

1.1 University 1.1 DTaTy

The Library Chameleon: changing spaces for 21st Century Learning

Trish Walker and Liz Waller



University of Leeds









in Practice Settings

Centres for Excellence in Teaching & Learning (CETLs)

To reward excellent teaching practice and to invest in that practice further in order to increase and deepen its impact across a wider teaching and learning community

(Centres for Excellence in Teaching and Learning. Invitation to bid for funds. Higher Education Funding Council for England.

April 2004)



Assessment & Learning in Practice Settings (ALPS)

- 5 university collaboration
- 16 health & social care professions
- Aim more confident & competent students
- More opportunities for assessment in practice placements
- Generic competences communication & teamworking
- Interprofessional working



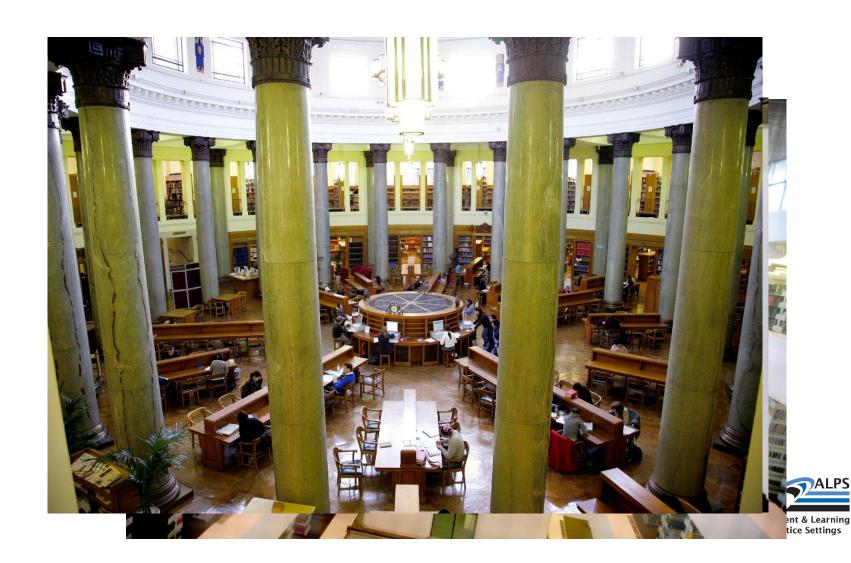


Libraries in the UK

- JISC Learning Spaces
- New libraries
 - Sheffield
 - Glasgow Caledonian
 - Warwick Learning Grid

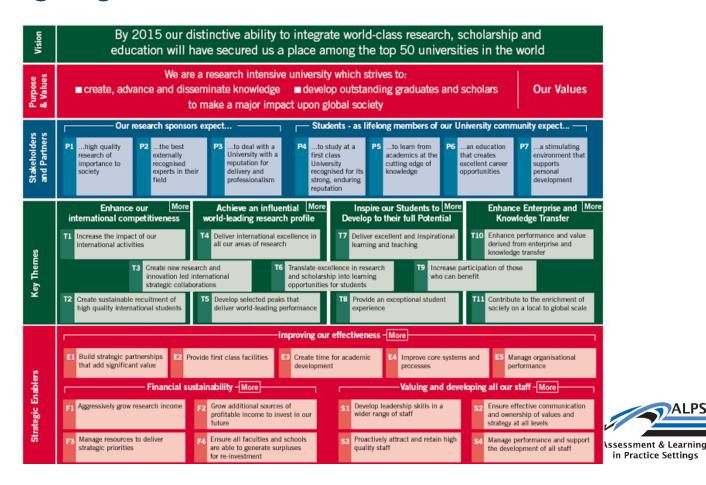








Working together





in Practice Settings

ALPS Group Study Area

- Principles of design
 - Flexible to accommodate both current and evolving pedagogies
 - Future-proofed to enable space to be re-allocated and reconfigured
 - Bold to look beyond tried and tested technologies and pedagogies
 - Creative to energise and inspire learners and tutors
 - Supportive to develop the potential of all learners
 - Enterprising to make each space capable of supporting different purposes
- Facilitating communication & teamworking skills







