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Re-learning the Commons, From Conceptual Overview to Case Study [Plenary Speaker]

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Available at: https://works.bepress.com/barbara-tierney/47/
Re-Learning the Commons: From Conceptual Overview to Case Study
6th Canadian Learning Commons Conference
March 8, 2012

Co-authored by Barbara Tierney & Donald Beagle
presented by Barbara Tierney
Overview from the EDUCAUSE (ECAR) report on LC assessment:

• The Commons model has sometimes been presented and portrayed primarily (or even exclusively) in spatial / architectural terms, representing “library as place” or “learning space”....
Assessments reviewed in the ECAR bulletin indicate that the Commons model cannot be adequately assessed by spatial appraisals alone.

These must be balanced by quantitative measures of service delivery and qualitative evaluations of service effectiveness.
Two studies show the growing impact of the Commons model:

- **FROM:** study by Shill & Tonner [1995-2003] where the Commons model barely registered & received only passing mention in their 2004 post-survey analysis

- **TO:** ACRL’s 2010 pub. *The Academic Library Building in the Digital Age*: where respondents listed IC/LC spaces 3rd in a list of 18 types of library spaces

“...best representing the library’s role in the academic life of the institution.”

Moreover, spaces ranked #1 & #2 (library classrooms & group collaborative spaces) are typically components of modern LC design.
Distinguishing Commons from generic computer labs:

- Shill-Tonner: generic computer labs showed only a mildly positive impact on library door count.

- LC assessments, by contrast, show significant, sometimes dramatic, impacts on door count.
Distinguishing Commons from generic computer labs:

• When students in LC’s are asked about usage, they typically reply across this range:

A) individual study,
B) group study,
C) research, and
D) computing.

(not just “computing,” as one would expect in a generic computer lab)
Among libraries that already had legacy computer labs when they established LC’s, usage impacts of computer labs & Commons can be contrasted:

Figures courtesy of Kathleen Boyd, McKillop Library, Salve Regina University
Key takeaway #1:

• The BSC longitudinal study includes three iterations of the LibQUAL+® survey spanning a period from 2003 (pre-IC) to 2006 (shortly after IC implementation), followed by a third in 2009. In the first 2003 iteration of the survey "...compared against the instrument's national norms, Butler Library fell short of average in all 3 service areas (i.e. Affect of Service, Information Control, and Library as Place) by up to 10 percentile points."
Key takeaway #1: (cont...)

• Following IC implementation, the 2006 and 2009 surveys showed that "Total Perceived Service Quality" in all three categories had risen to nearly equal to, and then moved above, the instrument’s national norms.
Key takeaway #2

- “The Information Commons model would seem to fit more into the ‘Library as Place’ dimension of LibQUAL+®, yet scores in ‘Affect of Service’ and ‘Information Control’ also improved significantly. Perhaps the physical, virtual and cultural ‘repackaging’ of services indirectly affected users’ perceptions of these two areas, too.” –Harvey & Lindstrom

- While the IC raised ratings in all three dimensions, it raised student perceptions of quality of "Information Control" to an even greater degree than it raised "Library as Place."
Let’s take a closer look at Harvey & Lindstrom’s reference to physical, virtual & cultural domains:
“Library as Place” maps directly onto the physical domain of the Commons.
“Information Control” relates to how effectively the library equips and empowers students to use tangible toolsets in that physical domain to query, access, retrieve, and manipulate information from the virtual domain.
Student perceptions of “Affect of Service” are interpreted within physical and virtual contexts, but extend to a wider cultural arena, including their understandings of the legal and ethical aspects of information use.
Why is this a key takeaway? Because LibQUAL+® was inspired by the ServQUAL instrument for measuring service quality expectations & perceptions in the private sector.
From the start, ServQUAL research showed cultural dimensions in expectations & perceptions of service quality:

Cultural Influences on Service Quality Expectations

Naveen Donthu
Georgia State University

Boonghee Yoo
St. Cloud State University

Service quality has been conceptualized as the difference between perceived service performance and expected service level. The authors study the effect of consumers' cultural orientation on their service quality expectations. Using the Hofstede dimensions of culture operationalized at the individual level and the dimensions of service quality from the SERVQUAL scale, they develop and test hypotheses that customers' expectations may service quality varies according to the customers' expectations may be influenced by controllable factors and implicit service promises.
ServQUAL researchers Donthu & Yoo concluded:

We hypothesized and tested the influence of culture on the consumer’s service quality expectations and found strong empirical support for most of our hypotheses. Our results indicate that as a result of their cultural orientation, consumers vary in both their overall service quality expectations and their expectations on each of the dimensions of service quality.
Now consider the ongoing cultural impacts of:

