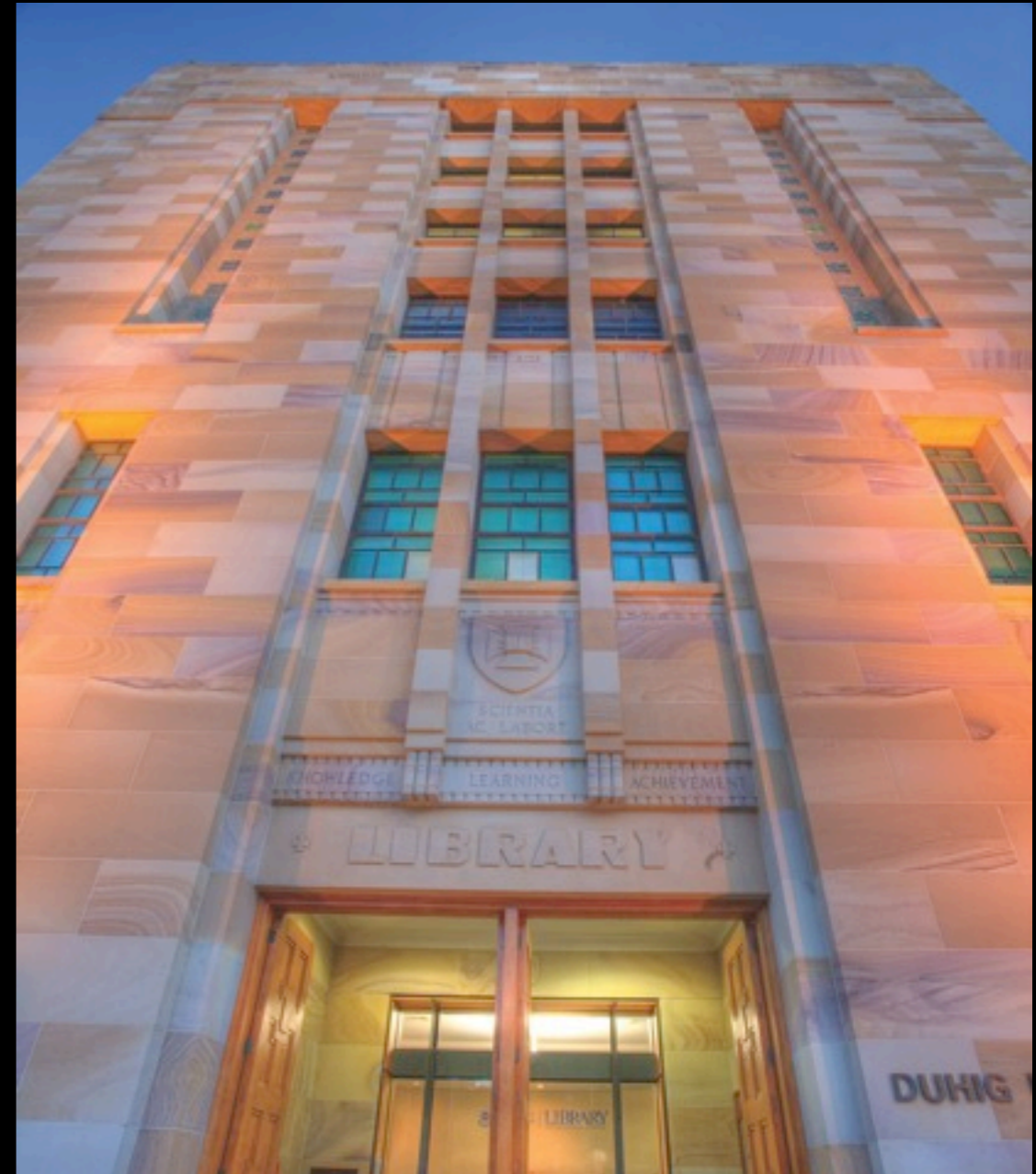




# Learning Spaces for today's and tomorrow's learners

Keith Webster  
15 March 2010



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

**LIBRARY**  
*Enriching world-class scholarship*

The Library is dead

Long live the Library

The transformed library of the future will be at the core of teaching, learning and scholarship.

- partnering with academic departments to create learning activities and environments
- helping to build an infrastructure for learning
- creating an intellectual commons for the community

# Some general thoughts

- Libraries are fundamental to the new ways in which students learn and the new ways in which teachers teach
- Students are very sophisticated in their understanding and use of space
- You can't find a learning space somewhere else and buy one - it has to be context specific
- You can learn from evaluation of space

The evolution of libraries  
(painless version)

Changes in teaching and  
learning

Changes in students

Changes in library design

Students and technology

Students and assessment

Students and place

# The impact of mobile technology



# Collection-centric - 1st generation



# Client-focused - 2nd generation



# Experience-centered - 3rd generation

Looking for educational impact.

Choice of study experiences to enable appropriate engagement with information.

Interacting with information printed, digital, moving media and other people



Talking in booths



Reading in garden, by stream with fish



Spatial experiences need to be appropriate to study behaviour.

