

Annotated Bibliography:  
Academic Library Facilities and Space Planning

INFO 893: Practicum I

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**Bennett, S. (2011). Learning behaviors and learning spaces. *portal: Libraries and the Academy*, 11(3), 765-789. doi: 10.1353/pla.2011.0033**

Scott Bennett, Learning Space Planning Consultant and Yale University Librarian Emeritus, examines how campus-wide learning spaces (other than classrooms) foster “intentional learning,” or cognitive processes that lead to learning outcomes. Bennett surveyed six colleges and universities to determine which learning behaviors are important to students and faculty. The most significant student learning behaviors identified included studying alone or collaboratively, with faculty emphasis on peer-to-peer learning and working with diverse populations. Few campus spaces were indicated as “supportive” of meeting learning behaviors; however, many respondents indicated that the library fostered behaviors important to them. In order to plan spaces aligned with learning behaviors and pedagogical goals, future studies must be geared toward both virtual and physical spaces and specific institutional missions. The most effective learning spaces will match the behaviors that each institution wishes to foster. Bennett’s article provides a realistic view of campus learning spaces and highlights the library as important to faculty and students. Bennett presents a challenge to the information/learning commons model, however, as its “one-stop-shopping” approach treats students as consumers rather than learners.

**Cunningham, H. V., & Tabur, S. (2012). Learning space attributes: Reflections on academic library design and its use. *Journal of Learning Spaces*, 1(2).**

**Retrieved from <https://libjournal.uncg.edu/index.php/jls/article/view/392>**

Heather Cunningham and Susanne Tabur, librarians at the University of Toronto’s Gerstein Science Information Center, develop a needs hierarchy to discuss ideal learning spaces for students in academic libraries. The authors develop a pyramid, based on Fred Kent’s (2003)

library desirability factors and Maslow's (1943) hierarchy of needs, which reflects students' usage of academic libraries for scholarly and social pursuits. The base of the pyramid includes "access and linkages" (networks, collections, Wi-Fi); the next layer involves "users and activities" (reading, writing, collaborating, equipment); next is "sociability" (communal/independent, quiet/noisy); and the last involves "comfort and image" (ambiance and communal scholarship). The authors argue that even though students may not visit the library frequently to seek out information resources, they value the library as a desirable place where various hierarchical needs can be met. Cunningham and Tabur emphasize the library as not only a place where students can gain Internet access, for example, but also where spaces are flexible and promote group/collaborative learning. They also discuss Gayton's (2008) "communal" and "social" library spaces, reiterating that both are needed to meet students' diverse needs in today's libraries. Overall, Cunningham and Tabur's article creates a unique perspective on both primal and academic needs that library spaces are meant to fulfill in order to remain relevant to students.

**Gayton, J. T. (2008). Academic libraries: "Social" or "communal?" The nature and future of academic libraries. *The Journal of Academic Librarianship*, 34(1), 60-66.**

**<http://dx.doi.org.ezproxy2.library.drexel.edu/10.1016/j.acalib.2007.11.011>**

The author, Building Manager at University of Wisconsin's Memorial Library, discusses the issue of whether "social" spaces, such as cafés, information commons, and group study rooms, detract from the "communal" nature of academic libraries, or solitary study amongst peers. Gayton explains a recent pedagogical shift toward more collaborative learning; social spaces have responded to this change, in addition to less frequent use of the physical library building due to widely available electronic resources. While students still desire communal

library spaces for quiet study, Gayton argues that social spaces are perceived as more important, especially when they coexist with communal spaces. However, he posits that social spaces usually have little to do with the academic library's mission. The author examines Shill and Tonner's (2004) article, which studies library facility additions/renovations from 1995 to 2002, concluding that new facilities did not result in increased library usage. Gayton argues, however, that because communal spaces do affect library usage, it would be wiser to devote resources to rejuvenating these areas. Gayton's article provides an apt challenge to the large body of literature, including Stewart's (2011) article, promoting "social" spaces as necessary in academic libraries to reflect shifts toward communal scholarship and information-seeking habits of millennial users.

