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Learning Commons and Transitions to College and Workplace

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Learning Commons and Transitions to College and Workplace

Wabash Valley Regional Library Meeting, 9/30/2014

Dr. Sharon Weiner

Outline….

- Introduction

- Trends in college learning

- Trends in workplace environment

- Learning commons (LC) as response to trends

- Transitioning from high school to college and work through libraries and information

Your questions...

1. *What questions do you have about learning commons?*

2. *What questions do you have about the library's role in K-12 student transitions to college and work?*

Trends in college learning

- Active learning

- Flipped classrooms

- Team projects, collaboration

- Undergraduate research

Trends in college learning

- Experiential learning
  - Internships
  - Service learning
  - Study abroad

- Use of variety of media—social, learning management systems, technology

- Information overload, coping strategies

Trends in college learning

- Shift from memorization and regurgitation toward content creation

- From users of information to producers of information

Purdue lecture hall

Purdue classroom

Purdue 117-seat "IMPACT" Classroom

Trends in workplace environment

- Team projects

- Collaboration and networking

- Expectation of learning
  - Formal training
  - Professional development
  - Self-learning
  - Continuous

Trends in workplace environment

- Use of variety of media—social, technologies

- Information overload

- Coping strategies

Comparing trends…

Trend	College	Workplace
Active learning	X	X
Team projects, collaboration	X	X
Undergraduate research	X	X
Experiential learning	X	X
Use of variety of media	X	X
Information overload, coping strategies	X	X
Shift from memorization and regurgitation toward content creation	X	X
From users of information to producers of information	X	X

Trends in workplace environment

Why the library?

- Employers, colleges report deficits in infolit, critical thinking, problem solving, lifelong learning ability

- Core library activities are supporting student learning, teaching skills, and strategies that develop IL competency

- Students use library space as a place to learn outside of the classroom

- Library is "neutral" territory

Why learning commons?

- Relationship between learning spaces and student achievement, mastery, retention

Terminology

Information Commons

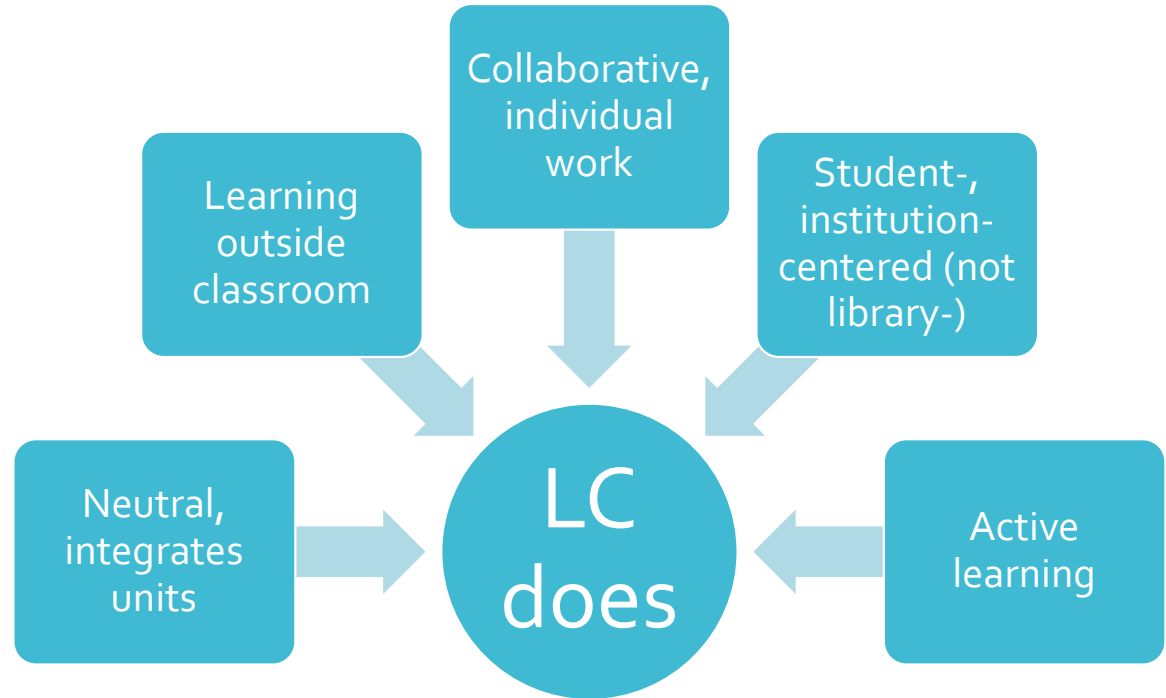Learning Commons (LC)

