

Library as Place? Les Watson

Library as Place?



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Context

There is, as yet,
no paradigm
for the
21st century library

Context (2)

Economics
Information
Behaviour
Evolution
Technology

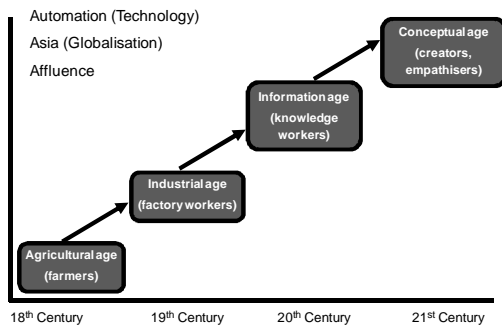
Context (3)

Student library visits
fall 20 per cent in a decade

THES 12th October 2007

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A new world



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Daniel Pink,
A Whole New Mind P.40

The Black Swan Nassim Nicholas Taleb



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A new approach to strategy

The Creative World View

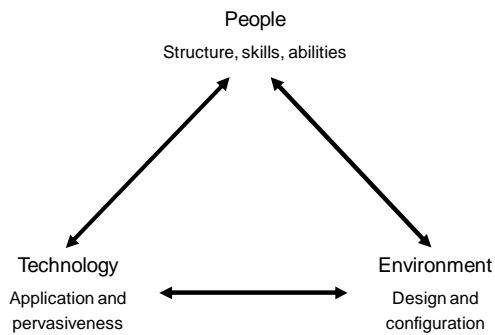
*...The reference point is the future, not the past;
We don't need to fall back on the past for our decisions;
Choices are based on alignment with our purpose
and our vision for a different world*

George Land & Beth Jarman,
Breakpoint and Beyond p.166

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Library space is strategic



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Be unhappy

*"The truly successful businessman
is essentially a dissenter"*

J. Paul Getty

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Embrace uncertainty

- All buildings are predictions
- All predictions are wrong...
- But we can design buildings so that it doesn't matter if they are wrong

Stewart Brand,
*How Buildings Learn:
What happens after they're built*

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Be imaginative

*"There is a need to be imaginative about learning spaces,
and universities will have to invest in re-modelling
their libraries to accommodate demand"*

Toby Bainton – former secretary to SCONUL,
THES 12th October 2007

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Imagining change

*"Most people's expectation of the future
is that the current pace will continue,
despite the fact that the power of technology
is doubling every year"*

Ray Kurzweil

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What?

Imagine...
a world in which everyone achieves
their full educational potential,
where academic and vocational achievement
has equal value, and where experiential learning
enables everyone to continually develop
their knowledge and skills throughout their life

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What's happening with learning?

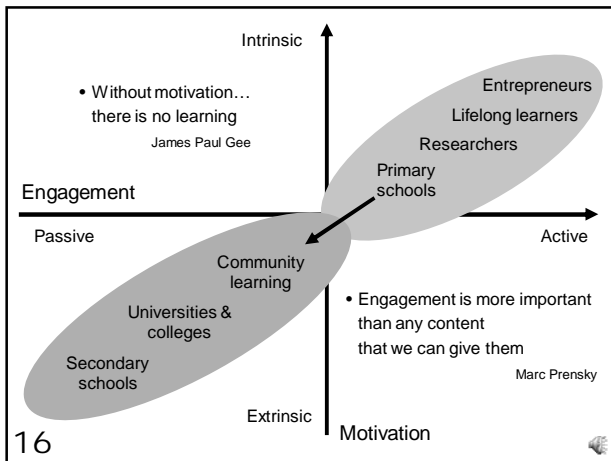
- | | |
|--|--|
| <ul style="list-style-type: none"> • <u>Learning globally is moving from</u> - Instruction - Analysis - Reactive - Stable - Content delivery - Quality controlled - Fit into the system - Individualised - National - One to many - Interactive - Curriculum centric - Pieces - Piaget - Mundane | <ul style="list-style-type: none"> • <u>Learning globally is moving to</u> - Construction - Synthesis - Creative - Agile - User generated content - Quality assured - Fit for the student - Personalised - Global - Peer to peer - Participative - Learner centric - Projects - Vgotsky - Engaging |
|--|--|

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What's changing?

"Play will be to the 21st century what work was to the last 300 years of industrial society – our dominant way of knowing, doing and creating value"

Pat Kane, *The Play Ethic*

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What's not changed?