**Freeman, G. T. (2005, February). Library as place: Changes in learning patterns, collections, technology, and use. In *Library as Place: Rethinking Roles, Rethinking Space* (CLIR pub129), 1-9. Retrieved from <http://www.clir.org/pubs/reports/pub129/freeman.html>**

Geoffrey Freeman, a nationally recognized academic library designer, studies the library's central place on campus and discusses its crucial role in the developing intellectual life of the university. He asserts that the academic library has a responsibility to not only embody the mission and goals of the parent institution, but also to provide access to and training on the myriad new technologies that affect 21<sup>st</sup>-century scholarship. The library has become an extension of the classroom, a learning-rich laboratory whose services and goals should be transparent to faculty and students. For faculty, the library has become more than a place where students search for resources; it is a place to analyze information and work collaboratively with

classmates. In order for the academic library to achieve this level of centrality, it must have support of campus-wide stakeholders and be seen as integral for student development. This involves creating spaces for teaching and learning (classrooms), collaboration (information commons), and reference and media services, all of which must be developed to accommodate change. Freeman's article is seminal in introducing the library as laboratory and classroom. He ties the library to student success, which paves the way for institutional support needed for the library to remain a central intellectual locale on campus.

**Frischer, B. (2005, February). The ultimate Internet café: Reflections of a practicing digital humanist about designing a future for the research library in the digital age. In *Library as Place: Rethinking Roles, Rethinking Space* (CLIR pub129), 41-55. Retrieved from <http://www.clir.org/pubs/reports/pub129/frischer.html>**

The author, Director of the University of Virginia's Institute for Advanced Technology, discusses the library of the future: students interacting with virtual objects in "immersive theaters" housed within the academic library. Such a theater has existed since 2002 at UCLA's Cultural Virtual Reality Lab; however, UCLA's space is not inside the library. Frischer argues that putting such interactive spaces into research libraries both allows the library to reflect changing pedagogical practices and to play a prominent role in the developing digital age. The author creates three tenets on which he bases his argument for library development: the library will become unique for quality of information management, not quantity of information; digital content providers will need research libraries as much as their print counterparts; and library space/architecture will gain importance for the virtual library. Frischer claims that as print collections begin to shrink, more library space will be available for retrofitting collaborative

spaces and 3D labs, making the library a center for social and intellectual gathering. Like Thomas (2000), Frischer sees physical and virtual libraries working together to create a dynamic space on university campuses. His article is significant in introducing new pedagogical tools, like immersive theaters, into research libraries as places where digital technology can thrive.

**Latimer, K. (2011). Collections to connections: Changing spaces and new challenges in academic library buildings. *Library Trends*, 60(1), 112-133. Retrieved from <http://www.library.drexel.edu/cgi-bin/r.cgi?url=http://search.proquest.com/docview/903206239?accountid=10559>**

Karen Latimer, librarian at Queens University, Belfast, compares academic library functionality (the library as knowledge provider) to changing library form, or how libraries provide information in the digital age through building design. She traces the historical relationship between users and knowledge, arguing that late-twentieth-century views began to focus on users and spaces rather than collections. The modern library, in other words, emphasizes connections among staff, users, and resources. With the development of the Internet and e-resources at the turn of the century, libraries became learning and resource centers, rather than gateways to sacred materials as in other centuries. Latimer explains that the 1993 Follett Report in the UK examined more efficient use and management of library space, resulting in over one hundred new building projects in the 1990s and 2000s. The author ultimately argues that libraries remain alive and well; the digital age has had a positive effect on library design and usage. Her article is significant in pointing out that in addition to technology driving library change and usage, libraries are focusing on the connections that happen inside of the building to

influence space design. The article also provides a comprehensive history of library building usage and examples of recent building projects.

**Shill, H. B., & Tonner, S. (2004). Does the building still matter? Usage patterns in new, expanded, and renovated libraries, 1995-2002. *College & Research Libraries*, 65(2), 123-150. (Accession No. 502924689)**

Harold Shill, Director of Capital College Libraries at Penn State Harrisburg, and Shawn Tonner, with Library Renovation Management in Georgia, state that between 1995 and 2002, 390 academic libraries have been renovated, expanded, or newly constructed. The authors examine the effects that updated facilities have had on library usage, ultimately reporting that 80% of the 182 libraries surveyed saw increased facility usage. Shill and Tonner develop this data from a 68-item questionnaire distributed to academic libraries in a previous study. Questions addressed institutional characteristics/mission, facility improvements, and pre- and post-project usage; variables included exit gate count, total circulation, in-house collection use, and reference transactions. From exit count data, libraries reported that students used both new and renovated libraries at greater levels. Significantly, numbers of data ports, public access computers, and network access points positively affected post-project usage; instruction lab quality was found to be the single most influential variable related to increased space usage. Shill and Tonner's work reaffirms the significance of the physical library, with quantitative data on increased library use after facilities projects. With physical spaces catered to users' needs, the article helps to dispel the myth that online materials drive students away from the physical library.

