting student engagement (Hunley & Schaller, 2006; Hunley & Schaller, 2009). Therefore “Person-environment interaction models can help focus learning space assessment” (Hunley & Schaller, 2006). Quantitative measures such as frequency and type of space used and qualitative measures such as focus groups, interviews, surveys and observational studies together provide information on the interaction of students with the learning space environment (Foster & Gibbons, 2007; Bryant, Mathews & Walton, 2009). Photographic studies can capture observational data on the nature of activities taking place in the space and students’ use of different spaces over a period of time and can reveal aspects that encourage or discourage students’ engagement with the library facilities (Hunley & Schaller, 2009). While spaces for informal learning in libraries are an important part of the overall learning environment, they are only one of the varieties of learning spaces used by students and determining the impact of particular learning spaces on learning is therefore difficult.

A project at University of Huddersfield was initiated to conduct research into the impact of learning space on learning behaviour and attempted to collect data on learning productivity by getting students to complete learning logs. The latter was problematic and students did not engage with this approach. It was concluded that a reflective log or journal would need to be incorporated into teaching to secure student engagement with this aspect of an evaluative method (Ramsden, 2011).

Evolution of the Learning Commons at the University of New England

The University of New England situated in a regional city with a population of approximately 25,000, was the first university in Australia outside a state capital city. Established as the New England University College of the University of Sydney in 1938, it became an autonomous university in 1954. As well as being the first regional university, it was also the first Australian university to offer courses by distance education. The student cohort is now more than 21,000 with 80% of students studying by distance. Although students are required to attend intensive schools during the academic year for some subjects offered in distance mode, the majority of distance students who are geographically remote from the campus rarely visit the campus during their entire program, and some only for their graduation ceremonies. In 2013 the University had 1,308 staff (543 academic staff and 765 professional staff).

The University Library comprises the Dixon Library (main library), the Law Library and the Archives and Heritage Centre, each in their own buildings. The current building for the Dixon Library was constructed in three stages from 1961 to 1983 and occupies 9,052 square metres over four levels.

Developments at UNE reflected the evolution of spaces elsewhere. An Information Commons was developed on the entry/entrance level (level 2) of the Dixon Library in 2004 offering students larger desk areas in pods of three, and additional desktop computers. The Learning Commons, enabled by federal government funding and completed in March 2008, brought together access to library services, the IT help desk, student administration services help desk, and academic skills support. Facilities included meeting rooms and informal discussion areas, electronic media booths, problem-based learning rooms, and social spaces including lounge areas and a coffee and snack facility from self-service vending machines. The Commons became an attractive computer hub – centrally located on campus, well-lit and air-conditioned, with professional assistance and the security of being in a popular location with many other people. At that time, the Commons became the University's principal computer lab for student use day and night. Minor tweaking of the facilities continued in response to student feedback and library sector trends, including additional laptop benches with power outlets, installation of Wi-Fi, and an increase in the number and variety of casual furniture as the physical collection on the floor continued to contract.

The next major development was the creation of the Dixon Library Master Plan in 2012. The success of the Learning Commons development had highlighted the need for ongoing refurbishment of the building to provide updated facilities and environment appropriate for modern academic teaching, learning and research. The Master Plan confirmed that the entry level of the building should continue to be developed and expanded as an environment for collaborative and social learning (Woods Bagot, 2013).

The University developed a *First Year Experience Strategy 2012-2015* which prioritised the building of informal learning spaces for first year students, including an action to construct a targeted space for first year students in the Dixon Library. Funding became available in 2013 to develop such a space in the Commons that would also be in line with the Master Plan concepts. The goal was that the space would be designed to support group learning, casual conversation and networking between students, student to student mentoring, informal and spontaneous learning, and first year advising to support the successful transition from commencing to progressing student (Clark & Paton, 2012).

While the hub@Dixon has a primary focus to provide an informal learning area targeted to commencing undergraduate students, the space is available for all students to use as a central resource as similar additional facilities on a discipline basis are less likely to be developed given the low number of on-campus students.

