

Leading the Campus Conversation About Learning Spaces

SCUP-49 Plan for Transformation - CN068

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University of North Carolina at Greensboro

**The University of North
Carolina at Greensboro
is.....**

.....a public, coeducational,
doctoral-granting, residential
university chartered in 1891.

It is one of the three original
institutions of The University
of North Carolina System.





HOW WE BEGAN

PKAL Learning Spaces Collaboratory National Colloquium

What We Know About Planning Learning Spaces and What We Still Need to Know

November 5 - 7, 2010

Westfields Marriott
- near Dulles Airport
Chantilly, Virginia

These two themes— *what we know* and *what we still need to know*— will be tightly woven into all sessions for this event, giving attention to three critical planning issues:

- A. Planning spaces that serve learners, learning and learning goals (*student-centered; research-based pedagogies; etc.*)
- B. Planning spaces that foster new kinds of learning communities (*interdisciplinary STEM communities; virtual communities; informal learning communities; etc.*)
- C. Planning spaces in a time when little or no funds are available, when it is possible and prudent to plan for the future (*aligning space planning with institutional and academic planning; contributing to 'greening' the campus, etc.*).

The colloquium will be of interest to:

- *Campus planning teams with responsibility for learning spaces, faculty, staff.* The sessions will address planning issues and questions important at all stages of the planning process—from auditing the current reality to assessing the impact of the outcome of the planning process.

Considering *what we know*: i) case studies will be presented of recent projects that exemplify good practices in addressing one or more of the issues woven through the colloquium (A.B.C., above). These sessions will be presented by teams of academics and architects responsible for the project; ii) panel discussions presenting and exploring research and theory that validates best practices in planning and designing 21st century spaces for learning.

- *Theorists and practitioners (architects, design and construction professionals, academics) with expertise and interest in exploring current research on learning, organizational change*



Colloquium planners and facilitators:

Steering Committee:

Jeanne Narum, PKAL LSC;
Phillip D. Long, The University of Queensland; David R. Narum, GreenWay Partners, Inc.; Wendy Newstetter, Georgia Institute of Technology; Susan Whitmer, Herman Miller

Advisory Committee:

Terry Calhoun, Society for College and University Planning; Susan Elrod, Project Kaleidoscope; Edward D. Gomes, Trinity College of Arts & Sciences, Duke University; Sally Grans, Minnesota State Colleges and Universities (MnSCU); Joan K. Lippincott, Coalition for Networked Information; Karl Smith, Purdue University and University of Minnesota; William C. Sullivan, University of Illinois at Urbana-Champaign; Phil Weilerstein, National Collegiate Inventors & Innovators Alliance; Charles (Chick) Weiss, College of the Holy Cross

Collaboratory Members:

Association of American Colleges and Universities (AAC&U); The Coalition for Networked Information (CNI); National Collegiate Inventors and Innovators Alliance (NCIIA); National Council for Science and the Environment (NCSE); Project Kaleidoscope; Second Nature; Society for College and University Planning (SCUP)

UNCG



We are interested in localizing a national discussion on learning spaces and their impacts on the learner. Questions to consider include:

Can spaces make a difference in how people learn?

What are the attributes of these learning spaces?

What kinds of spaces best support faculty teaching?

Join the Conversation

Email: SeRegionLSC-L@lists.uncg.edu
subject: [blank] body: subscribe fname lname

Journal of Learning Spaces

ISSN: 21586195



The peer reviewed *Journal of Learning Spaces* provides a scholarly, multidisciplinary forum for research articles, case studies, book reviews, and position pieces related to all aspects of learning space design, operation, pedagogy, and assessment.

Learning spaces encompass formal, informal, and virtual environments:

formal: lecture halls, labs, traditional classrooms

informal: learning commons, multimedia sandbox, residential study areas

virtual: learning management systems, social media websites, online virtual environments

Call for Submissions

We invite online submissions of practical and theoretical works from practitioners and academics across a wide range of subject disciplines and organizational backgrounds, including Architecture, Interior and Product Design, Education, Information and Library Science, Instructional Technology, Sociology, and Student and Residential Life. Details online.

<http://libjournal.uncg.edu/ojs>



Journal of Learning Spaces

ISSN 21586195

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Journal of Learning Spaces

Announcements

No announcements have been published.

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JOURNAL CONTENT

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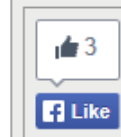
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:: Most recent additions

[Female Status and Infant and Child Homicide Victimization in Rural and Urban Counties in the U.S.](#) by [Hunnicutt, Gwendolyn C.](#) (2007)

[Cumulative Family Risk Predicts Increases in Adjustment Difficulties across Early Adolescence](#) by [Buehler, Cheryl A.](#) (2013)

[A Second-grade Teacher's Adaptive Teaching During an Integrated Science-literacy Unit](#) by [Matthews, Catherine E.](#) and [Allen, Melony Holyfield](#) (2013)

[Parents and Peers as Social Influences to Deter Antisocial Behavior](#) by [Henson, Robert A.](#) and [Buehler, Cheryl A.](#) (2009)

[Bat Bonanza](#) by [Matthews, Catherine E.](#) (2013)

[Worries about Being Judged versus Being Harmed: Disentangling the Association of Social Anxiety and Paranoia with Schizotypy](#) by [Silvia, Paul](#) and [Kwapil, Thomas R.](#) (2014)

[A Course on Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge, and Observed Practice](#) by [Scott-Little, Catherine](#) and [LaParo, Karen M.](#) (2012)

[Implementation of a Course Focused on Language and Literacy Within Teacher-Child Interactions: Instructor and Student Perspectives Across Three Institutions of Higher Education](#) by [Scott-Little, Catherine](#) and [LaParo, Karen M.](#) (2011)

[Assessing Beliefs of Preservice Early Childhood Education Teachers Using Q-Sort Methodology](#) by [Scott-Little, Catherine](#) and [LaParo, Karen M.](#) (2009)

[A Compreensão da Gratidão e Teoria da Mente em Crianças de 5 anos](#) by [Marcovitch, Stuart](#) (2012)

:: Featured Item

Effective Crisis Management Planning: Creating a Collaborative Framework

[Rock, Marcia](#)

Professor

Specialized Education Services

UNCG

Violence has permeated the fabric of public schools. Many teachers are fearful, unprepared, and ill equipped to deal with dangerous student behavior. One of the major impacts of the lack of active cri... [View More](#) ▶

SILOS

“Traditionally most conversations happen in a vacuum based on department funding or budget allocations”

Work is done in silos does not lend itself to the efficiency of joint use or collaboration on design.



Learning Spaces Interest Group

Agenda

Workshop

Friday, Sept. 7, 2012, Alexander Room, EUC.

12:45-1:00 Registration.

1:00-1:10 Welcome.

1:10-1:40 Visual Explorer exercise. *Patrick*

Session Goals: *To set an active tone for the workshop; To get participants started thinking about and articulating the components and goals of learning; Have participants begin sharing their different perspectives and involvement related to learning spaces.*

Participants will envision learning in the year 2022. Higher Ed has experienced a renaissance and is thriving.

Participants will be asked to select one image (from an assortment at each table) that exemplifies some aspect of learning in higher education they envision ten years from now.

Participants talk about why they selected their image, what it says to them about learning.

Moderator recaps the themes, notes the different perspectives and types of learning and spaces.

1:40-2:00 Learning spaces introduction. *Patrick*

Session goal: *introduce general learning spaces design concepts and considerations, current trends and research.*

2:00-2:45 Small group conversations: Define learning goals. *John*

Session goal: *articulate and create shared goals of a 21st century learner at UNCG. Participants will sit at assigned tables to ensure mixed seating.*

5 minutes -- individuals write down their definitions of a 21st century learner.

20 minutes -- share definitions within the group, develop a shared definition.

20 minutes -- share group definitions and observations with large group.

2:45-3:00 Break

Coffee, tea, ice water, and cookies

3:00-4:15 Case studies, inspiration. *Rosann*

The Link @ Duke. *Ed Gomes* (20 min.)

Other innovative spaces beyond UNCG. *Bob Beichner* (20 min.)

UNCG Library spaces. *Kathy Crowe* (15 min.)

Q&A with speakers (20 min.)

4:15-5:00 Group discussion: UNCG spaces. *Mike*

Moderator separates the room into small groups. Each group has been assigned 2 photographs from the example spaces assigned before the workshop.

