



Excerpts from slides used in:

Library as Learning Space and Place

© Lisa Janicke Hinchliffe
Head, Undergraduate Library
University of Illinois at Urbana-Champaign



Our Time Together

- Welcome and Introductions
- Frame the Issues
- Identify and Discuss Ideas and Possibilities
- Develop Action Plans



Reinventing Undergraduate Education: A Blueprint for America's Research Universities

“If anything is evident, it is that the more information a person can obtain, the greater the need for judgment about how to use it. Obtaining information from the Internet is easy; children in elementary school can do it. But who teaches students how to take advantage of this mass of information? Who teaches them how to tell the difference between valuable information and clutter? How, in short, does a student become a more intelligent consumer in this supermarket of information? ... faculties need to concern themselves with the need to give their students the tools with which they can explore deeply as well as widely, with which they can discriminate, analyze, and create rather than simply accumulate.”



Lisa's Concerns

- Students prefer web environment for research.
- Friends and family are preferred sources for research assistance.
- Design qualities trump content considerations.
- Web is not as transparent as perceived.
- Library resources are in the “hidden web.”
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So Much Information

- Information Growth
 - “Print, film, magnetic, and optical storage media produced about 5 exabytes of new information in 2002.”
 - “We estimate that the amount of new information stored on paper, film, magnetic, and optical media has about doubled in the last three years.”
- ARL Libraries – 2004
 - \$1.05 billion spent for library resources
 - 449 million monographs held
 - 42 million serials

- <http://fisher.lib.virginia.edu/ar1/index.html>

- <http://www2.sims.berkeley.edu/research/projects/how-much-info-2003/execsum.htm>



What Students Need

Reflect for a moment....

- What kinds of undergraduate student research projects exist on your campus?
- What skills and knowledge do students need in order to be successful with the projects?
- Make a list of the skills.



Think-Group-Share

- ☑ Think
- ☐ Group – Share examples from your list and create a combined list for your group. Goal is as many ideas as possible from each group.
- ☐ Share – Be prepared to contribute to the large group discussion to follow.



“To be information literate...

... a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

Final Report of the American Library Association Presidential Committee on Information Literacy. 1989.

<http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm>



A Liberal Art

“Information literacy should in fact be conceived more broadly as a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural and even philosophical context and impact -- as essential to the mental framework of the educated information-age citizen as the trivium of basic liberal arts (grammar, logic, and rhetoric) was to the educated person in medieval society.”

Jeremy J. Shapiro and Shelley K. Hughes, Information Literacy as a Liberal Art, EDUCOM Review, 31(2), March/April 1996, <http://www.educause.edu/pub/er/review/reviewarticles/31231.html>



As Experienced

Category one: the information technology conception

Category two: the information sources conception

Category three: the information process conception

Category four: the information control conception

Category five: the knowledge construction conception

Category six: the knowledge extension conception

Category seven: the wisdom conception

Seven Faces of Information Literacy
Christine Bruce, Auslib Press, 1997



As A Way of Life

“That is what I want for my students—for them to become habitual askers of questions, seekers of new knowledge, critical thinkers, and informed decision makers.”

Lisa Janicke Hinchliffe, Information Literacy
as a Way of Life, *Research Strategies*, 18(2)



Information Literacy Competency Standards for Higher Education (ACRL)

The information literate student ...

- determines the nature and extent of the information needed.
- accesses needed information effectively and efficiently.
- evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Where do you learn best?

- Create an image in your mind of that space.
- Reflect on the feel of the space.
- Identify any people in the space.
- Why is it a good learning space?



Library as Learning Space/Place

- A “third place”
- Signifies learning, study, and focus on academics
- Self-directed and independent learning
- Supportive environment
- Access to resources – information materials and information tools
- Bridges the formal (classroom) and informal (life experiences) gap



Library as Learning Environment: Physical Place

- Welcoming
- Comfortable
- Varied
- Intentional

Attention to:

- Lighting
- Furnishings
- Equipment



Library as Learning Environment: Virtual Space

- Affordances
- Usability
- Connections
- Convenience



Mentoring Individual Students

- One-on-one assistance
 - In-person
 - Telephone
 - Online: Chat, IM, Virtual Environments
- Research appointments
- Librarian office hours
- Pathfinders and research guides
- Learning tools



Working with Groups

- Services to individuals extended to groups
- Instruction sessions and workshops
- Group work spaces
- Technology infrastructure
- Exhibits and displays



Collaborating with Educators

- Through any of the individual and group connections with students
- Assignment development
- Assessment activities
- Work with campus teaching center



Action Plans

What can we do to connect library as space and place with the undergraduate curriculum and undergraduate research?

- Campus
- Local
- National
- International
- Organizations
- Conferences
- Accreditation
- Other?