**Soderdahl, P. A. (2011). Library classroom renovated as an active learning classroom.**

***Library Hi Tech*, 29(1), 83-90. doi: 10.1108/07378831111116921**

Paul Soderdahl, Director of Library Information Technology at the University of Iowa Libraries, discusses the renovation of Iowa's Main Library general assessment classroom into an active learning classroom, with the acronym TILE (Transform, Interact, Learn, Engage). Soderdahl provides an overview of "learning spaces" in academic libraries, and Iowa's institutional goals and strategic plan to bolster undergraduate student success. The TILE classroom surfaced from discussions with campus stakeholders and from other university models, such as North Carolina State University's SCALE-UP classroom. The TILE classroom features high-tech equipment, including LED TVs, Blu-ray players, and round tables with laptop plug-ins, to promote interactive learning and foster collaboration among students and instructors. The "TILE Institute" provides a yearlong training course for faculty, focusing on lesson planning, active learning techniques, and assessment in the classroom. Soderdahl's article makes a significant contribution to the literature on formal learning spaces in academic libraries, especially active learning classrooms, which have traditionally surfaced in science departments. Such library spaces encourage faculty from many disciplines to use the space for collaborative learning. Soderdahl's argument – that the classroom, in conjunction with commons and digital lab spaces, positions the academic library as a central place of wellbeing on campus – makes an influential contribution to library spaces literature.

**Stewart, C. (2011). Building measurements: Assessing success of the library's changing physical space. *The Journal of Academic Librarianship*, 37(6), 539-541.**

**<http://dx.doi.org.ezproxy2.library.drexel.edu/10.1016/j.acalib.2011.09.002>**

Christopher Stewart, assistant professor at Dominican University's Graduate School of Library and Information Science, evaluates renovations to library buildings over the past decade. He argues that such physical changes have generated collaborative, learning, and community spaces in academic libraries. In his review of new library "learning spaces," Stewart includes traditional areas for individual quiet study (similar to Gayton's (2008) "communal" spaces), instructional spaces, and collaborative/group spaces. Stewart points to Shill & Tonner's (2004) study to suggest that quality of new learning spaces correlates with increased building usage. Learning spaces also exist where there are larger populations of undergraduate students, suggesting the expanding role of libraries in undergraduate education. The author discusses the challenges of assessing new library spaces by factors other than physical use and proposes linking space usage with the library's service, outreach, and programming goals. He concludes that this kind of hard data, as bolstered by qualitative data, is crucial in generating a successful narrative of library building usage. Stewart's article offers an answer to the space challenges that Gayton (2008) presents, and provides a significant argument for the academic library's role in the health of the entire campus community.

**Thomas, M. A. (2000). Redefining library space: Managing the co-existence of books, computers, and readers. *The Journal of Academic Librarianship*, 26(6), 408-415.**  
**[http://dx.doi.org.ezproxy2.library.drexel.edu/10.1016/S0099-1333\(00\)00161-0](http://dx.doi.org.ezproxy2.library.drexel.edu/10.1016/S0099-1333(00)00161-0)**

Mary Augusta Thomas, Assistant Director for Management and Technical Services at the Smithsonian Institute Libraries, examines paper and "paperless" libraries in conjunction with library space utilization. She argues that paperless libraries do not currently exist; moreover, flexible library spaces that accommodate print collections, computers and technology, and

necessary processing and technical services will best allow librarians to serve patrons. Having been written in the year 2000, some of Thomas's assertions are now outdated; namely, that monographs do not have online equivalents and that libraries lack highly sophisticated computers. However, Thomas asserts that libraries must provide easy access to both print and electronic information into the foreseeable future. She calls building managers to consider renovation design choices that maximize a variety of spaces and interactions for patrons, and she outlines two physical-virtual library models: high-technology/low-print volume versus electronic access/high-volume print collections. For the latter space, Thomas reflects on the continuity of traditional reference spaces, as well as long-term storage solutions and implications of the virtual library on scholarly research. Thomas's article is timely for 2000, as it contributes to debates over physical versus virtual libraries. Moreover, she uniquely and significantly calls attention to the philosophical shift that the paper to the "paperless" library implies for serving patrons.