"We are trying to use nineteenth-century institutions to prepare young people for life in the twenty-first century"

Yoram Harpaz,
The Branco Weiss Institute
for the Development of Thinking

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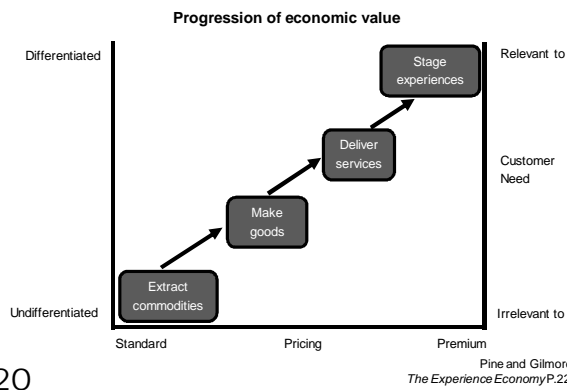
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The creative class

- **Creative professionals**
 - Management
 - Business and financial
 - Legal
 - Healthcare practitioners and technical
 - High end sales and sales management
 - **Super creative core**
 - Computer and mathematical
 - Architecture and engineering
 - Life, physical, and social science
 - Education, training, and library jobs
 - Arts, design, entertainment, sports and media
- Richard Florida,
The Rise of the Creative Class (p.328)

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The experience economy



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Spaces can make us happier...

“The way people feel and behave while studying or working within buildings is linked to their overall satisfaction rates and level of happiness”

The Value of Good Building Design in Higher Education,
CABE March 2005

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By speaking to us...

“... John Ruskin proposed that we seek two things of our buildings. We want them to shelter us. And we want them - to speak to us of whatever we find important and need to be reminded of.”

Alain De Botton,
The Architecture of Happiness p.62

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Environmental impact...

“Belief in the significance of architecture is premised on the notion that we are, for better or worse, different people in different places – and on the conviction that it is architecture’s task to render vivid to us who we might really be.”

Alain De Botton,
The Architecture of Happiness p.13

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With remarkable effects...

- Ellen Langer, 1989, *Mindfulness*
- Langer describes an experiment in which she took a group of elderly men to a retreat to see whether 'behaving' younger and reliving the past could influence aging
- After about a week, physiological factors were examined
- Some of the people in the test-group showed remarkable changes

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...and emotional

"...Not only are emotions important as drivers and barriers to learning but that they are present all the time, connected to our behaviours and transient – continuously dynamically changing"

Jensen – Brain based teaching 2005

- Loris Malaguzzi, the Italian teacher and psychologist, said that children learn through interactions:
 1. With adults
 2. From their peers
 3. From the environment

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It's not optional...

Whatever environment we create...
it has emotional effects

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What do we have?

Design
You cannot expect
old designs to work
in new circumstances

Richard P. Feynman,
The Pleasure of Finding Things Out p.37

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Buildings and spaces speak to us

"The notion of buildings that speak helps us to place at the very centre of our architectural conundrums the question of the values we want to live by – rather than merely of how we want things to look."

Alain De Botton
The Architecture of Happiness p.73

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JISC on learning space



Spring 2006

- Designing and Planning Technology Rich Learning Spaces
- Applied infokit – <http://www.jiscinfonet.ac.uk/infokits/learning-space-design> - launched March 2007
- The Design and Management of Open Plan Technology Rich Learning and Teaching Space in Further and Higher Education in the UK - Autumn 2007

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21st century learning space

- In short the design of our learning spaces should become a physical representation of the institution's vision and strategy for learning –

Responsive, inclusive,
and supportive of attainment by all

JISC - Designing Spaces for Effective Learning

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Conversational learning?

"All learning starts with conversation"

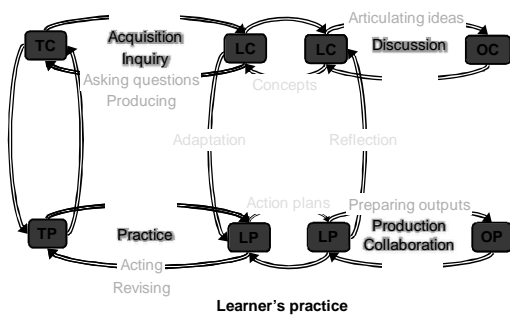
John Seely Brown

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The learner learning

Thinking, being supported, Acting

Learner's Concepts



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The conversational framework

Conversation = thinking

When I was a kid growing up in Far Rockaway, I had a friend named Bernie Walker. We both had "labs" at home, and we would do various "experiments".