The new area provides a variety of furniture options which support both individual and group informal work styles, including whiteboard walls, ample power outlets in desktops and walls, fixed study booths with large digital screens, laptop benches, soft lounge chairs, bean bags, ottomans and mobile chairs with integrated tablet work surfaces that allow students to work independently of a table and to relocate easily to be nearer to power outlets. The "Beacon" is an angular shaped partially enclosed area which is the focal point of the hub@Dixon.



Figure 1: “Beacon” in the hub@Dixson

A feature of this latest development was to relocate the University Security and ID Card office into the Library, and to co-locate this office and the IT help desk, student administration services help desk, and academic skills support all near to the library service point and the library entrance. The addition of a café into the Commons is planned for the next stage of the Master Plan implementation.

With the expansion in delivery of University services from the Learning Commons, a framework has been developed to promote student support seamlessly across the various partner services in the Commons. A Management Committee and an Operations Committee have been established in 2014, with the aim of ensuring that UNE has an effective Learning Commons and to provide a high quality and consistent experience for clients.

Evaluation of the UNE Learning Commons

A number of different methodologies have been used by the University Library to gather evaluative data on the Learning Commons over time. Early data collections focussed on quantitative data in relation to use of and satisfaction with facilities, with attention turning more recently to qualitative data.

Gate counts

Monitoring the number of visits using gate counts is a typical method used by libraries to detect changes in patterns of use. Gate counts for the Dixson Library over 5 years demonstrate inconsistent patterns, both annually and for comparable periods in the academic year (Table 1).

Gate counts prior to 2010 are unreliable so the impact of the Learning Commons development in 2007/8 cannot be assessed using this kind of data. A possible explanation of the increase from 2010 to 2011 is the closure of the primary IT help desk in the IT building and a single IT help desk for the campus located in the Learning Commons. The data provides evidence of the impact of the hub@Dixson and the expansion of services in the Commons from the commencement of 2014 with visits to the library in the first five weeks of the first teaching period increasing by 21.4% compared with same period in 2013. The inclusion of the Security and ID Card office in the Commons may have contributed to this increase in gate counts as all students had to visit the library to obtain their ID cards and/or parking permits.

	First 5 weeks of teaching period 1	Change	Annual Total	Change
15 February - 21 March, 2010	25,613		163,244	
21 February - 27 March, 2011	30,630	19.59%	196,791	20.55%
20 February - 25 March, 2012	30,401	-0.75%	195,737	-0.54%
25 February - 29 March, 2013	30,283	-0.39%	204,459	4.46%
24 February - 28 March, 2014	36,773	21.43%		

Table 1: Dixson Library Gate Counts 2010 - 2014

Client satisfaction survey

The Library has undertaken biennial client satisfaction surveys since 2003 using a questionnaire that was developed for Australian university libraries. The majority of the 39 university libraries use this web-based survey allowing benchmarking across the libraries as well as internal comparisons over time. The questionnaire has an agreed core set of questions with some flexibility to adjust terminology for local library use. The survey questions focus around a number of themes: communication, service delivery, facilities and equipment, library staff and information resources.

The category most directly relevant to the Learning Commons is facilities and equipment. Respondents are asked to consider a number of statements considered critical to the success of the library (31 statements in 2013) and rate each statement firstly in relation to its importance to them (from 1=low to 7=high) and secondly, with respect to their impression of the library's performance (from 1=low to 7=high). The data is analysed also to identify the perceived difference or gap between importance and performance for each variable. A gap of 2.0 or more is considered serious and to require action, particularly if the service had a high importance ranking. A gap of 1.0 – 1.99 is also considered for improvement.

The wording in statements has evolved over time, but it is possible to track changes in respondents' perceptions. The survey is undertaken at UNE at a comparable time in the academic year for each iteration. Responses have increased from 794 in 2003 to 2,573 in 2013.

