I love you, my dear Library

Keith Webster
2 October 2008
Remarks from yesterday

• Libraries are fundamental to the new ways in which students learn and the new ways in which teachers teach

• Students are very sophisticated in their understanding and use of space

• You can’t find a learning space somewhere else and buy one - it has to be context specific

• The focus this year is on evaluation
Collection-centric - 1st generation
Client-focused - 2nd generation
Experience-centered - 3rd generation

Looking for educational impact.

Choice of study experiences to enable appropriate engagement with information.

Interacting with information printed, digital, moving media and other people
Spatial experiences need to be appropriate to study behaviour.

Talking in booths

Reading in garden, by stream with fish
Connected Learning Experiences - 4th generation

Creating spaces based on pedagogy
looking at the whole campus as a learning environment
Teaching is changing
Students are changing
Today’s students

Millennials
Net generation
Generation Y
Today’s students

Were born after PCs were the norm
Started school after the Internet was the norm
By the time they reach 21 they will have spent:
  - 20,000 hours watching TV
  - 10,000 hours on a cellphone
  - Under 5,000 hours reading
  - Sent/received 200,000 emails
  - 10,000 hours on gaming

They have spent their entire lives surrounded by the toys and tools of the digital age
Today’s students think and process information fundamentally differently from their predecessors.
Library design is changing
Library use is changing
University of Queensland
Ratio of Loans: Total / Students: Total EFTSUs

YEAR

Ratio
We are in the learning space business
Since the first colloquium our focus has been on:

- evaluation
- small improvements
- planning for major refurbishment
• How to evaluate?

• How to give a voice to the student?
• General studies
  – InSync survey Aug-Sept 2007
  – LibQUAL+ Sept 2008
Your Library... you said...

Results for the 5th UQ Library Client Satisfaction Survey have now been analysed. Here are your five top issues — and what we have done about them:

1] Access to computers to support study/research
   - We are buying more laptops in several branches
   - We’ve installed recharge cabinets for personal laptops in the Law Library
   - We have set up computer availability screens in the Biological Sciences and Social Sciences and Humanities Libraries
   - We’ve created a new website: http://askit.uq.edu.au/computer-availability showing the number of computers available across all branches
   - We have extended hours in several branches to increase access to computers
   - We now have a facilities booking system for booking rooms with computers

2] Individual Seating
   - We have put individual seating in quiet zones in all branch libraries
   - The Biological Sciences Library is getting more individual seating
   - We have bought new ergonomic chairs for individual study areas
   - The Law Library has been refurbished to allow more (bookable) space
   - Individual study rooms and lockable desks can now be booked online in advance

3] Collection
   - We are putting more money into areas needing development
   - We are buying more eBooks
   - We have bought more (easily accessible) backsets of eJournals
   - We have extended our Document Delivery service to undergraduates to allow them to request items not held in the UQ Library

4] Quiet study facilities
   - We have extended hours at the Gatton, Biological Sciences and Law Libraries to increase access to quiet space
   - Quiet rooms can now be booked online in advance
   - The Biological Sciences Library is getting more individual study carrels
   - The Social Sciences and Humanities Library has introduced a system of zoning floors for quiet or group work

5] Opening Hours
   - The Biological Sciences Library is now open until midnight Monday to Friday
   - UQ Gatton Library’s lower level is now open 24 hours per day
   - The Law Library has changed its opening hours to better suit patterns of use.

Thanks for your feedback!
ARL Sample 4-Year Institution
Welcome!
We are committed to improving your library services. Better understanding your expectations will help us tailor these services to your needs.
We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+™ program.
Please answer all items. The survey will take about 10 minutes to complete. Thank you for your participation!

Please rate the following statements (1 is lowest; 5 is highest) by indicating:
- **Minimum** - the number that represents the minimum level of service that you would find acceptable
- **Desired** - the number that represents the level of service that you personally want
- **Perceived** - the number that represents the level of service that you believe our library currently provides
For each item, you must EITHER rate the item in all three columns OR identify the item as "NA" (not applicable). Selecting "NA" will override all other answers for that item.

