



# **Collaboration in an Information Commons**

**Key elements for successful support  
of eLiteracy**



Agenda

Goals

Hand outs

Make yourself comfortable

Make it worth your while

Introductions

# Facilitators



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# What is an Information Commons?

## Models and History



- “a space specifically designed to organized workspace and service delivery around the integrated digital environment”

Beagle, 1999

# ***Visionaries and Techies***



- Paradigm shift to the integrated digital world
- Philip Tompkins
- Need to break the barriers between different cultures in the academy

# ***Evolution of Service Models***



- Unique needs of community of users
- Reflect culture
- Not necessarily one model of service
- Continuous improvement leading to transformation

# ***Models***



## 3 categories

1. Computer lab

2. Integrated facility

- Library only
- Library joint

3. Information Commons building

# *Computer lab*



- Technology based – hardware and software
- Not necessarily part of the library
- Self-service or range of assistance and instruction
- Basic to advanced technology
- Example: ScotiaBank Information Commons University of Toronto

# *Integrated Library only*



- Reference and technical assistance
- Variable size and service program
- Seldom other collaborators
- Possible technical assistance from others (in front or in back) or provide through own staff
- Instruction is information literacy instruction
- Example: University of Southern California Leavey Library

# *Library Joint Facility*



- Collaborators: library, IT and/or others
- Library based with one or more service desks
- Likely to see other collaborators to take user beyond digital environment to the learning environment
  - Learning technologies, writing centers, career services, tutoring, plus more assistance acquiring high tech skills ( e.g. media suites)
  - Example: University of North Carolina, Charlotte, University of Calgary

# *Information Commons building*



- Library-based or New facility with services for faculty/students
- Something completely different and new
- Multiple partners – limited only by imagination and leadership
- Educational services, student services, media centers, museums
- Potential for integration, seamless delivery
- Example: University of Arizona, University of Auckland, new U of C Campus Calgary Digital Library

# ***Some other examples***



- University of Sheffield
- Indiana University
- University of Guelph

# *Where is it going to stop?*



- From Information Commons to Learning Commons Beagle 2004
- IC Adjustment: computer lab
- IC Isolated change: library-centric – with assistance
- LC far-reaching change integration of functions formally carried out within the library to others formally carried out beyond the library – essentially collaborative

# ***Learning Commons as transformational change***



- Layering of campus wide learning initiatives
- E.g. core curriculum innovation
- Learning objects such as D-Space
- Service delivery to students enhanced with multiple service delivery profiles projected at the needs of faculty.

Is this e-literacy at its highest level – where faculty and students have an enriched suite of services and toolsets and work together in a collaborative setting?

