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

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Universiti Malaysia Perlis and Malaysian Online Resources Consortium
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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
Hands up, please if...

- You’ve visited Australia…?
Hands up, please if…

• You’ve visited Australia…?
  • You’ve visited Victoria, Australia…?
Hands up, please if...

• You’ve visited Australia…?
• You’ve visited Victoria, Australia…?
  • You’ve visited Deakin University, Victoria, Australia…?
Hands up, please if…

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    • You’ve visited Deakin University, Victoria, Australia…?

• 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
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.
Deakin University students

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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-Academic-Researcher-Centred 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-books = $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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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

<table>
<thead>
<tr>
<th>NET GEN TRAIT</th>
<th>LEARNING THEORY PRINCIPLES</th>
<th>LEARNING SPACE APPLICATION</th>
<th>IT APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP ACTIVITY ORIENTED</td>
<td>Collaborative, Supportive</td>
<td>SMALL GROUP WORK SPACES</td>
<td>Screen sharing, virtual whiteboards</td>
</tr>
<tr>
<td>GOAL ORIENTED, ACHIEVEMENT</td>
<td>Metacognition, formative assess.</td>
<td>ACCESS TO ASSISTANCE</td>
<td>E-learning, online quizzes</td>
</tr>
<tr>
<td>MULTITASKERS</td>
<td>Active</td>
<td>TABLE SPACE</td>
<td>Wireless</td>
</tr>
<tr>
<td>EXPERIMENTAL, TRIAL &amp; ERROR</td>
<td>Multiple learning paths</td>
<td>INTEGRATED FACILITIES (lab)</td>
<td>Applications for analysis &amp; research</td>
</tr>
<tr>
<td>HEAVY RELIANCE ON NETWORKS</td>
<td>Multiple learning resources</td>
<td>IT INTEGRATED INTO SPACES</td>
<td>Learning space functions supported</td>
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Continued, over
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<tr>
<td>PRAGMATIC &amp; INDUCTIVE</td>
<td>Encouraging discovery</td>
<td>ACCESS TO PRIMARY RESOURCES &amp; IT / INTEGRATED FACILITIES (lab)</td>
<td>Applications for analysis &amp; research</td>
</tr>
<tr>
<td>ETHNICALLY DIVERSE</td>
<td>Engagement of preconceptions</td>
<td>ACCESSIBLE FACILITIES</td>
<td>Presentation applications</td>
</tr>
<tr>
<td>VISUAL</td>
<td>Group aspects of learners, importance of culture</td>
<td>SHARED SCREENS (LCD), PRINTING</td>
<td>Accessible online resources</td>
</tr>
<tr>
<td>INTERACTIVE</td>
<td>Compelling &amp; challenging material</td>
<td>WORKGROUP FACILITATION, ACCESS TO EXPERTS</td>
<td>Variety of resources, “no one size fits all”</td>
</tr>
</tbody>
</table>

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
Pillar 2: Deakin space allocation

40%  40%  20%

People : Collection : Admin
Pillar 2: Deakin space allocation

- 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
Pillar 2: Deakin space allocation

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Pillar 3: Personalised student-academic-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 student-academic-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 student-academic-researcher-centred support

Outreach to academics, researchers, higher degree students:

- Librarian in Residence
- Peer mentoring programs
- Customised assistance and training programs
Some challenges for ongoing space development

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)
Some challenges for ongoing space development

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)
Some challenges for ongoing space development

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)
Some challenges for ongoing space development

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%
Some challenges for ongoing space development

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...
References


James, Richard (2007)*The theories of teaching and learning underpinning space and design decisions* in Draft report: Places and Spaces for Learning Seminar Series Strawberry Hills, NSW: Carrick Institute for Learning and Teaching in Higher Education pp 32-34


We look forward to welcoming you to Deakin University Library!

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