- Smartphones
- Tablets
- Social media
- Video games
- Self-authoring
- The “cloud”
- Insert [next innovation] here...
Lisa Shen’s user study of the IC at McGill University included this interesting interpretation of cultural domain pulling virtual & physical domains of the Commons model toward transformative change:

**The Commons**

- Physical Commons
- Virtual Commons
- Cultural Commons

Adjustment  Isolated Change  Far-reaching Change  Transformative Change

May 1, 2009  Service Evaluation of an Information Commons  Lisa Shen
A key takeaway:

- even in a Commons that has already successfully established itself as a frequently-used “place” or “space,”
- Needs assessment reveals the importance of enhancing and refining service delivery.
ECAR Assessment example #3: UMass / Amherst:

- Already well-discussed at conferences.
- We would only emphasize the student utilization of reference and research support services, and the value they placed on learning more about the research process.
Final section of ECAR report: Assessment & Theories of Change

- University of Sheffield IC; thesis by K. Frasier.
- Belmont Abbey: Quality Enhancement Plan based on “Information Literacy & the Learning Commons.” Successful reaffirmation by SACS.

- Theory of change: A.C.E. “typology of change” benchmarks the initiative on one axis representing depth of chance and a 2\textsuperscript{nd} axis representing pervasiveness of change.

- 1) adjustment, 2) isolated change, 3) far-reaching change, and 4) transformation
Case Study I:

- Learning Commons at a small private college
- This case study illustrates how phases of Learning Commons development corresponded with the four phases in the ACE “typology of change.”
Belmont Abbey College FTE: 1,500. Library: 22,000 sq ft.

LC situated on south end of top floor as pictured here; total LC area: 6,000 sq ft.
Phase 1: **ADJUSTMENT**: 15 laptop plug-in carrels, most along the west wall. Low-backed carrels were chosen here for window views and natural lighting.
Phase 1: **ADJUSTMENT**: The laptop carrels were an immediate success; some narrow, others wide w/ 2 chairs. This small but significant adjustment was library-centric, altering & enhancing usage patterns in the existing facility.
Phase 1: **ADJUSTMENT**: Multimedia pc’s with 22” monitors were then placed at some of the wide carrels. Ad hoc collaborations became common around these workstations.
Phase 2: **ISOLATED CHANGE**: LSTA grant of $100K funded the addition of 40 baseline workstations in high-back carrels. This was again a library-centric change...

...it impacted student use of the library more deeply than did phase 1, but did not yet alter the role of the library in campus-wide curriculum redesign.
Phase 2: ISOLATED CHANGE: Example of how this phase continued library’s traditional role: The new workstation arrays replaced old half-height shelving, so we were able to retain all existing seating at study at reading & study tables that dated back to the 1950’s. Downsized print reference collection reflected usage change already clear.
Phase 2: **ISOLATED CHANGE**: In phase 2, we also sought to protect tradition of quiet study. During carrel installation, we spent extra $$$ to have acoustical buffers inserted in all high-backed carrels. Our tests show these inserts significantly reduce sound carryover from study tables into the carrel arrays & vice versa.
Assessment: By end of phase 2, library door count had already increased 56.7% since LC opening.
Phase 3: **FAR-REACHING CHANGE**: We began offering new LC services to extend LC impact beyond Library. One example: We licensed Photoshop & Illustrator online tutorials from lynda.com. Here, BUS201 students view tutorials in one workstation array...
...while, meanwhile, a few feet away, other walk-in students work on individual, traditional projects.
Phase 3: **FAR-REACHING CHANGE**: Poster printing also then became a new Learning Commons service...
LC-printed project posters by biology research majors now hanging in the Science Building exemplify goal of phase 3 **FAR-REACHING CHANGE**: to extend LC impacts beyond library across campus.
Phase 4: **TRANSFORMATION**: Begins with installation of Carter Center Media Alcove & Instruction Lab in s.e. corner of LC (local funds)
Phase 4: **TRANSFORMATION**: Media Alcove designed to anticipate new multimedia focus of a transformed core curriculum, (and a new freshman iPad initiative); such as the video editing station.
Carter Center Media Alcove & Lab viewed from the east workstation array.