<table>
<thead>
<tr>
<th>When it comes to...</th>
<th>My Minimum</th>
<th>My Desired</th>
<th>Perceived Service Performance Is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees who instill confidence in users</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Making electronic resources accessible from my home or office</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Library space that inspires study and learning</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Giving users individual attention</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>A library website enabling me to locate information on my own</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Providing health information when and where I need it</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Employees who are consistently courteous</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>The printed library materials I need for my work</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Quiet space for individual activities</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Readiness to respond to users' questions</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>The electronic information resources I need</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Employees teaching me how to access or manage information</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Employees who have the knowledge to answer user questions</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>An environment that facilitates group study and problem solving</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>A comfortable and inviting location</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Employees who deal with users in a caring fashion</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Modern equipment that lets me easily access needed information</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Access to information resources that support patient care</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Employees who understand the needs of their users</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Easy-to-use access tools that allow me to find things on my own</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>A gateway for study, learning, or research</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Willingness to help users</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Making information easily accessible for independent use</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Print and electronic journal collections I require for my work</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Community space for group learning and group study</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Electronic resources matching my information needs</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Dependability in handling users' service problems</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>September 2007 10 Lowest Performance</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library staff keep me informed about new services, resources and collections</td>
<td>4.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library staff act on my suggestions and ideas</td>
<td>4.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual seating is adequate</td>
<td>4.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to computers to support study/research is adequate</td>
<td>5.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group study facilities are adequate</td>
<td>5.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiet study facilities are adequate</td>
<td>5.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt corrective action is taken regarding missing books and journals</td>
<td>5.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities for using personal laptops are adequate</td>
<td>5.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopying &amp; printing facilities are adequate</td>
<td>5.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library training classes are appropriately scheduled</td>
<td>5.26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comments

- InSync - 4,000 respondents - 100,000+ words
- LibQUAL+ - 2,000 respondents - over 1,000 sets of comments
• General studies
  - InSync survey Aug-Sept 2007
  - LibQUAL+ Sept 2008

• Space and study specific research
  - Assignment case studies 2008
  - Design workshop 19 Aug 2008
  - Space use survey 12 Aug 2008
Assignment case studies
Approach

• Ethical clearance
• Publicity to recruit at orientation survey
• Lunchtime focus group towards end of semester 1
• Invitation to participate in semester 2 study
• $100 voucher on completion
Focus group themes

• Opening foci
  - What are we doing well?
  - What could we do better?
  - What more could we do to support you in your studies?

• Your assignment story
  - Where did you work? With whom? What information did you gather? Where did it come from? What technology did you use? From whom did you seek advice?
Semester 2

• Introductory workshop
• Process explained
• Log books issued (hard copy and electronic)
• Photographs encouraged
Information Seeking Behaviour of First Year Students

A research study

Log Book

Programme: .................................................................

Course: .................................................................

Assignment topic
............................................................................................
............................................................................................
............................................................................................

Length: .................................................................

Due Date: .................................................................

Date work on assignment commenced: .................................

For each day, please record the following:

- Persons consulted: (categories, not names; eg friend, tutor)
- Places where you worked: eg library – (please give branch and space – group or quiet
  or room); home; collaborative learning centre; coffee shop; on the train; etc
- Activities undertaken: See list below (not exclusive – add anything else you need to)
- Time spent in each activity

Types of activity:

- Attend Library information class
- Begin writing
- Course reading lists
- Draft essay
- Identify key concepts
- Look at Assignment Planner
- Note taking
- Reading from articles
- Reading from books
- Recording references
- Searching databases
- Searching internet (how and what)
- Searching library catalogue (How – title, keyword, subject. Using what terms)
- Subject guides
- Talk to librarian
- Talk to others in course
- Talk to parent/other
- Talk to tutor
- Topic analysis
- Visit Library other than UQ

Example:

| Monday | Home: Reviewed assignment topics and decided which one to do – 30 mins
| Home: Analysed topic for main concepts, listed key words – 15 mins.
| Uni – Office: Discussed topic with tutorial group students – 10 mins.
| SSB&H Library, Level 1: searched catalogue, recorded book titles and call
  numbers - 40 mins |
First log book

- Lot of online searching at home - Google dominant
- Lot of email discussion with group members
- Use of group study rooms in three different libraries including presentation rehearsal
- Some books borrowed
Design workshop
Win an Apple iPod Touch

What would your ideal Library look like?