20 minutes -- Using the example photographs, each group will discuss questions such as:

What works in these spaces? What doesn't work?

What kinds of learning can happen here; what kinds of teaching?

Was this space designed to ensure usability by all types of learners with a range of learning differences?

How could this room be modified to improve its value as a learning space?

25 minutes -- Small groups pick one example room and report back their discussion to larger group.

5:00-5:15 Close

Next steps?

listserv info, regional meeting info, LSC forum info

Steps for instructors to take on campus to ensure better match of space to pedagogy

Learning Spaces Interest Group
September 12, 2013
Agenda – topics for discussion

Introductions

Previous activities

2012 workshop

Statement of purpose (what do we want to accomplish)

Vision statement

Strategic plan

Scope of influence (impact to local campus or beyond)

Relationship to Space Management Committee

Involvement with other organizations

Ideas

FTLC component

Libguide for resource repository

Other organizations to watch/participate

SCUP

LSC

HETL

Infrastructure partnerships

State construction office

State eProcurement Office

FDC (Facilities, Design and Construction)

Assessment ideas

Use of space by students

Use of space by faculty

Furniture and equipment needs and designs

Group vs. individual needs

Next steps

Meeting schedule

Sharing of resources

Involving others?

Who's at the Table?



- Students
- Faculty
- Administration
- SME/vendors

Campus-wide Fellows Program



get in the conversation...

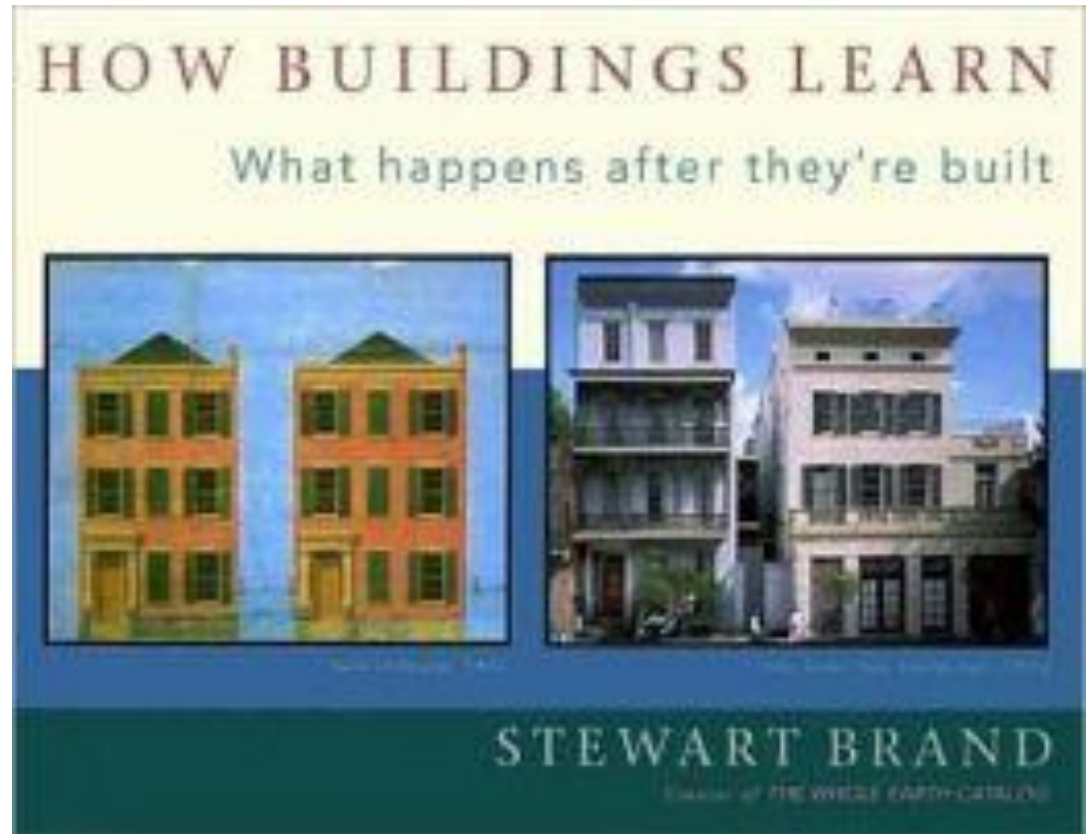
Faculty Teaching & Learning Commons
University of North Carolina at Greensboro



Student Perspectives

Class Text

Student involvement in campus space is significant for both their stake holder perspective, but also their learning outcomes

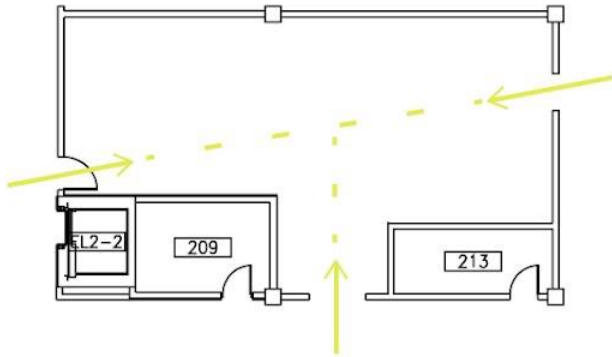


SPACE RELATIONSHIPS AND BOUNDARIES

Intellectual Works Cited from Roberto J. Rengel's "Shaping Interior Space"

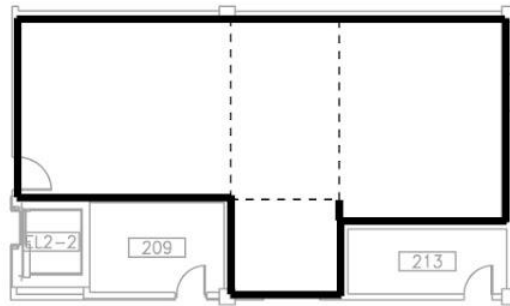
"In the case of paths that pass through the served spaces, there is a planned, intentional intrusion. In these cases you, as the designer, have determined that the resulting integration between the path and the served space or spaces is desirable or, at least acceptable."

Page 77 "space/path relationship and level of autonomy"



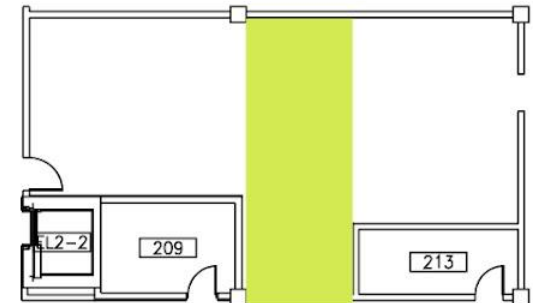
"In the case of superimposed spaces, two (or more) spaces are literally superimposed over one another, creating a new spatial definition and geometry. Depending on the treatment of the surfaces and ceiling planes, both spaces can have equal dominance or one can dominate the other."

Pages 77-78 "the art of joining spaces"



"Passageways can be either tunnel-like adjoining passages between spaces or merely openings in the wall that allow movement between spaces. In the first case, they invite movement; in the second, they allow it. Many modern interiors rely on wide passageways as a way to move between spaces. Openings allow movement between spaces, but the user relies on other directional cues from the furnishings or other objects to know which way to go."

Page 44 "passageways"

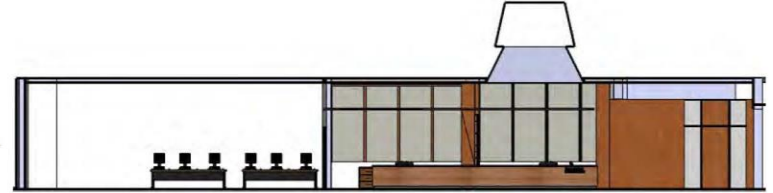
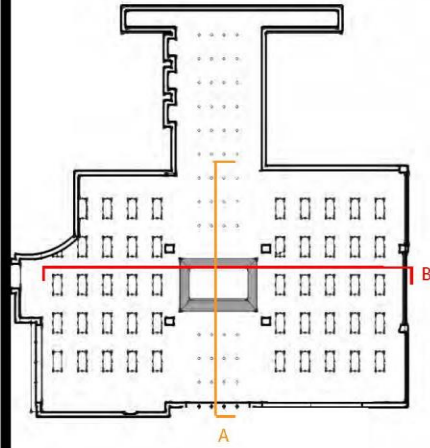


With the way these spaces are laid out, it allowing natural movement of people through the space. This works within my design because I want people to go in the lounge to see what it is and experience the space. The kitchen area separates the lounge into sections but also keeps the entire space a whole. Because it is so open, the dropped ceiling acts as a cue to tell the user where to go. They can either follow it to enter the kitchen, cross through it to enter another lounge section, or use it as a leader to find the lounge - depending on the direction they enter from.