Instruction Lab in use, viewed through panel window insets.
Phase 4: **TRANSFORMATION**: Psychology majors are now using the LC for *Senior Thesis Data Collection*. Psych Senior Alexandra Yapp explains why she uses the Library LC instead of the Social Sciences Lab for her data collection...
Phase 4: **TRANSFORMATION**: “Because I want to collect data from students across all disciplines, not just Psych majors. Students in **all majors** are using the LC...Plus, I want a standard baseline of hardware, software, and peripherals, which the LC provides, especially in the Carter Center.” The LC thus aligns with a key curricular change in capstone courses: *a new emphasis on research projects.*
Phase 4: TRANSFORMATION: Rendition of future “data diner booths” to facilitate group work on research projects. Each booth will feature a recessed cpu, a tabletop wide-screen monitor along side panel, & laptop ports.
Phase 4: **TRANSFORMATION:** exemplified by the LC’s role in Core Curriculum Transformation

- From old core *English 101 – English 102*...
- ...to new core *Rhetoric I – Rhetoric II*
- The *Rhetoric I - II* sequence has been designed from its inception to incorporate ACRL information literacy standards, to stress student use of ebooks & databases, and to utilize the facilities and services of the new Learning Commons in student research.
In Rhetoric I & II, students analyze the “golden triangle:”

— The speaker or writer (as rhetorical actor)
— The speech or the text (as rhetorical act)
— The listener or reader (as rhetorical audience)

The analysis of speaker or writer may thus incorporate **biographical research** into authors;

The analysis of the speech or text may thus incorporate **research into critical thinking**, logic, and argument;

The analysis of the audience or reader may thus incorporate **historical and/or social science research** into the cultural context of the rhetorical act.
Texts for Rhetoric I & II were compiled into an original College Reader edited by Writing Program Coordinator Dr. Angela Miss

What were your criteria for including certain texts and excluding others?

Dr. Miss: There were a number of criteria that impacted the final selection of readings for the book. We wanted to introduce students to a variety of genres and occasions for writing. We wanted great rhetorical texts that students could analyze and use as models for their own writing. Finally, we wanted texts that thoughtfully analyzed the types of questions that are so often left out of first-year composition textbooks, such as: How do we define human freedom? How are faith and reason connected? What does history tell us about the true hope clearly and effectively. The readings provide a diversity of ideas and reflections on a great many subjects, such as human nature, wisdom, democracy, hope, truth, freedom—the list can go on and on. We discuss these texts in class and grapple with ideas and arguments from some of the West’s greatest thinkers—Plato, Cicero, Augustine, Aquinas, Jefferson, Lincoln, C.S. Lewis. Through close readings, students learn to recognize the rhetorical techniques that have been used over the centuries to inform, to move, to persuade, to delight. These texts, we hope, will serve to help our students think logically and carefully, to encourage them to enter into a dialogue

“At the Abbey, we want our students to learn to write by reading some of the most eloquent texts ever produced, and we want them to read about ideas that heighten their understanding of the past, present, and future.”
The research agenda for Rhetoric I & II was prepared by Dr. Miss in consultation with LC Reference Specialist Br. Andrew Spivey. At the LC desk, Dr. Miss views the “cloned” monitor, displaying sample database searches in progress.
Dr. Angela Miss convenes her Rhetoric I class in the LC Instruction Lab.

Note that extra $$$ were spent on ceiling-mounted acoustical baffles to minimize sound carryover from the Lab to the workstation arrays in the Learning Commons.
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Canadian LC Case Studies

University of Calgary
University of Victoria
University of Guelph
Atkins Library...Who are we?
Why Change Now?
Looking outward to redesign Atkins Library
REDESIGN THE LIBRARY
Tell us what you want on the webpage or in the building:

Type here!

Send
Beyond the Stacks
On becoming a modern research library

By Lisa A. Patterson

A threat can become an opportunity. Perhaps the greatest threat to the university research library is perception. To hear some talk, the library will soon go the way of the Pet Rock. That’s why University Librarian Stanley Wilder has made it his mission to change perceptions of UNC Charlotte’s J. Murrey Atkins Library.

Wilder, a vocal and visible champion of the library since coming to UNC Charlotte in 2009, has taken a show and tell approach to educating would-be library users.

“A lot of what drives me philosophically, and the library’s direction, is the process to show the University what they can expect out of a 21st-century library,” Wilder said. “We really hope that over the course of the next few years we manage to demonstrate to people that we can make contributions to the quality and quantity of their work that they would never have thought possible.”

While the nature of information continues to change rapidly, sparking discussions about whether the traditional book will soon become an artifact, Wilder explained that that question is irrelevant. In fact, the library has always been about information in its evolving forms and the people who use it, and the book is just one...
Feedback

An additional WRC room.
BLACK MASTIFF

Make a RZAR ENTRANCE from PROSPECTOR or side ENTRANCE from BELL

YES! I like that - that motion - a room like the one in the Core Bldg.