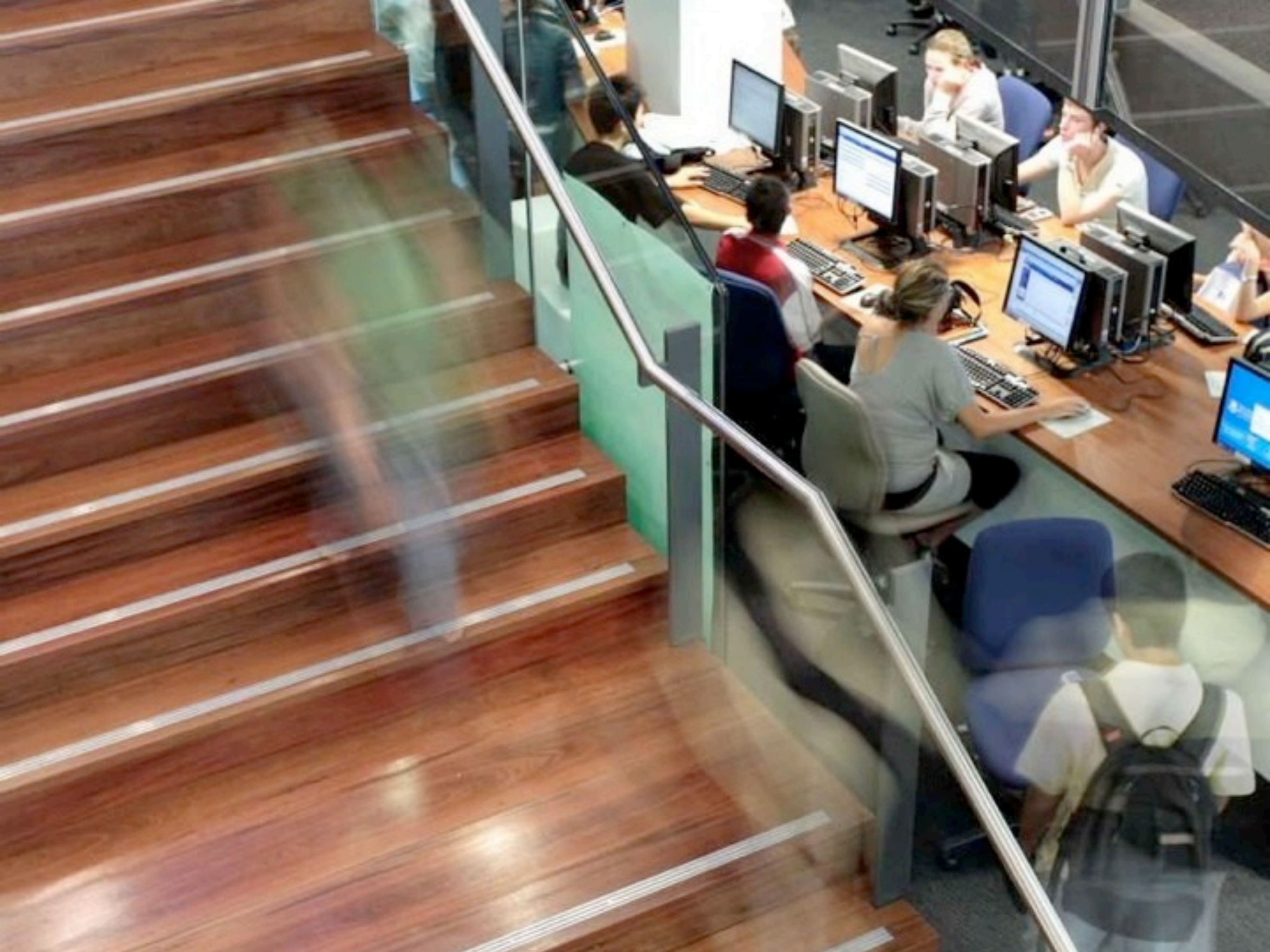














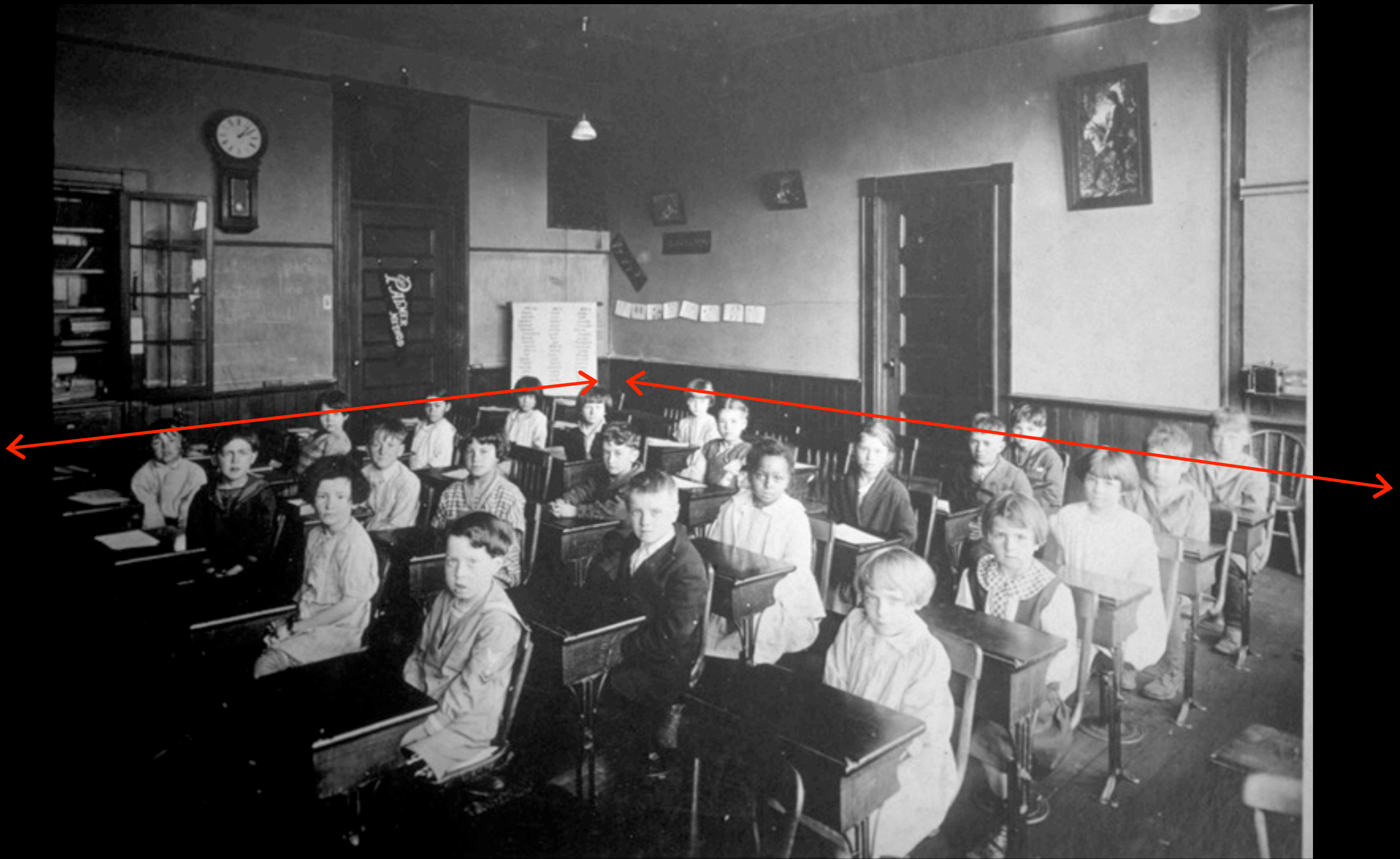
# Connected Learning Experiences - 4th generation

Creating spaces based on pedagogy

looking at the whole campus as a learning environment

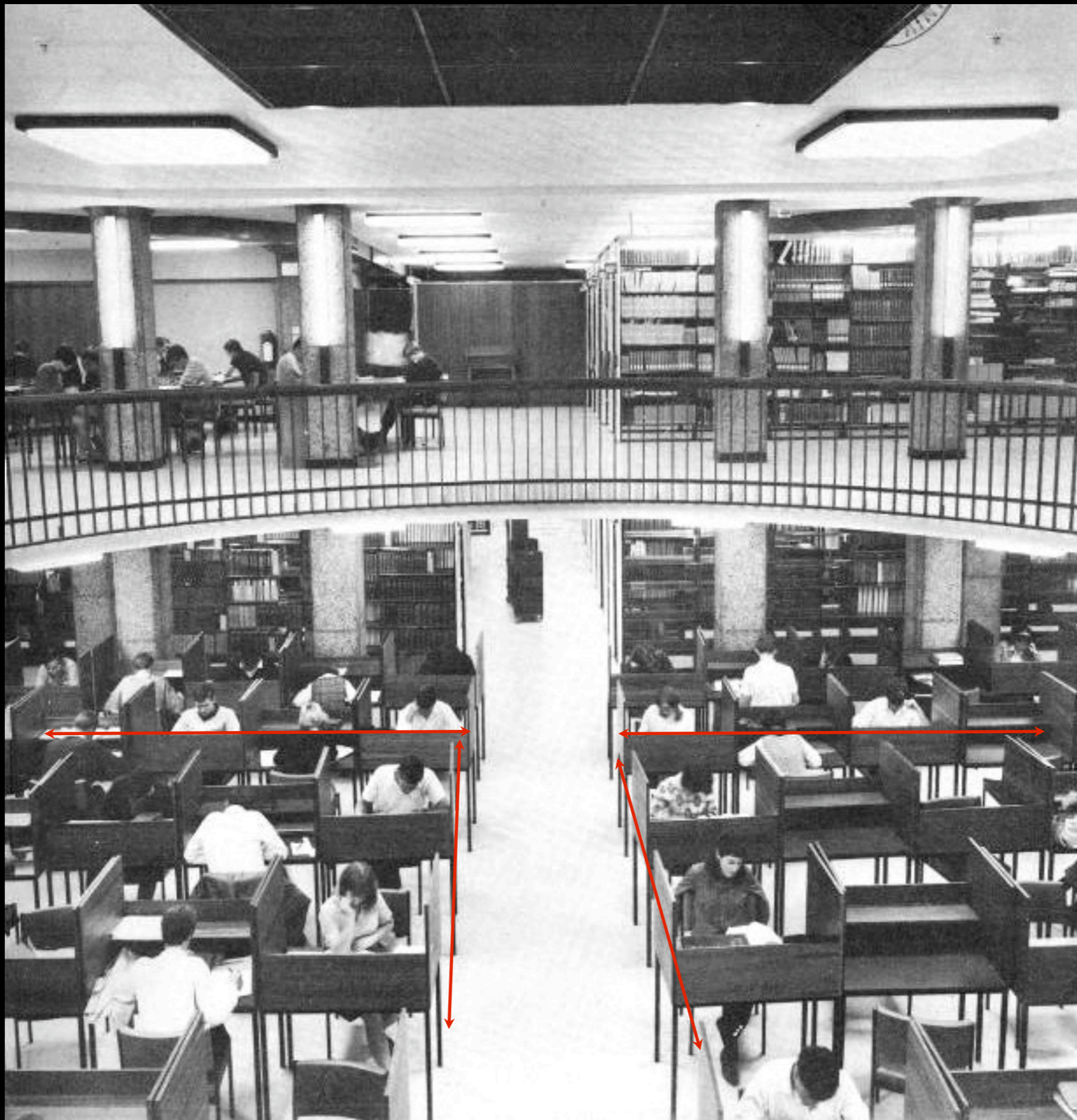


Teaching is changing



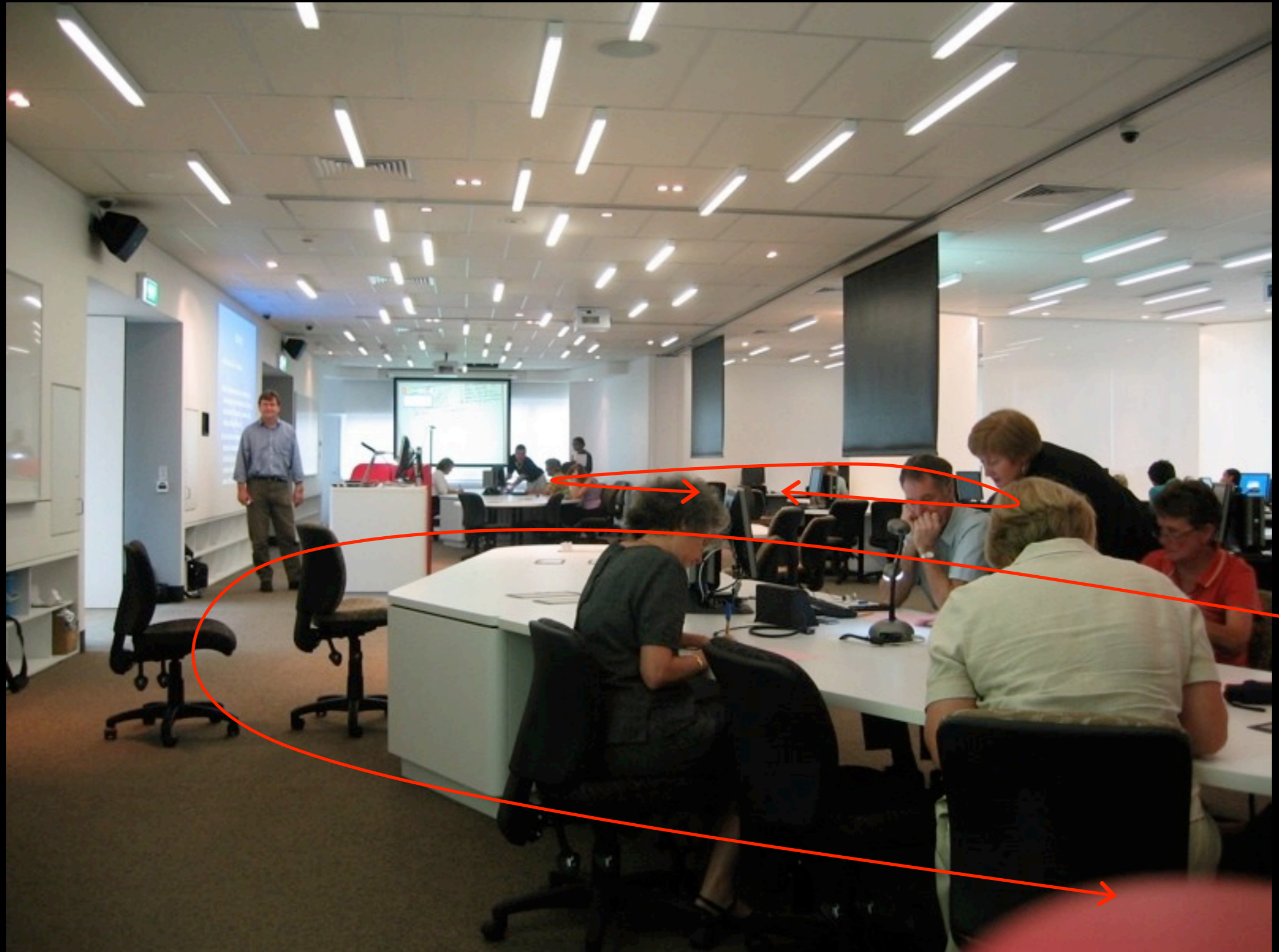














Students are changing

# Today's students

Millennials  
Net generation  
Generation Y



# Today's students

Were born after PCs were the norm

Started school after the Internet was the norm

By the time they reach 21 they will have spent:

- 20,000 hours watching TV

- 10,000 hours on a cellphone

- Under 5,000 hours reading

- Sent/received 200,000 emails

- 10,000 hours on gaming

They have spent their entire lives surrounded by the toys and tools of the digital age

Today's students think and process information fundamentally differently from their predecessors.

