Place, presence and possibility: what makes a good Library classroom?

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"We shape our buildings; thereafter they shape us" . Winston Churchill.

Webster Library, Concordia University

Webster Library renovation: 2013 - 2017

Project phases:

- Masterplan: June 2011
- Program & Concept Design: March 2013
- Preliminary Plans: November 2013
- Final Plans & Specifications: June 2014
- Approvals: October 2014
- Construction in phases starting in January 2015
- Completion – August 2017

Classrooms

3 new classrooms:
- 2 x 30 students
- 1 x 60 students

Teachers, learners & the classroom…

- ♣ What do we want learners in the 21st century to become?

- ♣ What teaching & learning experiences affect these expectations?

- ♣ How does space influence these expectations?

- ♣ What is the role of the instructor or teacher?

- ♣ Technology – the future?

- ♣ What is the relationship between teaching, learning, technology & space?

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"For the first time we are preparing students for a future we cannot clearly describe." David Warlick

Learning spaces – the current situation

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Learners…

♣ Independent and inquisitive learners

♣ Creative thinkers and problem solvers

♣ Active cross-disciplinary researchers

♣ Engaged citizens and experiential learners

♣ Empathetic and collaborative

♣ Risk-takers, 'blue-sky' thinkers…

♣ What experiences affect these expectations?

Teaching, learning & space…

Focus group consultations

- 3 focus group consultations - January 2014:
    - 2 with faculty
    - 1 with librarians
- Total number of participants:
    - **Faculty: 13**. An additional 6 responses were received via email.
        - Representation form disciplines
            - Fine Arts
            - Science & Engineering
            - Arts & humanities
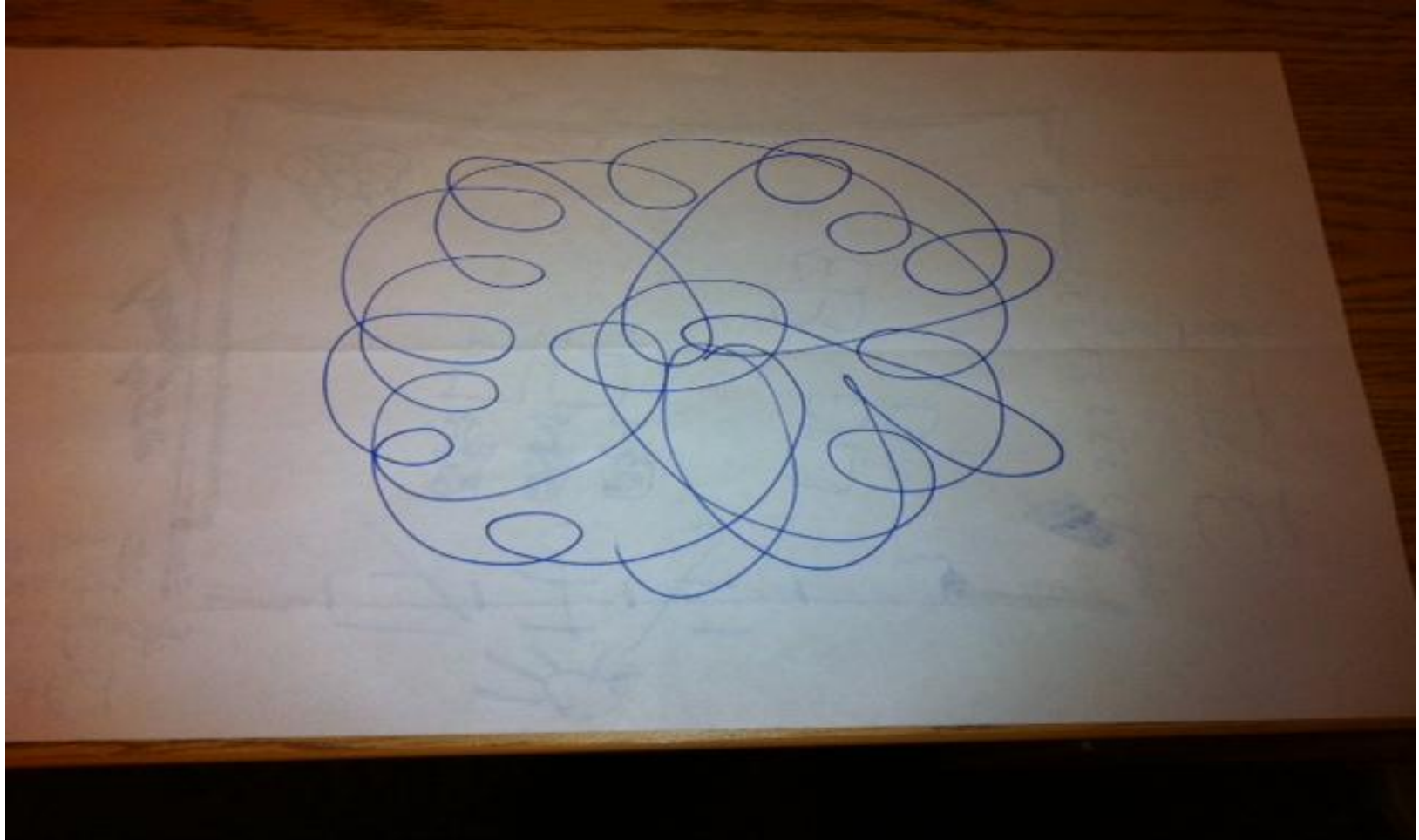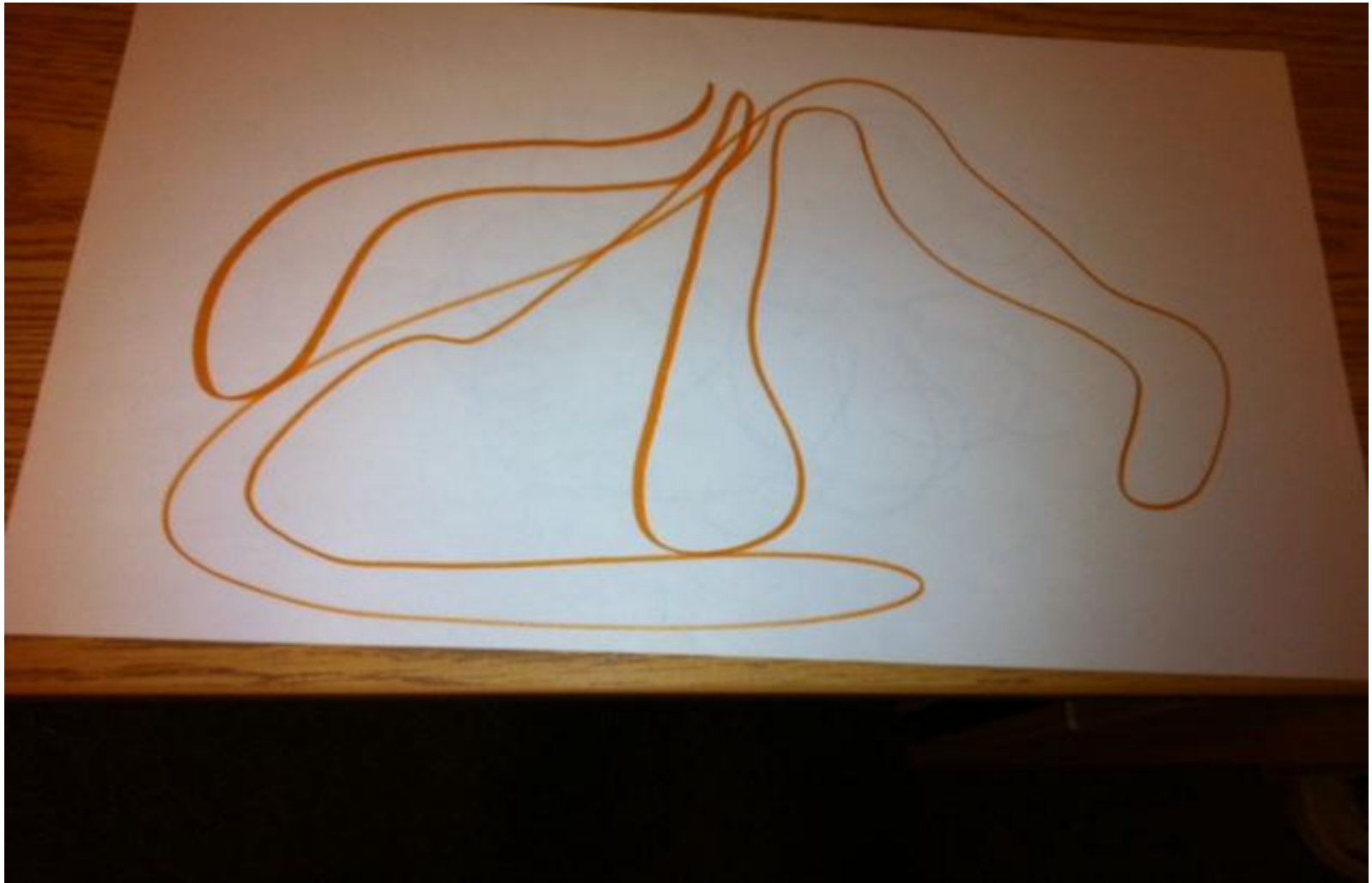   - Social Sciences & Business
    - **Librarians: 7**