Kacie Leisure



Peck

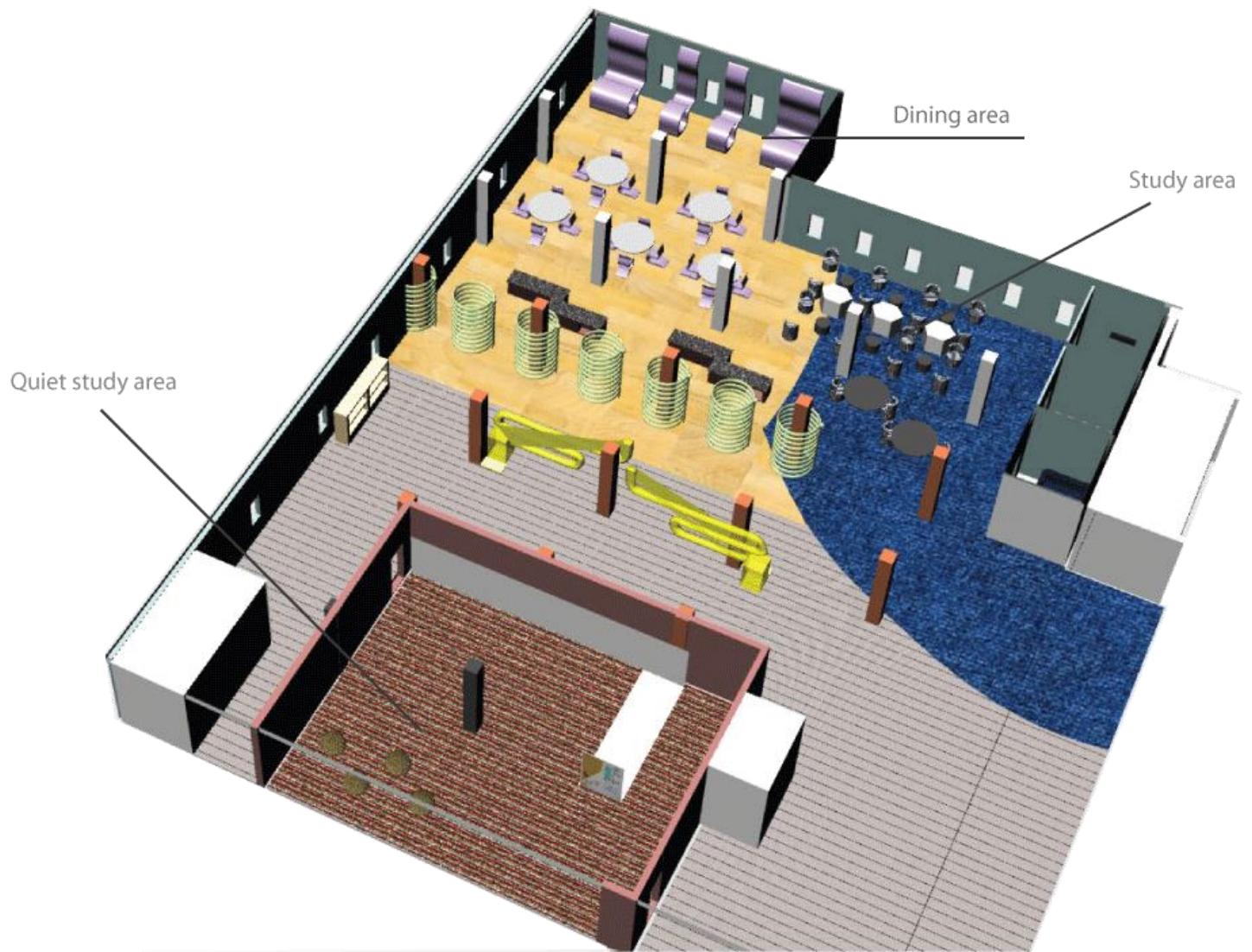


Main Desk

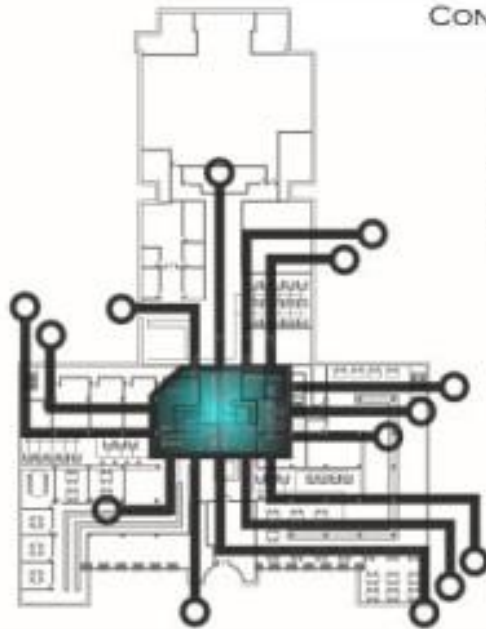
In front of Incoming Students

Sorting Room Replaces City Lab

Inter-library Transfer Replaces Offices

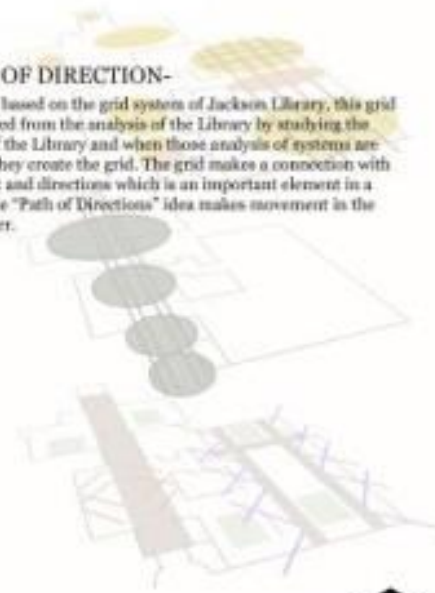


CONCEPT



PATHS OF DIRECTION-

is an idea based on the grid system of Jackson Library, this grid was inspired from the analysis of the Library by studying the systems of the Library and when those analysis of systems are overlaid, they create the grid. The grid makes a connection with movement and directions which is an important element in a design. The "Path of Directions" idea makes movement in the space easier.



universal design principles

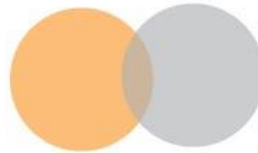
Equitable Use



Flexibility in Use



Simple and Intuitive Use



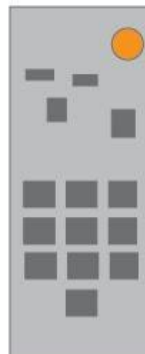
Perceptible Information



Tolerance in Error

UNDO

Low Physical Effort



Size and Space for Approach and Use

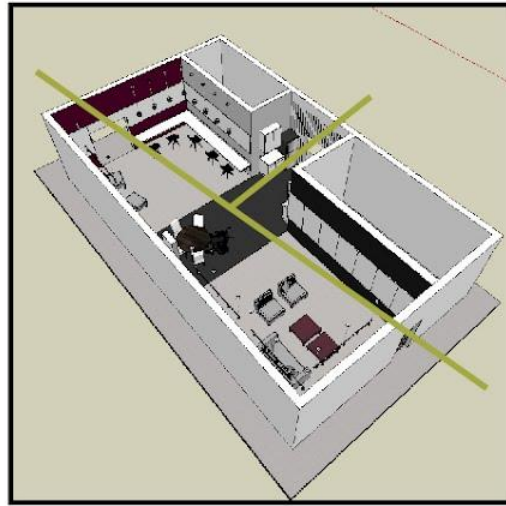


UNIVERSAL DESIGN



Equitable Use -

The space is useful to people with diverse abilities, for example, a wheelchair. People with different abilities can access the work surfaces as well as pull into the lounge area. The tackable surfaces and shelves are also low enough (and high enough) for all different heights to reach



Simple and Intuitive Use -

The layout of the space is simple and the circulation throughout the space helps to guide users throughout the lounge. The functions of each space are also easily understood because of the components that are visible.



