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Space matters in an online world: some developments at Deakin University Library

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# Does space matter?

- Overview of Deakin University and Library strategy
- Students' learning space preferences
- How spaces and facilities support e-resource access at Deakin University Library
- Some challenges for ongoing space development







You've visited Australia...?







- You've visited Australia...?
  - You've visited Victoria, Australia...?







- You've visited Australia...?
  - You've visited Victoria, Australia...?
    - You've visited Deakin University, Victoria,

Australia...?







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Today: Library Tour







# **Deakin University**

- Deakin University, one of 39 universities in Australia
- Named after Alfred Deakin, who was Prime Minister of Australia three times between 1903 and 1910.
- Four campuses in Victoria plus an online 'campus'
- Began in 1977 2,500 students all distance education
- In 2010 34,000 enrolled students and 2,600 staff





# **Geelong Campus at Waurn Ponds**



**Geelong Waterfront Campus Library** 



Warrnambool Campus







# **Deakin University students**

- > 9,000 study off campus
- > 6,000 are international students from >100 different countries
- 35% study part time
- 72% are undergraduates
- 59% are female
- 65% are aged between 20 and 30
- 22% study at regional campuses in Geelong and Warrnambool.







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Easy2Access
e-resources
~~ very important ~~







# Deakin University Institutes and Research Centres Science, Health, Education, Arts

- Institute for Technology Research Innovation (ITRI)
- Alfred Deakin Research Institute (ADRI)
- Centre for Memory, Imagination and Invention (CMII)
- Centre for Mental Health and Wellbeing Research
- Centre for Physical Activity and Nutrition Research (C-PAN)
- Centre for Research in Educational Futures & Innovation (CREFI)
- Centre for Sustainable & Responsible Organisations (CSaRO)
- Clinical Care, Quality and Risk Management (CCQRM) Group
- Centre for Integrative Ecology
- Molecular and Medical Research Group (MMRG)
- Population Health
- Centre for Biotechnology, Chemistry and Systems Biology



### **Deakin University Library: 3 key pillars**

E-resource Access and Discovery

Library Spaces
supporting a
vibrant learning
environment

Personalised
Student-AcademicResearcherCentred Support













### Pillar 1: E-resource Access and Discovery

#### Collection strategies:

- Focused growth in resources to support Deakin's research priorities
- Dramatic growth in e-book collection:
  - First time in 2010, \$Funds spent on e-book s = \$Funds spent on print books

#### Access and Discovery strategies:

- Library catalogue includes e-book holdings
  - e-book information included in print book record wherever possible
- Considering options for a web-scale "discovery" service with unified index

#### Promotion strategies:

- input to purchasing decisions
- awareness of the wealth of e-resources available
- usage and thereby value to learning, teaching and research







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# Access benefits realisation

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# Pillar 2: Library Spaces supporting a vibrant learning environment

#### Physical space demands:

- Student and researcher population is growing
- Increased use of laptops/handhelds requires power and space!!!
- Students' group assessments and learning require
  - Collaborative spaces
  - Presentation practice spaces
  - Discussion and review spaces

More space for people





# Pillar 2: Library spaces supporting a vibrant learning environment

Our message to Deakin students : your library. your space

Brown (2005): students need spaces able to support diverse learning preferences

Adapted from Table 2 in Malcolm Brown, "Learning Spaces," chapter 12 of *Educating the Net Generation*, ed. Diana G. Oblinger and James L. Oblinger (Boulder, Colo.: EDUCAUSE, 2005), e-book, available at <a href="http://www.educause.edu/LearningSpaces/6072">http://www.educause.edu/LearningSpaces/6072</a>.

NET GEN TRAIT	LEARNING THEORY PRINCIPLES	LEARNING SPACE APPLICATION	IT APPLICATION
GROUP ACTIVITY ORIENTED	Collaborative, Supportive	SMALL GROUP WORK SPACES	Screen sharing, virtual whiteboards
GOAL ORIENTED, ACHIEVEMENT	Metacognition, formative assess.	ACCESS TO ASSISTANCE	E-learning, online quizzes
MULTITASKERS	Active	TABLE SPACE	Wireless
EXPERIMENTAL, TRIAL & ERROR	Multiple learning paths	INTEGRATED FACILITIES (lab)	Applications for analysis & research
HEAVY RELIANCE ON NETWORKS	Multiple learning resources	IT INTEGRATED INTO SPACES	Learning space functions supported