Themes

- Defining your teaching style
- Visualising and defining an optimal, 'ideal' classroom
- Technology and media use in teaching
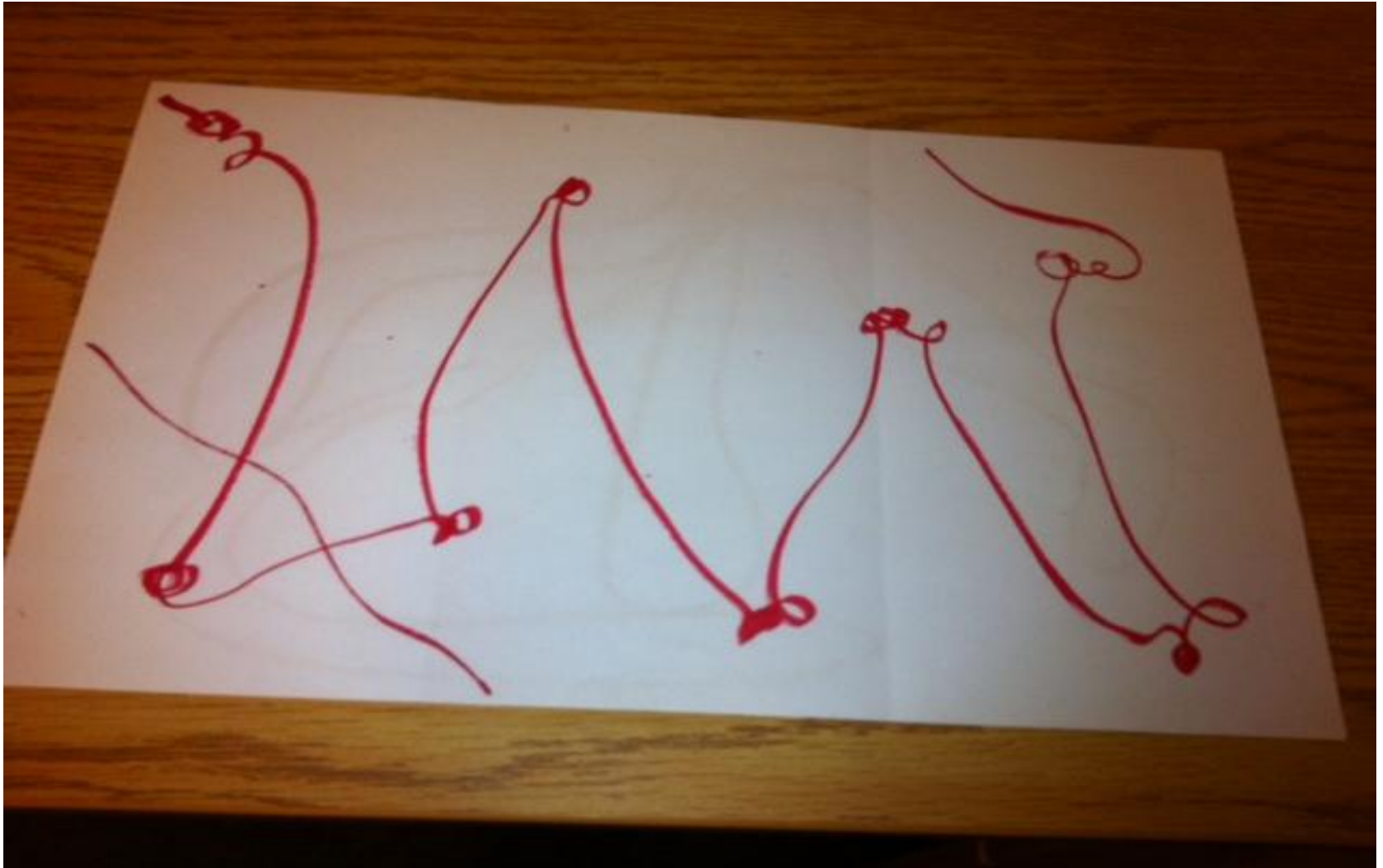- The significance of these teaching spaces in the University Library.