Flexibility in Use -

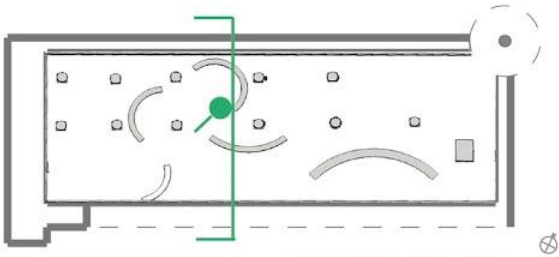
The furnishings allow users the option of doing their task in several different ways, depending on their needs.

Low Physical Effort-

Multiple tasks can be done in this one room. These tasks can include designing, collaboration, critique, relaxation and many more in this multifunctional lounge.



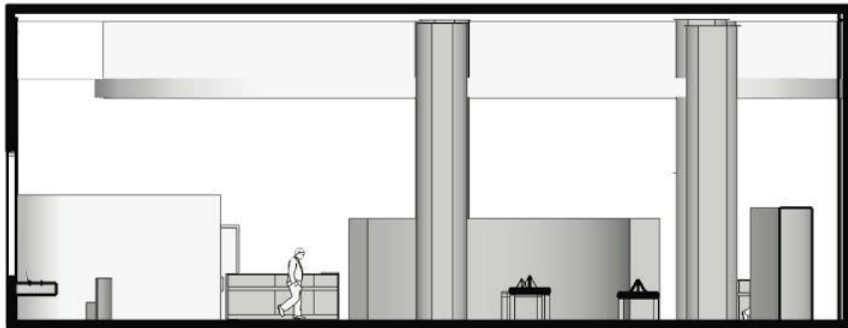
furnished plan



material selection 1



material selection 2 ●



floor plan/ sections/ perspectives

GETTING EVERYONE TO SHARE THE CONVERSATION





JACKSON LIBRARY

FUNCTION : there exists a lack of clear function pertaining to the presence of both reference and circulation desks in separate spaces. Users to the library seem confused about where to go for what.

BOUNDARIES/TRANSITIONS/CIRCULATION : with the introduction of the entrance/connector to the Elliott University Center, the sense of function seems further compromised. Patrons remain confused about where to ask basic questions, check out materials, find current magazines and DVDs, etc.

USERS : students observed students and faculty as patrons, as well as library staff and custodial staff as users within the spaces. Because of the level of confusion about what and where, some clarity around interfaces among people seems warranted.

MATERIALITY : the variety of materials in the first floor spaces ranges from a number of upgrades to finishes throughout the history of the building. No cohesive set of materials indicates any sort of hierarchy or division of space within the whole.

SYSTEMS : similarly, upgrades to systems within the building have been carried out in different programs over the years. The lack of a sprinkler system represents a specific concern in the oldest part of the building. Because the university has not invested some resources over the years, the lack of upgrades throughout the first floor spaces will eventually cost much more.

FURNISHINGS : a variety of seating, case, and surface pieces populate the first floor rooms, reflecting a diversity overtime in procurement and user function. Outmoded and outsized examples dominate, with furnishings in fair to poor condition throughout. As the spaces on the first floor experience transformation, so too must their attendant furnishings.

SENSORY EXPERIENCE : the overall sensory experience within the first floor spaces is a dull one. In terms of sight, there exists very little contrast among the elements of the interior. The color palettes in both materials and furnishings tends toward a neutral scheme with low-quality finishes overall.

Aged Space is Unappealing

Basement Stacks



Government Documents



Creating appealing space



Music Library Project

Good example of how the use of space have changed with technology.

Venue has other options available so students will gravitate toward spaces that fit there need











Furniture Prototypes



The University of North Carolina at Greensboro

2013 CAMPUS MASTER PLAN UPDATE

Open Forum
October 22, 2013





CHANCELLOR'S LEADERSHIP GROUP

Their Charge.....

Review utilization of:

- Academic space
- Instructional space

Concepts to consider:

- “My” space attitude not Institutional Space
- Concept of “Turf” ownership not right-size utilization

The Outcome...

- Start the change process at the top
- Chancellor and Provost must communicate shared set of values
 - Space allocation
 - Encourage collaborative culture of space management
- Review current space allocation policies and governing structures
- Centralize space reservations
- Develop guidelines for future classroom design
- Re-design current Space Advisory Committee to encourage campus-wide engagement
- Develop a plan for efficient and strategic utilization of space that embraces the UNCG Strategic Plan
- Research alternate space plans for faculty, staff and administrative offices.

The Outcome...

specific to learning spaces

- Explore the use of flexible hours
 - Expand classroom usage hours beyond traditional schedule to accommodate new generation of non-traditional learners
- Design adaptable spaces to create multipurpose classrooms
 - Flexible learning spaces that will allow for different type of classes to be taught in the same space – lecture, discussion, MOOC's, active learning
 - Moveable furniture, lockers, and portable partitions to provide flexibility within the space
- Develop guidelines for future classroom design
 - Understand technology needs for different pedagogies
 - Research new breed of classroom furniture
 - Identify best finishes for new classroom uses
 - Determine “right” sf per student for types of classes that will be taught in each space



Graham Building

Creating twenty-first century active teaching spaces from
1970's classrooms



Frank Porter Graham Building
Built 1970
Contains 14 classrooms and three academic
departments
67,403 GSF

Math Emporium



- Designed for Math Department as supplemental teaching space
- Students are required to spend a minimum of 3 hours per week in the Math Emporium
- Designed for group work and problem solving
- Math Emporium opened August 2013.
- Occupied 85-90% by Math
- Sociology and Interlink held classes here in evenings when available
- Also used by groups for training on Smart Boards
- Has been an amazing success for student advising during SOAR

Math Emporium

Original classroom
was front facing
lecture style
classroom with
seating for 100
students



Math Emporium

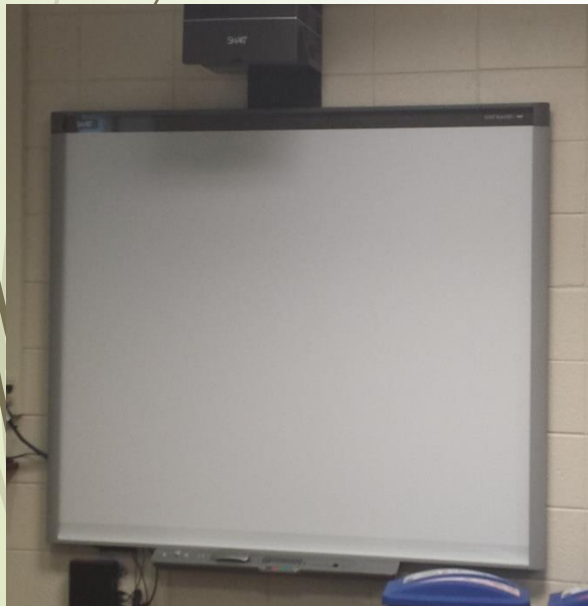
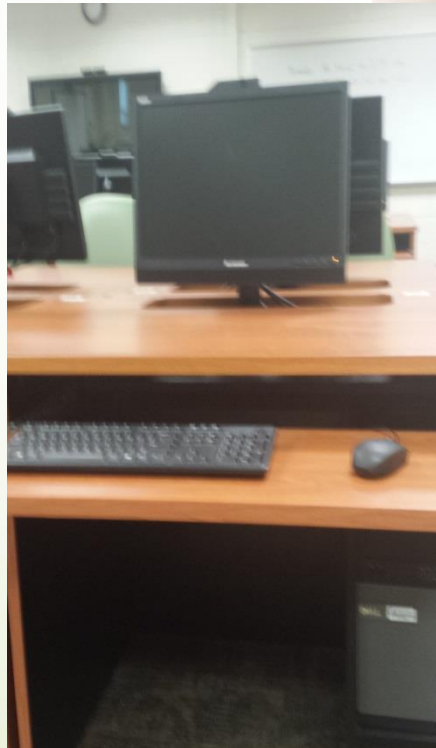
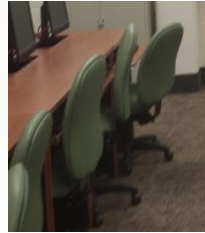
Classroom was re-configured for 60 students with interactive technology