NET GEN TRAIT	LEARNING THEORY PRINCIPLES	LEARNING SPACE APPLICATION	IT APPLICATION
PRAGMATIC & INDUCTIVE	Encouraging discovery	ACCESS TO PRIMARY RESOURCES & IT / INTEGRATED FACILITIES (lab)	Applications for analysis & research  Presentation applications
ETHNICALLY DIVERSE	Engagement of preconceptions	ACCESSIBLE FACILITIES	Accessible online resources
VISUAL	Group aspects of learners, importance of culture	SHARED SCREENS (LCD), PRINTING	Image databases, presentation applications
INTERACTIVE	Compelling & challenging material	WORKGROUP FACILITATION, ACCESS TO EXPERTS	Variety of resources, "no one size fits all"

Adapted from Table 2 in Malcolm Brown, "Learning Spaces," chapter 12 of *Educating the Net Generation*, ed. Diana G. Oblinger and James L. Oblinger (Boulder, Colo.: EDUCAUSE, 2005), e-book, available at <a href="http://www.educause.edu/LearningSpaces/6072">http://www.educause.edu/LearningSpaces/6072</a>.







# Pillar 2: your library, your space

Vibrant, next-generation spaces in libraries at Burwood, Geelong and Warrnambool

- Provide an array of technology-rich learning and social spaces away from the classroom
- Provide quiet, reflective, thinking spaces
- Enrich student experience, encouraging them to stay on campus





40%

40 %

20%

People: Collection: Admin





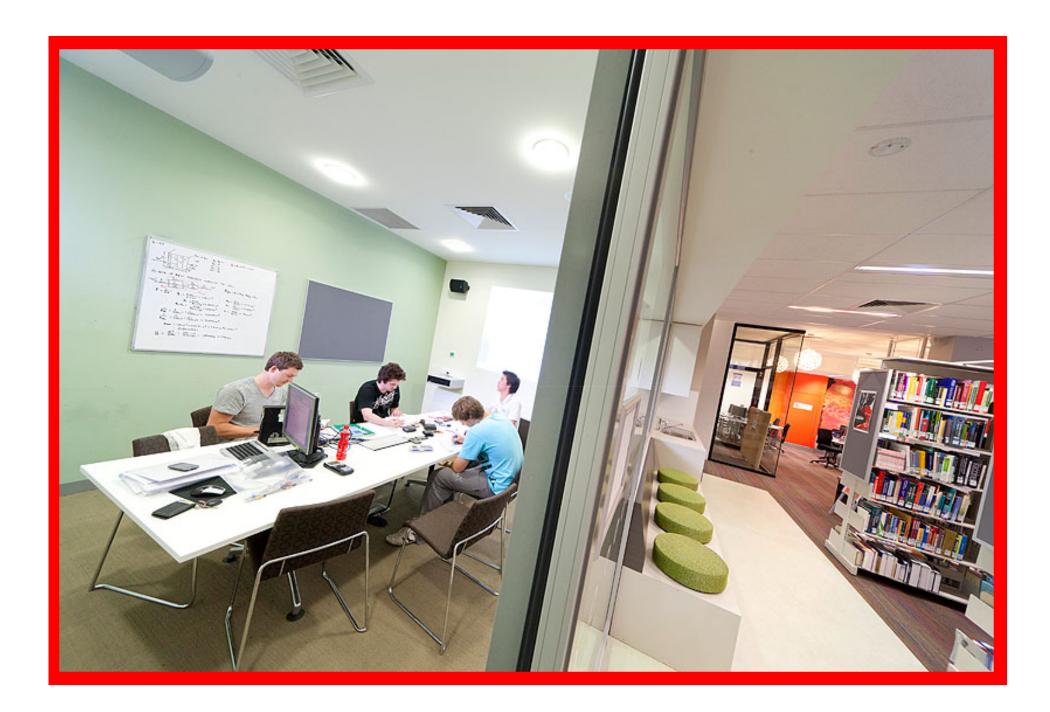


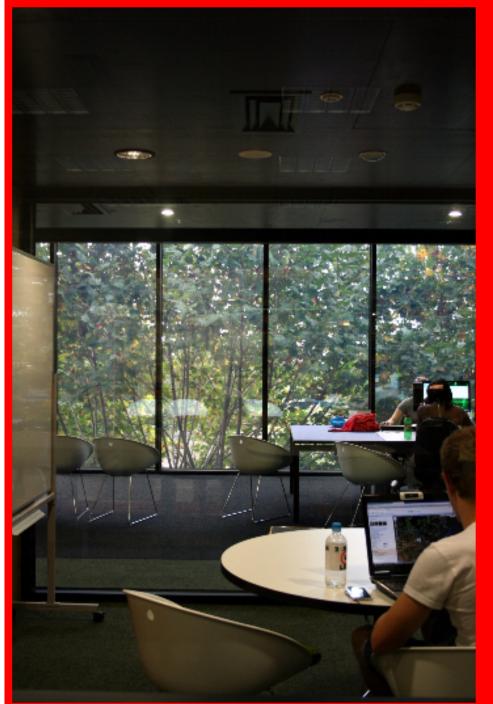
- Small group work spaces
- Access to assistance
- Table space
- Access to primary resources and IT/integrated facilities (lab)
- Accessible facilities
- Shared screens (LCD), Printing
- Workgroup facilitation, access to experts