Evaluation

 The aim of the evaluation is part of ongoing work to assess this space for learning to see whether it meets the expectations of students and how it has affected their work practices





Evaluation

- Focus groups
- Questionnaire
- Medicine, dentistry & healthcare
- Ethical approval





in Practice Settings

Evaluation

 A very basic analysis was done by creating a very 'loose' coding frame, following Ryan and Bernard (2003) by looking for repetitions and key words in context

Ryan, G.W. & Bernard, H.R. (2003). Techniques to Identify Themes: Field Methods, 15, 1, 85-109.



Evaluation

- Most students who responded used ALPS Group Study Area at least once per week
- ALPS Group Study Area in same building where majority of lectures takes place





Evaluation: Work Environments - Noise

- Choice of work environments
- Different areas for different activities
- Many favoured background noise







Evaluation: Work Environments - Noise (cont)

If I'm actually intending and serious about trying to get some work done then I go as far away from other people as possible – I have to pick the most deserted area because I get distracted quite easily

It depends sometimes where you are and what you're doing — sometimes you need noise and sometimes you don't





Evaluation: Work Environments - Noise (cont)

It's really good to sit in a group there where you can have a discussion and it's good having a little area like that. It's also quite good in this bit having like little sections that are really quiet, so if you've got some really important work to do you can really focus on it rather than be in that room where it's quite loud





Evaluation: Furniture, Lighting and Comfort whilst working

- Discussions focussed on the physical environment
 - Furniture
 - Lighting
 - Colour scheme









Evaluation: Furniture, Lighting and Comfort whilst working! (cont)

I know there's no windows in here um, but the lighting's good so you don't really need it...

...and the area is casual enough for us to feel comfortable in our work, the chairs are fabulous!





Evaluation: Group working in the ALPS Group Study Area

- Students' views on ideal group working areas
- How the ALPS Group Study Area measured up
- Comparison between the new and the old









Evaluation: Group working in the ALPS Group Study Area (cont)

The way they orientate the tables – I mean it's round, so everyone can communicate easily with each other, whereas if you've got a table like this, or a square one, you've got to talk loud so they can hear you. And it's easy to reach across the table as well. At the same time you've got a lot of space – so in that sense it's good.





Evaluation: Group working in the ALPS Group Study Area (cont)

See that's another great thing about the ALPS area now, because you can be sitting and doing group work and it's like...right, let's just move over to the computers and do the presentation, and you only need to move a short way







in Practice Settings

Evaluation: Group working in the ALPS Group Study Area (cont)

It's useful to be able to sit together and discuss...who was going to do what, so that's good to have an area...last year it was just long tables so it was really difficult. Because you'd either have to find space to sit next to each other or you'd be sitting at an awkward angle to be able to see each other or you'd have to kind of shout across the table because they were quite wide



Evaluation: Group work and skills development

Student perceptions on the skills they are developing when working in the ALPS Group Study Area:

- Communication skills
- Organisational skills
- Confidence
- ...and tolerance!







Evaluation: Challenges

- Resourcing
- "Appropriate" use (flexible and individual/group)





The Chameleon? – lessons for the future

- Links to teaching, learning and assessment
- The student voice
- IT drivers
- Collaboration is key
- JISC criteria





Why the Chameleon?







Final comments from our students







Citations

- http://www.jisc.ac.uk/eli_learningspaces.html
- Stothart, Chloe Student Library visits fall 20 per cent in a decade Times Higher Education Supplement October 12 2007 p14
- Ryan, G.W. & Bernard, H.R. (2003).
 Techniques to Identify Themes: Field Methods, 15, 1, 85-109.