Knowledge Commons

…related terms…

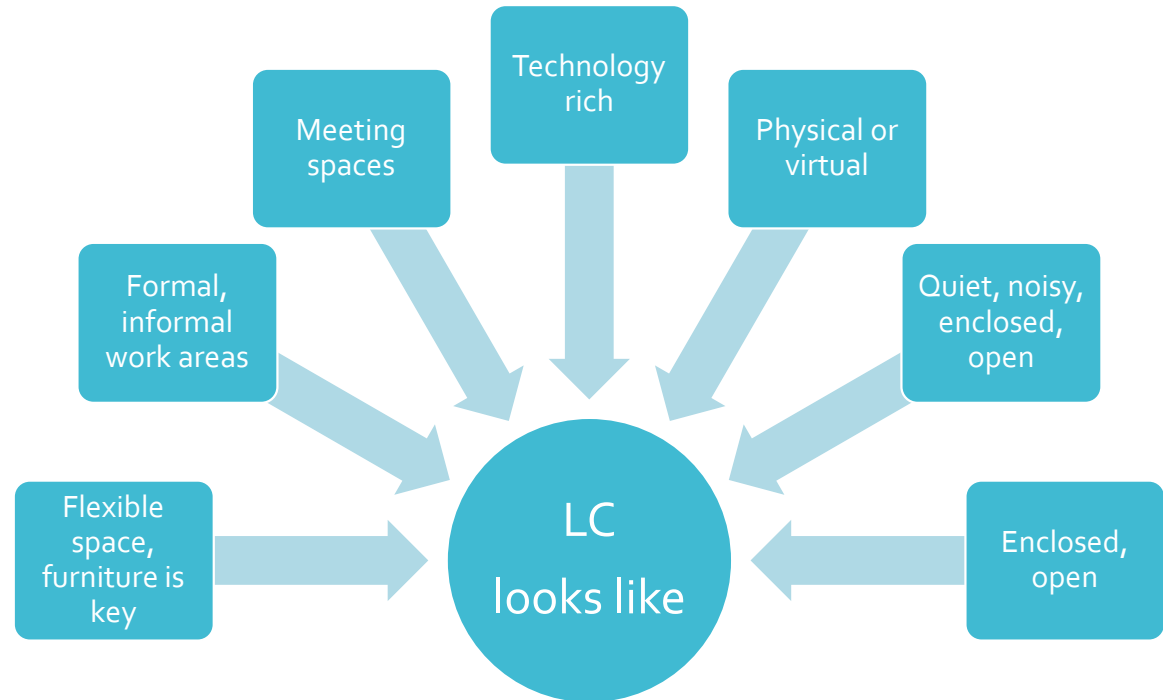*Then, Purdue's Active Learning Center!*

What is learning commons?

- **Place** that stimulates active learning, collaborative learning, teamwork

- Fosters development of 21st century scholar & practitioner (college and career ready)

- Deeply integrates the library into the lives of students in collaboration with campus departments

What learning commons looks like…

Meeting spaces · Technology rich · Physical or virtual · Formal, informal work areas · Quiet, noisy, enclosed, open · Flexible space, furniture is key · LC looks like · Enclosed, open