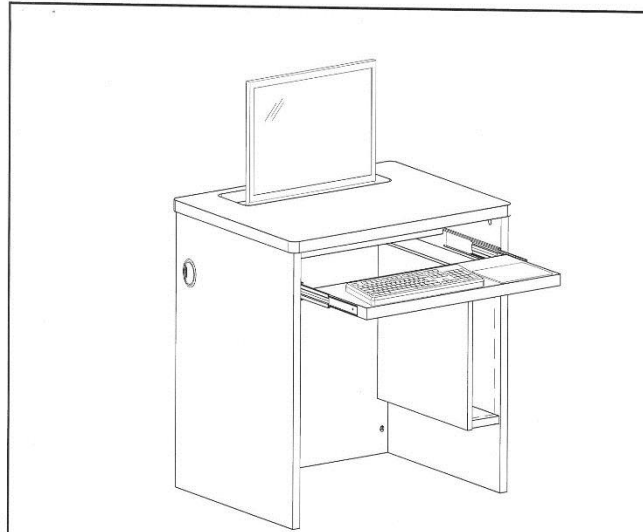
Math Emporium

Room is outfitted with

- 2 Smart Boards
- 1 Promethean Board
- 1 Mondo pad
- Custom built desks
- Chairs with castors
- 5' 6" between rows

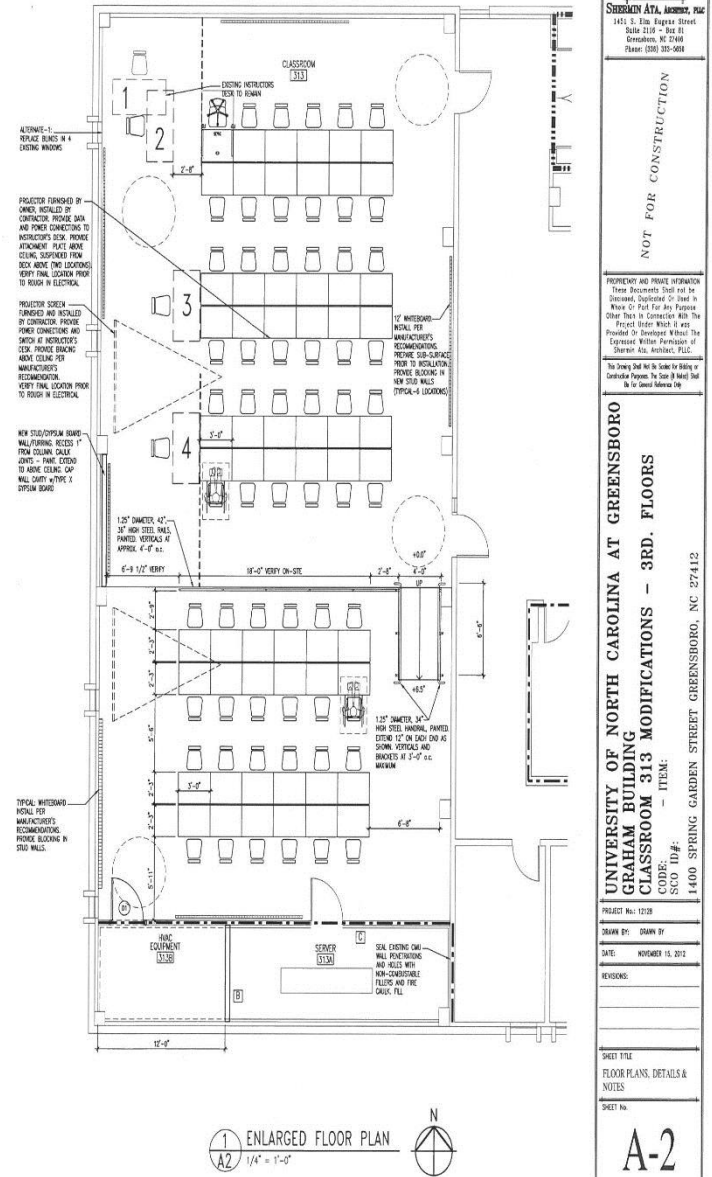


Math Emporium



3D VIEW

ERGONOMIC CONCEPTS 138, 204 Third Office - Salina, North Carolina - 27166 Phone: (704) 269-4602 Fax: (704) 269-2211	Customer: Matchrifit Office Furniture	Rev. #: 3 (05/25/2013)	Drawn: M. Scalone
	Description: UNC Greensboro - Room #313	Date: 11/15/2012	Sheet: 3 of 5



UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
GRAHAM BUILDING
CLASSROOM 313 MODIFICATIONS - 3RD. FLOORS
 CODE: - ITEM:
 SCO ID#:
 1400 SPRING GARDEN STREET, GREENSBORO, NC 27412

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 DRAWN BY: DRAWN BY
 DATE: NOVEMBER 15, 2012
 REVISIONS:
 SHEET TITLE: FLOOR PLANS, DETAILS & NOTES
 SHEET No: **A-2**



Graham 308 Project Under Construction

Graham 308 – Project Under Construction

GRAHAM BUILDING				
FALL 2013 CLASSROOM UTILIZATION				
ROOM NO.	STUDENT STATIONS	CLASS SECTIONS	STUDENT ROOM HOURS	STATION UTILIZATION
106	77	12	36	66.20%
203	26	12	36	58.30%
204	61	10	30.5	56.70%
207	61	10	30	60.80%
209	53	14	39	33.60%
212	75	10	30	59.60%
302	69	9	27	76.30%
303	20	7	18	40%
307	73	11	33	62%
308	73	13	39	58.70%
310	25	18	53	74%
402	51	10	29	61.20%
423	51	9	27	52.70%
424	51	10	30	63.30%
AVERAGES			33	54.09%

STANDARDS ARE 36 HOURS PER WEEK WITH 65% UTILIZATION

Graham 308 – Project Under Construction



Typical 1970's classroom

- chalk boards
- one zone lighting
- VCT flooring

Upgrades

- ceiling mounted projector
- ceiling mounted screen
- teaching station at front of class

Graham 308 – Project Under Construction



Desks have been upgraded to two-person tables with chairs with glides

Small windows provide daylight

Graham 308 – Project Under Construction



Room set up in standard rows facing to the front

Graham 308 – Project Under Construction



Walls are painted CMU

Room is configured for 69 students

FACULTY INPUT

Engaged faculty chairs to describe what an active learning space should look like:

- Maintaining seating capacity
- Acoustics
- Light control – both daylight and artificial
- Describe technology necessary to create an effective space
- What should seating look like and how should it function