# General characteristics of the net generation

Always Connected

Active learners

Multi-Tasking

Resourceful

Inquisitive

Customize

Independent and

Interdependent



# We're sharing content

The image is a screenshot of the YouTube homepage from 2006. At the top, the YouTube logo is on the left, and navigation links for "Sign Up", "My Account", "History", "QuickList", "Help", and "Log In" are on the right. Below the logo is the tagline "Broadcast Yourself™" and a search bar. A horizontal menu contains "Videos", "Categories", "Channels", "Community", and "Upload Videos".

The main content area is divided into several sections:

- Director Videos:** A row of four video thumbnails with titles like "Pontiac Game Channel...", "Asia Extreme: THE B...", "La música y la litaf...", and "Heaven".
- Featured Videos:** A section titled "Featured Videos selected by: YouTube Editors" containing a list of videos. Each entry includes a thumbnail, title, description, duration, view count, and rating. Examples include:
  - "Creation Science 101" by Roy Zimmerman (04:25, 25,190 views, 5 stars)
  - ALEX DEPUÉ DAZZLES OPEN MIC NIGHT (02:26, 144,932 views, 5 stars)
  - Rosebot (00:33, 12,797 views, 5 stars)
  - Cool duo of vivaki summer (02:44, 15,964 views, 5 stars)
  - Very Large Hail (03:17, 28,241 views, 5 stars)
- Member Login:** A form with fields for "User Name:" and "Password:", a "Login" button, and a "Sign Up" link. It also includes a "Forgot: Username | Password" link.
- 2006 VIDEO AWARDS THE WINNERS!:** A red banner with the YouTube logo and text "VOTING IS OVER... announcing THE WINNERS!".
- What's New at YouTube:** A section with two items:
  - TestTube:** "Try out new YouTube features in development, and let us know what you think!"
  - More Channel Customizations:** "With more control. Now you can choose which sections appear in your Profile."
- Bottom Banner:** A banner for the "NCAA® MEN'S BASKETBALL CHAMPIONSHIP" presented by "PONTIAC".



# We're creating community

**facebook** home search browse invite help logout

Browse My Networks Queensland

Browsing your friends and people from the **Queensland** network.

Displaying 5 random people from Queensland. show more

	Name: Shannon Mursie Networks: UBC '08 Queensland Vancouver, BC	Send Message Poke Her! View Friends Add to Friends
	Name: Eddie Piscina Networks: St. Josephs PA '08 Queensland	Send Message Poke Him! View Friends Add to Friends
	Name: Jack Holland Networks: Cambridge Alum '05 Queensland Grad Student '06 Birmingham UK Grad Student '09 London	Send Message Poke Him! View Friends View Photos Add to Friends
	Name: Chris Williams Network: Queensland '08	Send Message Poke Chris! View Friends Add to Friends
	Name: Eloise McMahon Network: Queensland '07	Send Message Poke Her! View Friends View Photos Add to Friends

Sort Method: Random

Sex:  All  Male  Female

Age: [ ] to [ ]

Relationship Status:  Single  In a Relationship  In an Open Relationship  Married  Engaged  It's Complicated

Interested In

Looking For

Political Views

Other Criteria

Update

Reset

I'll find something to put here. show more

about blog developers jobs terms privacy advertise  
a Mark Zuckerberg production  
Facebook © 2007

# We're collaborating

The image is a screenshot of the English Wikipedia homepage as it appeared in 2007. At the top left is the Wikipedia logo, a globe with letters, and the text "WIKIPEDIA The Free Encyclopedia". Below it are navigation and search boxes. The main content area is titled "Welcome to Wikipedia, the free encyclopedia that anyone can edit." and shows "1,705,827 articles in English". There are tabs for "main page", "discussion", "view source", and "history". A sidebar on the left contains "navigation", "interaction", "search", "toolbox", and "in other languages" sections. The main content area features a "Today's featured article" section with a thumbnail of the book cover for "Aradia, or the Gospel of the Witches" and a text block describing the book. Below this is a "Did you know..." section with several bullet points and a small image of a river. To the right is an "In the news" section with a list of recent events and a small flag of Mauritania. Below that is an "On this day..." section with a list of historical events and a small portrait of a man. At the bottom is a "Today's featured picture" section with a large image of a nuclear explosion and a text block describing the "rope trick effect".

**Welcome to Wikipedia,**  
the free encyclopedia that anyone can edit.  
1,705,827 articles in English

**Today's featured article**

**Aradia, or the Gospel of the Witches** is an 1899 book by Charles Godfrey Leland. The book is an attempt to portray the beliefs and rituals of an underground religious witchcraft tradition in Tuscany that had survived for centuries until Leland's claimed discovery of its existence in the 1890s. Scholars have disputed the veracity of this claim. Still, the book has become one of the foundational texts of Wicca and Neo-paganism. Its fifteen chapters portray the origins, beliefs, rituals and spells of an Italian pagan witchcraft tradition. The central figure of that religion is the goddess Aradia who came to Earth to teach the practice of witchcraft to oppressed peasants in order for them to oppose their feudal oppressors and the Christian church. Leland's work remained obscure until the 1950s, when other theories about, and claims of, "pagan witchcraft" survivals began to be widely discussed. Aradia began to be examined within the wider context of such claims. Scholars are divided, with some dismissing Leland's assertion regarding the origins of the manuscript, and others arguing for its authenticity as a unique documentation of folk beliefs. [\(more...\)](#)

Recently featured: [Finnish Civil War](#) – [Ian Thorpe](#) – [Wesley Clark](#)

[Archive](#) – [By email](#) – [More featured articles...](#)

**Did you know...**

From Wikipedia's newest articles:

- ...that the **Macal River** (*pictured*) drains classic Mayan settlements and controls the flood stage of Belize's largest river?
- ...that the newly-named *Oryctodromeus*, a genus of small herbivorous dinosaur from the mid Cretaceous of Montana, is the first dinosaur described as making burrows?
- ...that **Cochiti Dam** in New Mexico is one of the ten largest dams in the United States, the 23rd largest in the world, and the eleventh largest earthen dam worldwide?
- ...that the South African physician **Abdullah Abdurahman** became Cape Town's first coloured city councillor in 1904?
- ...that the publishers of the American music magazine *Option* once launched a spin-off fashion magazine, *UHF*?
- ...that the 1991 Spanish film *Amantes* shocked audiences due to the frankness of its sex scenes?

[Archive](#) – [Start a new article...](#)

**In the news**

- Sidi Ould Cheikh Abdallahi** is declared the winner of the Mauritanian presidential election (*flag pictured*).
- In Northern Ireland, members of the DUP and Sinn Féin, led respectively by Ian Paisley and Gerry Adams, meet face-to-face for the first time, and agree on a timetable for implementing the **St Andrews Agreement**.
- Iran's Revolutionary Guards **detain** fifteen British Royal Navy personnel assigned to HMS *Cornwall*, alleging they illegally entered Iranian waters.
- Jamaican police are treating the death of Pakistan cricket team coach **Bob Woolmer** during the ongoing Cricket World Cup as a case of murder.
- More than one hundred coal miners are confirmed dead in the **Ulyanovskaya Mine disaster**, Russia's worst mining accident in a decade.

[Wikinews](#) – [Recent deaths](#) – [More current events...](#)

**On this day...**

**March 27: Education and Sharing day** in the United States (2007).

- 1513 - Spanish conquistador Juan Ponce de León (*pictured*) first sighted Florida, purportedly while searching for the Fountain of Youth in the New World.
- 1794 - The **United States Navy** was established.
- 1958 - **Nikita Khrushchev** became Premier of the Soviet Union.
- 1964 - The **Good Friday Earthquake** and subsequent tsunamis devastated Anchorage, Alaska.
- 1977 - Two Boeing 747 airliners collided in the **Tenerife disaster** on Tenerife of the Canary Islands, killing 583 people and resulting in the worst aircraft accident in aviation history.

Recent days: [March 26](#) – [March 25](#) – [March 24](#)

[Archive](#) – [By email](#) – [More anniversaries...](#)

**Today's featured picture**

A photo of the **rope trick effect**, the name for the lines and spikes which emanate from the fireball of a nuclear explosion just after detonation, from the Tumbler-Snapper test series of 1952. The fireball has a surface temperature of over 20,000 kelvins and emits huge amounts of visible light radiation. The "rope tricks" which protrude from the bottom are caused by the heating, rapid vaporization and then expansion of the mooring cables tethering the tower supporting the nuclear bomb at the start of the test.

Photo credit: Lawrence Livermore National Laboratory

# We're sharing our thoughts

# Jschool Blog

A weblog by journalism students at Jschool: Journalism Education & Training, Australia

## Differences in Newspaper Styles

On a more journalistic theme, I had the opportunity to read the Australian military newspaper today. It was a good way to pass time while I waited for my friend. While they used the same attention grabbing intros that we've been discussing, the flavour of the stories was complete different.