Table 2 reveals that the importance of facilities and equipment, not unexpectedly, has increased over the survey periods. In spite of continual upgrades of facilities (e.g. the establishment of the Learning Commons, increase in number of computers, improvements in Wi-Fi access and laptop facilities), the performance has remained fairly static. The library is not keeping up with the increasing expectations of students. The most recent survey in 2013 pre-dated the completion of the new informal learning space. Indeed, some construction work was being undertaken during the survey period when access to spaces for informal and group study was reduced. Further, the survey does not differentiate between different areas in the library, and improvements on other levels of the building have been limited primarily to the expansion and upgrade of computers.

	Mean scores - all respondents	Group study facilities	Availability of computer workstations	Computer facilities/ Laptop facilities (eg: desks, power)	Wireless facilities	Individual seating/ Quiet study facilities	Average - Facilities & Equipment
Gap	2013	0.27	0.72	0.56	0.85	0.40	0.56
	2011	0.21	0.83	0.40	0.57	0.32	0.47
	2009	0.05	1.02	0.46	0.81	0.41	0.55
	2007	-0.85	0.41	-0.49	-0.49	-0.17	-0.32
	2005	-1.12	0.28	0.29		-0.50	-0.26
	2003	-1.44	-0.19	0.02		-0.97	-0.65
Importance	2013	5.91	6.07	6.14	6.41	6.24	6.15
	2011	5.93	6.15	6.07	6.35	6.27	6.15
	2009	5.70	6.27	5.87	5.93	6.21	6.00
	2007	4.26	5.59	4.54	4.29	5.38	4.81
	2005	4.24	5.35	5.66		5.32	5.14
	2003	3.59	4.70	5.14		4.63	4.52
Performance	2013	5.64	5.35	5.58	5.56	5.84	5.59
	2011	5.72	5.32	5.67	5.78	5.95	5.69
	2009	5.65	5.25	5.41	5.12	5.80	5.45
	2007	5.11	5.18	5.03	4.78	5.55	5.13
	2005	5.36	5.07	5.37		5.82	5.41
	2003	5.03	4.89	5.12		5.60	5.16

Table 2: Client survey results for facilities and equipment

Respondents' comments are analysed to provide further insights into the quantitative data. In the 2009 survey, which followed the completion of the Learning Commons development in 2007/8, comments and improvements requested included more computers, more laptop space (presumably with power and Internet/Wi-Fi connection), "love the non-quiet area on the ground floor – much more welcoming", "love renovations on the ground floor", "very noisy". The following comments are typical of the conflicting needs that were emerging for spaces for conversational and social learning, and for spaces for quiet study. It also reflects the context that the refurbished level is attractive, welcoming, and the place where students want to be, and the other levels do not have the same bright and welcoming ambience.

"Where there is a comfortable place to sit in the library at the moment, it usually attracts people who want to talk, where one just wants to read without being disturbed".

Client survey, 2009

"Staff need to be aware on how noisy some students are in the library. The Ground Floor Computer Area is the worst! People Constantly talking! It is very distracting when trying to do an assignment in a place where it is supposed to be quiet.

Client survey, 2011

"I love the library, especially since the Learning Commons has been developed and you can talk without being frowned upon."

Client survey, 2013

Figure 2: Comments from Client Surveys

Seating surveys

Seating surveys have been undertaken in the Dixson Library in 2009, 2010, 2012 and 2013.. These observational surveys are undertaken at a similar time in the academic year and record occupancy in different types of seating throughout the building at specified times during opening hours. The popularity of different areas in the Learning Commons is evident from the data. The percentage of occupancy of computer workstations and laptop benches has remained consistent over the surveys but the occupancy of casual seating has increased from 9% to 25% over four survey periods.