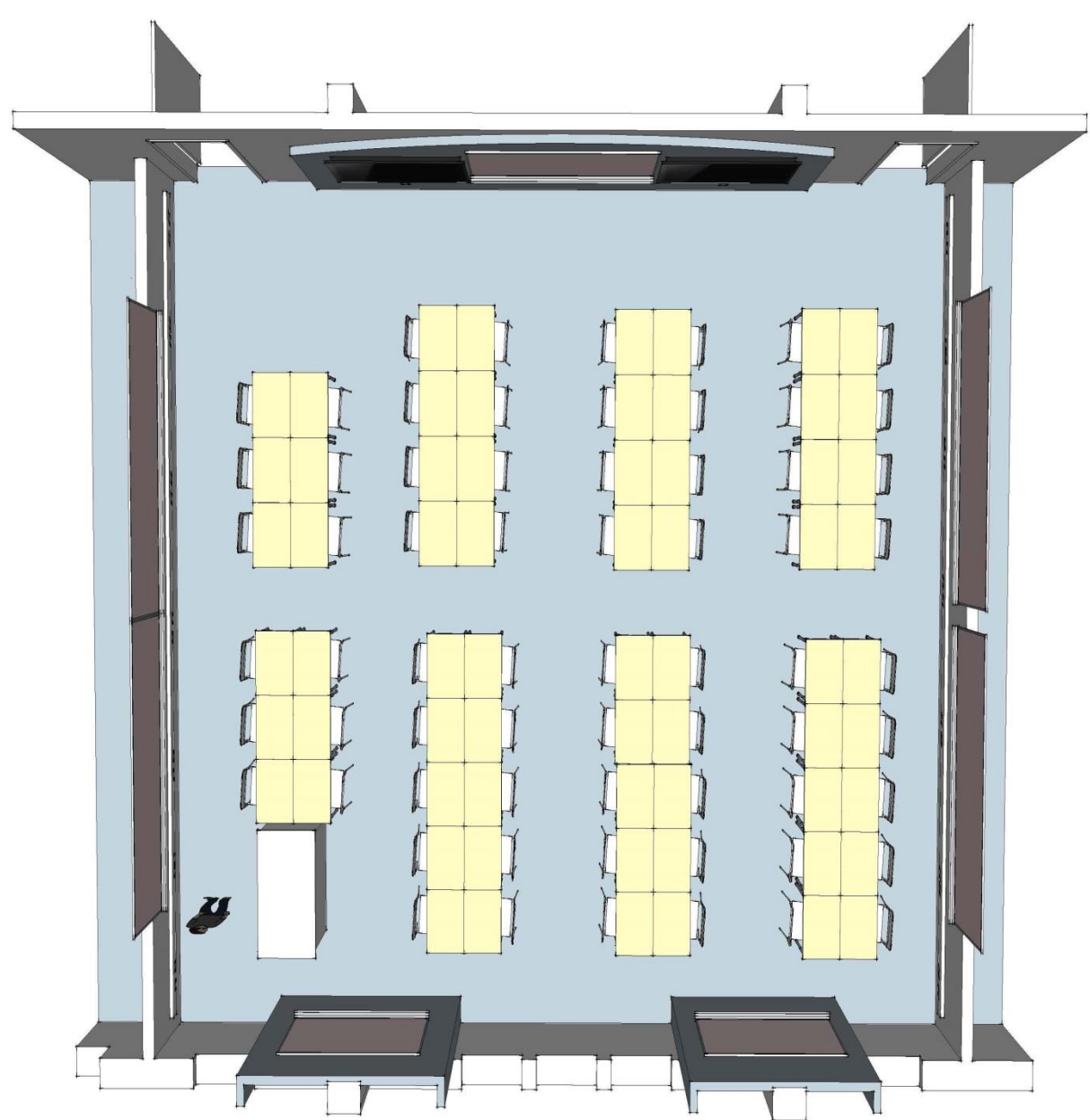


RESULTS

Graham 308 – Project Under Construction

Furniture
rearranged to
encourage
group
discussions

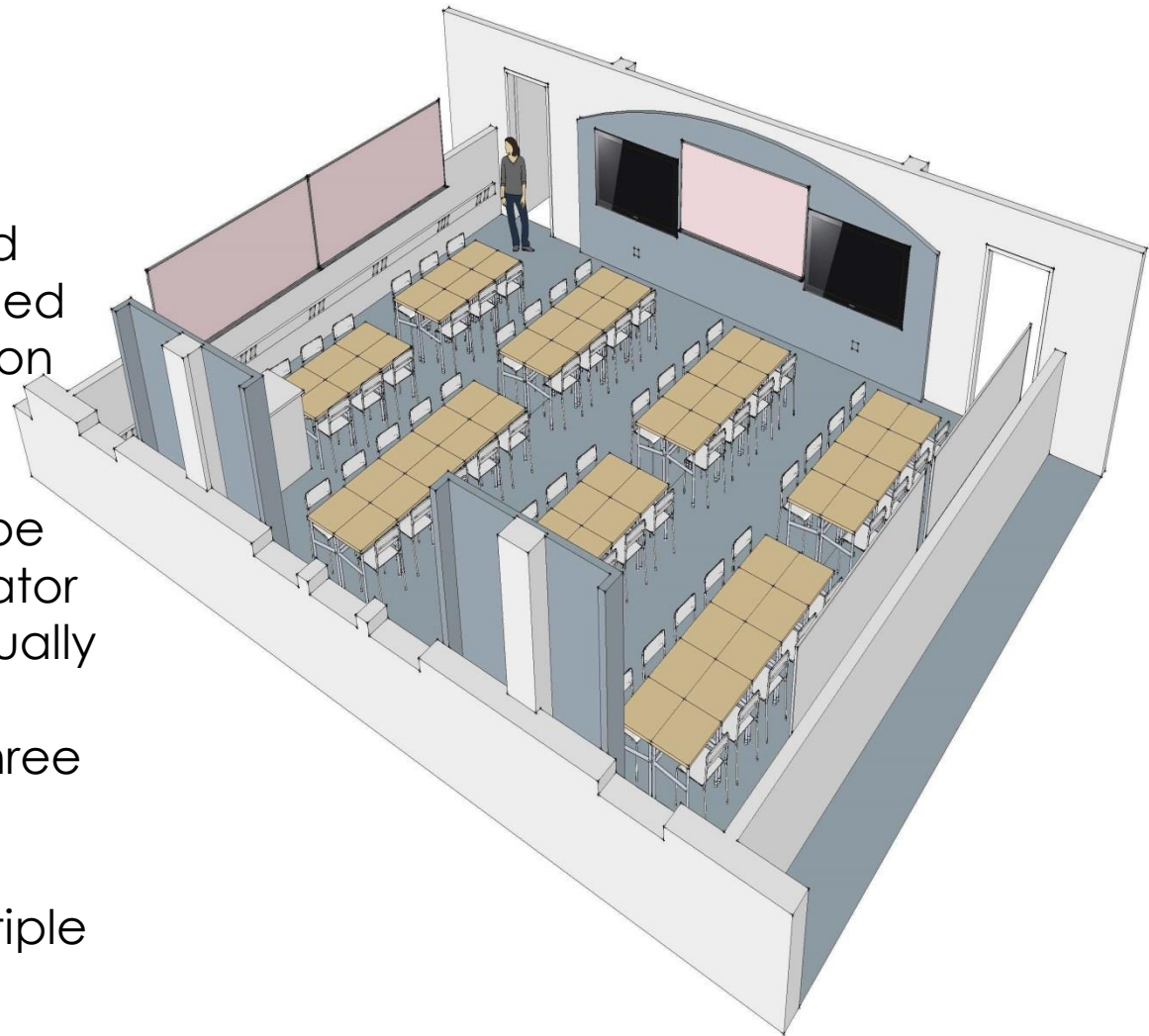
Seating
capacity
reduced from
69 to 66



Graham 308 – Project Under Construction

Technology –

- Two 70" flat panels
- Ceiling mounted projector
- Ceiling mounted screen
- AV switching and signaling controlled at teaching station using a matrix switcher
- Flat panels can be used in collaborator setting or individually
- Images can be different on all three screens or one image can be displayed in multiple locations