The daily newspapers tend to have a very pessimistic tone; the army publication had a very positive, uplifting feel. Stories reflected achievements like days of flight without accident, battle re-enactments, and general information. The stories are clearly designed to boost moral and reassure people about the army's role in its deployments and that it is taking care of its soldiers. It definitely succeeds; I walked away with a warm fuzzy feeling.

Posted March 23rd, 2007, By: Robyn

Posted in [Jschool 2007](#) | [No Comments](#) »

## Globe Hoping

As one of two northern hemisphere folks and the only person in this years class who has not been to Australia before, I've decided that my

### Pages

- » [About J school's Class of 2006](#)
- » [About Jschool](#)
- » [About Jschool's Class of 2007](#)
- » [Other j-school blogs](#)

### Archives

- » [March 2007](#)
- » [December 2006](#)
- » [November 2006](#)
- » [October 2006](#)
- » [September 2006](#)
- » [August 2006](#)
- » [July 2006](#)

### Categories

- » [Jschool 2006](#) (55)
- » [Jschool 2007](#) (13)

### Links

- » [Jschool Home](#)

### Admin

- » [Login](#)

# We're sharing our expertise

## Synopsis

This work explains the highly anticipated return of Dalziel and Pascoe, the hugely popular police duo and stars of the long-running BBC TV series, in a new psychological thriller. Can it be true? Has the Fat Man really sung? Caught in the blast of a huge Semtex explosion, the only thing preventing Superintendent Andy Dalziel from stepping through Death's door might be his own size (and indomitable willpower). As he lies on a hospital bed, it falls on DCI Peter Pascoe to seek justice for Andy. The security services have written it off as an accident - the terrorist suspects have paid for their clumsiness with their lives. Who, then, are the Knights Templar, a shadowy group exacting summary public justice on their enemies? Pascoe is certain of a conspiracy and the attempted murder of Yorkshire Police's most inept officer only convinces him further. But if the plot is complex, the climax will prove astounding!

## Rate this item to improve your recommendations

I Own It       Rate it

## Customers who viewed this item also viewed

[Ruling Passion \(Dalziel & Pascoe Novel\)](#) by Reginald Hill

[Asking for the Moon \(Dalziel & Pascoe Novel\)](#) by Reginald Hill

[Bad Luck and Trouble](#) by Lee Child

[At Risk](#) by Patricia Cornwell

[The Stranger House](#) by Reginald Hill

▶ [Explore similar items](#) : [Books](#) (49) [DVD](#) (1)

## Customer Reviews

Average Customer Review: **★★★★★**

[Write an online review](#) and share your thoughts with other customers.

1 of 1 people found the following review helpful:

**★★★★★ Better than the telly**, 25 Mar 2007

Reviewer: [Paul Curd](#) (Kent) - [See all my reviews](#)

REAL NAME

Although I've followed the adventures of Dalziel and Pascoe on TV, this is the first Reginald Hill book I've read. It's alleged that, unlike Colin Dexter with John Thaw's Morse, Reginald Hill does not approve of Warren Clarke playing Andy Dalziel in the TV adaptations of his novels (he isn't fat enough to play the Fat Man for a start). Hill denies it, of course (or at least he denied it in a recent interview I read), but his latest book represents a formidable challenge to the TV adapters. For the eponymous hero spends most of the book lying in a coma in intensive care, until finally . . .

Of course Dalziel won't die, you're thinking. Will he? Well, the clue is in the title. I won't give away the ending, but I have to confess I was shocked.

The story isn't your usual police procedural type of tale. It is a story with a complex plot about an extremist plot against extremist plotters, with a multi-layered counterplot. The introduction of the Security Services adds to the mix and takes the story off in unexpected directions. It's a book about belief (in truth, in God, in self, in right and wrong) and about identity and division (Yorkshire/Lancashire, Anglo/Asian, Christian/Muslim, cops/spooks). The novel is perfectly structured, but it's the development of the characters (especially Peter Pascoe without the support and guidance of the comatose Dalziel) that brings the story to life.

Was this review helpful to you?  Yes  No [\(Report this\)](#)

23 of 23 people found the following review helpful:

**★★★★★ The death of Dalziel**, 10 Mar 2007

Reviewer: [J. L. Steemson](#) (West Midlands, UK) - [See all my reviews](#)

REAL NAME

I tried to read this as slowly as possible to prolong the sheer self-hugging joy of it all but, of course, I was unequal to the task. Swept along by the helter-skelter pace of the story line, I paused only to look up all the words and references with which I was not familiar. (Quite a few, as usual, when reading Mr Hill). To describe the plot would probably render me fit only for a Dalzielesque verbal broadside from other readers, so all I can do is recommend it with all my heart.

Was this review helpful to you?  Yes  No [\(Report this\)](#)

# Tomorrow's students

Post-millennials  
Generation Z





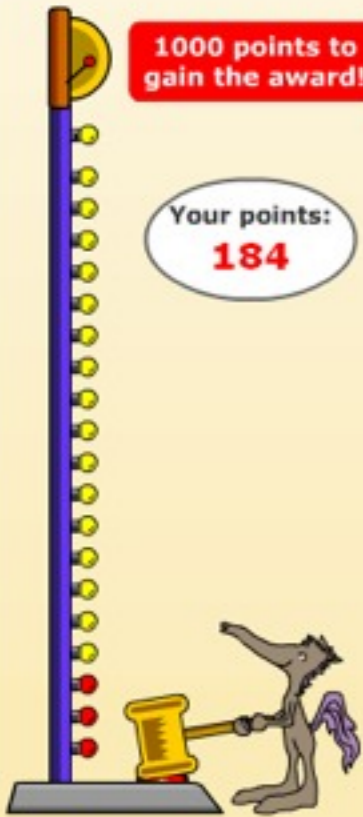
### Weekly Award

14 May to 20 May

Weekly Points **184**

1000 points to gain the award!

Your points: **184**



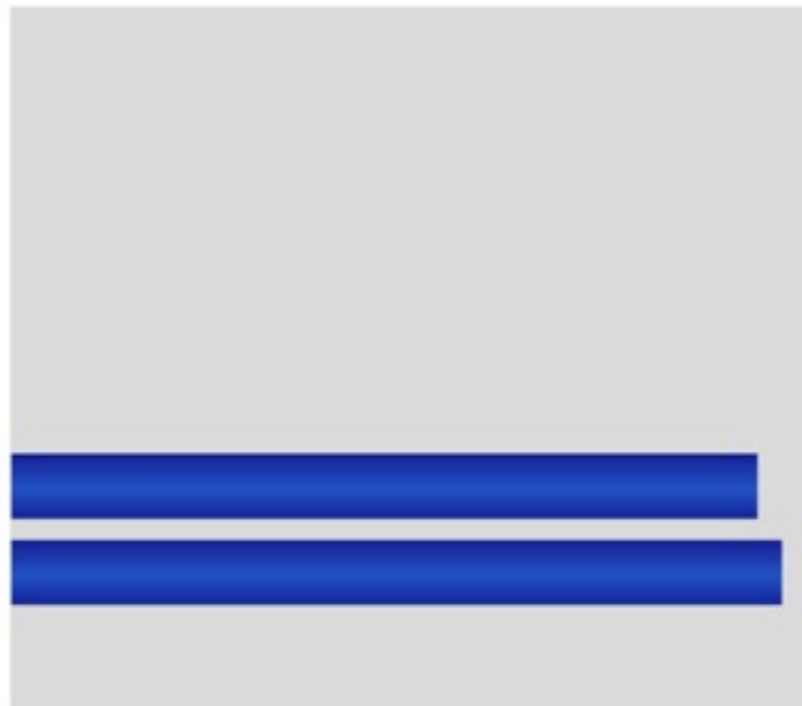
My Certificate Room

World Hall of Fame Points

0

How is this Calculated?

- Addition and Subtraction
- Counting and Grouping
- Multiplication and Division
- Order and Direction
- Graphs and Patterns
- Measurement
- Tens and Fives
- Shapes, Objects and Fractions



**PLAY LIVE MATHLETICS!**

**ANIMATED MATHS DICTIONARY**

### Personal Best

100 14 May 2007

Operations with Number: Groups of Two

100 11 May 2007

Multiplication and Division: Remainders by Arrays

78 11 May 2007

Multiplication and Division: ARE YOU READY?



# trallalla

## GALAXIE Nr. EINS

Planeten: HALLO  
HÖR ZU  
WIE GEHT'S  
FEDERMÄPPCHEN  
ZAHLEN (1-12)



## GALAXIE Nr. ZWEI

Planeten: ALTER  
LÄNDER  
NATIONALITÄTEN  
WOCHE  
WETTER  
ALPHABET



## GALAXIE Nr. DREI

Planeten: FAMILIE  
FARBEN  
MONATE  
ZAHLEN (1-31)  
DATUM  
TIERE



crisis  
on  
the  
coast

[Home](#) [Introduction](#) [Objectives](#) [Rules](#) [Catchment HQ](#) [Calendar](#) [Rewards](#) [Past Cases](#)

## Introduction

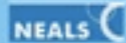
Welcome investigators and information-seekers!

*Murder under the Microscope* is an online environmental game for school students in years 5 to 10, typically children aged 9 to 14 years.

From 29 April 2009 the Catchment Headquarters website will be live. In the weeks that follow, clues will be uncovered.

Once the game begins, teams of students will research and analyse the evidence to solve the crime. The project culminates with the students submitting a plan to protect the environment.