15th that motion

A drop box for books and DVDs at the main entrance to drop off while you are in your car.

Please.

NO WAY! it's already

AGREE

Put microwave
It would be a nice idea there was a microwave
Everyone doesn't think for themselves

it you're in America
Repurposing library real estate: New consolidated Help Desk
“I have had great help at the Information Desk.” (Elizabeth Parks)

“The Information Desk staff is very helpful, with a friendly and cheerful attitude.” (Francisco Chavez)
Collaborative Learning Spaces
Comfortable Furniture
Relaxing in the Library
New North Entrance
New Lower Commons
New Lower Commons
Lower Commons Conf. Room
Redesigning Library Services
Relationships: Personal Librarian Initiative
Consultations

Thank you sooooo much for your time, knowledge, and creativity! You are wonderful!

Gina Allen

Thank you so much. This is all helping us more than you could imagine! We were lost! You have jump started everything!

Ashley Vido

Thank you very much for your time and help this morning. I look forward to doing a better job of looking stuff up now.

Keith Carnes
Outreach

Newsletters

New Books at Atkins

Check out "The Book Ordering Process" on page 4 to find out how books are selected for Atkins Library.

J. Murrey Atkins Library 114-D
(704) 687-5683

Jean Hiebert
Health and Human Services Librarian

Subject: CDC website for health literacy

Please share with your students! This is a great site. http://www.cdc.gov/healthliteracy/?s_cid=fb807

Cheers,
Jean

Emails

Meetings
Fall 2010 Week of Welcome
Emails to Individual Students

IT’S CRUNCH TIME...
Need help with your final paper or project?

Contact your Atkins Library Subject Pro, Barbara Tierney, to save time and find the best research information!

I’m the librarian assigned to your major—Reach me via email (bgtierne@uncc.edu), phone (704-687-3098), or schedule a visit.

Additional work resources are LIVE CHAT – a general research question service and the Writing Resource Center, with their satellite office located on the library’s main floor, Room 109. And don’t forget, Atkins Library goes to 24/7 from Friday Dec. 10th through Thursday Dec. 16th!

Good luck!
Barbara Tierney

Find us on Facebook. Share thoughts, get updated information and announcements or tell us what you’d like to see!
Dear Chemistry Faculty,

I am pleased to serve as the liaison librarian to the Department of Chemistry.

I look forward to working with you and your students this fall.

SERVICES

Library Research Instruction
- Classes will be tailored to fit the parameters of your assignments
- Will serve as an “embedded librarian” in your Moodle or Blackboard
- Will teach at Atkins or Burson
- Individualized and/or group instruction

Consultations
J. Murrey Atkins Library

Chemistry Newsletter

Volume 7, Issue 2  Spring 2011

Spring Semester 2011
While at the Library, drop by your Chemistry Liaison Librarian’s 114H office for assistance with library resources or research (Office Hours: M-F 2-4 pm or by appointment)


Starting in January 2011, online subscriptions to three additional titles of the Nature suite of journals ("Nature Chemistry", "Nature Physics" and "Nature Materials") will begin. Thanks to Dr. Marcus Jones for the initial request and Dr. Daniel Rabinovich (Chemistry Dept. Library Representative) for working with Library Collection Development to make this happen.

The website was developed by UNC Charlotte’s Copyright Education Specialist, Peggy E. Hoon, J.D., who was brought to campus by Atkins Library as a resource for faculty and staff.

In addition to the website, a suite of educational presentations and workshops are being developed by Ms. Hoon expressly for UNCC faculty, staff and students. Topics will cover fundamental copyright issues in a university setting, as well as more specific topics, such as online education copyright issues and faculty author rights.

Ms. Hoon is available for scheduling a presentation or workshop tailored to your needs, or a one-on-one consultation. You can reach her through email

Copyright Guidance

Inside this issue:
NEW Nature 1 Journals added
Copyright 1 Guidance Website Launches
Browse 1st Floor 2 "New Books Collection"
3 Book Drops 2
Librarians by Subject:

- Biology
- Chemistry
- Child & Family Studies
- Children's Literature & Childhood Studies
- Civil Engineering
- Clinical Exercise Physiology
- Cognitive Science
- Communication Studies
- Computer Engineering
- Computer Science
- Counseling
- Counseling - Community
- Counseling - School
- Criminal Justice
- Curriculum & Instruction
- Curriculum & Supervision
- Dance
- Dance Education (K-12)
- Distance Education
- Earth Science
- Economics
- Educational Leadership
- Electrical Engineering

Suggestion Box

Got an idea to make Atkins Library better?