# *Activity*



Planning collaboration  
“I.Q.” test



# Elements of an Information Commons

# Net Gen



Multi-media

Connected

Multitasking

Experimental

Collaborative

Integrated

Expectations

Graphics/visual/sound

Mobile phones, iPod, MP3, PDAs,  
IM, wireless

IM, gaming, searching, non linear

Visual interfaces, streaming media

Chat, screen sharing, P2P, groups

Content, service, coaching

Producers & consumers

# Vision / Mission

# Goals / Desired Outcomes



expert support

collaboration

IT-enabled

learning communities

e-literacy

one-stop shop

comfort

self-service

seamless

# Physical



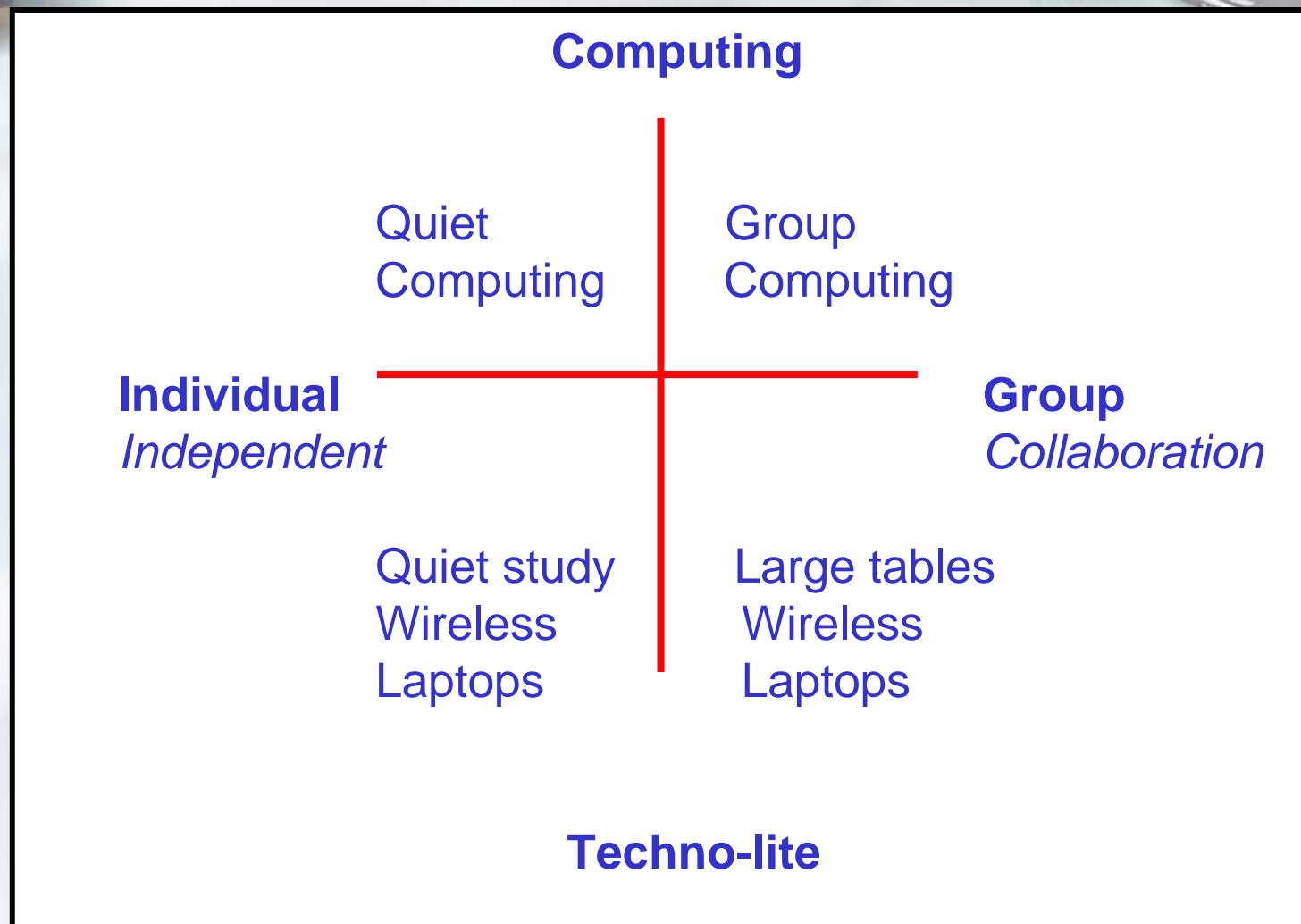
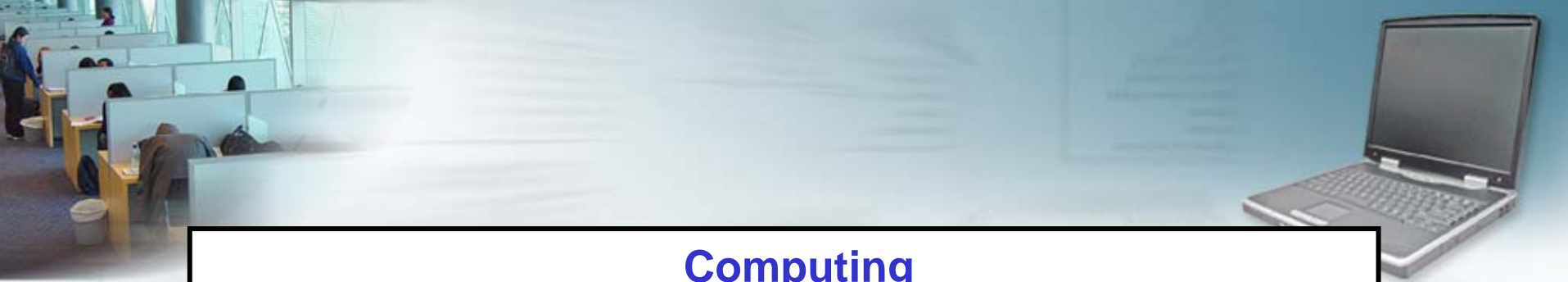
Location, location, location