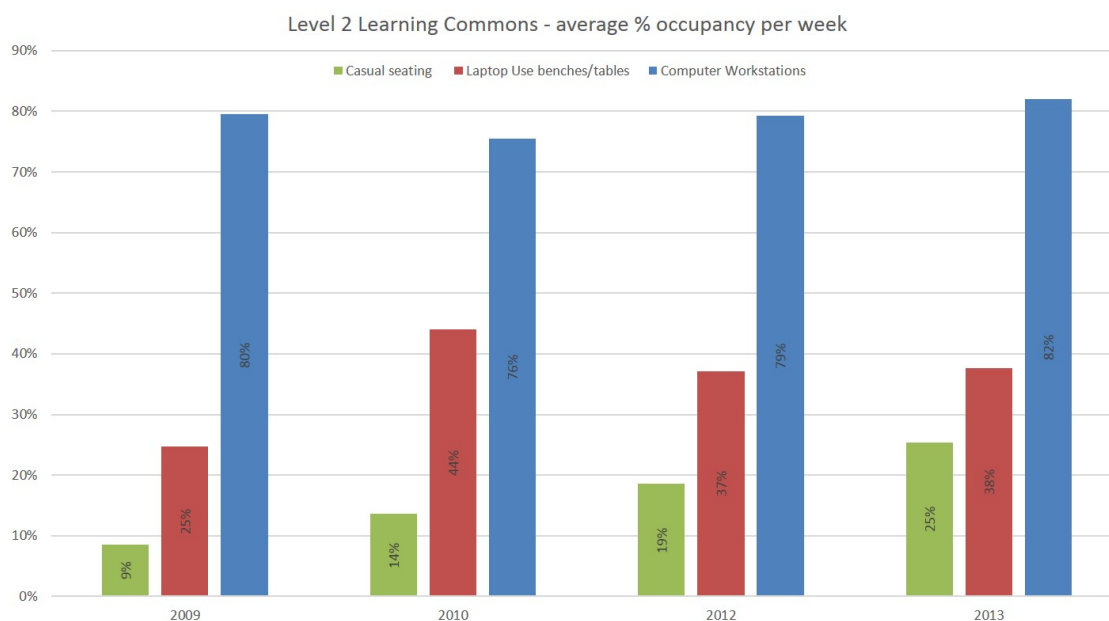


Figure 3: Seating survey data 2009-2013

Master Plan consultations and surveys

During the development of the Master Plan for the Dixson Library in 2012, the consultants conducted a number of stakeholder consultation sessions and a web-based survey of students and staff (Woods Bagot, 2013). 371 students responded to the survey. Students were asked to indicate their degree of agreement with a number of statements about their use of the library (not just the Learning Commons), to respond to a series of questions regarding the perceived positive and negative attributes of the library, and to indicate the types of spaces that would encourage them to use the library more often.

49% like hanging out in informal spaces in the library
56% regularly use computers in the library
88% value having quiet spaces to work or study in the library
73% value having a places where they can collaborate with peers
38% regularly utilise enclosed meeting spaces in the library for group work
36% like to meet friends in the library
63% regularly go to the library between classes
39% like studying around other people
45% believe there are not enough computers in the library
73% can get help in the library when they need it

Table 3: Student responses to survey for Master Plan development

When students were asked what was the worst thing about the library, 23% responded that there were 'not enough computers', followed by 'state of the building' (10%), 'poor wi-fi service' (9%) and layout (9%). The best things about the library were perceived to be 'staff' (19%), 'quiet areas' (16%), 'computers' (11%), 'ambience' (10%) and 'group study rooms' (8%).

Students were also asked what additional space or amenity they wished the library had with a café at the top of the list with 40% of responses, followed by 'more computers' (15%), 'more training, meeting, study rooms' (13%), 'more private and quiet study spaces' (13%) and 'more comfortable chairs and nooks' (9%).

Results from the survey were used in the development of the concept plans for the library, but are also of interest in the context of adding data to the evaluative processes of library spaces.