Join in a design workshop with other students to be in the draw to win an iPod Touch. Open to all students. All you need to do is bring your ideas!

When   Tuesday, 19 August 2008, 12 – 2 PM

Where  Room 241 Collaborative Teaching & Learning Centre,
        Sir James Foots Building (Bldg 47A)

        A FREE LUNCH WILL BE PROVIDED

Name: ____________________________________________________________

Email: ____________________________________________________________@student.uq.edu.au

There is a maximum of forty places available. Student entries will be drawn at random. Students whose entry is selected will be notified by email by 15 August.

The workshop will be facilitated by Hamilton Wilson of Wilson Architects.
OUTSIDE AREA
- Bean bags/comfortable chairs
- Quick but not seated
- Reading

- Fish tank

- Possible online access to
  tests (ex. main network)
- Isolated rooms
- Online services for
  all courses
- Lockers
- Single access
  [FREE]

- Glass doors
- BIG deck
- Hira (library)
- Power points
- Washbasin
group space

- adjustable height chairs and desks (sleeping friendly)
- different lighting option e.g. lamp

- size of groups - 4-6
- lecturer sets - can't pick group members

food + water refill station

Private wall

breakable table

printer scanner

Sound proofing

private room

Books
- RETRACTABLE SHADES
- WHITEBOARD... (IN BUILT PRINTER) (MAYBE PORTABLE)
- TABLE WITH POWERPOINTS (AT LEAST 4)
- COMFY CHAIRS / HEIGHT ADJUSTMENT

- STUDY ROOMS
  - PLASMA SCREENS
  - PROJECTOR SCREEN

- GOOD TO HAVE NATURAL LIGHTING

- SPACIOUS ROOMS
  - SOUND PROOF
  - TRANSPARENT

STRIP OF TRANSLUCENT GLASS (PRIVACY)

DIVIDER WALLS

LIGHT ADJUSTERS

VOICE RECORDER (STUFF TO SIMULATE REAL PRESENTATION ENVIRONMENT)

PRINTER

TELEPHONE
Windows/Natural light
Powerpoints/Projector
Wireless
Media panel
Printer

Computer x2
Dual monitor

Round Table
Whole table

White board/screen

Lounge chair

Bright Room
Soundproof

Water fountain

Paintwork - pale colours

Books
Bookable study rooms – extended bookings, more rooms, spacious, sound proof, private, views outside, swipe card access

Plasma screens or projectors on the wall to support collaborative writing; students liked the group rooms in the Biological Sciences Library, which include technology that supports cooperative group work – laptops can be connected at a group table and the computer display shown on a wall-mounted plasma screen to allow viewing by group members and students can map concepts and write notes on the ‘whiteboard’ walls

Natural or adjustable lighting, lamps

Large table(s) - space to spread out to read and work at a computer

Chairs – comfortable and height adjustable; comfortable seating e.g. bean bags

Whiteboards with inbuilt printers or ‘smart boards’ to capture and facilitate the sharing of electronic content

Printer/scanner in the room

Technology that simulated the presentation environment so they could rehearse

Multiple computers, multiple power points

Internet access and wireless access so they could access the network from a laptop or mobile device

Access to electronic books and journals and online forums for their courses which they would like to use to engage with other students in their course and with their lecturer

Wanted to be able to eat and drink while they worked; water fountains

Pleasant surroundings and things that would make it comfortable to stay in the one space: if they had a space that met their needs they would prefer to remain there.
Key themes

- Reliable and wide-spread access to the Internet
- A range of technology to support group work including voice recorders, smart boards and printers
- A steady supply of drinking water and coffee and adequate natural light
- Services that provide convenience are valued and we are looking to implement website features that should help satisfy demands for simpler ways to find material in the Library.
- The students at the workshop affirmed that place is important to them: they like to come to the Library.
- Student demands of our spaces can change during the academic year according to course progression and the nature of assessment tasks, so flexibility is an important design consideration
Space use survey
Approach

• One survey day (12 August 2008)
• Four libraries - two “next gen”; two other
• Three part questionnaire handed out to all coming into libraries from opening to closing
• Over 1500 useable responses
My time at UQ Library

How can we make it better?