Employee Directory

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>KL</td>
<td>MNOPQRSTU</td>
</tr>
<tr>
<td>VW</td>
<td>XYZ</td>
</tr>
</tbody>
</table>

Log in: unceid.net | Password: unceid
Barbara Tierney
Head of Information Services

Contact Me
Phone: (704) 687-3098
E-mail: btierny@uncc.edu
Dept: Information Commons
Office: Atkins 114H

What Can I Do For You?

As Head of Information Services I supervise:

The Information Desk:
This is the first public service desk that patrons encounter when they enter the library. This desk provides information and referral about library resources, services and staff.

Presentation Support:
The Presentation Support Desk provides technology support and assistance to patrons in the Library's computing labs and classrooms. In Atkins Library labs, patrons can type a document, create a spreadsheet or slide presentation, or edit a video or multimedia presentation.

Instructional Services:
Instructional Services library faculty partner with academic faculty to provide library instruction for academic classes that include library-related assignments. Instruction usually takes place in the library although sometimes it can be arranged in another space.

In addition, I serve as Science Reference and Liaison Librarian. I provide research assistance and library instruction in the subject areas of Biology, Chemistry, Earth Sciences, Mathematics, Nanoscale Science, Optoelectronics and Physics and Optical Science.

Barbara Tierney
Web of Science

Web of Science (ISI)
If you are off campus, you must log in by clicking into "My Library Account" on Atkins Library Home Page.

Web of Science includes the online version of "Science Citation Index." It provides bibliographic citations to articles in more than 5,900 scholarly, peer-reviewed journals across 160 science disciplines.

Although Web of Science is not a full-text database, it does allow the user to link to the full-text of some articles via the use of a green "Get it" button beneath the article citation.

To do a "General Search" type requested information into the templates provided.

- In query box, enter one or more keywords or subjects. If concept has more than one word enclose the words in quotation marks

Try entering "rhodium pybox" in the query box and adjust the field (on the right right side of the query box) to "topic."
Donna Gunter provides library instruction and is the Liaison to English Studies undergrad and grad students.
Life Skills Development
Library hosting Graduate Student Research Fair
Online for-credit Information Literacy Course
Other user-centered initiatives targeting faculty and graduate students
Digital Scholarship Lab

New library service supports self-publishing

Charles W. Lewis, UNC Charlotte’s Balk Distinguished Professor and Endowed Chair of Urban Education, will soon introduce his new peer-reviewed research journal, “Urban Education Research & Policy Annals”—a noteworthy endeavor made possible by Lewis’ chosen method of publication.

Lewis, along with his graduate students, is by-passing the traditional path to producing a publication—author-to-referee-to-editor—to favor publishing his work through J. Murray Atkins Library’s new Digital Scholarship Lab, in fact, Lewis’ research journal will be the lab’s inaugural publication.

“It is my hope that this academic journal will become the leading outlet of graduate student research nationally in the field of urban education,” Lewis said. “This journal provides a place in academia for graduate students across the United States to publish their academic contributions.”

The proliferation of open-access digital information has not only influenced the way research is conducted but also the publication process itself. Today, university faculty members are just as likely to conduct research by accessing online journal databases as they are to browse through the library’s stacks.

Furthermore, when their research is complete, new technology enables them to self-publish—versus the sometimes enormous process of securing and working through publisher-recognized channels.

Similar to UNC Charlotte, universities around the country such as Brown, Columbia, and Emory are embracing this new technology through the introduction and provision of Digital Scholarship Labs. Atkins Library’s DSL, not only provides the necessary equipment to create digital content (scanning, audio and video creation, etc.) but it also provides digital publishing software to faculty so they can publish their work.

The software, named the Open Journal System, is an open platform management and publishing system developed by the Public.
About the Digital Scholarship Lab

The Digital Scholarship Lab partners with faculty and graduate students in the use of digital and networked research tools to create, disseminate, and store new knowledge.
Contact Peggy Hoon
As part of its ongoing service mission, the J. Murrey Atkins Library offers copyright education and information to the campus community through a wealth of resources available on its website (copyright.uncc.edu) as well as workshops.
Usability testing to inform redesigning Library’s Web site
Usability Testing Unit now a unit within Digital Scholars Lab
Atkins Library

Call My Librarian

Available Computers

Hours

Floor Guide

Dictionary/Thesaurus

Map to Library

Full Site
How do we measure success at Atkins Library?
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Co-authored by Barbara Tierney & Don Beagle
Donald Beagle: Recent Publications


• “Integrating Digital and Archival Sources in Historical Research,” Catholic Library World. 81(3) March 2011. 201-9. [winner of CLA’s John Brubaker Award]


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