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

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Context (3)

Student library visits
fall 20 per cent in a decade
THES 13th October 2007

A new world

Automation (Technology)
Asia (Globalisation)
Affluence

Information age
knowledge workers

Conceptual age
(creators, empathisers)

Industrial age
(factory workers)

Agricultural age
(farmers)

18th Century 19th Century 20th Century 21st Century

Daniel Pink,
A Whole New Mind

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

Library space is strategic

People
Structure, skills, abilities

Technology
Application and pervasiveness

Environment
Design and configuration

Be unhappy

“The truly successful businessman
is essentially a dissenter”

J. Paul Getty
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

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

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
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.

What’s happening with learning?

- Learning globally is moving from
  - Instruction
  - Analysis
  - Reactive
  - Stable
  - Content delivery
  - Quality controlled
  - Fit into the system
  - Individualised
  - National
  - One to many
  - Interactive
  - Curriculum centric
  - Pieces
  - Piaget
  - Mundane

- Learning globally is moving to
  - Construction
  - Synthesis
  - Creative
  - Agile
  - User generated content
  - Quality assured
  - Fit for the student
  - Personalised
  - Global
  - Peer to peer
  - Participative
  - Learner centric
  - Projects
  - Vygotsky
  - 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

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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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)

The experience economy
Progression of economic value

- Differentiated
  - Customer services
  - Make goods
  - Extract commodities

- Undifferentiated
  - Standard
  - Pricing
  - Premium

Relevant to
Irrelevant to

Customer need

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

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

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
...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

It's not optional...

Whatever environment we create... it has emotional effects

What do we have?

Design
You cannot expect old designs to work in new circumstances

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

JISC on learning space

- Designing and Planning Technology Rich Learning Spaces
- The Design and Management of Open Plan Technology Rich Learning and Teaching Space in Further and Higher Education in the UK - Autumn 2007

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
Conversational learning?

“All learning starts with conversation”
John Seely Brown

The learner learning
Thinking, being supported, Acting
Learner’s Concepts

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.”

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.”


Key trends

Open flexible (agile) space
Technology rich space

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Key trends (3)

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

Key trends (4)

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

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

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

A library like this?
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

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 Muncie - Brand Loyalty, Hot Spots and Cool Spaces – Welcome to the 3rd Place
Pat Kane - The Play Ethic
Robert Putnam - Better Together – Restoring the American Community

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

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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