The Library is conducting some research about how and why our students* use the Library. We are very interested to know what you do so that we can plan for future services and facilities.

Please help us help you and complete this questionnaire during your visit today.

And just for doing this, you will be eligible to enter the draw for an Apple iPod Touch.

Thank you for your time.

* Survey for UQ Students only
<table>
<thead>
<tr>
<th>Number</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Got questionnaire</td>
<td>1 min</td>
</tr>
<tr>
<td>2</td>
<td>Borrowed laptop</td>
<td>4 mins</td>
</tr>
<tr>
<td>3</td>
<td>Checked for space</td>
<td>1 min</td>
</tr>
<tr>
<td>4</td>
<td>Check for suitable place for laptop</td>
<td>3 mins</td>
</tr>
<tr>
<td>5</td>
<td>Found a place to study</td>
<td>2 mins</td>
</tr>
<tr>
<td>6</td>
<td>Work on assignment</td>
<td>2 hrs</td>
</tr>
<tr>
<td>7</td>
<td>Toilet</td>
<td>7 mins</td>
</tr>
<tr>
<td>8</td>
<td>Vending machine - buy DVD</td>
<td>5 mins</td>
</tr>
<tr>
<td>9</td>
<td>Burn DVD on laptop</td>
<td>10 mins</td>
</tr>
<tr>
<td>10</td>
<td>Exit</td>
<td>0</td>
</tr>
</tbody>
</table>
Library Usage Patterns Survey 2008

My time at UQ Library

Data in database:
No. of forms entered: 1540
No. of sequence records entered: 2635 (This is also the total no. of form/sequence record combinations)

Select data output: ☐ Raw Data ☐ Summary Data

Select branch(es): ☐ BSL ☐ DHPSE ☐ Ipswich ☐ SS&H
[Note: if none are checked, the default is to display ALL]

Select course level: ☐ Undergraduate ☐ Postgraduate
[Note: if none is checked, the default is to display ALL.]
[Note also: some records are neither Undergrad nor Postgrad, and only appear amongst ALL]

Select study year: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
[Note: if none is checked, the default is to display ALL]

Select questions to display:
[Note: Only valid for summary data; Raw data defaults to ALL questions.]
☐ 1. What have you come to the Library to do today?
☐ 2. Why did you come to the Library to do this?
☐ 3. Where were you before you came to the Library?
☐ 4. How long do you plan to stay here this visit?
☐ 5. Where in the Library do you plan to work?
☐ 6. Is this your only visit to this branch today?
☐ 7. How often do you usually visit this branch (in person)?
☐ 8. How often do you usually visit any UQ library branch (in person)?
☐ 9. How often do you usually visit other non-UQ libraries (in person)?
☐ 10. WHERE you went in the Library today and in WHAT ORDER.
☐ E1. What did you ACTUALLY do on this visit?
☐ E2. What else did you do and why?
☐ E3. What more could the Library provide to support you in your studies?
☐ E4. Did you spend as much time as you intended on this visit?
☐ E5. If no, why?
☐ E6. Where are you going to now?
[Note: if none are checked, the default is to display ALL]
What have you come to do today?