One time, we were discussing something – we must have been 11 or 12 at the time – and I said, "But thinking is nothing but talking to yourself inside."

Richard P. Feynman,
The Pleasure of Finding Things Out p.217

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Informal settings are powerful...

"To scholars, both of the arts and sciences, coffee-houses became one of the most significant locations for debate and the exchange of ideas, evolving into an important research tool, somewhere between a peer review system, an encyclopedia, a research centre and a symposium."

Ellis M, *The Coffee House, A Cultural History*, Orion Books (2004)

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Key trends



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Key trends (2)



Open flexible (agile) space
Technology rich space



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Key trends (3)

- Open flexible (agile) space
- Technology rich space
- Semi private space

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Key trends (4)

- Open flexible (agile) space
- Technology rich space
- Semi private space
- Service remodelling



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Key trends (5)



- Open flexible (agile) space
- Technology rich space
- Semi private space
- Service remodelling
- Interior design – not architecture

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Key trends (6)

- Open flexible (agile) space
- Technology rich space
- Semi private space
- Service remodelling
- Interior design – not architecture
- Creating experiences

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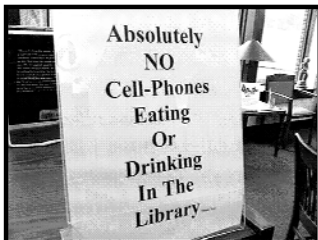


What makes a good building
is not just the architecture...
It's the ideas in the building

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A library like this?

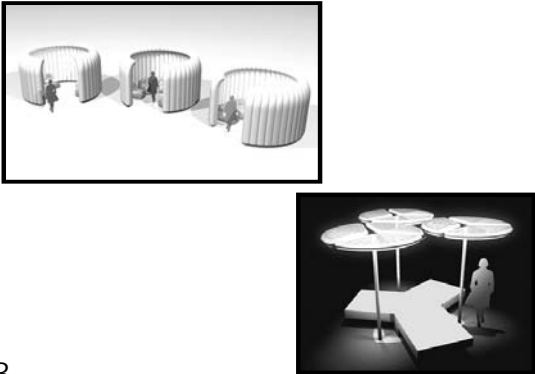


WARNING!
Any Library user found eating or drinking
in the Library will be **BANNED**
from using the Library.

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...or this



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And the library...

As an extension of the classroom, library space needs to embody new pedagogies, including collaborative and interactive modalities; Significantly, the library must serve as the principal building on campus where one can truly experience and benefit from the centrality of an institution's intellectual community

Geoffrey T. Freeman,
*Changes in Learning Patterns,
Technology and Use In Library as Place:
Rethinking Roles, Rethinking Space*, CLIR

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Creating places

From **Space** to **Place**

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It is a “third place” for our users

- “Third places are neither home nor work – the ‘first two’ places – but venues like coffee shops, bookstores and cafes in which we find less formal acquaintances
- These comprise ‘the heart of a community’s social vitality’ where people go for good company and lively conversation”

Richard Florida - *The Rise of the Creative Class* Ray Oldenberg – *A Great Good Place*
Christian Mikunda - *Brand Lands, Hot Spots and Cools Spaces – Welcome to the 3rd Place*
Pat Kane - *The Play Ethic*
Robert Putnam - *Better Together – Restoring the American Community*

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Strategy - the whole story

- Strategy has to be about:
 1. Being alert to change (Anticipation)
 2. Seeing opportunities to offer something different and new (Insight)
 3. Dreaming up new ways of doing it (Imagination)
 4. Doing it consistently and to the highest standards (Execution)

Tony Manning, *Making Sense of Strategy* p.14

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We create the future

- *“Imagination is more important than knowledge”*
Albert Einstein (1879 - 1955)
- *“Everything you can imagine is real”*
Pablo Picasso (1881 - 1973)
- *“There is only one admirable form of the imagination: the imagination that is so intense that it creates a new reality, that it makes things happen”*
Sean O’Faolain (1900 - 1991)

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On campus space

If you can **design** the **physical space**,
the **social space** and the **information space**
together to enhance **collaborative learning**,
then that whole milieu **turns into a learning technology**;
People just **love working there** and they start
learning with and from each other

John Seely Brown,
Former chief scientist,
Xerox Corporation

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