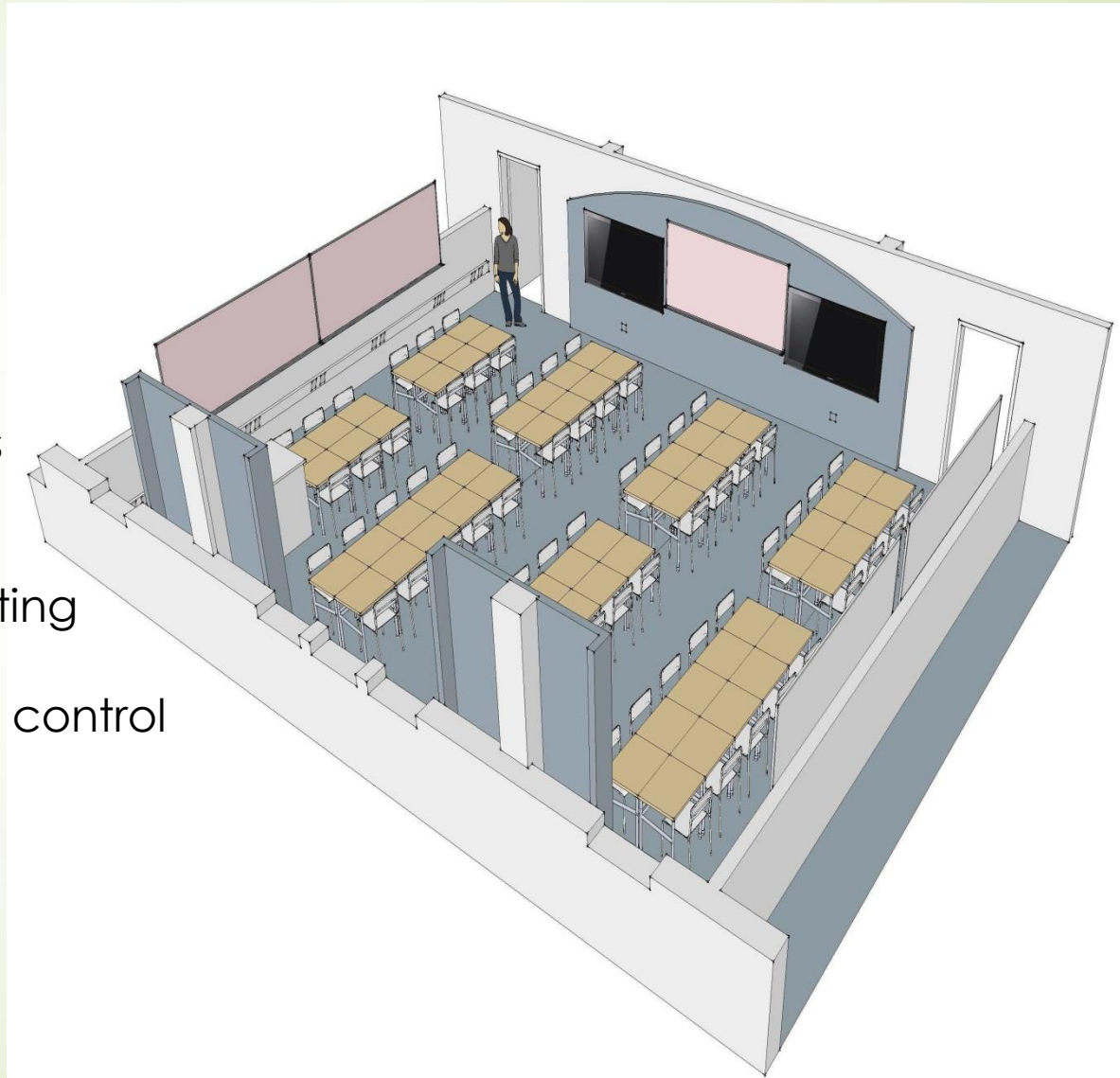
Graham 308 – Project Under Construction

Acoustics –

- ceiling panels
- carpet on floors
- sheetrock on walls

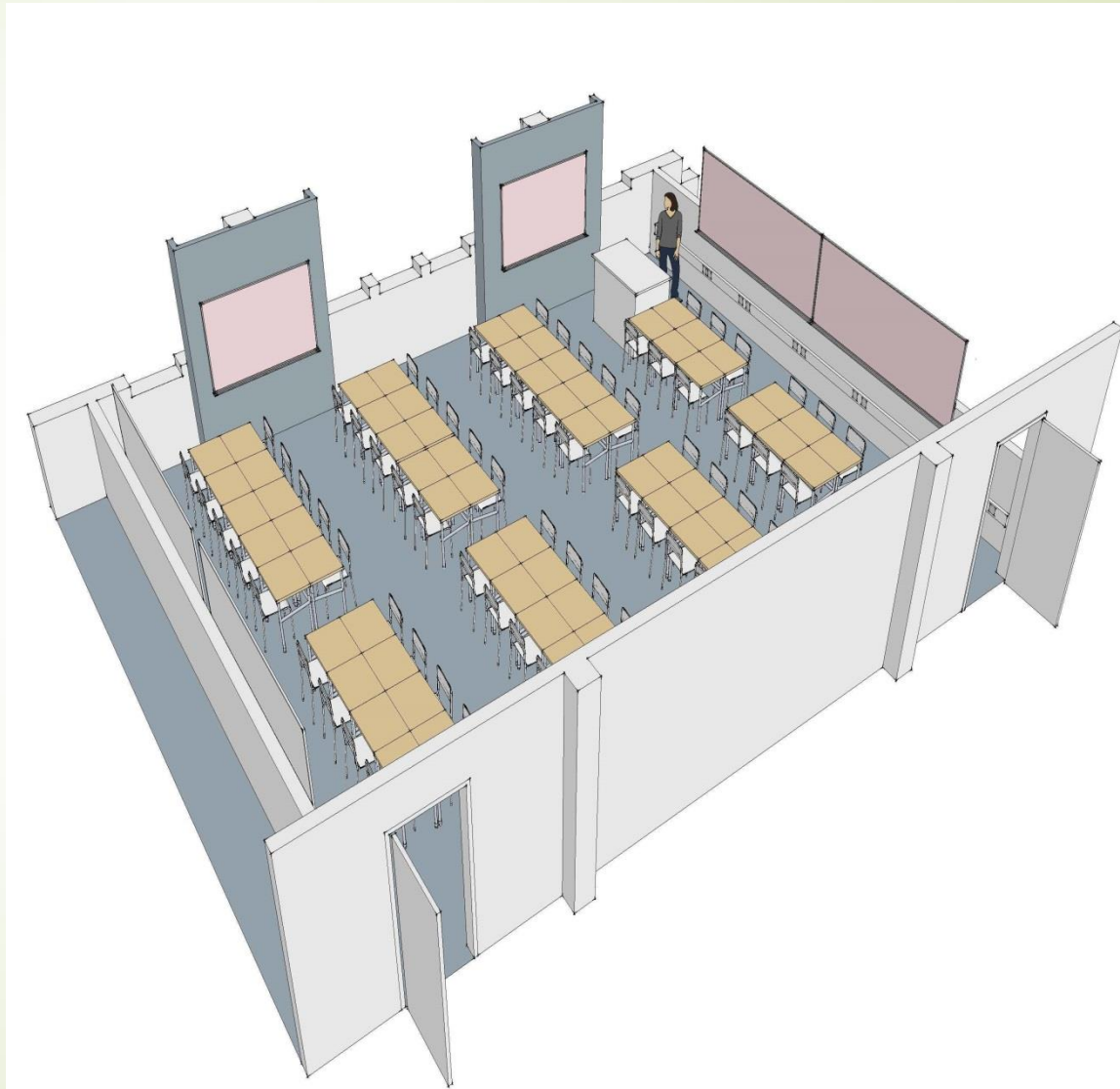
Lighting -

- added zoned lighting controls
- window shades to control daylight



Graham 308 – Project Under Construction

Multiple whiteboards provides areas for student to share work and ideas



Graham 308 – Project Under Construction

- Construction has begun
- Completion scheduled for Aug 1, 2014



ASSESSMENT OF SPACE USE IS CRITICAL



Purposeful Assessment of Space

Space as a factor to organization's mission

- Gathering
- Services provided
- Partner in learning

Things to consider

- Consideration of assessment's purpose
- Types of questions to be used
- Data-gathering methodologies
- Reporting strategies for results

Problem Statement

- Needs to represent the point of view of stakeholders
- Needs to identify the scope and focus of planning an assessment activity
- Should contribute history and background information as well as flags for concerns
- Should put in context what the limitations are or could be
- Must be conveyed in an open transparent point of view that isn't seen as defensive

Space Design

- Planners
- Architects
- Interior designers
- Stakeholders
- Donors
- Administration
- Programming – what space will be used for
- Initial layouts – DD
- Detailed review of infrastructure – CD
 - Protocols
 - Professional standards
 - Codes, local and multiple

Doing your research

Primary

(data gathered firsthand)

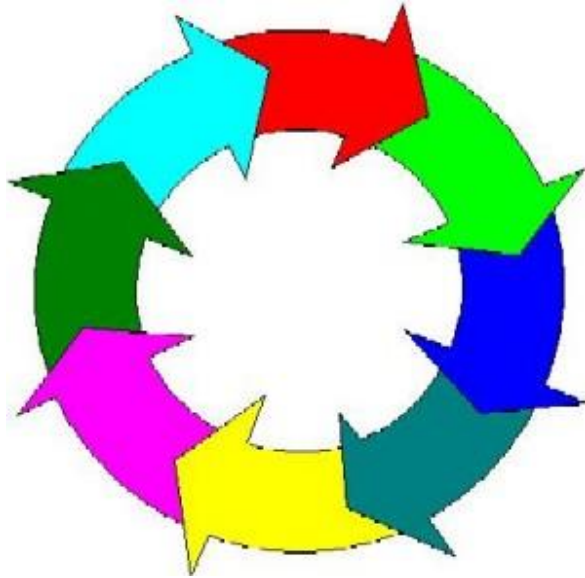
- Experimental
- Pilot projects
- Surveys
- Interviews
- Focus groups
- Direct observation
- Testing

Secondary

(data gathered by others)