Variety of spaces

Flexible furniture arrangement

Access

Security



# Virtual



IT infrastructure

Hardware: support & maintenance

Software: productivity & presentation

E-content

Enterprise systems

Authentication & authorisation

Systems security

Desktop: management & future  
development

# Learning



Learning communities: group work,  
collaboration, peer coaching

Independent or solitary

IT enabled and IT free

*Learning Commons*: collaboration  
with campus-wide learning  
developments; integration of e-  
content & e-services with LMS  
leading to core curriculum revision

# Service



Service expectation & demand for quality

New service models

Integrated dynamic learning support

Continuum of service

Multi-skilled staff

Self-service options

Single or multiple service points

# Social



Recreational spaces

Community building

Social learning

Models modern work environments

Retail & food

# Management



Collaboration, merger or co-location

Communication

Performance measures

Staffing issues

Training

Budget

Facilities management

# Collaboration



## Who?

Librarians, IT Professionals,  
Learning Advisors, Instructional  
Technologists, Multi-media  
Producers, Writing Advisors,  
Language Consultants

## Sometimes also

Student Administrators, Counsellors,  
Health Professionals, International  
student support

# Collaboration



## Why?

Complex & multidimensional learning environment

External & internal pressures

Combine expertise, resources, facilities

Symbiotic relationships

synergistic outcomes

# Collaboration



Vision & relationships

Structure, responsibilities & communication

Authority & accountability

Resources & rewards

# Collaboration



## People

Success is based on a cross-section of stakeholders, and not dependent on a single personality

Requires mutual respect, trust, mentoring and a sense of humour

Most critical factor – brings the space to life

# Collaboration

## Challenges

Collaboration is complex  
Organisational & administrative lines

### Differences

budget structures  
reward systems  
performance measures  
cultures

**Continuous organisational development**



# Outcome?



Just another  
computer lab

Reference  
area with rows  
of computers

Fiefdom of  
service points

Collaborative  
learning space

Continuum of  
services

One-stop  
service point

# Busiest place on campus?



	2003	2005
Door count	2,141,385	2,283,332
Queries	38,721	36,464
Network logins	837,427	1,263,627
Pages printed	2,058,869	3,763,137
Short Loan	154,621	200,938
Photocopies	1,258,488	1,081,938



# ***Advantages of Integration***



User  
Library  
Collaborators  
Academy

# *Users*



- One stop service
- Help when and where they need it  
Expertise at all levels
- Good technology infrastructure – saves \$\$\$
- Collaborative learning environment

# *Library*



- Transforms library – service and staff
- Library becomes a campus centre – learning and social centre
- Library's role in learning support is made more clear
- Improved use of resources
- Library becomes more politically significant within the academy

# ***Collaborators***



- Tie yourself to a star
- Sum of us is better than the one of us
- Re-enforces viability of face to face service all the while ...
- Integrating virtual services

# *Academy*



- Strategic success is good
- Seen to be leader in change which will lead to more change
- Seen to be leader in use of digital environment
- Effective and efficient use of resources
- High profile attracts more funding

# Eliteracy @ UoA



Strategic plan

Academic plan

Graduate profiles

**Institutional Information Literacy policy**

# Collaboration



Academic Departments

University Library

Centre for Academic Development (CAD)

Graduate Centre

Career Centre

Student Administration

# Collaboration



Academic Dept.  
University Library

## Information literacy

	2005	2004	2003	2002
Courses	2056	1838	1527	898
Participants	27797	21606	17924	13409





# ***BBIM BUSINESS 191 Course Page (VLE)***

## **Academic Honesty Assistance Tutorial (Aha)**

This integrated self-paced instructional tutorial introduces new students to western academic notions of knowledge; the purpose and practice of acknowledging ideas, namely referencing; and effective strategies for avoid plagiarism in their own work

[Academic Honesty Tutorial](#)

## [Information Skills Modules](#)

The information modules are a self paced 4 week online course. They are worth 5% of your course grade and reinforce skills essential for academic success. The first week of semester you will have a session with the BBIM Librarian on your campus who will explain how to do the modules. For 4 weeks there will be a weekly online tutorial on the BBIM homepage, followed by a matching **Library Test** of multi choice questions in **Cecil**, the University of Auckland's learning platform.