"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand." Confucius, 450 BC

Teaching styles
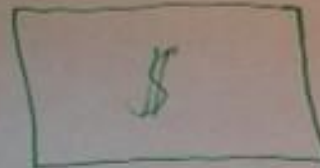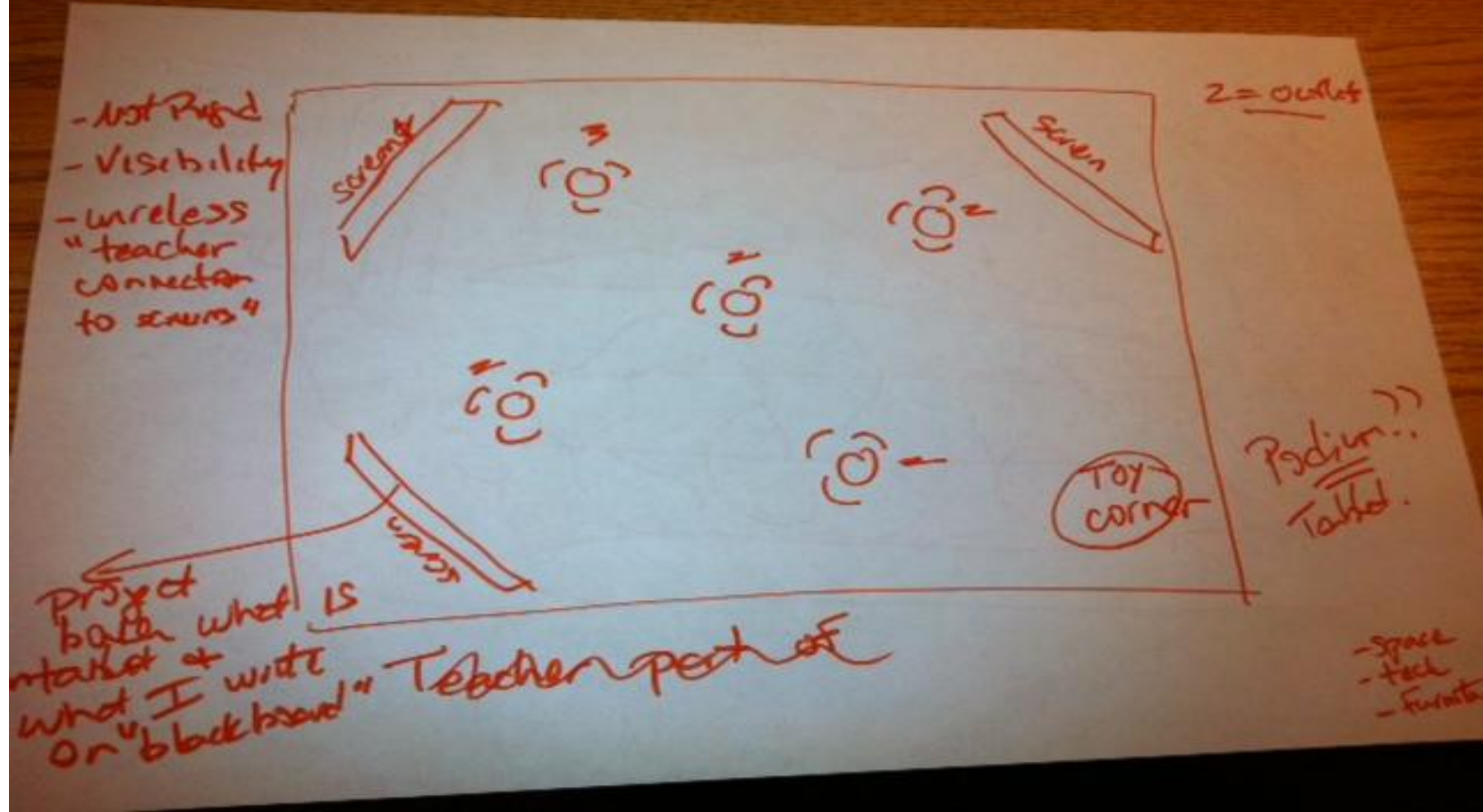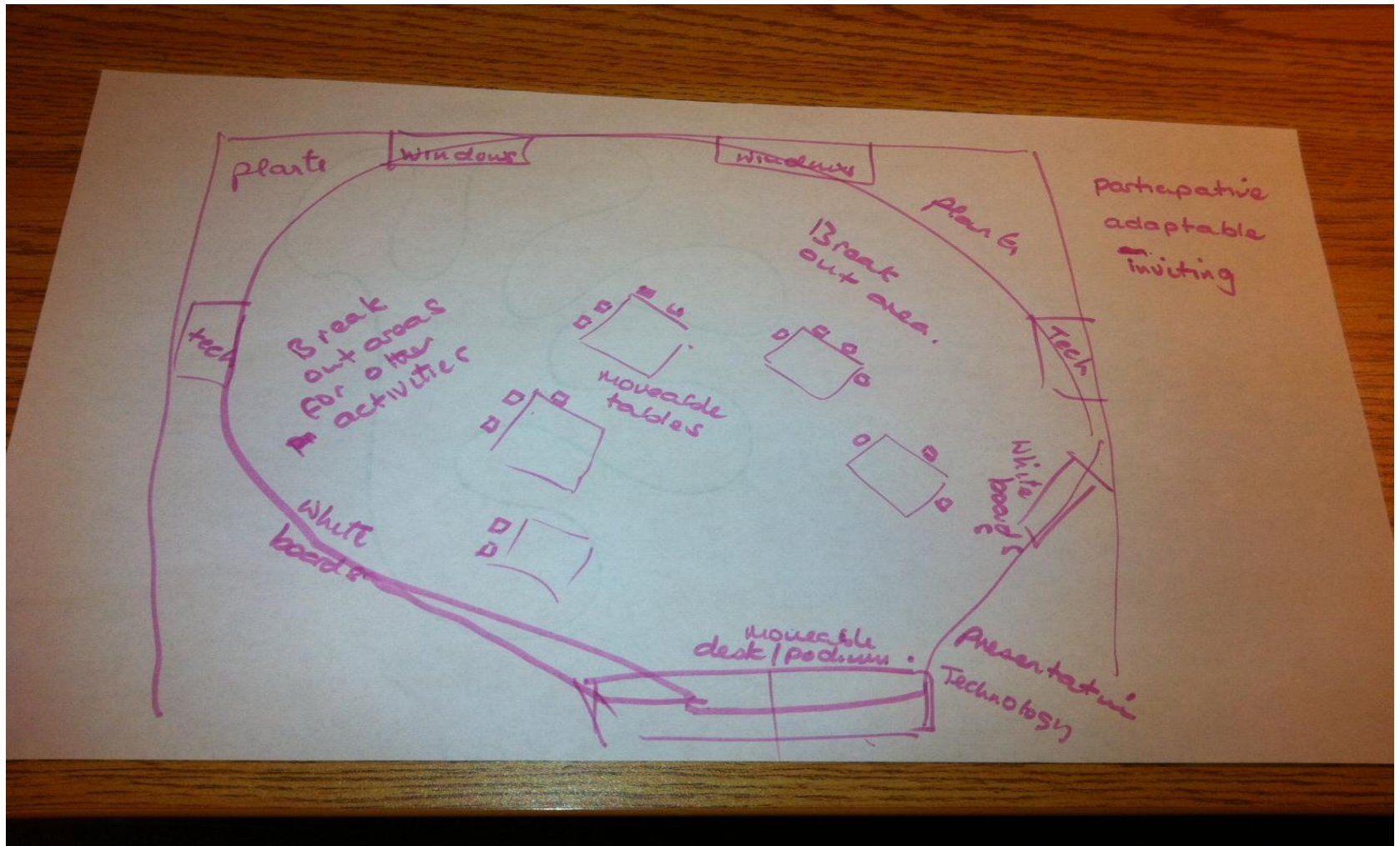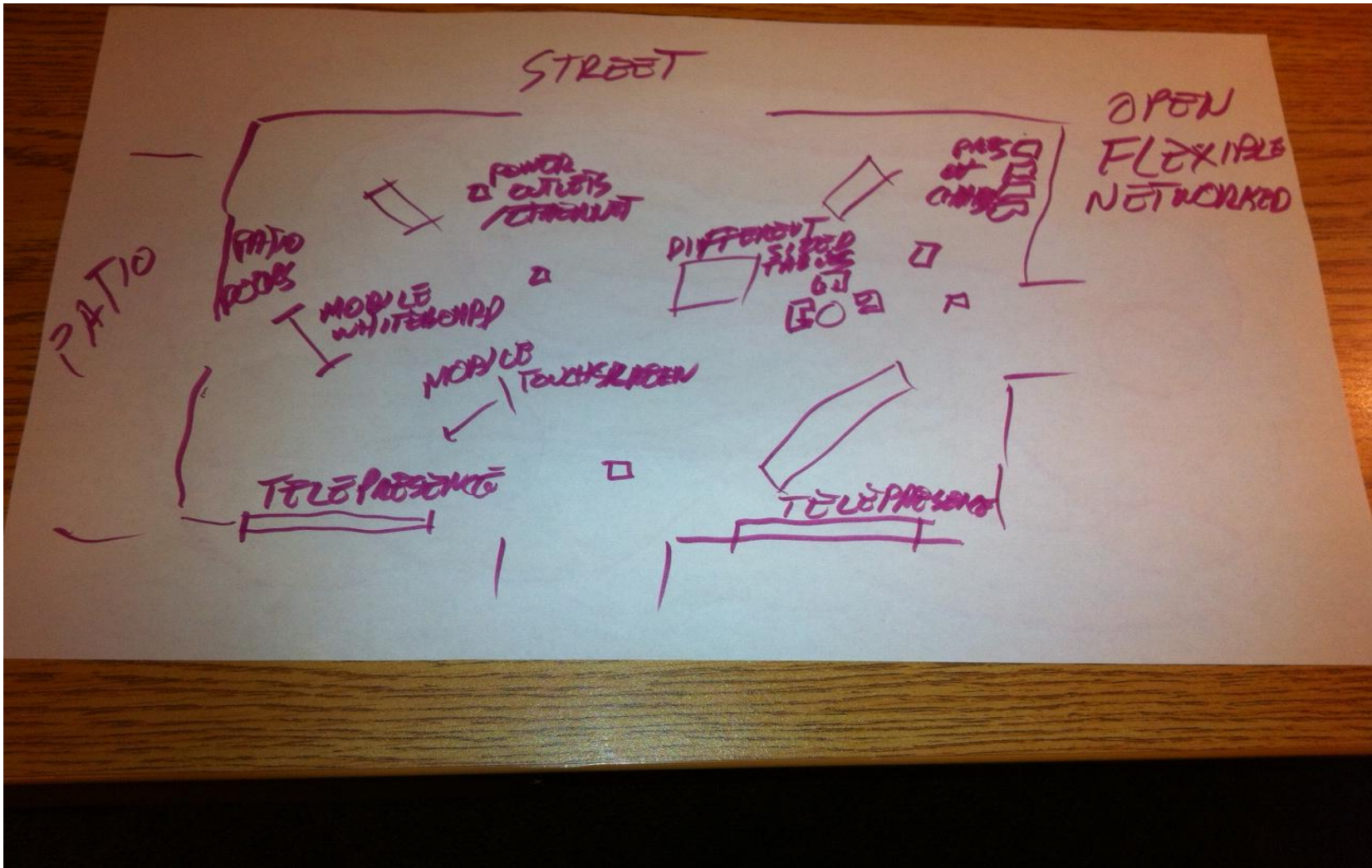