MURDER  
UNDER THE  
MICROSCOPE



© State of New South Wales, Department of Education and Training, 2009 | [privacy policy](#)





[www.microscope.edu.au](http://www.microscope.edu.au)





## Messages



Type	Date	From
 MMS	Tue Jun 9 06:07:00 GMT+1000 2009	Cassandra
 MMS	Tue Jun 9 06:05:00 GMT+1000 2009	Scientists
 SMS	Tue Jun 9 06:00:00 GMT+1000 2009	CHQ
 MMS	Wed Jun 3 12:01:00 GMT+1000 2009	Scientists
 MMS	Wed Jun 3 06:05:00 GMT+1000 2009	Cassandra and Danno
 SMS	Wed Jun 3 06:00:00 GMT+1000 2009	Customs
 SMS	Tue Jun 2 17:00:00 GMT+1000 2009	Danno
 MMS	Tue Jun 2 15:00:00 GMT+1000 2009	Danno

Messages  
Crime sites

Map Satellite Hybrid Terrain

The map displays several crime sites marked with blue pins. In Southeast Asia, there is one pin in Malaysia and one in Indonesia. In Australia, there are pins in Western Australia (WA), Northern Territory (NT), Queensland (QLD), South Australia (SA), New South Wales (NSW), Victoria (VIC), and Tasmania (TAS). In New Zealand, there are two pins. The Indian Ocean is labeled to the west of Australia. The map interface includes a zoom control on the left and a style selector at the top right.

POWERED BY Google

Map data ©2009 Europa Technologies - [Terms of Use](#)

Close

## Scientists' Area

Welcome to the Scientists' area. Here you can ask questions to help your investigation. The Scientists will only answer scientific questions that show some thinking on your part. Questions such as, "What is the victim?" will not be answered. Check out the sites below for ideas.

- **Scientific Skills - learning to ask questions.**
- **Scientific inquiry process**

Each team may submit three questions from **May 20, 12:00 AEST** to **June 02, 12:00 AEST**, here in the Scientists's area of the website.

Search for a question

Search

ViewAll

1	2	3	4	5	6	7	8	9	10	...	>>
Subject	Question	Date Posted	Status								
smoke	what chemicals are in the smoke that is coming out of the chimney	26/05/2009 12:28:12 PM	Show Answer								
Macarthur River	Has the cane toad reached mcarthur river and decimated fauna populations	26/05/2009 1:36:34 PM	Hide Answer <b>Team name:</b> Therry Environment Club <b>Answer:</b> The cane toad has reached the McArthur and while it has caused large population reductions in the predators (carnivores) and scavengers it has had much less of an effect on the herbivores or grazers.								

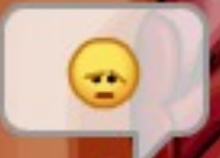
NEWS  
new!



COFFEE SHOP

EXIT  
CLOSED

COFFEE & CROISSANT



Funny 510  
Quirky6778

Zagade

Mw5108  
Bwuno

Billy Beaton  
Leo 5671

Annabentley

Wooly290

P@lkyp0ss



ice 0002

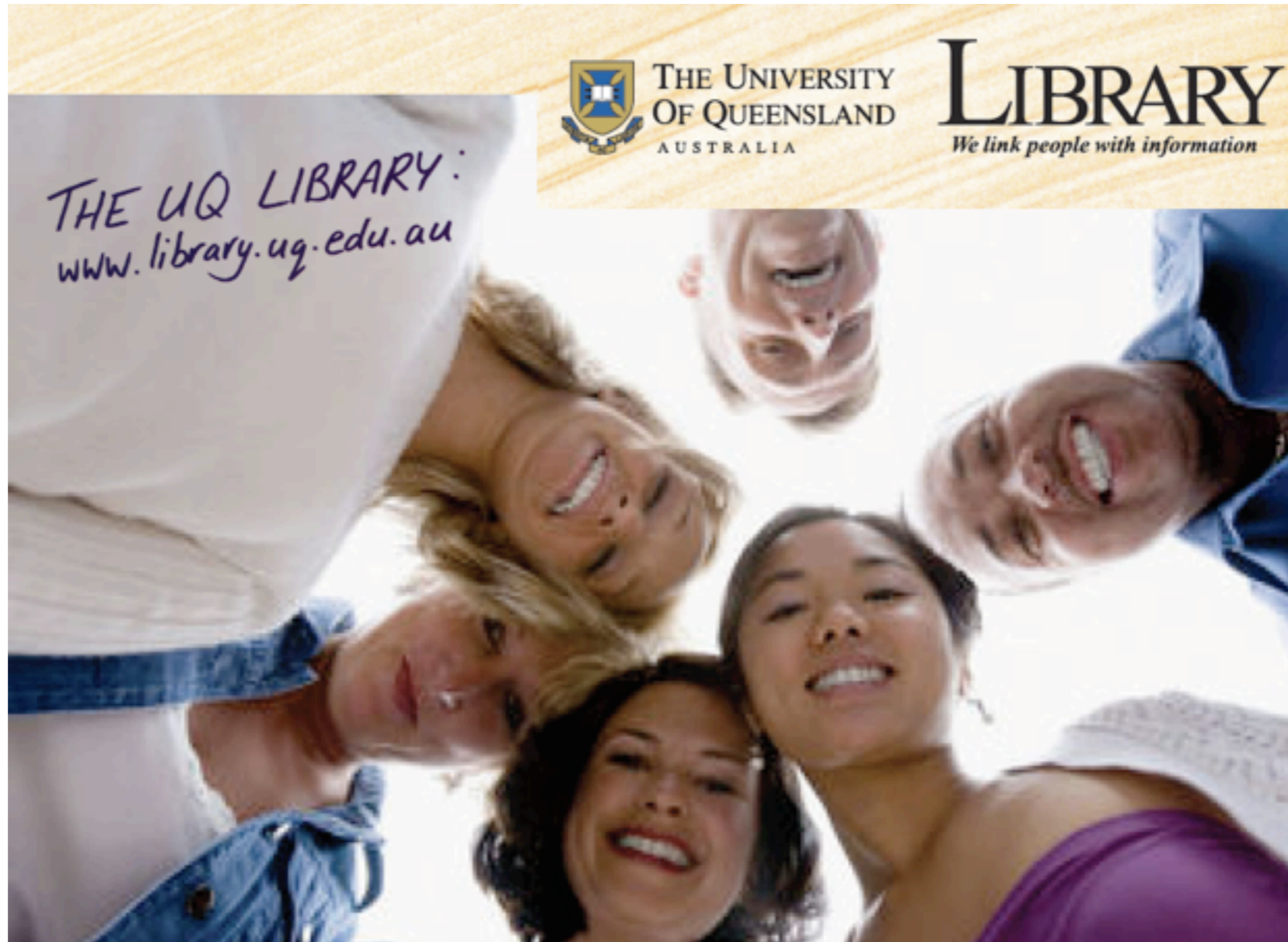
Navigation bar with icons for chat, emojis, a penguin, a lightbulb, a star, a smiley face, a house, and a question mark.

---

## Parents, Partners and Friends:

learn how to become an active part of your student's university experience

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**Keith Webster**

University Librarian and Director of Learning Services

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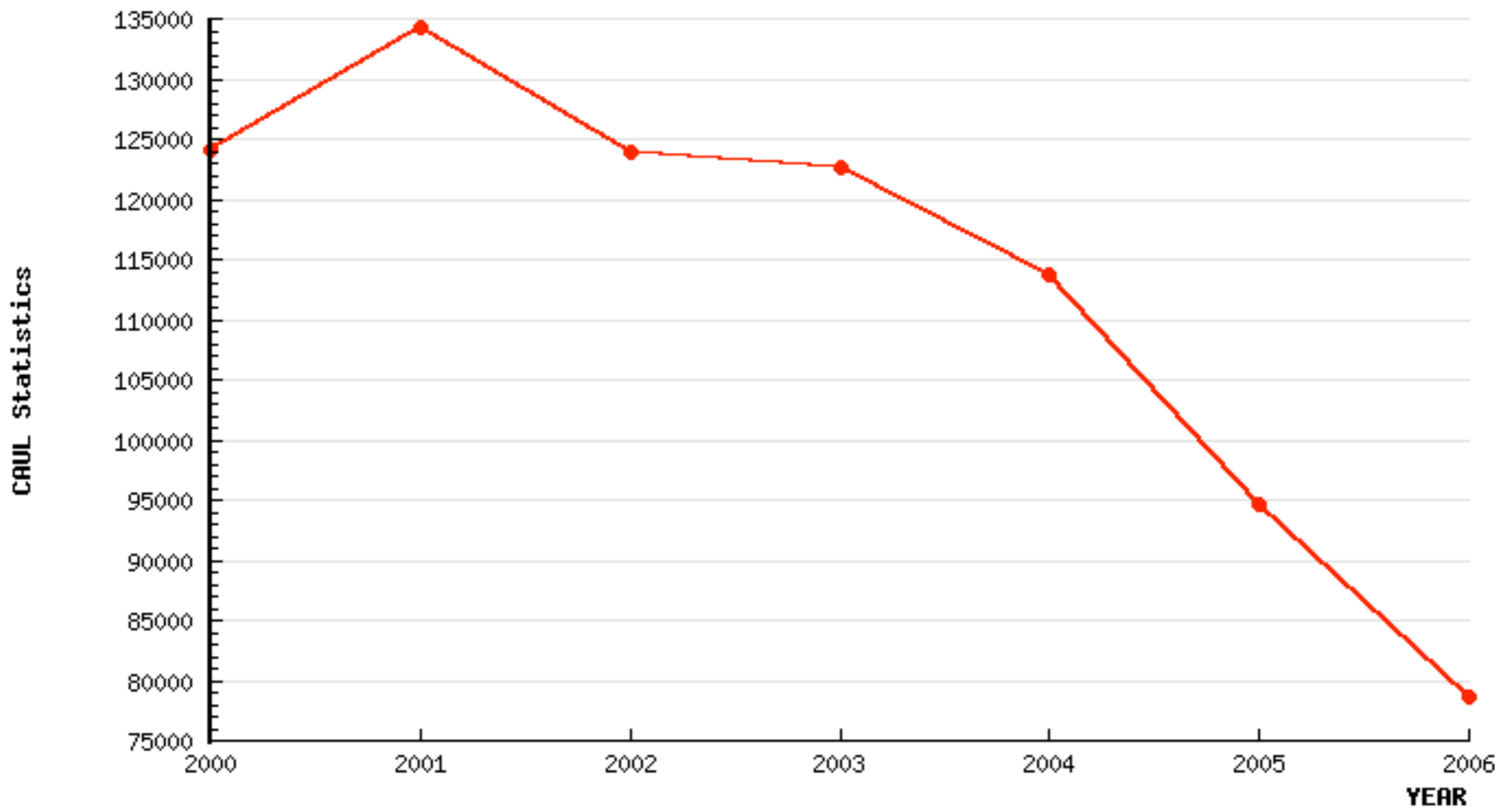
Net Gen Trait	Learning Theory	Learning Space	IT Application
Group activity oriented	Collaborative, cooperative, supportive	Small-group work spaces	IM chat; virtual whiteboards; screen sharing
Goal and achievement oriented	Metacognition; formative assessment	Access to tutors, consultants, and faculty in the learning space	Online formative quizzes; e-portfolios
Multitaskers	Active	Table space for a variety of tools	Wireless
Experimental; trial-and-error learners	Multiple learning paths	Integrated lab facilities	Applications for analysis and research
Heavily reliant on network access	Multiple learning resources	IT highly integrated into all aspects of learning spaces	IT infrastructure that fully supports learning space functions
Pragmatic and inductive	Encouraging of discovery	Availability of labs, equipment, and access to primary resources	Availability of analysis and presentation applications
Ethnically diverse	Engagement of preconceptions	Accessible facilities	Accessible online resources
Visual	Environmental factors; importance of culture and group aspects of learners	Shared screens (either projector or LCD); availability of printing	Image databases; media editing programs
Interactive	Compelling and challenging material	Workgroup facilitation; access to experts	Variety of resources; no "one size fits all"

