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2002

Information commons at the University of Calgary : strategies for integration

Beatty, Susan

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Presentation

Downloaded from PRISM: <https://prism.ucalgary.ca>



The Information Commons at the University of Calgary Strategies for Integration

Susan Beatty, Head
Information Commons
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Agenda

- Background
- Planning Process
- Service design and delivery
- Results
- Conclusion
- Photo tour



Precursors

- Strategic transformation
- Curriculum redesign
- Technology Integration Plan
- Library Task Force Report
- Library of the Future Task Force Report
- Learning Support Needs Report



Learning Needs

- Computer skills
- Information skills
- Space to do the work
- Result: Successful self-directed learner



“Learners will not be successful if they do not possess adequate technological and information literacy skills, do not have adequate access to technology.”



Pre -Information Commons

- Library space and service devoted to student learning needed to improve
- IR/IT common vision was developing
- Focus on ILit instruction
- No Information technology instruction
- Knowledge Network Grant



Planning Process: a Roadmap for Integration

- Concept development
- Design Phase
- Implementation



Concept Development

- Be inclusive
- Directors for IR and IT participated
- Focus on the user
- Create and use a meaningful planning document



Our Vision

To provide the space, technology and expertise needed to support the scholarly use of information resources and act as the focal point for information services



Our Mission

To be the core facility for the provision of information resources and information technology for scholars at the University of Calgary



Four User Outcomes

- Acquire information and technology literacy skills
- Acquire information resources
- Acquire help
- Access to various spaces/technology to complete the work



Design Phase

- Best practice sites: University of Toronto, Purdue University and University of Southern California
- Project Manager
- Communication Plan
- Work with the design team - focus on user
- All stakeholders involved and informed



Implementation Phase

- Staff training
- Focus on future service delivery
- Change comes slowly
- Ownership by all leads to integration



Service Design and Delivery

- Expertise and Integration
- Space
- Technology
- Access
- Collaboration



Expertise

- Information Specialists from the library
 - Reference assistance
 - Informal one on one instruction
 - Information literacy instruction



Expertise

- IT specialists
 - Technical assistance
 - Information technology training
 - Student assistants



Integration

- IT and IR specialists are at the same service desk
- IT and IR specialists can facilitate instruction together
- Example: WebCT instruction
- People, place, service



Space

- Design that promotes and facilitates learning
- Service desk is visible and accessible
- Classrooms - wired, good site-lines, hands-on instruction
- Workstations flexible and ergonomic
- Collaborative workrooms -wired



Technology

- One stop: Research, prepare and produce
- Best PC's on campus
- General download
- Internet access
- Networked printers
- Technology support



Access

- Open access - no restrictions - for academic purposes
- 24/5 access
- 24/7 during end of term
- Help is always available



Collaboration

- We all wanted the same thing: a place where the students could learn, have one-stop service, in surroundings that were welcoming, comfortable, well-equipped, safe and open



Secrets to Success

- Having the right people at the table
- Having a common vision
- Staying at the table to work it out
- Keeping your eyes on the prize
- Don't own - share



What We Brought

- IR :Staffing, facility, equipment, expertise
- IT: Staffing, equipment, expertise



What We Have Now

- ICOPS team: all interests at the table
- IT staff still report to IT and live at the Information Commons
- IR and IT continue to negotiate cost sharing over staff and equipment
- Diversity exists: remain flexible



Results

- Measures of activity
- Feedback
- Learning



Measures of Activity

- Attendance at information literacy sessions
- Questions both technical and reference
- Attendance at information technology sessions
- Attendance in the Information Commons



