**The Hong Kong University
of Science and Technology Library**

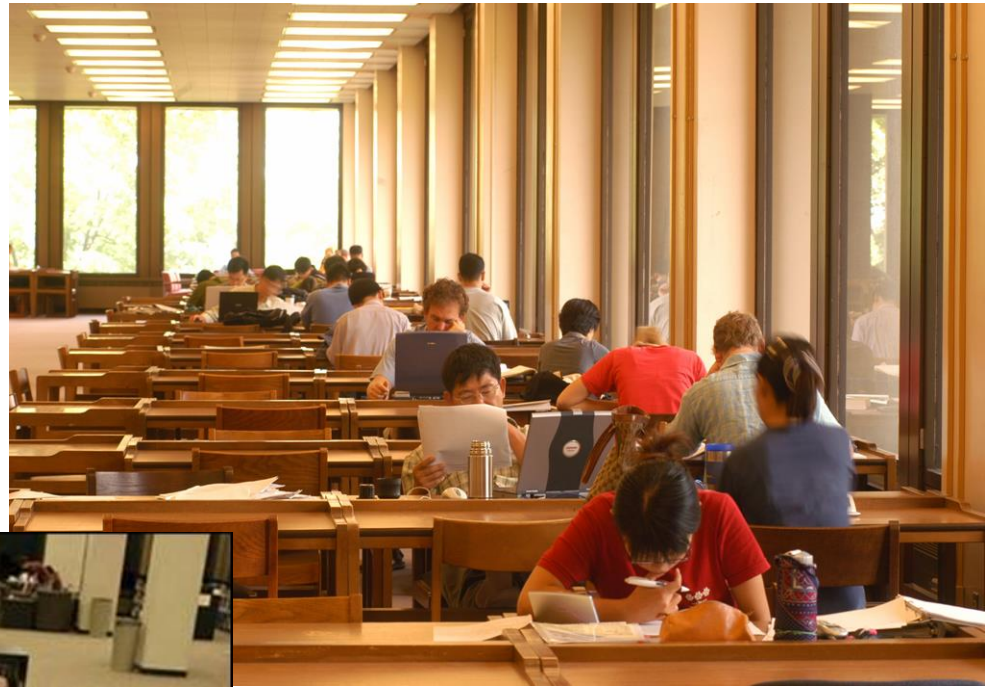# *The Why
of Information and Learning Commons*

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**Brown University
Providence, RI**

12/10/07

Indiana University

Information Commons

Before

After

*2 years later,
The Loft*

The Research Commons: A Concept

Herman B Wells Library East Tower
Indiana University Bloomington

Digital Media Production/ Archiving

Visualization

Distribution of IU-Licensed Software

Research Collections

Reference and Research Services

Infrastructure

Information Resources

Expertise

E-text and Metadata Consultation

Digital Library Project Consultation

Technology Support

Spatial Data Consultation

Virtual Research Community

Data Analysis Consultation

Grant Support/ Sponsored Research

Mission

The Research Commons will blend technology and traditional resources to serve as a center for a range of scholarly activities from collaborative digital projects to individual scholarship. Library and technical experts will provide the services and technical infrastructure to support faculty and graduate student research and community building.

Partnership

A partnership between the IUB Libraries, UITS, Office of the Vice Provost for Research, University Graduate School, Indiana University Research and Technology Corporation

Guiding Principles

•Focus on research needs of graduate students and faculty
•Balance quiet, well lit space with computing and collaborative space
•Develop layout that models desired behaviors and activities
•Give priority to services in direct support of all collections (print and digital)

BROWN UNIVERSITY LIBRARY SYSTEM

List Art Slide Library, 1971

Orwig Music Library, 1988

John Hay Library, 1910

Rockefeller Library, 1964

Collections Annex, 2006

Sciences Library, 1971

The Rock Learning Pavilion

Reading Porch

Gateway Services
Consultants Desk

Multimedia Rooms

Collaborative Study

Workstations

Digital Cafe

ROCKEFELLER LIBRARY - GROUND FLOOR

Technology: Servant or Master?

- **Why bother with a word processor**
  - when you can create a rich multimedia representation on MySpace or YouTube?
- **Why have a written dialogue**
  - when you can blog or co-create a wiki?
- **Why use email**
  - when you can instant message?
- **Why meet in a classroom**
  - when your avatars can meet in a virtual environment?
- **For that matter, once we are in cyberspace,**
  - why not enjoy an immersive simulation as opposed to just talking back and forth?