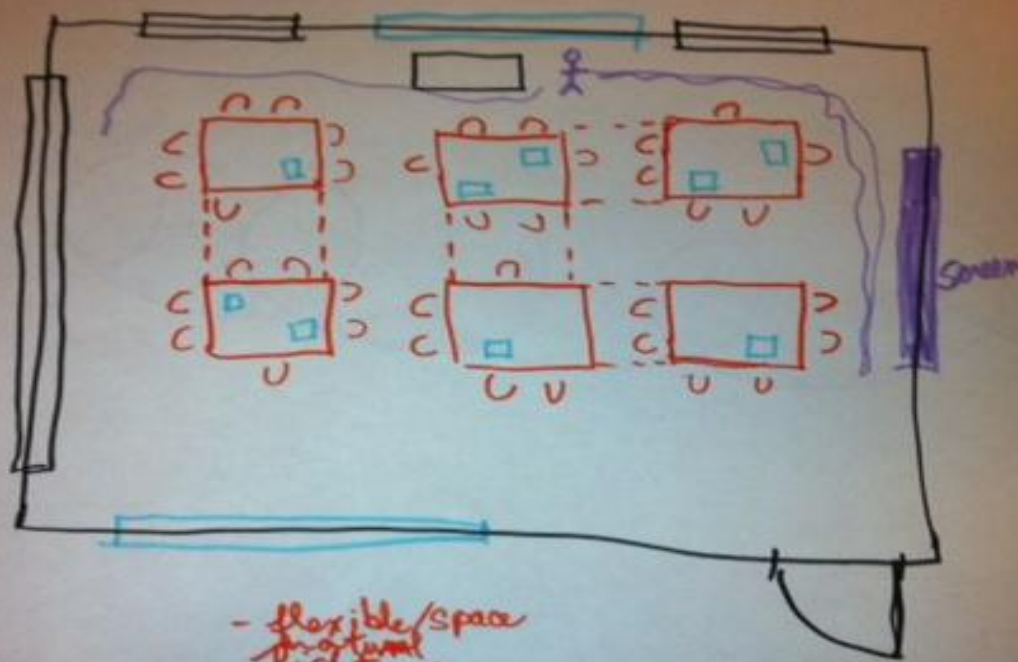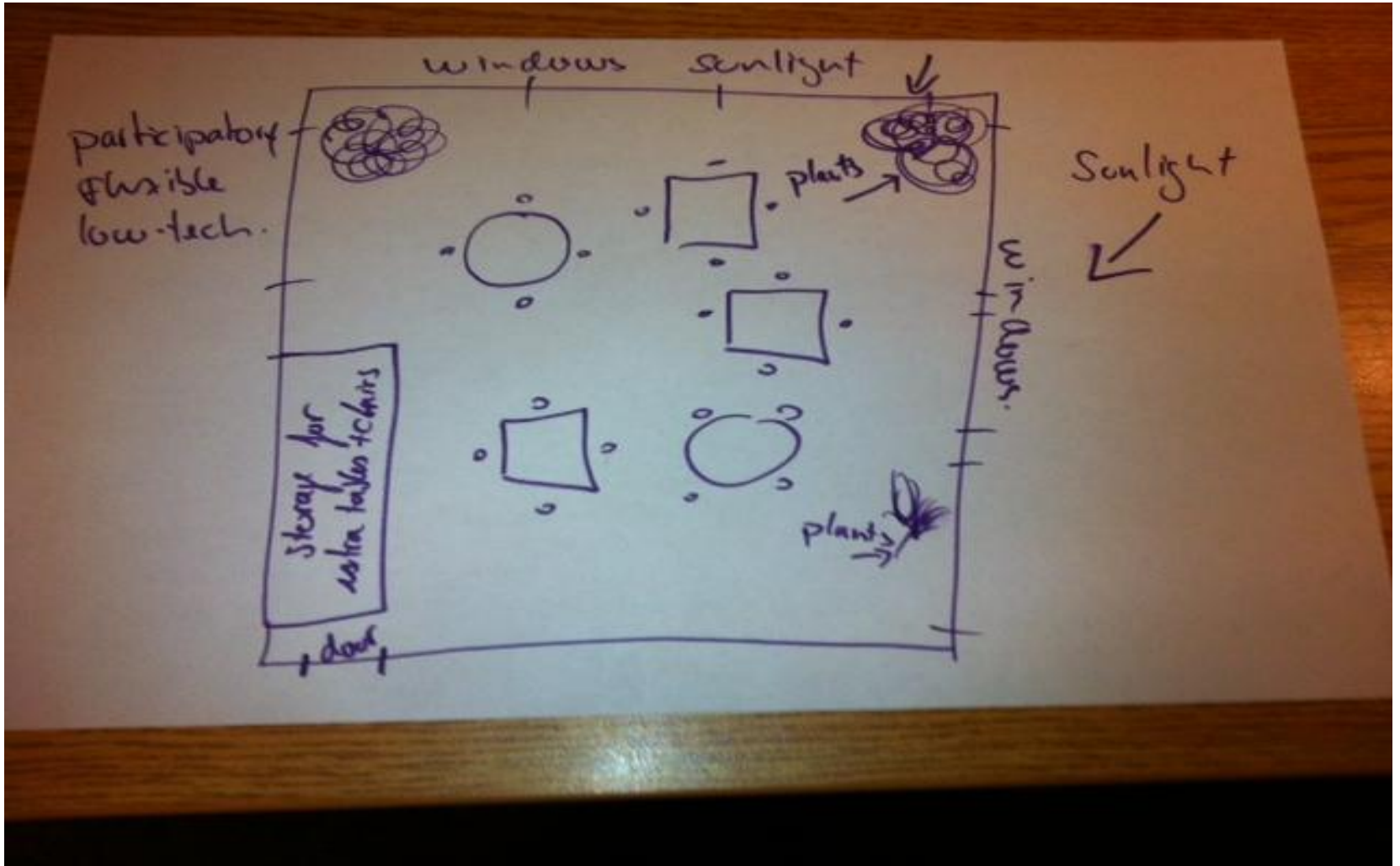
The 'ideal' classroom
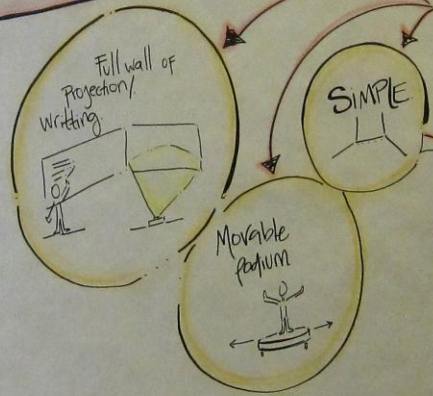