The module topics are:

1. Research & critical thinking skills
2. Using electronic information sources
3. Using the Internet effectively to locate business information
4. Locating New Zealand industry information

# Librarian -Teacher Collaboration: Facilitating IL through shared design, delivery and assessment of meaningful e-learning experiences

LEARN - BBIM - Management 192 Course Resources - LEARN - The University of Auckland Library - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Address [http://www.library.auckland.ac.nz/subjects/bus/bbim/course-pages/mgmt\\_192.htm](http://www.library.auckland.ac.nz/subjects/bus/bbim/course-pages/mgmt_192.htm) Go

Links Google Business School

University Home | Search <http://cecil.auckland.ac.nz> - University of Auckland - Microsoft Internet Explorer

Library THE UNIVERSITY OF AUCKLAND

Cecil

September 2004

M	T	W	T	F	S	S
30	1	2	3	4	5	6
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

MGMT.191SS

Calendar

Announcements (26)

Discussion

Chat

Activities

Assignment

Class Participation

Exam

Information

Learn + Teaching

Lecture

Library Test

Past Exams

Professional Deve

Quiz

Syllabus

Marks

Resources (16)

Resources (16 items not downloaded)

MGMT.191SS: Activities : Library Test

Title	Start Date
InfoLit 01 Research & Critical	Monday, 26 Jul 2004, 12:00 pm
InfoLit 02 AP	
InfoLit 03 E-	
InfoLit 04 Int	
InfoLit 05 Re	

Welcome to the

Before starting

<http://www.lib>

This test is ope

You have unlim

If you have an

Lynne Mitchell

Charles Knight

InfoLit 05 Re

Welcome to Lib

Before starting

<http://www.lib>

This test is ope

You have unlim

If you have an

Lynne Mitchell

Charles Knight

This module is

**LEARN**

The University of Auckland Library  
Te Tumu Herenga

Home Voyager Databases E-Journals Resources By Subject QuickLinks...

**New Zealand industry and product information**

**8 STEPS**

- Search Voyager to find any books on the industry
- Find recent industry news and articles
- Look at industry reports, profiles and overviews [databases; internet sites]
- Look for company information
- Look for industry association and organisation websites
- Use an internet search engine to find additional industry overviews and global scenarios
- Identify the ANZSIC code and industry description
- Find statistics including trade and market share statistics PLUS..
- Patents, standards, trademarks
- Industry analysis: what is an industry analysis
- Doing business in New Zealand

**1. Search Voyager to find any books on the industry**

With [Voyager](#) it is best to begin with a Guided keyword search rather than a Subject Heading search, unless you know the exact structure of the subject heading. For example, books and journals on the telecommunications industry may have any of the following subject headings:

- telecommunication new zealand
- telecommunication policy new zealand
- telecommunication deregulation new zealand
- telecommunication systems new zealand