Purdue Hicks Undergrad Library

Hudson Valley CC

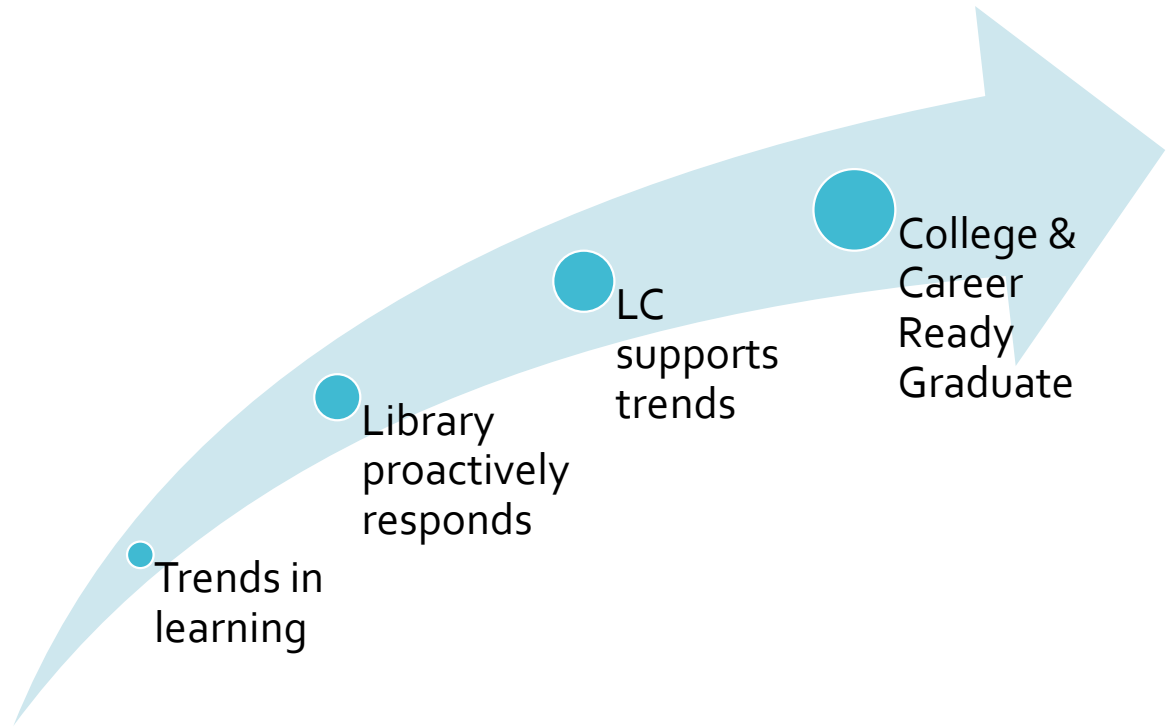# Purdue Parrish Library Booths, Info Desk

Purdue Parrish Library breakout room

How to start to plan LC

- Build partnerships

- Key part of planning is to understand the campus perspective, student learning styles and preferences

- Develop vision with stakeholders for student-centered place for learning outside of the classroom

- Be open to new ways of thinking about the library

- Take time, lead the process, involve all

Tying it together....

Trends in learning

Library proactively responds

LC supports trends

College & Career Ready Graduate

Time to reflect…

1. What advantages and disadvantages do you see for a learning commons in your school?

2. What obstacles do you foresee in planning one?

3. What are the consequences if you don't create a learning commons?

Transitioning from high school to college libraries

The Freshmen Study

Project Information Literacy

Transitioning from high school to college libraries

- PIL findings:

- College library larger, more complex than high school

- **Daunting** to conduct online searches for academic literature

- Difficult to learn to navigate complex digital and print landscape

- High school research competencies inadequate for college

Transitioning from high school to college libraries

- ERIAL findings:

- Can't read citations, identify type of source referenced

- Don't understand importance of citing information, or when need to cite

- Don't understand ethical use of information, copyright law

- Difficulty evaluating sources of information

- Don't understand organization of information resources (in library, internet, subscription databases)

What academic librarians teach 1st years

- Subscription databases
- Mechanics of searching
- Scholarly vs. popular literature
- What is journal article
- How to cite and citation managers
- Library services

What academic librarians teach 1st years

- Generally, "one-shot"

- Tutorials

- Movement toward embedding, curriculum integration, train-the-trainer

- "Informed learning," "Guided inquiry" (K-12), CISSL

Transitioning from high school to college libraries

AASL Standards for the 21st Century Learner:

➔ Inquire, think critically, and gain knowledge

➔ Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

➔ Share knowledge and participate ethically and productively as members of our democratic society

➔ Pursue personal and aesthetic growth

Transitioning from college to work

- Employers want:

- Ability to formulate precise, accurate questions

- Ability to use research process to describe, summarize, synthesize, assess credibility of information

- Use judgment in sifting for relevant information among overwhelming amounts

- Use information to solve problems

- Ability to monitor trends, adapt

Transitioning from college to work

- Employers want:

- Willingness, ability to continually learn new skills

- Critical thinking, problem solving, analytical reasoning skills

- Lifelong learning

- Communication skills, orally and in writing

- Teamwork and collaboration

- Technology and media literacy

Steps to prepare students for work

- Raise awareness of information literacy

- Include media literacy in teacher training programs

- Provide professional development opportunities on information literacy topics for teachers

Steps to prepare students for work

- Develop recognition programs that will help to publicize innovation and models

- Develop scalable, affordable solutions so that schools have access to new technologies

Time to reflect…

- How can we at the local level address the problems with college and career readiness related to information literacy?

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Thank you!

Questions?

Comments?