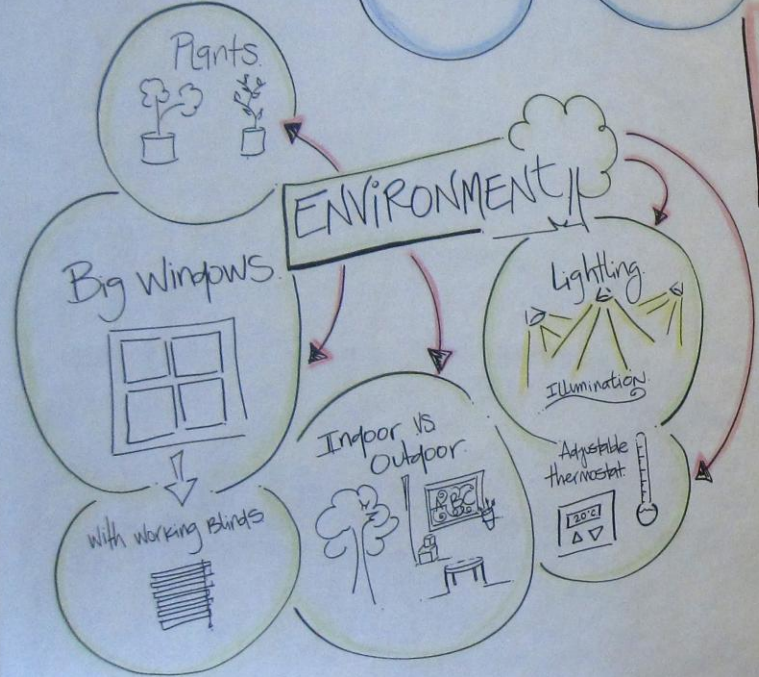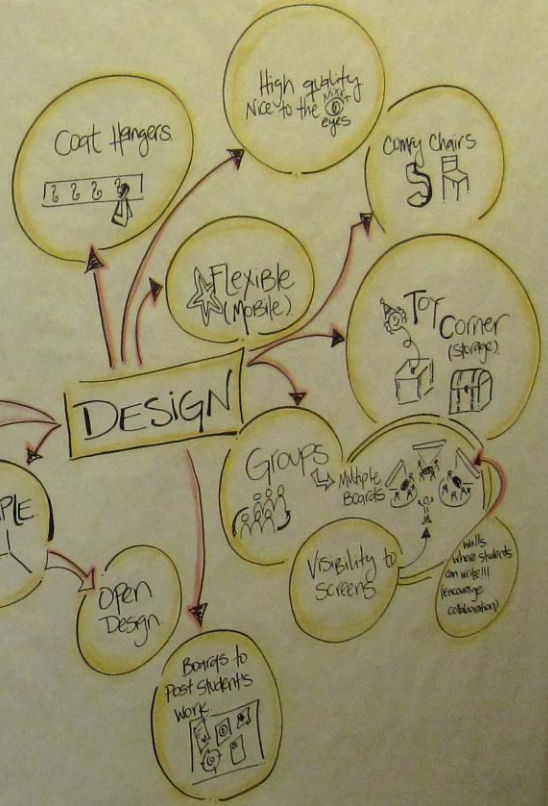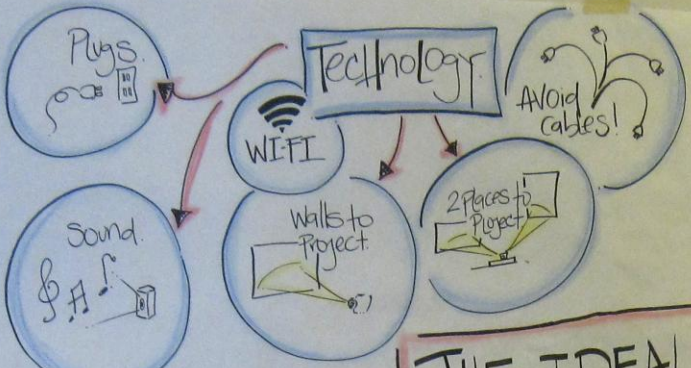
In their own words…