Feedback boards

The Library has also found that feedback boards are a quick and simple method of gaining feedback from students, and this seems to be an approach that students find easy and inviting. Both whiteboard pens and "post-it" notes have been used for students to record their comments.

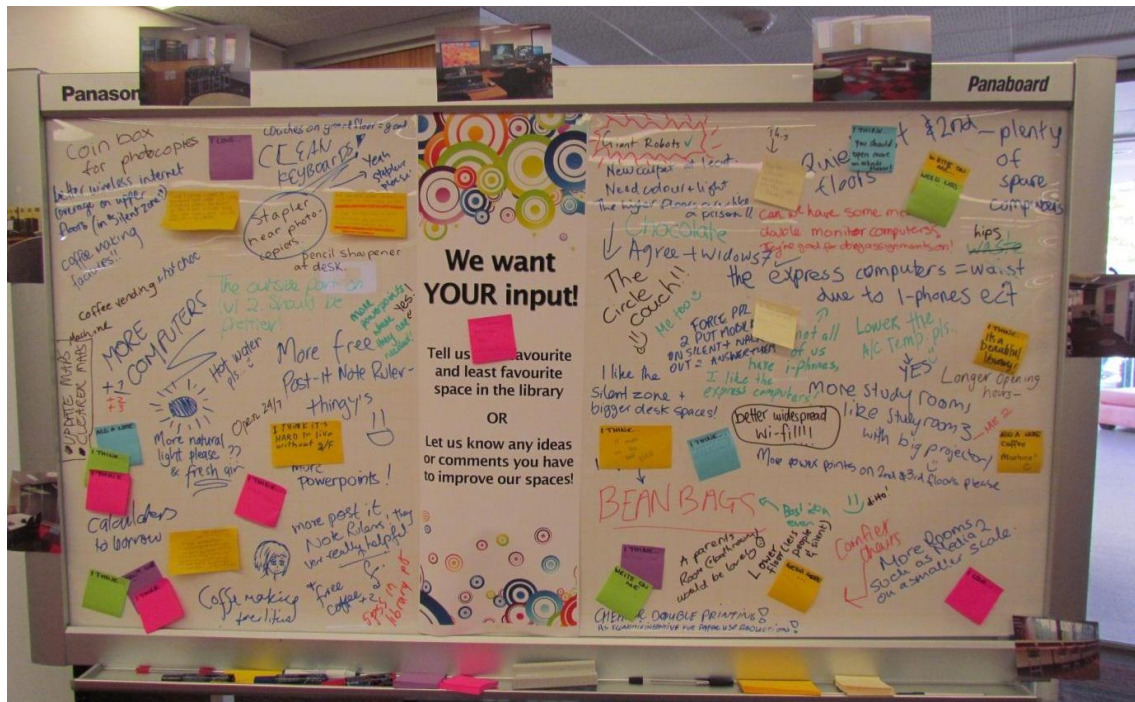


Figure 4: Feedback board prior to development of Master Plan (2011)

As this method worked so well, comments were sought from students on furniture for the new Informal Learning Area in 2013 prior to final design approval. Photographs of some furniture styles were posted on a whiteboard and students added comments to the board. It was obvious from the feedback that booths and “ball chairs” (or “egg chairs” as the students referred to them) would be popular and these were included in the furnishings of the hub@Dixson. The ball chairs are so popular that more have been purchased.



Figure 5: The popular ball chairs

Surveys relating to the hub@Dixson

In planning the Informal Learning Space (hub@Dixson), feedback was sought from first year students on the kinds of support they would like to have available in the new space and how they would like to meet with academic staff, first year advisers and academic skills support staff. 82 students responded to the web-based survey. This data is being used by the group of cross-institutional staff planning the programs for the space.