**Ranking for All respondents**

1. Use computer/laptop 63.11%
2. Quiet study 53.88%
3. Find/borrow books 37.66%
4. Work on individual assignment 32.11%
5. Use printer/copier 28.94%
6. Find journal articles 18.99%
7. Group work 18.22%
8. Course materials 15.63%
9. Meet friends 15.05%
10. Use my own laptop 10.4%
11. High Use collection 9.69%
12. Coffee 5.81%
13. Other 3.75%
14. Get research help 1.81%
15. Attend training session 1.61%
16. Get IT help 1.55%

**Ranking for all respondents**

1. Use Library computer/laptop 62.4%
2. Quiet Study 47.93%
3. Find/borrow books 29.91%
4. Work on individual assignment 24.68%
5. Use a printer/copier 24.03%
6. Meet friends 16.34%
7. Group Work 13.24%
8. Find Journal articles 13.24%
9. Find course materials 10.85%
10. Use my own laptop 7.43%
11. High use 5.81%
12. Other 4.52%
13. Get IT help 1.36%
14. Get research help 1.29%
15. Attend training session 0.52%
16. Coffee 0.26%
## Categories of activity

**Individual - Social - Library Staff**

### Q1: What have you come to the Library to do today?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use computer/laptop</td>
<td>63.11%</td>
</tr>
<tr>
<td>Quiet study</td>
<td>53.88%</td>
</tr>
<tr>
<td>Find/borrow books</td>
<td>37.66%</td>
</tr>
<tr>
<td>Work on individual assignment</td>
<td>32.11%</td>
</tr>
<tr>
<td>Use printer/copier</td>
<td>28.94%</td>
</tr>
<tr>
<td>Find journal articles</td>
<td>18.95%</td>
</tr>
<tr>
<td>Group work</td>
<td>18.22%</td>
</tr>
<tr>
<td>Course materials</td>
<td>15.63%</td>
</tr>
<tr>
<td>Meet friends</td>
<td>15.05%</td>
</tr>
<tr>
<td>Use my own laptop</td>
<td>10.4%</td>
</tr>
<tr>
<td>High Use collection</td>
<td>9.60%</td>
</tr>
<tr>
<td>Coffee</td>
<td>5.81%</td>
</tr>
<tr>
<td>Other</td>
<td>3.75%</td>
</tr>
<tr>
<td>Get research help</td>
<td>1.81%</td>
</tr>
<tr>
<td>Attend training session</td>
<td>1.61%</td>
</tr>
<tr>
<td>Get IT help</td>
<td>1.55%</td>
</tr>
</tbody>
</table>

### Q1: What did you ACTUALLY do during this visit?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Library computer/laptop</td>
<td>62.4%</td>
</tr>
<tr>
<td>Quiet Study</td>
<td>47.93%</td>
</tr>
<tr>
<td>Find/borrow books</td>
<td>29.91%</td>
</tr>
<tr>
<td>Work on individual assignment</td>
<td>24.68%</td>
</tr>
<tr>
<td>Use a printer/copier</td>
<td>24.03%</td>
</tr>
<tr>
<td>Meet friends</td>
<td>16.34%</td>
</tr>
<tr>
<td>Group Work</td>
<td>13.24%</td>
</tr>
<tr>
<td>Find journal articles</td>
<td>13.24%</td>
</tr>
<tr>
<td>Find course materials</td>
<td>10.85%</td>
</tr>
<tr>
<td>Use my own laptop</td>
<td>7.43%</td>
</tr>
<tr>
<td>High use collection</td>
<td>5.81%</td>
</tr>
<tr>
<td>Other</td>
<td>4.52%</td>
</tr>
<tr>
<td>Get IT help</td>
<td>1.38%</td>
</tr>
<tr>
<td>Get research help</td>
<td>1.29%</td>
</tr>
<tr>
<td>Attend a training session</td>
<td>0.52%</td>
</tr>
<tr>
<td>Coffee</td>
<td>0.26%</td>
</tr>
</tbody>
</table>
What did you come to the Library to do this?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenient location</td>
<td>50.9%</td>
</tr>
<tr>
<td>Good study/work spaces</td>
<td>42.8%</td>
</tr>
<tr>
<td>Good study atmosphere</td>
<td>42.1%</td>
</tr>
<tr>
<td>The only place to find what I need</td>
<td>41.4%</td>
</tr>
<tr>
<td>My friends come here</td>
<td>11.8%</td>
</tr>
</tbody>
</table>
How long do you intend to stay here?