Learning Space	Library offering (indicative)
Small-group work spaces	Group study rooms
Access to tutors, consultants, and faculty in the learning space	Reference librarians, IT support
Table space for a variety of tools	Variety of shapes and sizes
Integrated lab facilities	Moot Court
IT highly integrated into all aspects of learning spaces	1400 desktop computers, wireless, loan laptops
Availability of labs, equipment, and access to primary resources	Manuscripts, rare books, online resources
Accessible facilities	Designed with this in mind
Shared screens (either projector or LCD); availability of printing	Plasma, projectors, MFDs
Workgroup facilitation; access to experts	Reference librarians

Library use is changing

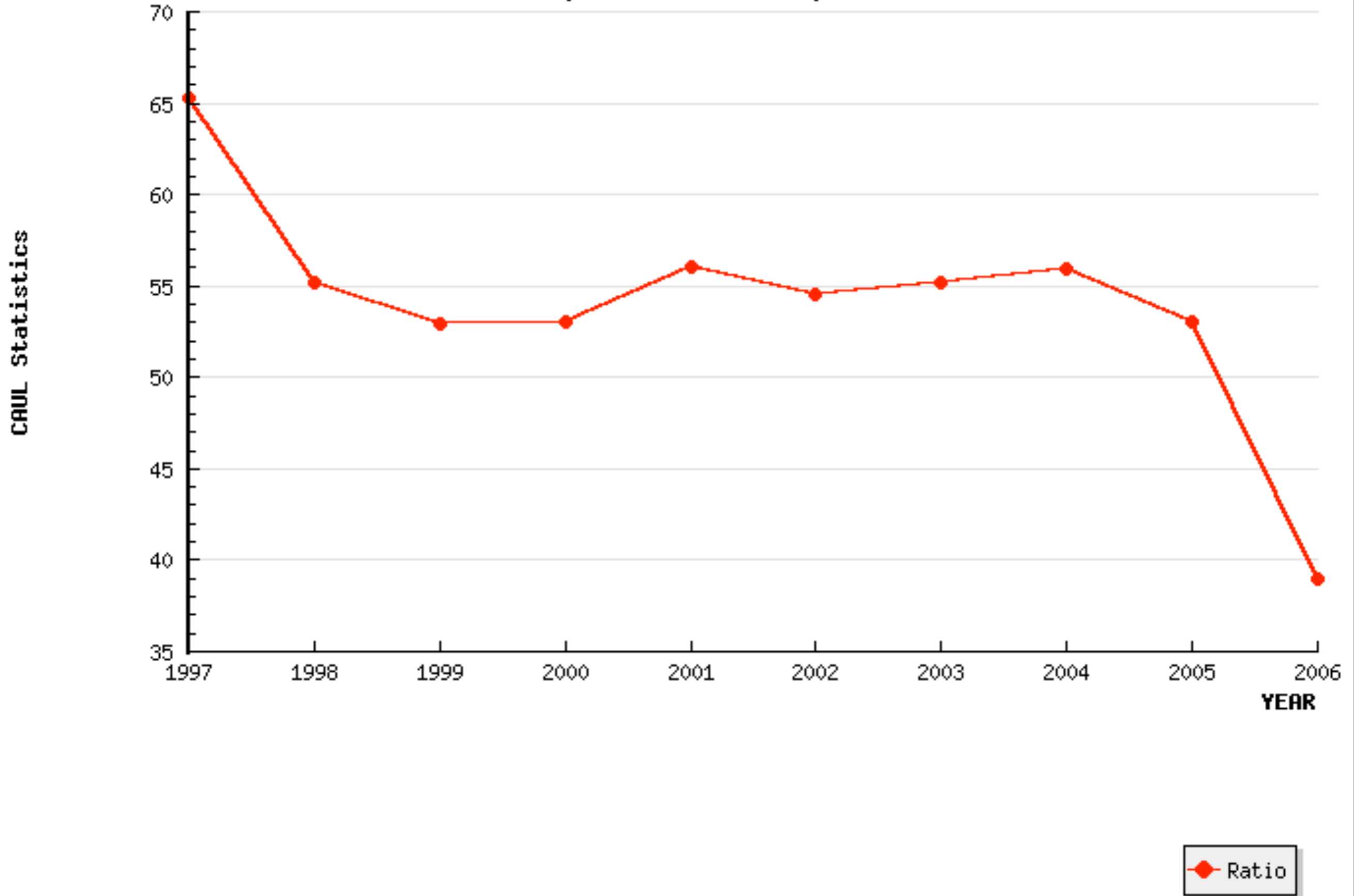


# University of Queensland



Info Literacy: Reference Trans (2000 - )

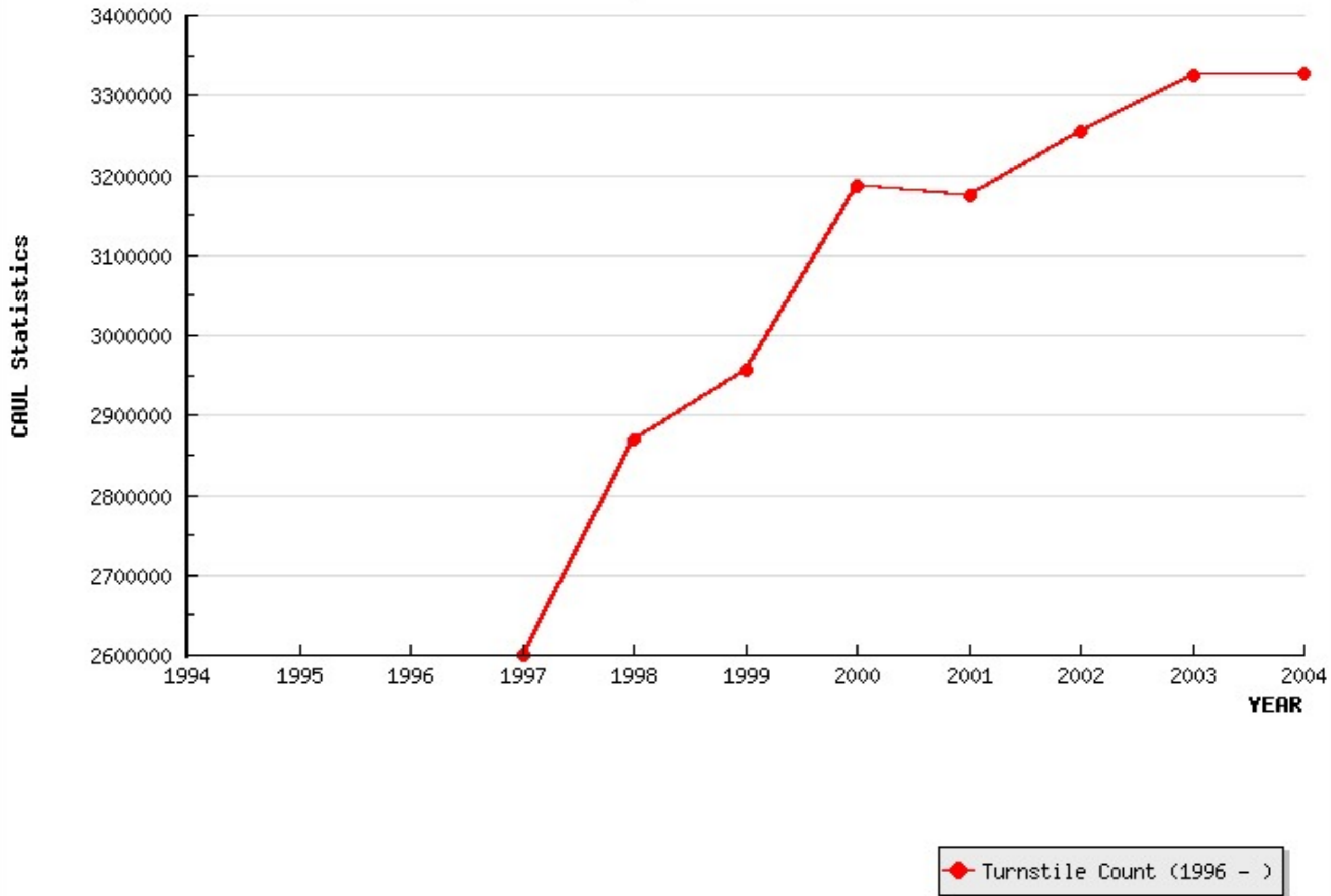
University of Queensland  
Ratio of Loans: Total / Students: Total EFTSU



In 2000 we made 1.1  
million loans to staff and  
students

In 2009 this had fallen to  
under 700,000

# University of Queensland



# Researchers' Use of Academic Libraries and their Services

What are academic libraries for in a changing world?

