

---

# Contents

<i>List of figures, tables and box</i>	<i>xiii</i>
<i>Preface</i>	<i>xix</i>
<i>About the authors</i>	<i>xxiii</i>
<b>1 From Information Commons to Learning Commons and learning spaces: an evolutionary context</b>	<b>1</b>
<i>Mary M. Somerville and Sallie Harlan</i>	
The evolution of the Commons conception	3
Campus advancement of library centrality	7
Learning space design elements	12
Learning assessment principles	19
References	22
Additional reading	34
<b>2 Circle of service: a collaborative Information Commons planning model</b>	<b>37</b>
<i>Barbara I. Dewey (Dean of Libraries, University of Tennessee, Knoxville, Tennessee, USA)</i>	
Introduction	37
Scenario for change	38
Commons emerging from larger transformation processes	40
Surfacing the Commons concept	41
General issues	42
Preliminary planning (or getting the party started)	43
Creating a vision and guiding principles	44

The circle of service model	45
Proof of concept budgetary strategy	46
Creating the buzz	46
Early indicators of success	48
The Commons – phase two	48
Focused planning	50
Agreements and policies	50
The circle of service spreads	52
Research and inspiring spaces	53
Planning for the virtual Commons	53
Extending the circle of service	54
Notes	54
<b>Appendix A</b>	<b>57</b>
<b>Appendix B</b>	<b>63</b>
<b>3 The Information Commons at the University of Calgary: building on collaboration – a case study</b>	<b>69</b>
<i>Susan Beatty</i>	
Introduction.	69
Background	70
Lesson 1: review and preparation pay off	71
Lesson 2: include all partners from the beginning of planning	72
Lesson 3: focus your planning on user needs	73
Lesson 4: take time to build relationships	73
Lesson 5: hire the expertise you need to get the job done, do not try to do it all yourself	75
Lesson 6: communication, communication, communication	75
Lesson 7: if you can't find what you want, create your own	79

Lesson 8: make the space comfortable, do not cheap out	79
Lesson 9: keep control of the features of your space that will allow you to meet the goals of your plan	79
Lesson 10: allow the users to choose their own space for their own use	80
Lesson 11: leadership is necessary at all levels	81
Lesson 12: be prepared to change and to create new service models	82
Lesson 13: technology is not the driver of the service model but rather reflects the service goals	83
Lesson 14: be prepared to evaluate and change your plans once operations have begun	84
Lesson 15: have a collaborative operational process in place that includes the opportunity for problem solving and decision-making	85
Lesson 16: ensure continuous learning among staff and students alike	88
Lesson 17: pay attention to the service, be ready to change	89
Future of the Commons: the Taylor Family Digital Library	92
Conclusion	94
References and further reading	94
<b>Appendix A</b>	<b>97</b>
<b>Appendix B</b>	<b>109</b>
<b>Appendix C</b>	<b>113</b>
<b>4 Building for learning: synergy of space, technology and collaboration</b>	<b>117</b>
<i>Susan Thompson and Gabriela Sonntag</i>	
Overview of Cal State San Marcos	117

The library	118
Objectives for the new library	120
Technology objectives	124
Building a Learning Commons	125
The new library	127
Library-wide technology and learning	129
Support for learning: reference services	130
Support for learning: the information literacy program	141
Support for learning: microforms and media library	157
Distributed support for learning	164
Technology support structure	172
Changes and lessons learned	174
References and further reading	178
<b>Appendix A</b>	<b>181</b>
<b>Appendix B</b>	<b>191</b>
<b>Appendix C</b>	<b>193</b>
<b>Appendix D</b>	<b>197</b>
<b>5 The Saltire Centre and the Learning Commons concept</b>	<b>201</b>
<i>Jan Howden</i>	
Background information on Glasgow Caledonian University	206
The Saltire Centre first year review	207
Satisfaction with library services	209
Create a campus hub	210
Integrate student services	212
Create a variety of study places	214
Store and access information in efficient ways	219

Conclusion and next steps	220
References and further reading	224
<b>6 Transforming library space for student learning: the Learning Commons at Ohio University's Alden Library</b>	<b>227</b>
<i>Gary A. Hunt</i>	
Project background and conceptual framework	228
Program components	231
Anticipated educational benefits	241
Planning process: a journey from mutual suspicion to successful collaboration	243
Outcomes	251
Next steps: creating a Faculty Commons	264
Conclusion	272
<b>Appendix A</b>	<b>273</b>
<b>Appendix B</b>	<b>275</b>
<b>Appendix C</b>	<b>277</b>
<b>7 Supporting the Learning Commons concept in 'real life'</b>	<b>279</b>
<i>Jennifer Stringer</i>	
Introduction	279
Educational technology: the birth of a new support organisation	280
Learning Commons stories	282
New presentation technologies: supporting traditional learning environments with new technologies	283
TECH Desk pilot: technology expert consulting hours	287
Technology for team-based learning: supporting transformational change in an innovative space	291
Looking to the future	295
References	295

<b>8</b>	<b>Putting learners at the centre: the Learning Commons journey at Victoria University</b>	<b>297</b>
	<i>Shay Keating, Philip G Kent and Belinda McLennan</i>	
	Introduction	297
	The Victoria University context	298
	Direction of the university	300
	The planning process	303
	Reflections on progress to date and where do we go next?	318
	Notes	320
	References	321
<b>9</b>	<b>Improving student life, learning and support through collaboration, integration and innovation</b>	<b>325</b>
	<i>Crit Stuart</i>	
	Engineering student success through critical partnerships	325
	Planning the library's West Commons	328
	Life in the West Commons: a general productivity centre for individual learners coupled with a multimedia studio	332
	General productivity centre in the West Commons	332
	Multimedia studio of the West Commons	337
	Impact of the West Commons	341
	The East Commons: an experiment in refreshment of mind and body	342
	Collaboration, oversight and assessment in the Commons	351
	Notes	357

<b>10 The Information Commons at the University of Auckland; improving student life, learning and support through co-location, collaboration, integration and innovation</b>	<b>359</b>
<i>Hester Mountifield</i>	
Introduction	359
The Information Commons Group	362
The Kate Edger Information Commons	362
Service model	386
Collaboration	393
Outcomes	395
Transformation and repositioning	398
Future challenges	402
Conclusion	402
Note	403
References	403
<b>11 Beyond Facebook: thinking of the Learning Commons as a social network</b>	<b>405</b>
<i>Jill McKinstry</i>	
Library as Human	407
History	409
Libraries as Learning Commons	420
Learning Commons as 'idea store'	422
Conclusion	424
Notes	425
<b>Index</b>	<b>429</b>