- Secondhand reports
- Historical data
- Purchased data
- Professional publications
- Benchmarking
- Best-practices reports

Data Driven Methodology



- Removes politics
- Reduces emotional investment
- Makes adversarial moves more rational
- Takes problem out of personal context and allows for subjective analysis

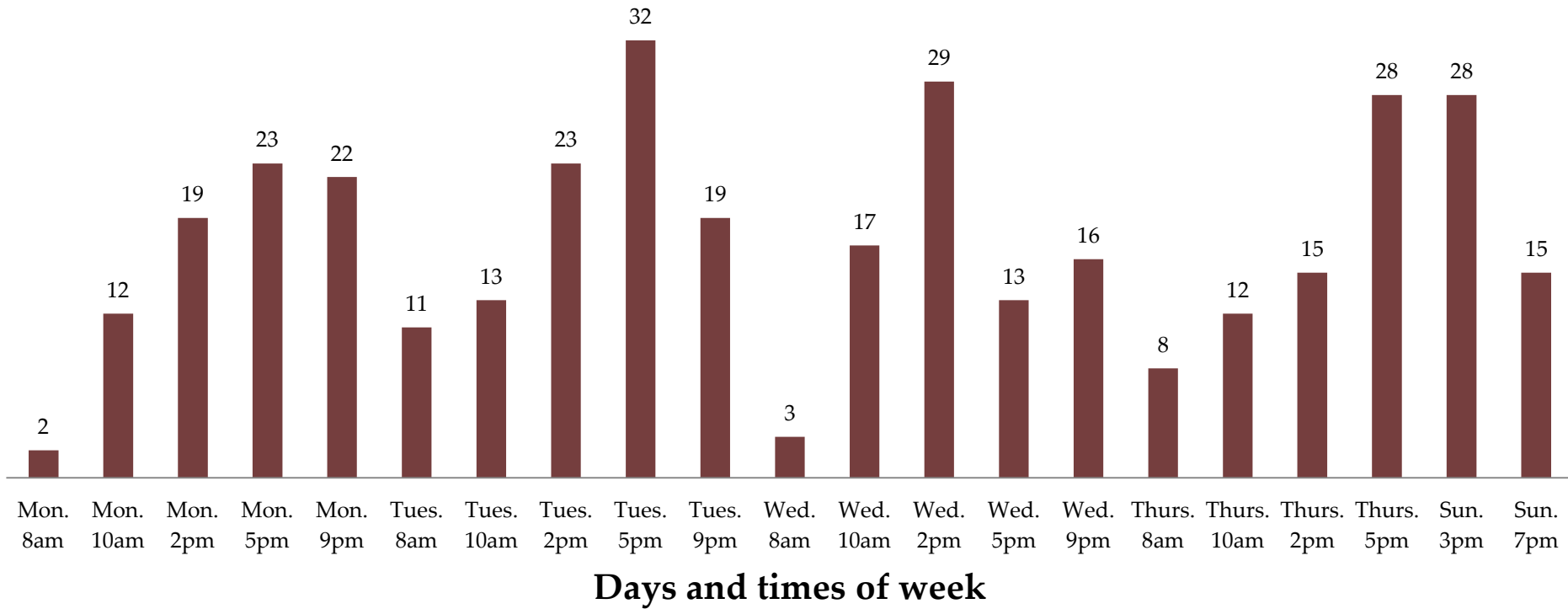
Identifying Space Problem

- Library consists of 3 story main building built in 1950 and a 9 story book tower
- 131,705 sq ft of space at capacity
 - Seating for 849 reduced by 50% last 5 years
 - Collection runs full, incoming acquisitions outpacing withdrawals
- Student requests are for group study areas with tools for collaborative work
- Quality of instruction effected by small instructional space

When they're here

Reading Room Totals

■ Reading Room Totals



Comparison to other UNC schools



HOW TO HAVE THE CONVERSATION



Ray Oldenburg's Third Place

- Public places on neutral ground where people can gather and interact
- Third places allow people to put aside their concerns and simply enjoy the company and conversation around them
- Promotes social equality and provides a setting for grassroots politics, create habits of public association
- Offers psychological support to individuals and communities

Making the Case

What Students Want

- Small group work spaces
- Access to tutors, experts, and faculty in the learning space
- Table space for a variety of tools
- Integrated lab facilities
- IT highly integrated into all aspects of learning spaces
- Availability of labs, equipment, and access to primary resources
- Accessible facilities
- Shared screens (either projector or LCD); availability of printing
- Workgroup facilitation

Learning Spaces, Educause 2006

Challenging Assumptions

- Learning only happens in classrooms
- Learning only happens at fixed times
- Learning is an individual activity
- Learning demands privacy
- Students aren't responsible with property
- More (crowded) is better

**LOOKING FOR ANOTHER
WAY TO COLLABORATE**



“LIBGUIDES”



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What makes a good campus learning space? Students, faculty, administrators, and others may all give very different answers to that question. This LibGuide describes our University's efforts to engage their campus in conversations about learning spaces.

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Mission Statement

Effective learning spaces are best designed when a broad, informed community works together from a common vision of student learning, drawing on best practices and lessons learned. In this hands-on session the data, responses, and recommendations from UNC Greensboro's initial conversation will be discussed.

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Places

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Subject Guide



Michael Crumpton

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Places



PLACE



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**Michael Crumpton****Contact Info**[Send Email](#)**Subjects:**[Administration](#)



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Council of Library and Information Resources Seminars



CLIR Seminar on Issues of Participatory Design in Academic Libraries: Methods, Findings, and Implementations

With introduction by Nancy Fried Foster
October 2012

The papers in this volume, written by librarians and IT professionals from twelve colleges and universities, report on user research and participatory design projects that excite, delight, frustrate, enlighten, and sometimes make us wince in recognition. All of the authors of these papers attended workshops sponsored by the Council on Library and Information Resources (CLIR) and then dove fearlessly into projects with as little as two days of training. Some of the projects were large and others were very small. Some projects were well supported; others were barely supported at all. When they completed their projects, the authors found that some of their recommendations were implemented while others were utterly ignored. And through it all they persisted because they believe that participatory design supports user-centered libraries.



Participatory Design in Academic Libraries: Academic Libraries

Nancy Fried Foster, Editor
February 2014

In this volume, we hear from a number of librarians and library staff who have taken CLIR workshops and gone on to conduct their own participatory design projects. In these papers, they explain how they learned about the people who use their libraries, whether in person or online, and how they applied their findings to the design or improvement of library technologies, spaces, and services.

[Comments \(0\)](#)

Resources



[2011 National Colloquium Notebook](#)



[A Cost Comparison of Alternative Book Storage Strategies](#)

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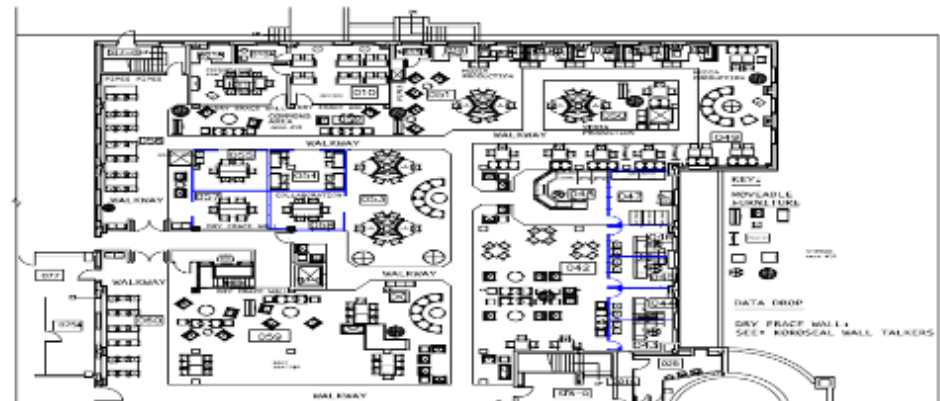
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Digital Media Commons Floorplan


[DMC floor layout](#)
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Layout of the Digital Media Commons



JACKSON LIBRARY (SERVING BUILDING 110) 11/2013

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Summary and Conclusions!

- Everyone needs to be at the table when discussing space design
- Space on campus is shared and borrowed, not owned and territorial
- Spaces must inspire and encourage learning, research and reflection
- Assessment of use and design is important
- Tools can be developed to facilitate conversation and share information

Questions.....