# ***Law Programme***



## **Legal Research 1 LAW299**

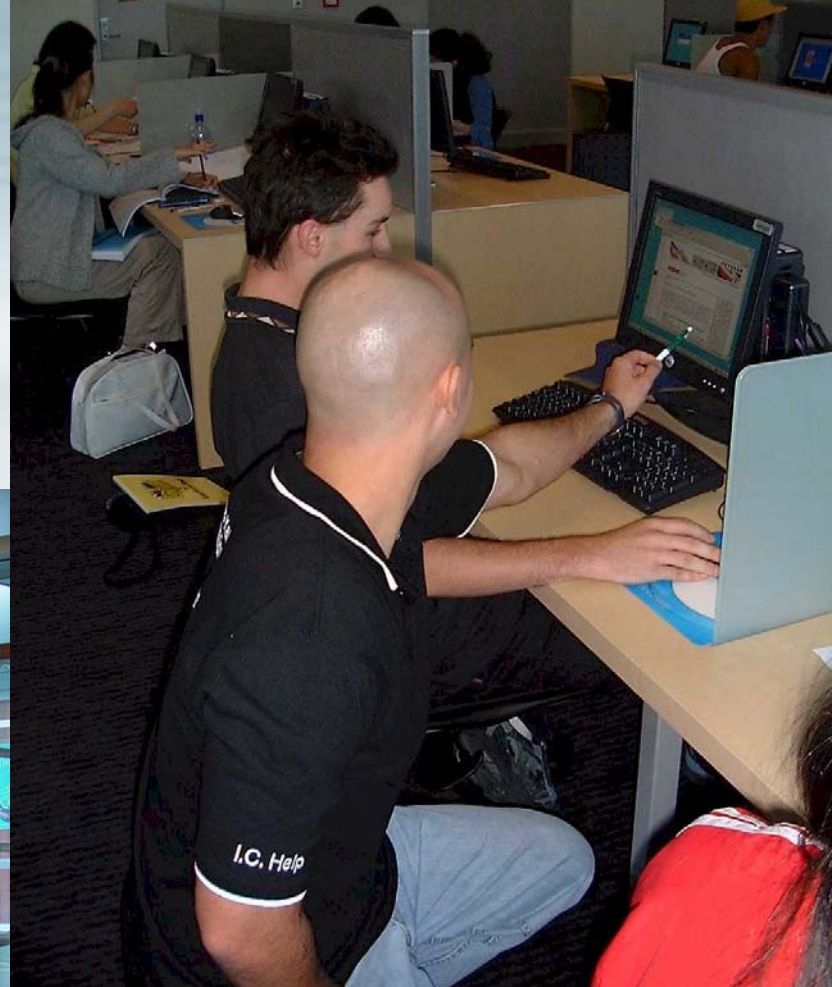
- Compulsory
- Full semester
- 5 taught classes
- Small groups
- 347 students
- Marked worksheets
- Online modules and Tests
- 50% course work, 50% final test
- Pass mark 80%
- Pass/Fail
- Certificate

## **Legal Research 2 LAW399**

- Core in degree
- Full semester
- 10 point course
- 2 hours per week
- 3 streams of 100+
- Marked worksheets
- Online modules & Tests
- 50% course work, 50% research trail
- Graded

## **Legal Research & Methodology LAW788**

- Compulsory
- Modular
- 2 days intensive
- Choice of online or hands-on learning for 5 database training classes
- Selection of 9 methodology classes
- Assessment = research trail for substantive law paper
- Pass/Fail



# Collaboration



University Library  
CAD

Information literacy

IT literacy

Professional development

# New to the Library?



## Feeling LOST?



LEARN – [www.library.auckland.ac.nz](http://www.library.auckland.ac.nz) >> New Voyager Tutorial


▶ Start Tutorial



# Te Punga

VOYAGER TUTORIALS

## Contents

Scroll through the story, help with the search, watch out for  (the lucky icon)

### Introduction: Jay's dream

Te Punga, the Anchorstone

### Chapter 1: Catch *The rising tide*

Jay checks out Title and Author Search

### Chapter 2: TC's morning serial

TC explores Serial Title Search; Library Record

### Chapter 3: Casting a wide net

Kat takes the lead for Keyword and Subject Search

### Epilogue: Gone with the wind

Enjoying a calmer sea

Te Punga - Lite version (dial-up modems)

[Help](#) | [Feedback](#) | [Credits](#) | [Library](#) | [Voyager](#)

Let Te Punga  
Show you the way.



## The online Voyager tutorial



LEARN – [www.library.auckland.ac.nz](http://www.library.auckland.ac.nz) >> New Voyager Tutorial

[▶ Start Tutorial](#)



# THE PUNGA

VOYAGER TUTORIALS

A graphic novel  
And a step-by-step guide.  
Learn how to use Voyager  
In your own time  
At your own pace.

