Library as Learning Object: When it IS all about the Building! [poster]

Debbie Morrow
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### Abstract

Have you ever been a “victim of your own success”? We have faculty who want to bring classes to the library, not to learn about information-finding, but to see and touch the technology that is part of the building itself? Hear about how developing a session featuring GVUS’s new library building as a “learning object” has become a great opportunity for creating an engaging learning experience for first year students.

### Planning for a Pilot Semester

- **Identify points of interest** ➔ Create infographic handouts
  - Tool: Canva (canva.com)
- **Identify stakeholders** ➔ Agree on gathering spaces, no-visit times, max. visits in a day, etc.
- **Ask around and discussion!**
- **Make materials available** ➔ Create a repository for CIS 150 faculty
  - Tool: Blackboard (campus CMS)
- **Plan available visit dates** ➔ Create sign-up for CIS 150 faculty
  - Tool: SignUp Genius (signupgenius.com)
- **Get feedback** ➔ Develop student and faculty follow-up surveys
  - Tool: Blackboard (campus CMS) or Google Forms

### What Have We Learned So Far?

**From Faculty:**
- “I really enjoyed the 3-D printer. My brother has one, but he doesn’t have as many colors. He would love to see this!”
- “The ASRS is a very interesting system. The books are located using RFID tags, so it doesn’t matter which container stores them. The library saved a lot of money compared to putting books on shelves. Amazing system!”
- “My favorite part of the Tech Showcase was Oculus Rift. The virtual reality roller coaster was fun and scary at the same time. I wanted to keep going!”
- “…the arm band that our [Showcase] “tourguide” showed us could interact with a screen just by closing your hand into a fist or moving your hand up and down; I never knew anything like that existed.”

**From Students:**
- “Before that visit, [students] never heard about the showcase and retrieval systems. They also had a lot questions about ARS…”
- “we did not reserve a classroom for that visit, so we ended up meeting in a public area close to showcase. It would be nice to have a reserved room.”
- “[students] did tell me it was well worth their time. This was reflected well in the blog [class exercise].”
- “Some faculty have no interest in including a library visit to their plans for the semester, maybe offer independent extra credit option.
- “One instructor is concerned that the handouts provide too many answers, rather than providing a rich beginning point for thinking about technologies.”

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### About the “Mary-I”

GVUS’s Mary Idema Pew Library Learning & Information Commons opened in June 2013.
- LEED Platinum designation defined the design planning
- LEED is an architectural design standard, “Leadership in Energy Efficient Design” that incudes emphasis on sustainability, energy efficiency, and human-centered design decisions.
- 1 million visits per year over three years
- Several building partners, including the Atomic Object Technology Showcase, a collaboration between the Libraries and GVUS Information Technology.

Many instructors like to have their students interact with the array of cutting-edge technologies collected in the Technology Showcase. We also wanted to offer “peeks” at some cutting-edge building construction and operation technologies that exist in the Mary Idema Pew Library building.

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### Infographic Handouts

- [Infographic Handouts](image)
- [Floor Maps](image)

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**Mission** of the University Libraries: we seek to “…promote teaching, learning, and active scholarship” as broadly as possible through our services and facilities.

**Goal:** Provide CIS 150 instructors with the opportunity to incorporate technologies in the Mary Idema Pew Library into their course content; technologies include the Atomic Object Technology Showcase, the Automated Storage & Retrieval System, and assorted technologies throughout the building often related to LEED Platinum design and construction goals.

**Objectives:**
- Sustainable: the plan must be able to accommodate up to 30+ sections (1000+ students) in a semester
- Educational: the plan must provide learning experiences uniquely available by encountering the technologies themselves, rather than exclusively via video or documents.

**Student Learning Outcomes:**
- Up to each CIS150 section instructor. Can be associated with many different portions of the course curriculum, so emphasis of the visit can vary.
- From 7-12 different instructors each Fall and Winter semester; at least 3 in Spring/Summer.

**First-Year and Other Students in CIS 150 – Introduction to Computing and Technology**
- Mostly First-Year students
- Up to 35-40 students per section
- The majority are not intending to be CS or IS majors
- Required course for many majors and programs; in disciplines as diverse as areas of art, business, sciences, and hospitality management.