- ♣ "I want to be able to change activities within the class relatively easily and move from group to individual to small group activities fairly quickly"

- ♣ "I am less 'sage on the stage' and more facilitator of learning"

- ♣ "Robust, seamless technology & wifi is key"

- ♣ "Make the classroom bright, natural, inspiring…a shop-front to the wider community"

- ♣ "Need to develop the potential of all learners"

- ♣ "We need high-tech and low-tech solutions - and everything in-between".

Planning goals

♣ **Furniture:**

 o flexible, light, comfortable, easy to move.

♣ **Walls, floors & other fittings:**

 o flexible, ample power & data ports, sound-proof

♣ **Technology:**

 o flexible, high quality, robust, easy to use, functioning

♣ **Environment:**

 o natural, lighting, clear, bright, inspiring.

"Learning from the space, not just in the space"

My Library

Faculty:

"If you design a beautiful classroom we will use it".

"Coming out of the classroom into the Library does create a different intangible perspective for students in possibly focusing their minds on 'why they are there' [at university]".

Librarians:

"These classrooms represent the Libraries increasing contribution to the teaching & learning priorities of the University"

Initial Definition of Models

Identification of 2 classroom typologies:

Model 1:

- Highly Collaborative, Flexible Computer Classroom with 30 seats

Model 2:

- Large Flexible Classroom with 60 seats

Initial Definition of Models

For each classroom model, identify:

- Teaching pedagogies
- User needs & user experience
- Furniture configuration and layout
- Activities performed
- Technologies and audio visual equipment
- Lighting and electrical
- Windows, doors, walls, ceilings, storage
- Furniture and other fittings

Initial Definition of Models : Examples

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Initial Definition of Models : Examples

Review of Initial Definition

Review initial definition of models with internal resources and "experts":

- Against University Classrooms « Standards »
- To validate feasability of technology solutions
- To ensure solutions are practical and workable
- Prioritize when necessary
- Clarify « Vision »

Verify possibilities of space

student seats: 32

plan view

application includes

- Verb table 24"x66"
- Node seating
- Cobi seating

- Eno board,
- Huddle board
- Verb whiteboard

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Verify possibilities of space

student seats: 22

plan view
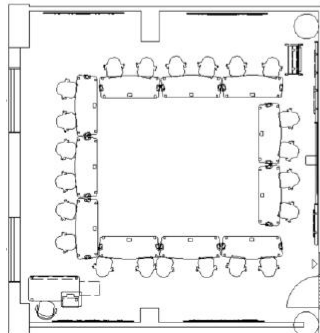
application includes

- Verb table 24"x72"
- Node seating
- Cobi seating

- Eno board,
- Huddle board
- Verb whiteboard

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Verify possibilities of space
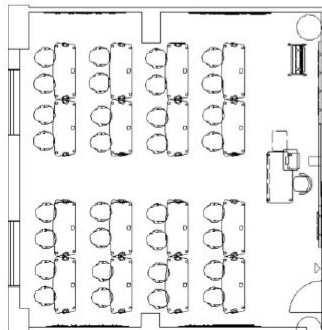
classroom 203|learn lab mode option 1

student seats: 32

plan view

application includes

- Verb table 24"x60"
- Node seating
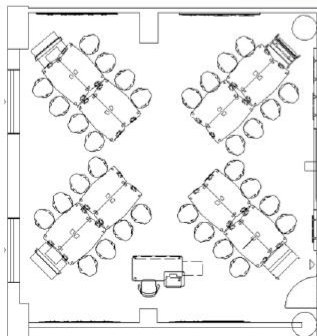- Cobi seating
- Media:scape mobile
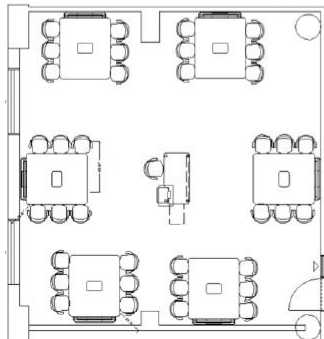- Eno board,
- Huddle board
- Verb whiteboard