Personnel support requested	Student responses	How students would like to meet with staff	Other support requested	Student responses
First year advisers	63%	By appointment 23% Drop-in 28% Both 42%	Time management	65%
Academic skills support staff	73%		Study skills	65%
Academic staff	52%		Research assistance	63%
Peer mentors	56%		Stress management	57%
Student rovers	50%		Exam techniques	54%

Table 4: Support requested by first year students to be available in Informal Learning Space

During Orientation Week of the new academic year in 2014 students were invited to provide comments on their first impressions of the hub@Dixson and how they thought they might use it. Some of the comments were:

Colour, my first impression is of all the busy colour that inspires my brain to think and get active, as well as the straight edge design combined with curves for a friendly feel. To explore new ideas with my peers and let my mind relax around a fun and exciting space.

The first impressions suggest that the library is attempting to utilize the new approach to innovative learning, by making learning something comfortable and likeable so that students will want to learn, and this is how I would utilize it, as a relaxed learning space.

My first impressions were shock. I was shocked at [how] well the library meets the needs of its users. The library really caters for everyone and uses its space well. I would use the space for personal study, to relax, be calm and focus.

A survey was carried out in weeks 5-8 of the first teaching period in 2014 (including two weeks of intensive schools) using pop-ups on the computers in the Learning Commons, a paper based survey available for students if they preferred this method, and student interviewers using iPads to record responses to the questions. The student surveyors approached students in the Commons and in the courtyard outside the library. The aim of this survey was to obtain feedback on the furnishings, facilities, layout and services in the Commons. 117 students, staff and others responded to the survey.

Respondents	% of total
Undergraduates – on campus	53.85
Undergraduates - distance	16.24
Postgraduates – on campus	11.97
Postgraduates - distance	8.55
Professional staff	6.84
Academic/researchstaff	0.85

Table 5: Categories of respondents to Informal Learning Space survey March/April 2014

The majority of respondents were from the disciplines of health (17.39%), behavioural, cognitive and social sciences (14.78%), and education (13.91%). It is worth noting that students in the health and allied disciplines have access to problem based learning rooms in their academic building and are likely to use these group facilities in preference to similar facilities in the library. The majority of respondents (55.68%) visit the library daily and 21.59% visit the library weekly, but they spend less than 5 hours per week in the library (36.78%) or between 5 and 10 hours per week (33.33%). One of the most interesting findings is that the majority of students use the Learning Commons for individual study.

What type of things do you usually use the Learning Commons for?	% of respondents
Individual study	81.82
Using the library computers	61.36
Finding/borrowing books and journals	52.27
Relaxing between classes	26.14
Group study	20.45
Getting library help	20.45
Getting non-library help (i.e. safety & security, IT help, academic skills, student centre)	15.91
Socialising with friends	13.64
Attending a training session	5.68

Table 6: Usual activities undertaken in the Learning Commons

Students gave very positive responses when asked how the Commons assists them with their studies (Figure 6). This is the kind of data that may provide some evidence relating to the contribution of learning spaces in the library to student learning.