Small group work spaces













- Small group work spaces
- Access to assistance











- Small group work spaces
- Access to assistance
- Table space











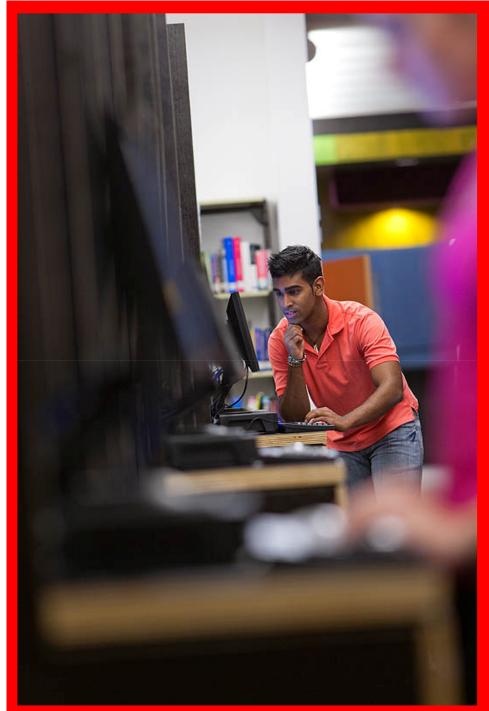


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#### Pillar 2: Deakin space allocation

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- Accessible facilities















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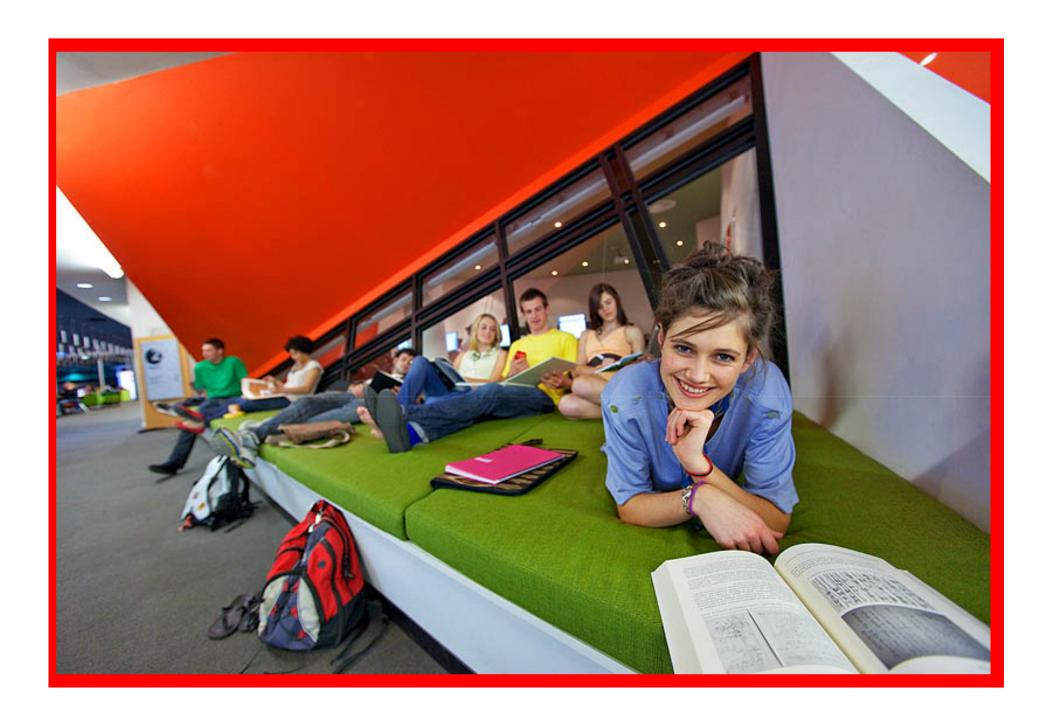
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#### Pillar 3: Personalised studentacademic-researcher-centred support

In libraries, and via phone, email, IM, Facebook, Twitter:

- experienced and well-trained Frontline Services staff
- Liaison Librarians, Teaching and Learning Librarians,
   Research Librarians providing high-level expertise and assistance