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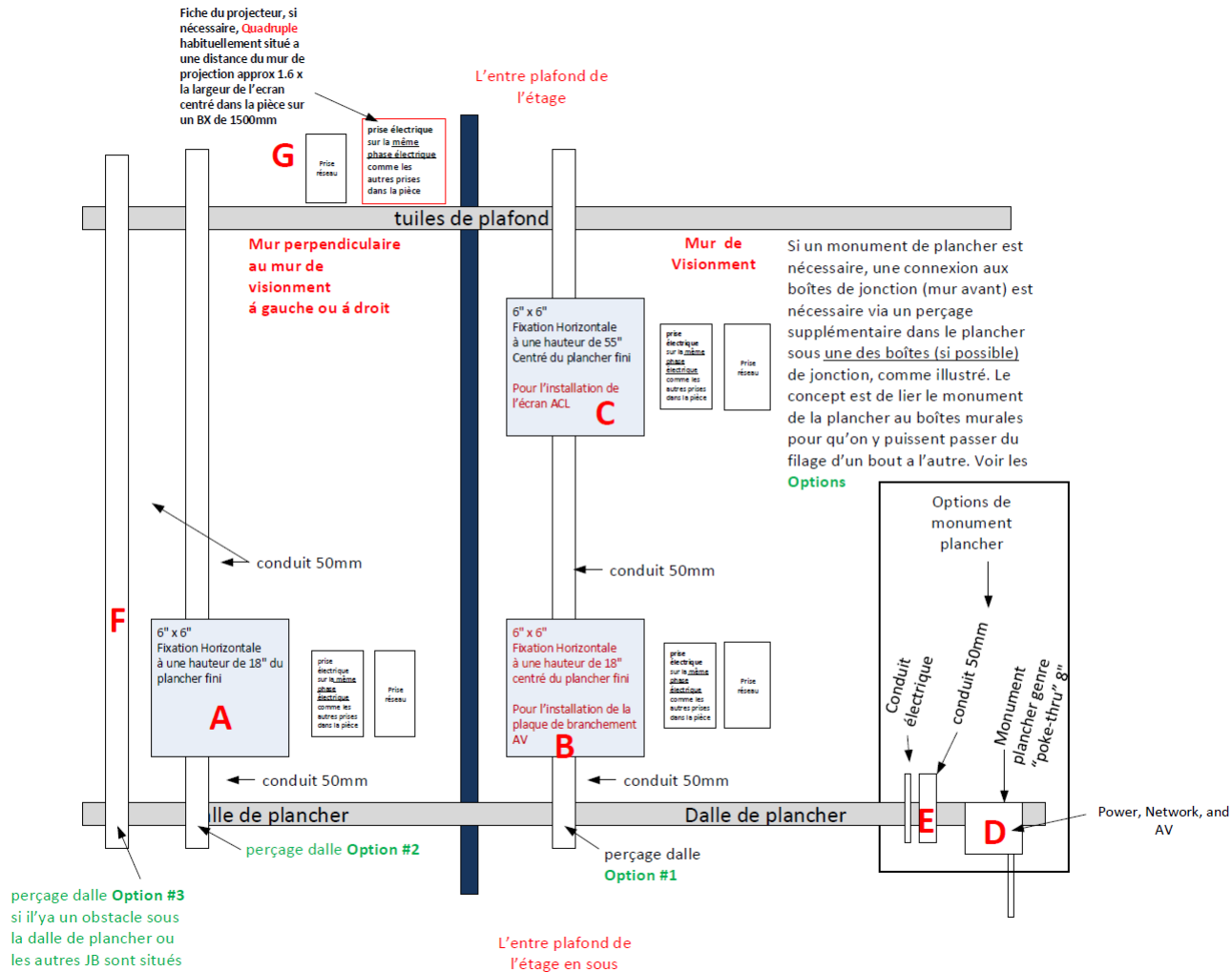# Verify possibilities of space

student seats: 36

plan view

application includes

- Cobi seating
- Media:scape table 60"x72"
- Verb teacher table

Individual Rooms Specifications

Fiche du projecteur, si nécessaire, Quadruple habituellement situé a une distance du mur de projection approx 1.6 x la largeur de l'ecran centré dans la pièce sur un BX de 1500mm

L'entre plafond de l'étage

G — prise électrique sur la même phase électrique comme les autres prises dans la pièce

Prise réseau

tuiles de plafond

Mur perpendiculaire au mur de visionment á gauche ou á droit

Mur de Visionment

6" x 6" Fixation Horizontale à une hauteur de 55" Centré du plancher fini

Pour l'installation de l'écran ACL **C**

prise électrique sur la même phase électrique comme les autres prises dans la pièce

Prise réseau

Si un monument de plancher est nécessaire, une connexion aux boîtes de jonction (mur avant) est nécessaire via un perçage supplémentaire dans le plancher sous une des boîtes (si possible) de jonction, comme illustré. Le concept est de lier le monument de la plancher au boîtes murales pour qu'on y puissent passer du filage d'un bout a l'autre. Voir les **Options**

Options de monument plancher

conduit 50mm

conduit 50mm

F

6" x 6" Fixation Horizontale à une hauteur de 18" du plancher fini

A

prise électrique sur la même phase électrique comme les autres prises dans la pièce

Prise réseau

6" x 6" Fixation Horizontale à une hauteur de 18" centré du plancher fini

Pour l'installation de la plaque de branchement AV **B**

prise électrique sur la même phase électrique comme les autres prises dans la pièce

Prise réseau

Conduit électrique

conduit 50mm

Monument plancher genre "poke-thru" 8"

conduit 50mm

conduit 50mm

Power, Network, and AV

lle de plancher

Dalle de plancher

E

D

perçage dalle **Option #2**

perçage dalle **Option #1**

perçage dalle **Option #3** si il'ya un obstacle sous la dalle de plancher ou les autres JB sont situés

L'entre plafond de l'étage en sous

Individual Rooms Specifications

- Audio visual systems
- Electrical & network requirements
- Teaching equipment
- Furniture
- Lighting
- Acoustics

How will we know?

Post-completion data is key (both formal & informal)

♣ High levels of student & instructor **satisfaction** with space

♣ Increased **critical thinking** in student projects

♣ Increased **student engagement** & enthusiasm in-class

♣ The space is always full with students working, teaching, and learning. **Demand for use exceeds supply!**

♣ Students are clearly **committed to learning** and inspired to support/mentor each other

♣ Improvements in **retention** within the class

♣ Librarians & faculty inspired to **explore multimedia** use in pedagogy, new types of assignments and course materials.

_____

Learning Spaces Collaboratory. (2013) "A Guide Planning for Assessing 21st Century Spaces for 21st Century Learners."

Closing remarks

- Find and engage the enthusiastic 'blue-sky thinkers' *as well as the skeptics*

- Taking a *free-hand, blank-slate* approach to gathering input was helpful

- Communicate & share the plans

- Remember that the end-users will need to own the space & help promote its value to their colleagues.

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Thank You!

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