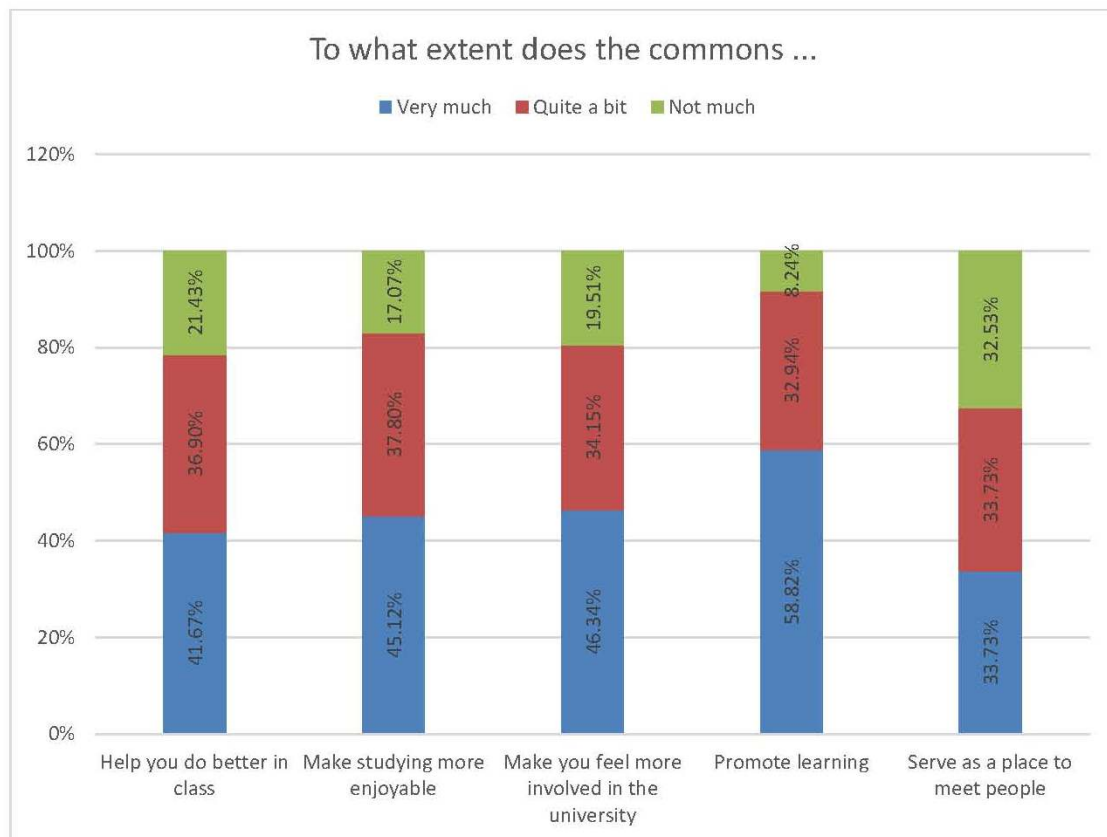


Figure 6: Students' perceptions of how the Learning Commons assists their studies

To the question "How important are the following qualities in the Learning Commons", where respondents were asked to rate from 1 (low) to 5 (high) the top three qualities rated at either 4 or 5 by respondents were: quick access to information (88.37%), a place to study on my own but near other students (78.82%), and availability of support services (76.19%).

It can be concluded from this survey that the new Informal Learning Area (hub@Dixon) may be meeting some aspects of the goal that was identified in the development proposal: to support group learning, casual conversation and networking between students. However further study is required to explore this more fully and, in particular, to assess the success of services planned but not yet implemented such as student to student mentoring and the availability of the first year advisers in the space.

Our Learnings

A key lesson from the experience at UNE and that emerges numerous times in the literature is the need to clearly identify the goals prior to the development or refurbishment of learning spaces. Future approaches to evaluation will also focus on how to link the contribution of learning spaces to student engagement and therefore to student learning.

A more practical outcome of the experience is that changing the nature of the space does not always result in behavioural changes in students and their use of the space. Even though the

Learning Commons is promoted as a conversational learning area, there are instances of students complaining about other students talking, or about advisers talking with individual students or groups of students.

The Library will continue to seek comments, conduct surveys and observational studies to gauge the use of the area, and has expressed interest in partnering with Deakin University Library to be an additional pilot site to implement the TEALS framework and contribute to the ongoing development of this project.

Conclusion

The Dixson Library is emerging as a beacon on campus, providing a central hub for the delivery of services to students and staff. The University of New England Strategic Plan 2011-2015 has as two of its priorities *to distinguish ourselves by the quality of our student experience* and *to adopt innovative educational technology in support of student learning*. The positive responses by students to the informal learning spaces in the Dixson Library are an indicator of the contribution these facilities make to the student experience.

The challenge remains to demonstrate a link between the provision of the facilities and a contribution to student learning achievements. This will be the most strategically convincing argument in providing evidence of return on investment of University resources into the development of facilities and services in the University Library.

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