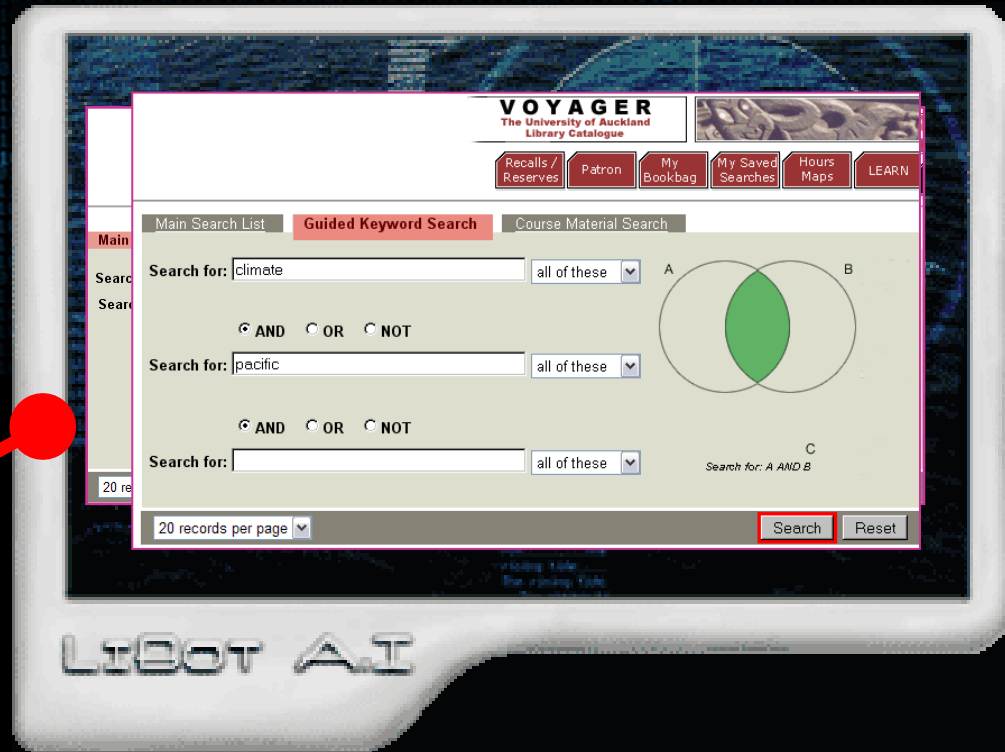
LIBOT A.I



LEARN – [www.library.auckland.ac.nz](http://www.library.auckland.ac.nz) >> New Voyager Tutorial

▶ Start Tutorial

# Follow the story...



# And I learn.



# Collaboration



Graduate Centre  
University Library  
CAD  
Career Centre

Graduate Capabilities  
Programme

Student Admin  
University Library

Collaboration

IT literacy



# ***E-literacy at University of Calgary***



- E-Lit = information literacy and technical literacy
- Students and faculty – separate and integrated
- Information literacy – Library
- Technical literacy – IT, Teaching and Learning Centre

# ***E-Lit Collaborators***



- Information Commons
  - Experts from both literacies
  - Classroom facilities and learning infrastructure
  - Formal and informal instruction
  - Face to face and virtual

# *Faculty*



- Teaching and Learning Centre
  - Experts in technology and teaching and learning
- Liaison librarians
  - Experts in information resources
- Information Technology
  - Experts in technology

# *Instruction in the IC*



- General
  - Library
  - Productivity Software
  - <http://library.ucalgary.ca/services/library&computerinstruction/>
- Specialized
  - IL in the classroom within the course
  - IL and IT in the classroom within the course
  - IT and TLC in the classroom within the course
  - IL and IT and TLC in the classroom within the course

# ***Faculty Technology Days***



- Collaborative instruction for faculty and grad students
- Library, IT and Teaching and Learning Centre
- Organized and hosted in the Library
- This year 36 sessions over three days
- [www.ucalgary.ca/ftd](http://www.ucalgary.ca/ftd)

# *Further e-learning goals*



- Embedded within course management system – links to subject, librarian, technical assistance
- Virtual assistance – reference and technical
- Podcasting, video streaming, self-guided tutorials, or ???
- other Collaborators
- Campus Calgary Digital Library  
<http://ccdl.ucalgary.ca/>

# ***Activity***



## **Planning an Information Commons E-literacy action plan**



Any questions?