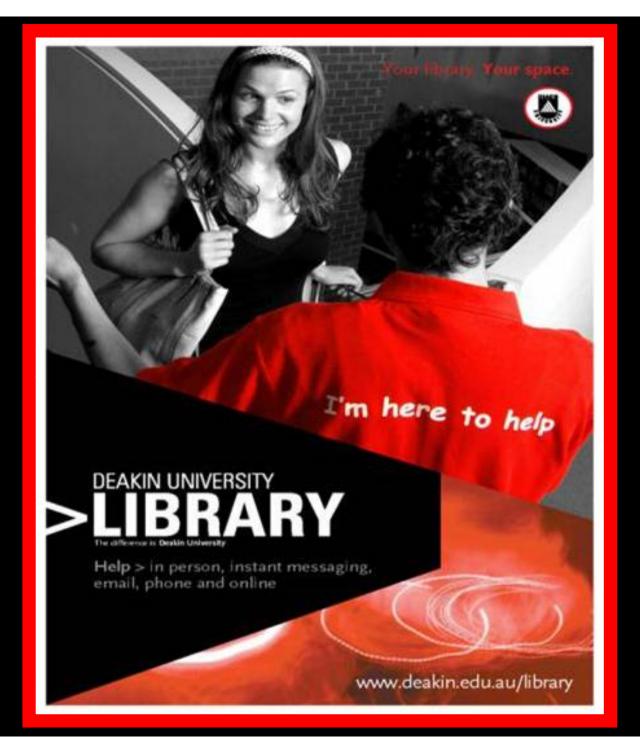




#### Pillar 3: Personalised studentacademic-researcher-centred support

Also, reaching out in libraries:

- Student rovers providing peer-to-peer assistance
- Supporting students transitioning to university life and Australian culture
- Part of the University's 'students at risk' program







#### Pillar 3: Personalised studentacademic-researcher-centred support

Outreach to academics, researchers, higher degree students:

- Librarian in Residence
- Peer mentoring programs
- Customised assistance and training programs



### 1. How can we future-proof large building investments?

- Communication and information technologies
- Future 'information world'
- Student and staff preferences and behaviours

"the most effective improvements to learning spaces are likely to be those that are simple, flexible and that involve cycles of incremental change and evaluation". James (2007)



#### 2. What facilities do we provide?

- Wireless power
- Mobile tablet ???
- Augmented reality

disruptive technologies that may underperform today, relative to what users in the market demand, may be fully performance-competitive in the same market tomorrow Christensen (2000)





#### Rate of change:

- In late June, Apple announced that it had sold 3 million iPads in the first 80 days of availability.
- Apple is selling approximately 1.1 million iPads per month, putting it on a pace to sell almost 10 million tablets by year's end.

Keizer (2010)

Samsung has sold 1 million Galaxy Tabs (android-based 7 inch touchscreen) in the first 2 months of availability (Oct/Nov 2010)
 Hamblen (2010)



#### 3. What evidence is there to inform our decisions?

- Horizon Report (annual, USA)
- ECAR Study of Undergraduate students and Information Technology (annual, USA)
- Malcolm Brown
- Local research to clarify and confirm

... in many instances, the information required to make large and decisive investments in the face of disruptive technolog(ies) simply does not exist. (Christensen, 2000)



#### 4. How do we know when we've been successful?

Utilisation statistics (2010)

Gatecount at Burwood:

2008 – 2009 ... up 16.3%

2008 – 2010 ... up 30.0%

Peak day – record breakers

2008 - 6,203

2009 - 7,890 ... up 27.2% on 2008

2010 – 10,148 ... up 63.6% on 2008

Students who attend campus 2-4 times a week: 58.8%

Students who come into the library 2-4 times a week: 47.7%

Students who access the Library online 2-4 times/wk:48.6%



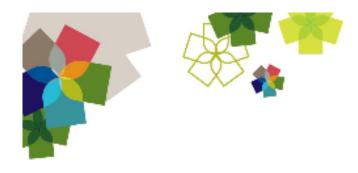
#### 4. How do we know when we've been successful?

- University funding streams
   Additional library refurbishments projects announced: 2011, 2012
- User feedback never enough computers, but also...

@laneworks: Have to get into @deakinlibrary early tomorrow morning to get a good position. Refurb has made it the place to hang

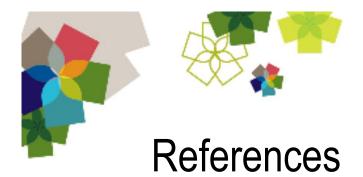
Mum! You should come and see our new library... it's so cool (mobile conversation, overheard!!)







# Space matters in an online world...





Brown, Malcolm (2005) *Learning Spaces* in Educating the Net Generation, chapter 12, Ed. Diana G. Oblinger and James L. Oblinger, Boulder, Colo; EDUCAUSE available at <a href="http://www.educause.edu/LearningSpaces/6072">http://www.educause.edu/LearningSpaces/6072</a>

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# We look forward to welcoming you to Deakin University Library!

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