<table>
<thead>
<tr>
<th>Duration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick visit (&lt;30 mins)</td>
<td>32.7%</td>
</tr>
<tr>
<td>30 mins - 2 hrs</td>
<td>44.7%</td>
</tr>
<tr>
<td>Long visit (&gt;2 hrs)</td>
<td>22.6%</td>
</tr>
</tbody>
</table>
What more can we do?

• More computers
• More silent space/noise control
Key lessons/ideas

• Student use of the Libraries is very intentional and focussed.
  They spend their time between lectures in the Library, they know what they want to do, and they do it
  They call in to the Library when they first arrive, or before they go home
  They come with the intention of putting in a good few hours’ solid work

• Students spend long periods in the Libraries. They appreciate comfort, and also an aesthetically pleasing environment, as well as one providing an appropriate study atmosphere.

• The prime causes of frustration and irritation in our Libraries are around computer access and noise levels.
  People wanting to do quiet study are very annoyed by chatter, phones, iPods
  People want to do group work are very annoyed when one individual has taken up a whole table (note design workshop students said they liked to spread out and wanted to work, individually, at large tables)
  Both groups expect Library staff to police the other group

• Maximising facilities for computer use (both in group contexts and individually) is paramount.

• They want provision for eating/drinking without having to leave the Library and risk losing their place.
Some themes
• We need more individual workspaces

• Provide more group areas

• There seems to be a lot of space for individual work in comparison to group work

• More individual study spaces. Limit the group spaces

• More availability of individual and group study room

• Quiet or discussion spaces would be preferable
• There needs to be more spaces to sit and study. Too many times I end up on the floor.
• More options for individual and group study rooms. It is inconvenient to go to another library for study rooms when the resources you need to access are in another.

• There is a real need for individual study desks with partitions for privacy in this library. I have to go to other libraries on campus for this kind of study which can be inconvenient when I need to access books at the same time.
• More couches, comfortable spaces.

• It will be a more “inviting” environment if more decoration items, brighter colour walls, more sofas can be put in.

• It will also be good if some sofas can be provided for people to do some light reading comfortably.
• More nice sleeping places. Sounds silly but very important for my study breaks.

• I would like napping zones with bed like couch things
• The lockable desks are brilliant

• The lockable desks seem quite pointless. They do not allow for group study
• The Facilities Booking System is fantastic.
## Facilities Booking System

To make a booking click the relevant asterisk (*) below.

<table>
<thead>
<tr>
<th>Location</th>
<th>Group Study Rooms</th>
<th>Data Projectors</th>
<th>Single Study Rooms</th>
<th>Assistive Technology Rooms</th>
<th>Lockable Desks</th>
<th>Lockers</th>
<th>Laptops</th>
<th>Laptop Recharge Lockers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture / Music Library</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Sciences Library</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dorothy Hill Physical Sciences &amp; Engineering Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dorothy Hill Research Centre</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Postgraduate use only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Economics &amp; Business Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Postgraduate use only)</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(For use in ECOB Group Study Room 1 only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fryer Library</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ipswich Library</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law Library</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(For use in Law Library only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences &amp; Humanities Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(For use in SEAH Group Study Rooms 3 &amp; 4 only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bookings must be taken up within 15 minutes of booking time, or the booking will lapse. Penalties apply for late returns.
# BSL - Group Study Rooms