(ECAR Research Study 6, 2007)

Mind Over Machine

The brain is like a computing machine, but there is no computing machine like the brain.

--Dr. Warren McCulloch (1899-1969)

American neruophysiologist and cybernetician

Brain-Computer Interface for Controlling "Second Life" Avatars

Biomedical Engineering Laboratory – Keio University, Japan

Will they [our children] become so accustomed to immediate access to escalating on-screen information that they will _fail to probe beyond_ the information given to the deeper layers of insight, imagination, and knowledge that have led us to this stage of human thought?

Or will the new demands of information technologies to multi-task, integrate, and prioritize vast amounts of information help to _develop equally, if not more valuable, skills_ that will increase human intellectual capacities, quality of life, and collective wisdom as a species?

-- Maryanne Wolf

Machine Over Mind?

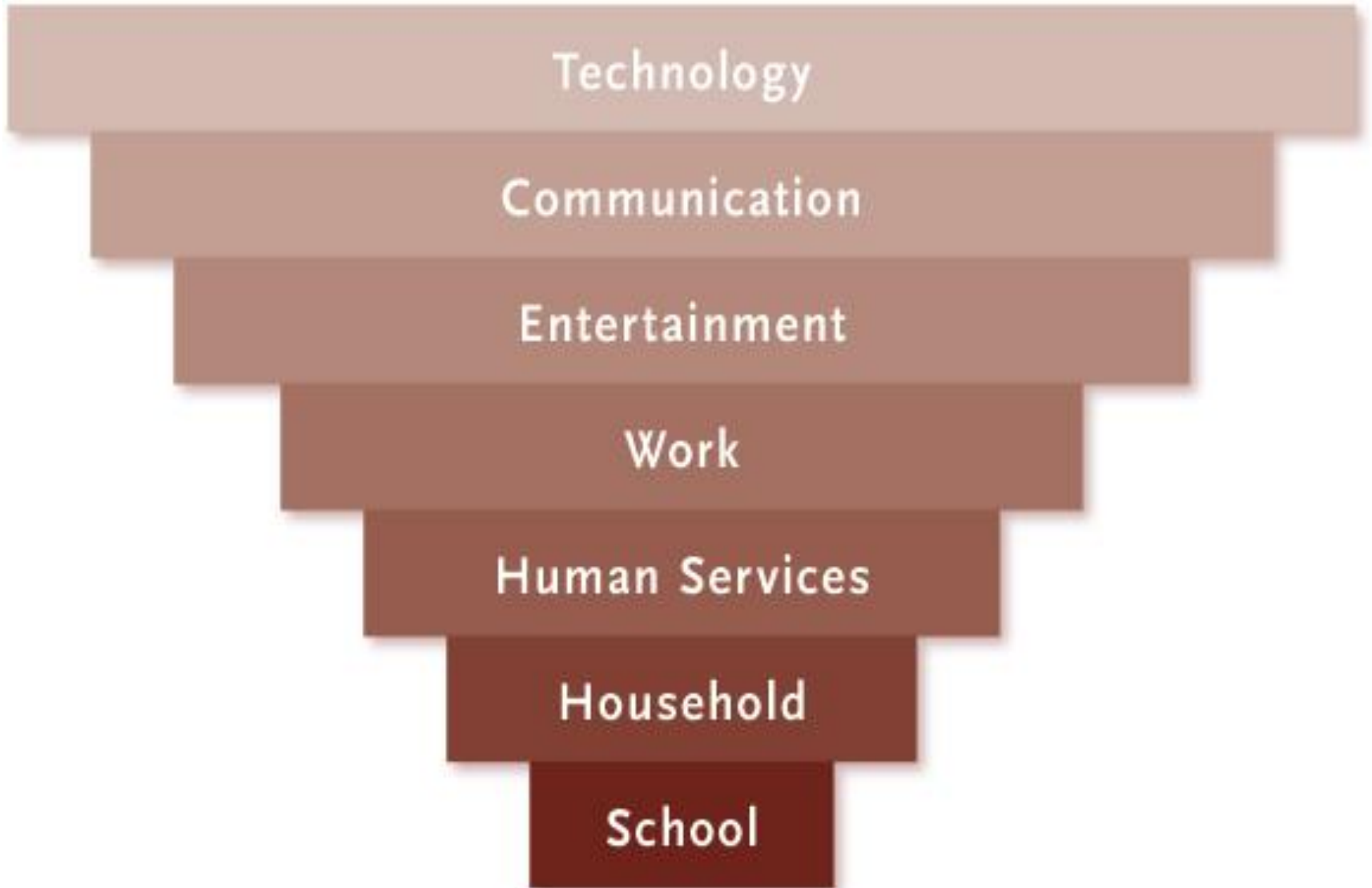*It would be a shame if the very intellect that produced the digital revolution could be destroyed by it.*
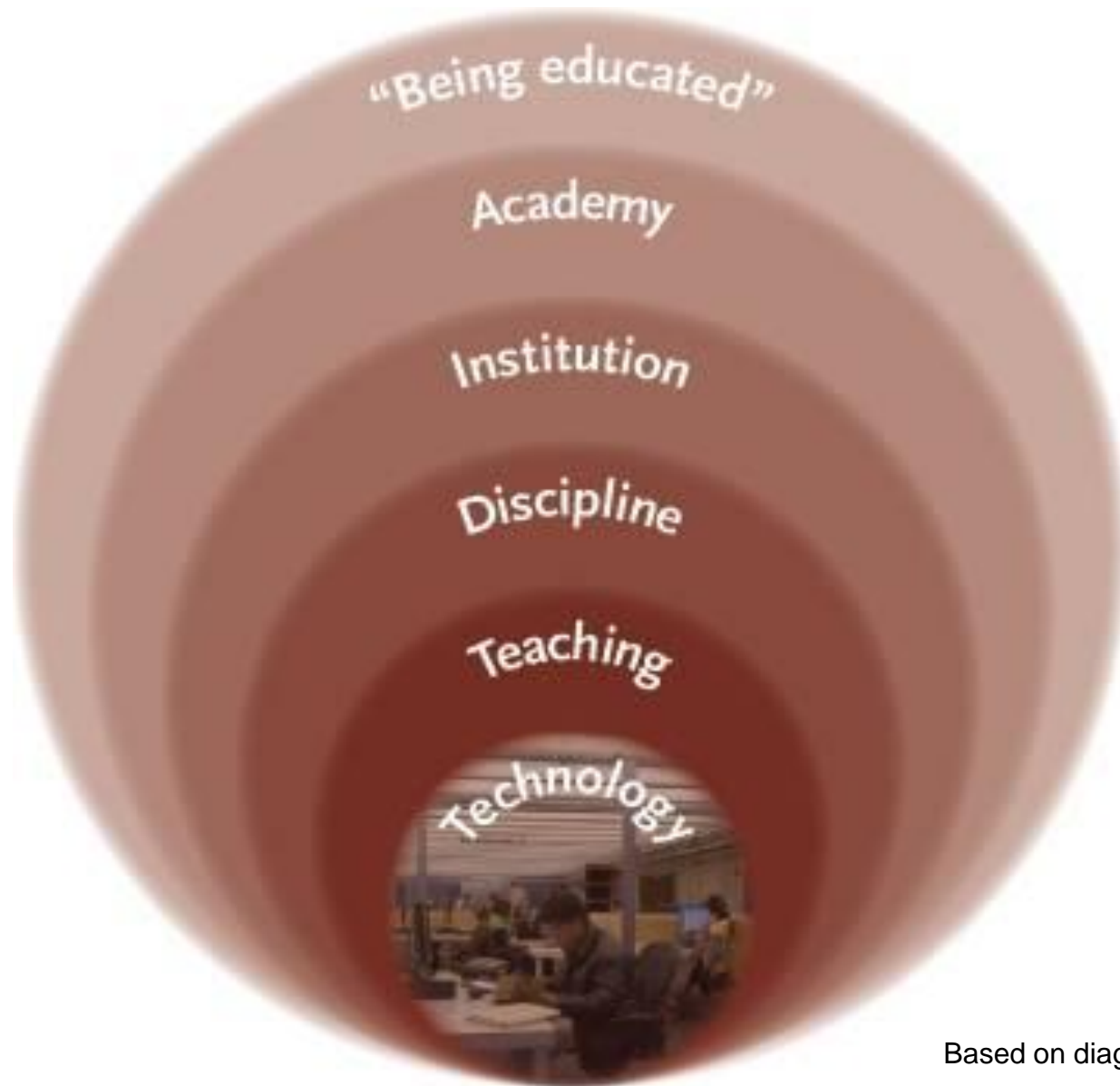
--Edward Tenner

TREND-SETTING

Technology

Communication

Entertainment

Work

Human Services

Household

School

TRADITION-BOUND

"Being educated"

Academy

Institution

Discipline

Teaching

Technology

Based on diagram by Selber, 2004

Changing Landscapes

I use lots of technology, but my sister who is a sophomore in high school knows more about technology than I do. I've been too busy to keep up and I am getting outdated. I guess we are all dinosaurs to some extent.