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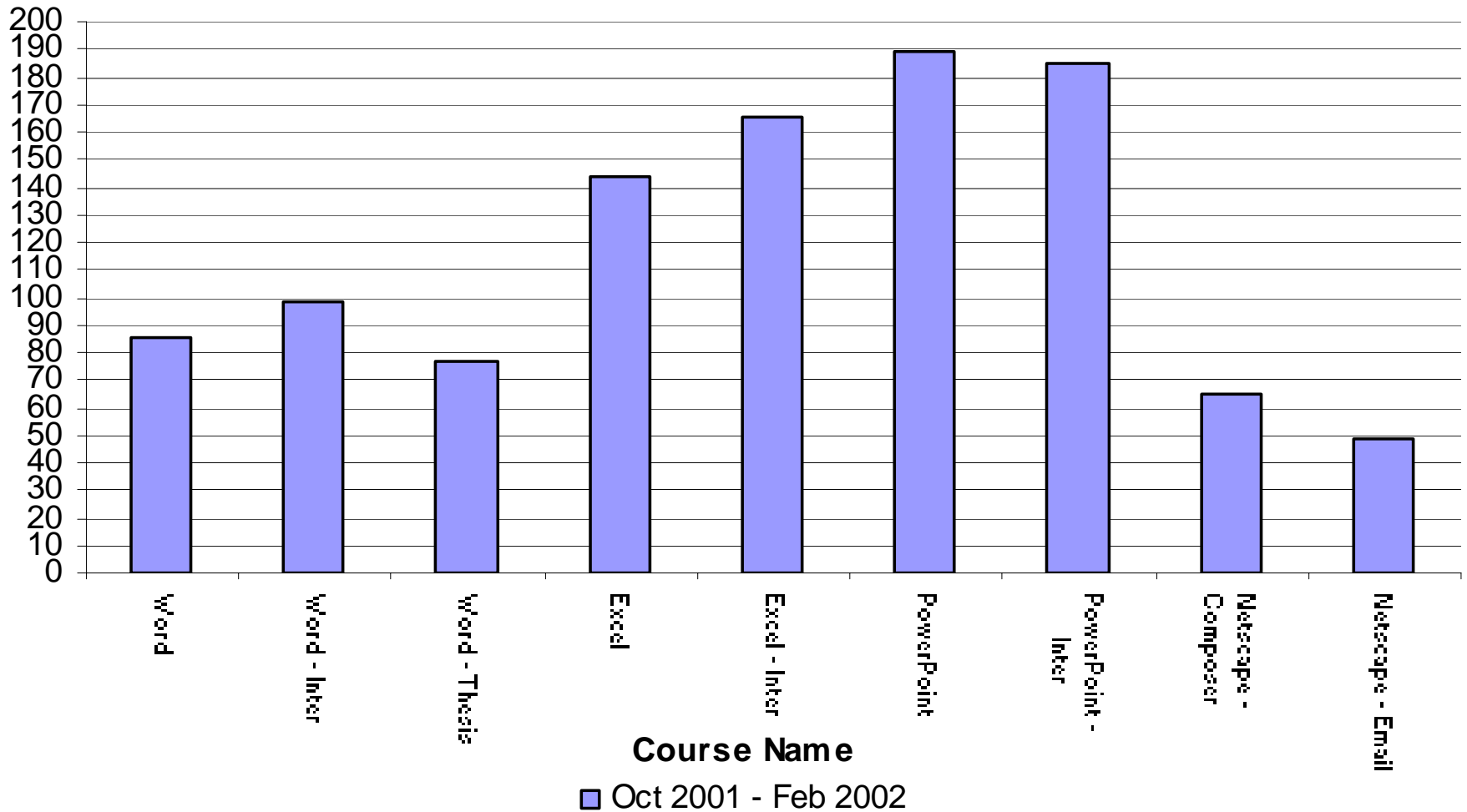
Comparison of Activity Before / After Creation of Information Commons

Activity	1998/ 99	1999/ 2000	2000/ 2001	% Change
Library Reference Queries	48,043	59,742	53,959	12%
Computer/Technology Queries	not offered	18,360	20,101	100%
No. of participants in Information Literacy Sessions	4,920	10,873	12,204	148%



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Information Commons - Productivity Training Attendance 2001 - 2002