**Wednesday 01 October 2008**

<table>
<thead>
<tr>
<th>Time</th>
<th>BSL Group Room 1(6)</th>
<th>BSL Group Room 2(6)</th>
<th>BSL Group Room 3(6)</th>
<th>BSL Group Room 4(6)</th>
<th>BSL Group Room 5(12)</th>
<th>BSL Group Room 6(12)</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>07:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>07:00</td>
</tr>
<tr>
<td>07:30</td>
<td>141231358 study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>07:30</td>
</tr>
<tr>
<td>08:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>08:00</td>
</tr>
<tr>
<td>08:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>08:30</td>
</tr>
<tr>
<td>09:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>09:00</td>
</tr>
<tr>
<td>09:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14071791 Work Injury Group Meeting</td>
<td></td>
<td>09:30</td>
</tr>
<tr>
<td>10:00</td>
<td>1412424644 ngs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10:00</td>
</tr>
<tr>
<td>10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10:30</td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:00</td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:30</td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:00</td>
</tr>
<tr>
<td>12:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:30</td>
</tr>
<tr>
<td>13:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13:00</td>
</tr>
<tr>
<td>13:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13:30</td>
</tr>
<tr>
<td>14:00</td>
<td>141253906 mbbs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14:00</td>
</tr>
<tr>
<td>14:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14:30</td>
</tr>
<tr>
<td>15:00</td>
<td>1412424644 ngs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15:00</td>
</tr>
<tr>
<td>15:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15:30</td>
</tr>
<tr>
<td>16:00</td>
<td>141231358 study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16:00</td>
</tr>
<tr>
<td>16:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16:30</td>
</tr>
<tr>
<td>17:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17:00</td>
</tr>
<tr>
<td>17:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17:30</td>
</tr>
<tr>
<td>18:00</td>
<td>141231358 study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18:00</td>
</tr>
<tr>
<td>18:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18:30</td>
</tr>
<tr>
<td>19:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19:00</td>
</tr>
<tr>
<td>19:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19:30</td>
</tr>
<tr>
<td>20:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20:00</td>
</tr>
<tr>
<td>20:30</td>
<td>141231358 study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20:30</td>
</tr>
<tr>
<td>21:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21:00</td>
</tr>
<tr>
<td>21:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21:30</td>
</tr>
<tr>
<td>22:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22:00</td>
</tr>
<tr>
<td>22:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22:30</td>
</tr>
<tr>
<td>23:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23:00</td>
</tr>
<tr>
<td>23:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23:30</td>
</tr>
</tbody>
</table>
• The plasma screens that were installed to show the free computers are useless.

• More computers desirable although this has been helped by the availability screens

• The computer availability screens are very helpful.
Computer Availability

UQ Library

Measured at 03:35:25 PM on Wednesday the 01st of October, 2008

Availability status may be incorrect if training is in progress.

- Architecture and Music Library: 24 Free of 44 PC's
- Biological Sciences Library: 47 Free of 194 PC's
- Dentistry Library: 15 Free of 28 PC's
- Duhig Building: 62 Free of 172 PC's
- Graduate Economics and Business Library: 16 Free of 33 PC's
- Gatton Campus Library: 46 Free of 69 PC's
- Herston Medical Library: 16 Free of 36 PC's
- Law Library: 43 Free of 80 PC's
- Mater Hospital Library: 14 Free of 24 PC's
- Princess Alexandra Hospital Library: 14 Free of 40 PC's
- Physical Sciences and Engineering Library: 53 Free of 96 PC's
- Social Sciences and Humanities Library: 44 Free of 135 PC's
• More computers.
• Provide more power supply outlets at the individual study space. This is especially important during busy period in the semester when students almost always have to rely on their own laptop computers to do their work in the library.

• There should be more quite study areas with wall powerpoints for laptops.

• I need to recharge my laptop
• The facilities are very good. The availability of these services is nowhere near as good.
• There are still not enough truly quiet areas for undergrads. Please, any ideas on making some areas quieter would be very much appreciated.

• Stricter rules on noise, chatter and headphone noise
• Please don't allow the anti-academics amongst your management to allow our libraries to be turned into playgrounds. Playgrounds are available everywhere to those that want them. If you drive those of us who want real libraries out, where can we go? (Plus, remember: the current fashion will pass, fly-by-night management will move on to the next fashion as always).
• 531 instances of “more”
• 180 “group”
• 142 “quiet”
• I think everything in the library is very perfect so far
Looked for friend, inhaled air.
Looked for friend, sighed.
Looked for friend, cried a little and then back the way I came crying like a baby.
Found her.

Jumped for joy.