-- Graduating high school senior

Changing Touch Points

- **Knowledge-based, global society**
  - **Internet; mass media**
  - **Immediate, constant, life-long**
  - **Collective intelligence**

- **Social production of meaning**
  - **From individual to communal ownership**
  - **Social tagging; Wikis; cooperatives**

- **Linear to associational thinking**
  - **Massive amounts of information in multiple formats**
  - **Unconstrained time, place, control, authority**

- **Fluidity between physical and virtual**
  - **Ubiquitous technology, access**
  - **Online communities**
  - **Virtual environments, games**

Reframing the Learning Experience

FROM	TO
• Teaching	► Learning
• Listener, observer, note-taker	► Active problem-solver, contributor
• Consumers	► Producers
• Theory, historical	► Practical, tools & services of profession
• Grade, goal-oriented	► Process, internalized, applied
• Low or moderate expectations	► High expectations for class relevancy
• Attendance by personal choice	► Community/group expectations
• Competition with peers	► Collaboration
• Self-definition, independence	► Interdependence
• Teacher, texts sole authority	► Peers, self, and community authority
• Linear, textual literacy	► Multi-modal literacies

Today's Library Is

Supporting the changing patterns of learning, teaching, and research by combining
traditional knowledge resources
with
emerging information technology

Advancing Research and the Transfer of Knowledge

- Integrate

- Manipulate

- Annotate

- Organize

- Describe

- Disseminate

- Mine

- Re-use

- Produce

- Create new knowledge…

Today's Libraries Enable Users To

- **Access, integrate pertinent books, articles, multi-media resources**
- **Compile evidence; construct arguments**
- **Read maps, charts, images, music to form new arguments, make new meaning**
- **Grasp multiple meanings being conveyed by various systems of representation -- additive, not instead of text**
- **Analyze, transform & build on existing knowledge in all media**

- **Assess authenticity, quality of data**
- **Distinguish between fact, fiction, opinion**
- **Learn ethical & legal frameworks for sharing information**

- **Take culture apart and put it back together**
- **"Make your mind a fit place to spend the rest of your life"**