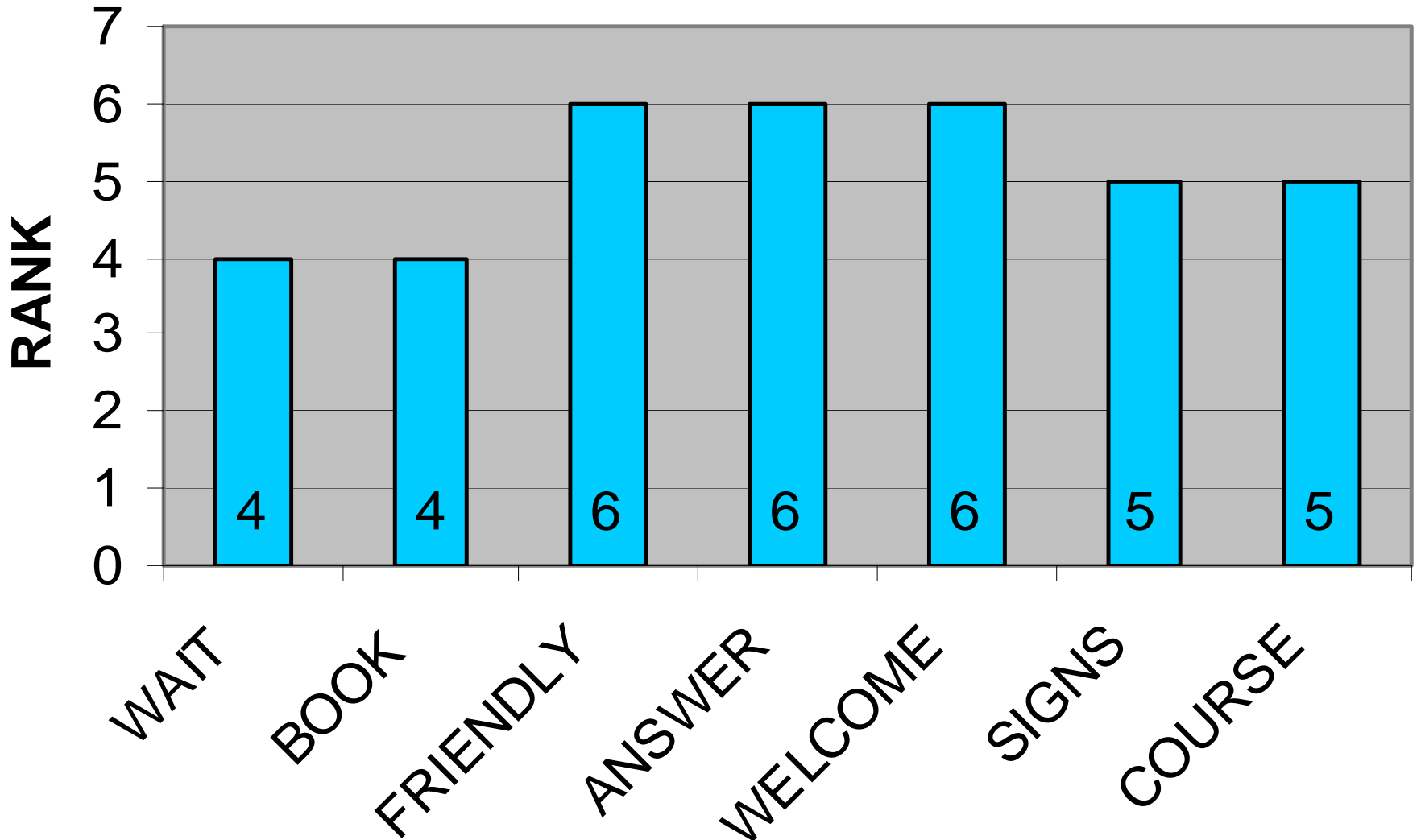




Feedback

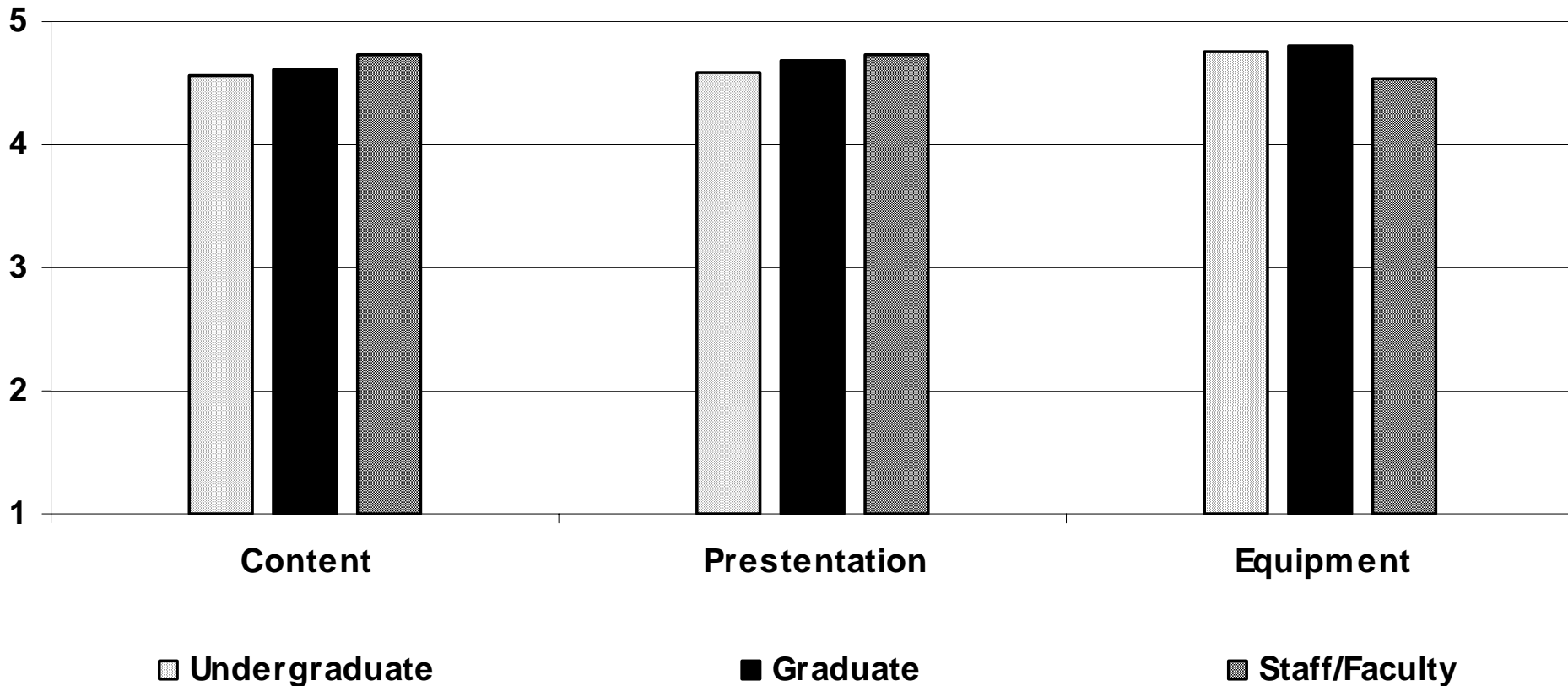
- Survey on the web
- Evaluation forms for training sessions
- Stories that they tell