How are they developing their services and strategies for supporting researchers?

How are researchers making use of those services?

How might libraries and their services change for the future?

## Researchers' Use of Academic Libraries and their Services

A report commissioned by the Research Information Network and the Consortium of Research Libraries

April 2007

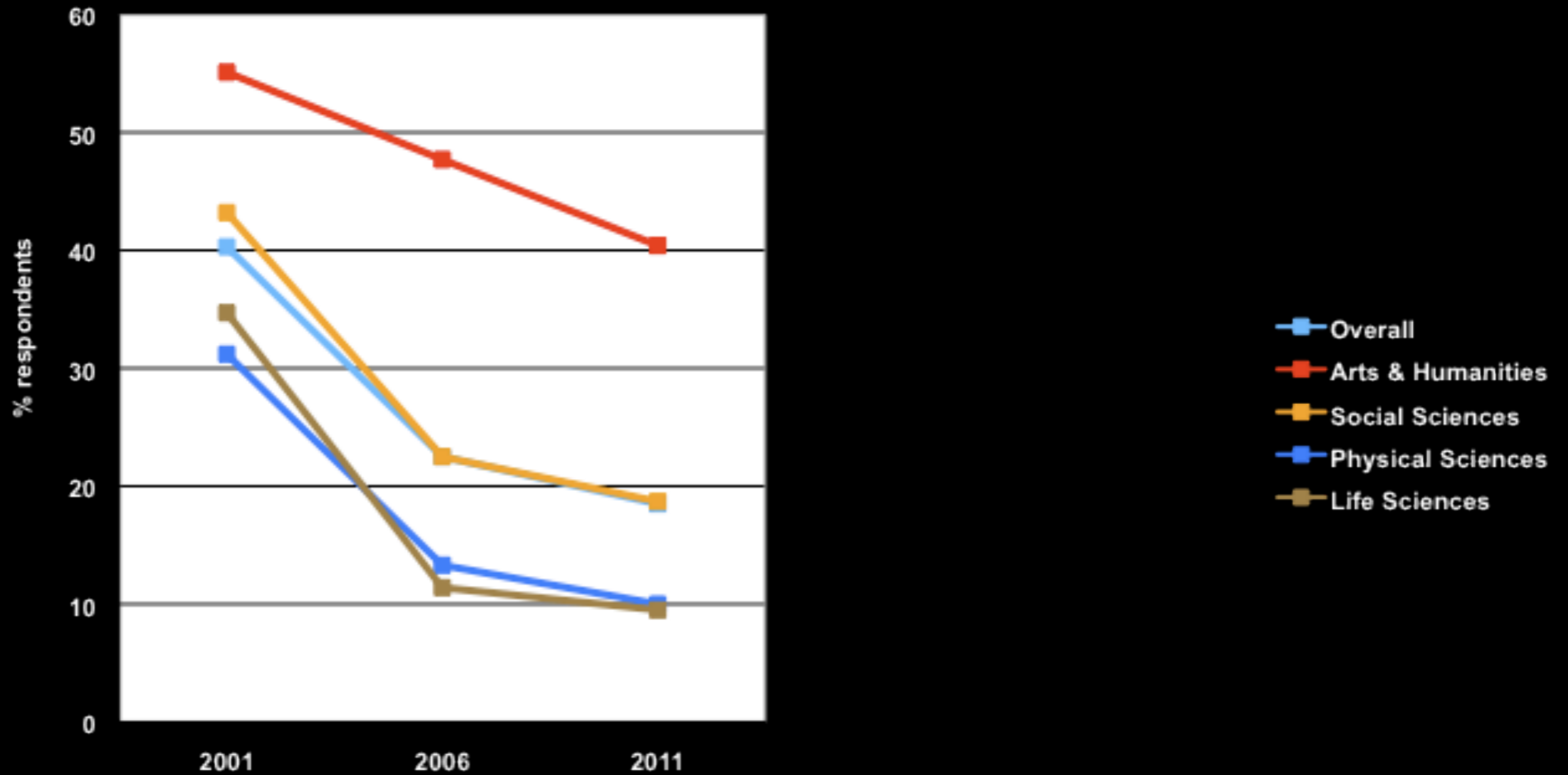


[www.rin.ac.uk](http://www.rin.ac.uk)



[www.curl.ac.uk](http://www.curl.ac.uk)

# Weekly visits to the library



# OK, so far:

- We have seen that libraries, students and teaching are changing
- We have seen that there's a lot of "technology" around
- We have seen that the use of libraries is changing
- There's a need to respond
- What voice do we give to our students in this?



Do we know what  
students *really* do?

# Major research study

- Focus group start-up
- Ethnographic approach
- Assignment as focus



# Focus group themes

- Opening foci
  - What are we doing well?
  - What could we do better?
  - What more could we do to support you in your studies?
- Your assignment story
  - Where did you work? With whom? What information did you gather? Where did it come from? What technology did you use? From whom did you seek advice?

## Information Seeking Behaviour of First Year Students

A research study

Log Book

Programme:.....

Course:.....

Assignment topic

---



---



---

Length:.....

Due Date:.....

Date work on assignment commenced: .....

For each day, please record the following:

- Persons consulted: (categories, not names; eg friend, tutor)
- Places where you worked: eg library –(please give branch and space – group or quiet or room); home; collaborative learning centre; coffee shop; on the train; etc
- Activities undertaken: See list below (not exclusive – add anything else you need to)
- Time spent in each activity

Types of activity:

- Attend Library information class
- Begin writing
- Course reading lists
- Draft essay
- Identify key concepts
- Look at Assignment Planner
- Note taking
- Reading from articles
- Reading from books
- Recording references
- Searching databases
- Searching internet (how and what)
- Searching Library catalogue (How – title, keyword, subject. Using what terms)
- Subject guides
- Talk to librarian
- Talk to others in course
- Talk to parent/other
- Talk to tutor
- Topic analysis
- Visit Library other than UQ

Example:

<b>Monday</b>	Home: Reviewed assignment topics and decided which one to do – 30 mins Home: Analysed topic for main concepts, listed key words – 15 mins. Uni – <u>refec</u> : Discussed topic with tutorial group students – 10 mins. SS&H Library, Level 1: searched catalogue, recorded book titles and call numbers - 40 mins
---------------	---

## Win an Apple iPod Touch



### What would your ideal Library look like?

Join in a design workshop with other students to be in the draw to win an iPod Touch. Open to all students. All you need to do is bring your ideas!

**When** Tuesday, 19 August 2008, 12 – 2 PM

**Where** Room 241 Collaborative Teaching & Learning Centre,  
Sir James Foots Building (Bldg 47A)

**A FREE LUNCH WILL BE PROVIDED**

Name: \_\_\_\_\_

Email: s \_\_\_\_\_@student.uq.edu.au

There is a **maximum of forty places** available. Student entries will be drawn at random. Students whose entry is selected will be notified by email by 15 August.