Tomorrow's Libraries Will…

Embrace the future

Take back the future

Ensure the future
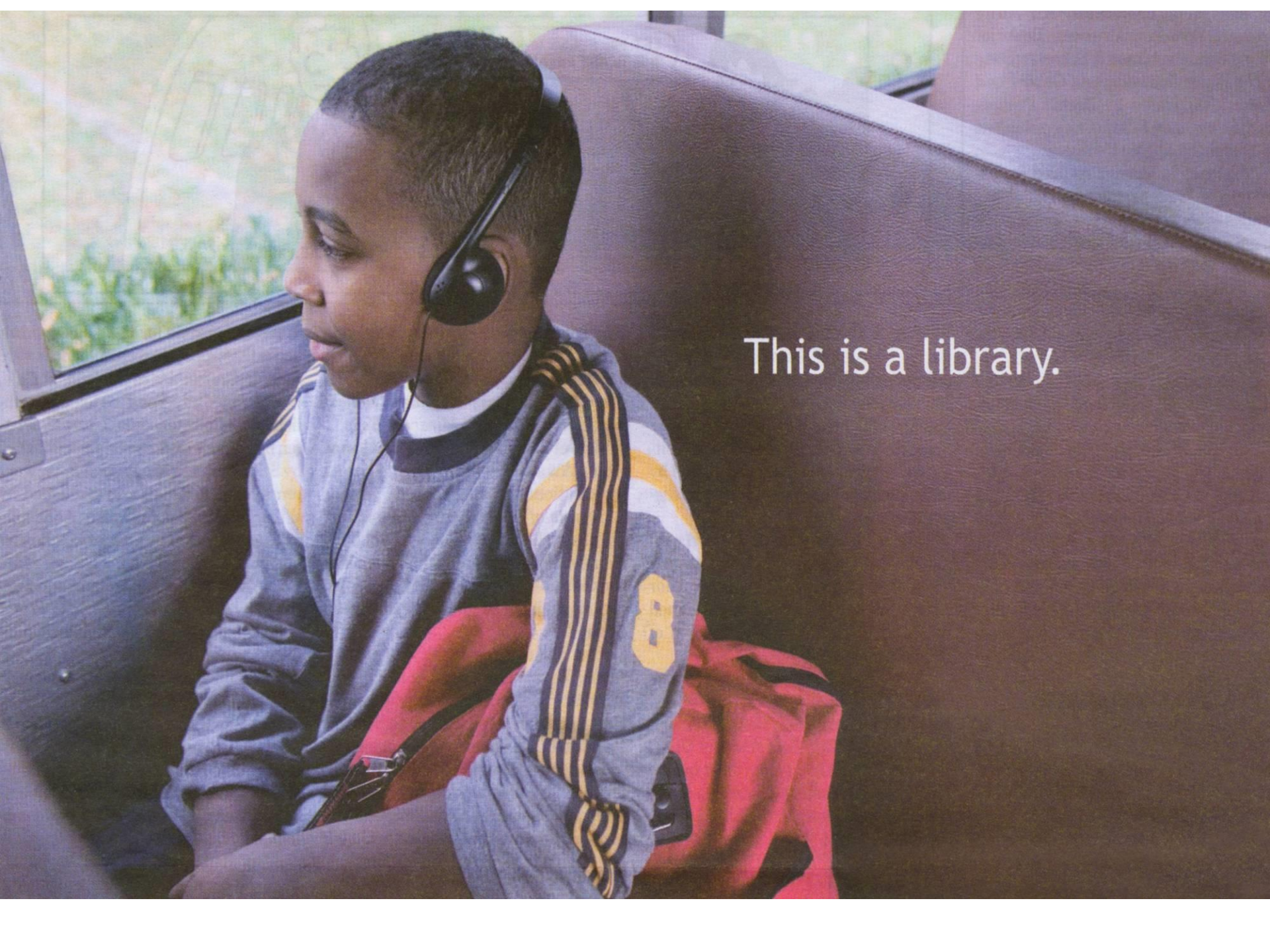
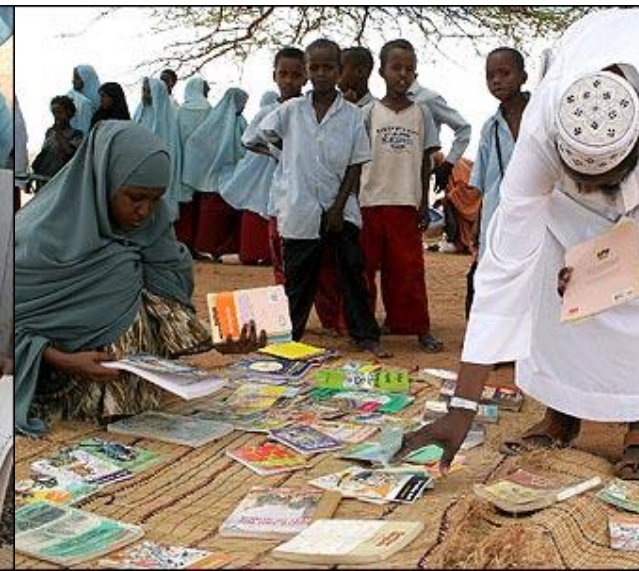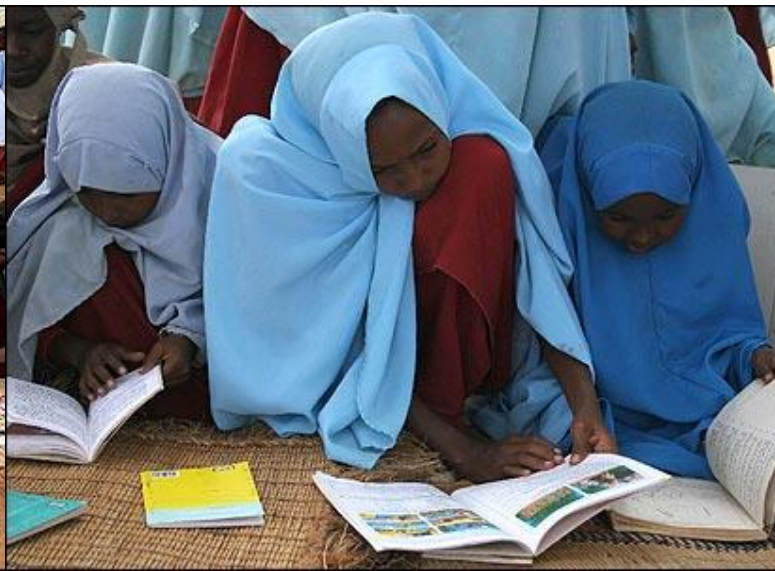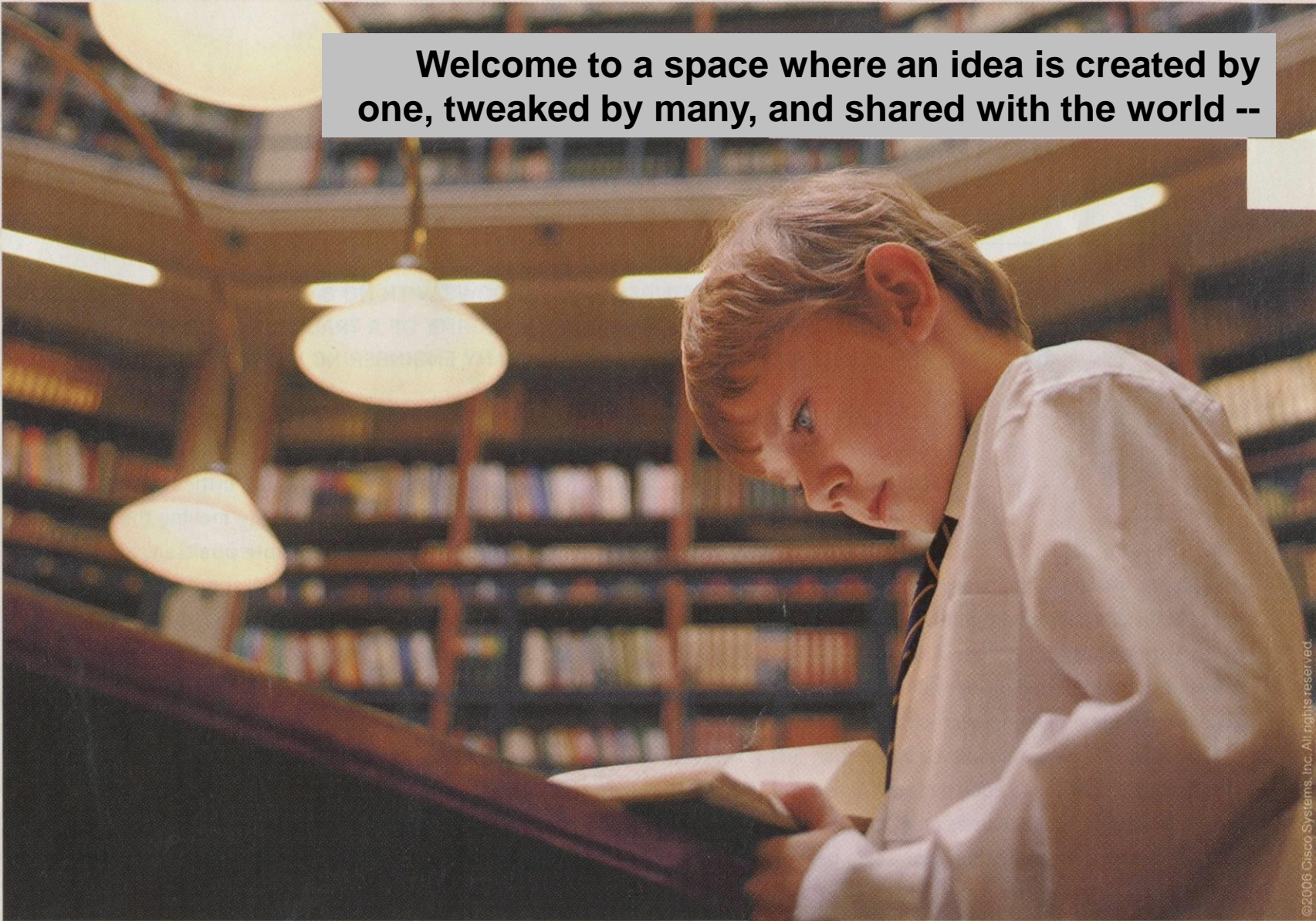This is a library.

This is a library

And this is a library

Welcome to a space where an idea is created by one, tweaked by many, and shared with the world --

In new ways, with new meanings. *Libraries* make this happen!

The Why of Information Commons

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