AVERAGE RANK FALL 2001





Student, Staff & Faculty Ratings of Productivity Training Sessions Oct 2001 to Feb 2002





“The Information Commons is a terrific idea..I think that the courses that are being put on (Library skills and productivity) are outstanding. Thank you”



“I was stuck on my computer science assignment...I thought I would fail it, but a student navigator spent his time explaining and helping..very kind. I finally finished and I think I will get an A. Thanks”



Integration of Learning

- Model promotes integration
- Information Literacy
- Information Technology literacy
- General instruction
- One- on- one assistance - informal learning



Next Wave of Instruction

- Best results for the learner come from integration of instruction
- A story



“What the library does I used to do. I moved to the library because of the good instruction facility. The skills have improved for the students. I am there to step in to make a point about instruction.”



Future Considerations

- Keep ahead of the crest - what skills will be needed five years from now? For the provider and for the user?
- Expertise real and imaginary of the user
- Complex world of technology and information
- IR/IT as Learning facilitators



Conclusion

- Integrated service facility
- Focus on the learning needs of the user
- Collaboration starts with a common vision
- Integration exists through dialogue
- Continue to meet and exceed the users' needs



Thanks

For information contact

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Information Commons websites

- Information Commons website
<http://www.ucalgary.ca/IR/infocommons>
- Information Commons courses
<http://www.ucalgary.ca/InformationCommons/freetrain.html>
- Information Commons factsheet
<http://www.ucalgary.ca/informationcommons/facts.html>
- Information Commons feedback form
<http://www.ucalgary.ca/informationcommons/feedback.html>
- Information Commons software
<http://www.ucalgary.ca/informationcommons/software.html>



References

- Kearns, Julie and Keith Scharnau (1999). Learning Support Needs: what University of Calgary students need to be more effective learners, joint reserch project. University of Calgary.
http://www.ucalgary.ca/library/plans/learning_needs/summary.html
- Library of the Future Task Force (1998). Library of the Future Task Force: Accelerating the transformation of Information Resources Final Report. University of Calgary.
<http://www.ucalgary.ca/library/lftf/finalreport>
- Library Task Force (1997). Final Report.
<http://www.ucalgary.ca/library/ltf/report>
- Technology Taskforce (1997). Technology Integration Plan. University of Calgary. <http://www.ucalgary.ca/~ispage/TIP>





Information Commons Service Desk



SERVICE HOURS

Monday	10:00 AM - 6:00 PM
Tuesday	10:00 AM - 6:00 PM
Wednesday	10:00 AM - 6:00 PM
Thursday	10:00 AM - 6:00 PM
Friday	10:00 AM - 6:00 PM
Saturday	10:00 AM - 6:00 PM
Sunday	10:00 AM - 6:00 PM







No Food or Drink

A photograph showing two individuals from behind, seated at a desk and looking at a computer monitor. The person on the right is wearing a dark blue hoodie with the text "Information Commons Staff" printed in white, cursive-style font on the back. The person on the left is also wearing a dark blue hoodie and has their hand near their face. The computer monitor is a CRT type, displaying a blue-tinted screen with some text. The background wall is white and has several pieces of teal-colored paper or fabric hanging on it. A window with a grid pattern is visible on the left side of the frame.

Information
Commons
Staff