*The workshop will be facilitated by Hamilton Wilson of Wilson Architects.*

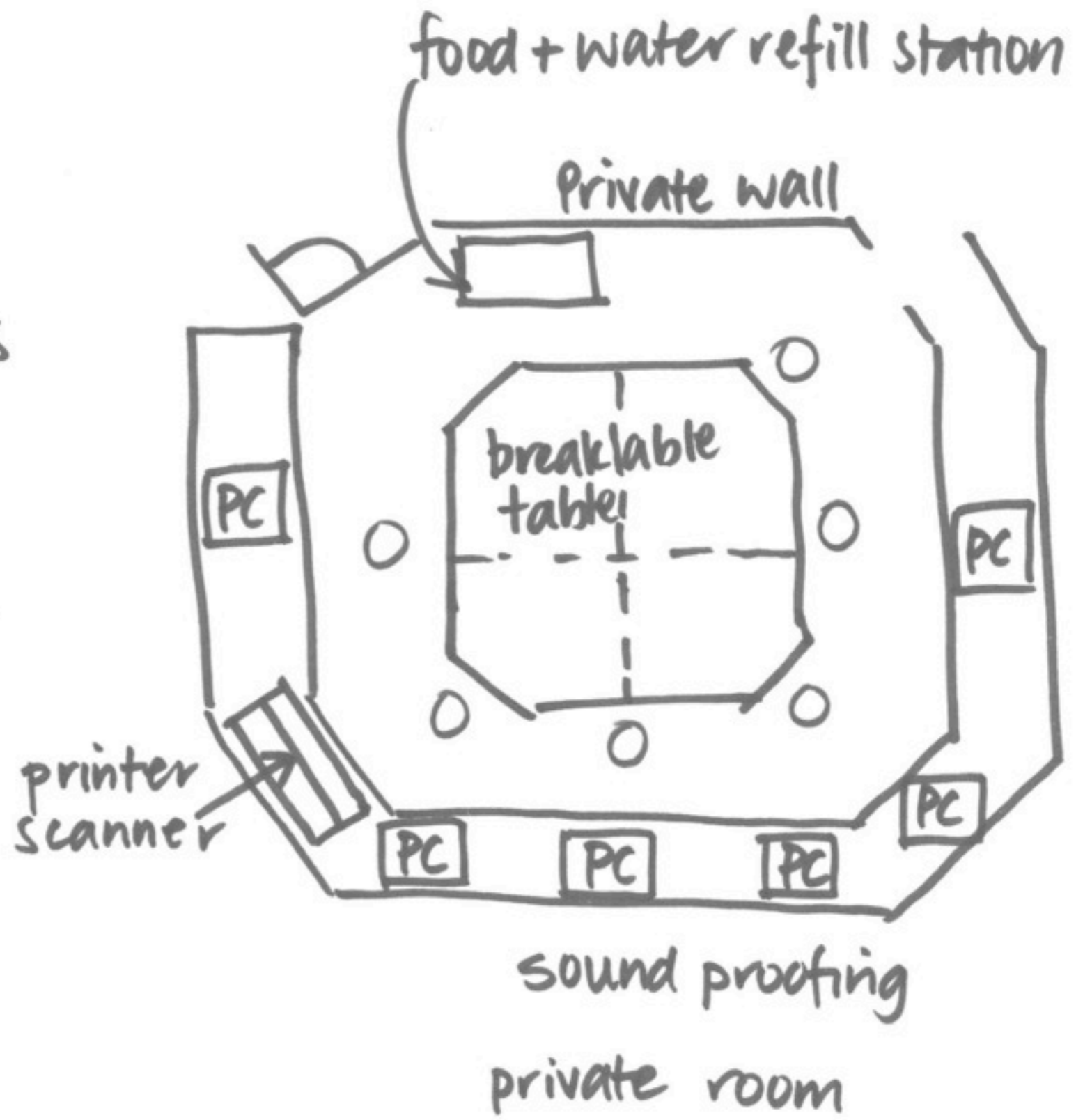






# group space

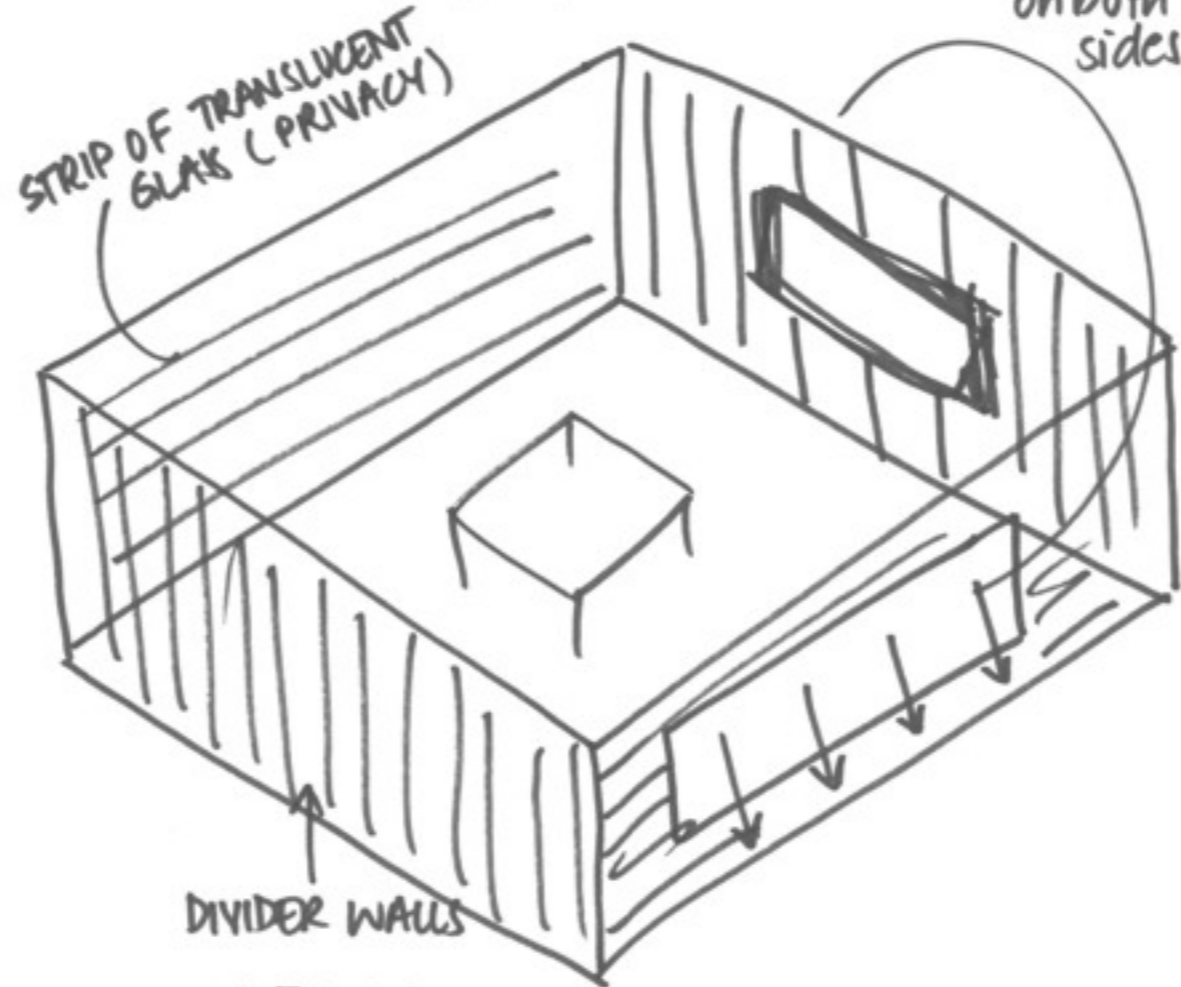
- adjustable height chairs and desks (sleeping friendly)
- different lighting option e.g. lamp



- size of groups - 4-6
- lecturer sets - can't pick group members

- RETRACTABLE SHADES
- WHITEBOARD... (IN BUILT PRINTER) (MAYBE PORTABLE)
- TABLE WITH POWERPOINTS (AT LEAST 4)
- COMFY CHAIRS / HEIGHT ADJUSTMENT
- STUDY ROOMS
  - PLASMA SCREENS
  - PROJECTOR SCREEN
- GOOD TO HAVE NATURAL LIGHTING
- SPACIOUS ROOMS
  - SOUND PROOF
  - TRANSPARENT

BIG LIBRARY ROOMS AT LEAST,  
BUT BETTER.



GROUP SIZE: MAX 8

- LIGHT ADJUSTERS
- VOICE RECORDER (STUFF TO SIMULATE REAL PRESENTATION ENVIRONMENT)
- PRINTER
- TELEPHONE

Bookable study rooms – extended bookings, more rooms, spacious, sound proof, private, views outside, swipe card access

Plasma screens or projectors on the wall to support collaborative writing; students liked the group rooms in the Biological Sciences Library, which include technology that supports cooperative group work – laptops can be connected at a group table and the computer display shown on a wall-mounted plasma screen to allow viewing by group members and students can map concepts and write notes on the ‘whiteboard’ walls

Natural or adjustable lighting , lamps

Large table(s) - space to spread out to read and work at a computer

Chairs – comfortable and height adjustable; comfortable seating e.g. bean bags

Whiteboards with inbuilt printers or ‘smart boards’ to capture and facilitate the sharing of electronic content

Printer/scanner in the room

Technology that simulated the presentation environment so they could rehearse

Multiple computers, multiple power points

Internet access and wireless access so they could access the network from a laptop or mobile device

Access to electronic books and journals and online forums for their courses which they would like to use to engage with other students in their course and with their lecturer

Wanted to be able to eat and drink while they worked; water fountains

Pleasant surroundings and things that would make it comfortable to stay in the one space: if they had a space that met their needs they would prefer to remain there.

# Key themes

- Reliable and wide-spread access to the Internet
- A range of technology to support group work including voice recorders, smart boards and printers
- A steady supply of drinking water and coffee and adequate natural light
- Services that provide convenience are valued and we are looking to implement website features that should help satisfy demands for simpler ways to find material in the Library.
- The students at the workshop affirmed that place is important to them: they like to come to the Library.
- Student demands of our spaces can change during the academic year according to course progression and the nature of assessment tasks, so flexibility is an important design consideration

# Approach

- One survey day (12 August 2008)
- Four libraries - two “next gen”; two other
- Three part questionnaire handed out to all coming into libraries from opening to closing
- Over 1500 useable responses

## My time at UQ Library

How can we make it better?

The Library is conducting some research about how and why our students\* use the Library. We are very interested to know what you do so that we can plan for future services and facilities.

Please help us help you and complete this questionnaire during your visit today.

And just for doing this, you will be eligible to enter the draw for an Apple iPod Touch.

Thank you for your time.



\* Survey for UQ Students only

### PLEASE START HERE

1. Time of entry: \_\_\_\_\_ AM/PM

2. I am: \_\_\_\_\_ Male / Female

3. I am \_\_\_\_\_ years old

4. My program is (e.g. BA): \_\_\_\_\_

5. I am in Year \_\_\_\_\_ of my program (e.g. 1, 2, 3)

Please now open the questionnaire and answer the questions.

**1. What have you come to the Library to do today?**  
(tick as many as you like)

Use Library computer/laptop	
Quiet study	
Group work	
Find/borrow books	
Find journal articles	
Attend a training session	
Use printer/copier	
Use my own laptop	
Work on individual assignment	
Meet friends	
High Use	
Find course materials	
Get IT help	
Get research help	
Coffee	
Other (please specify)	

**2. Why did you come to the Library to do this?**

It is the only place to find what I need (above)	
My friends come	
My group is meet	
Good study atm	
Good study/work	
Convenient location	
Nowhere else open	
Other (please comment)	

**3. Where were you before you came to the Library?** (e.g. lecture, Red Room, home)

**4. How long do you plan to stay here this visit?**

Quick visit (< 30 minutes)	
30 minutes - 2 hours	
Long visit (> 2 hours)	

**5. Where in the Library do you plan to work?**

Level 1	
Level 2	
Level 3	
Level 4	
Level 5	
Wherever I can find a computer	
Wherever I can find a free space	

**6. Is this your only visit to this branch today?**

Yes	
No	

**7. How often do you usually visit this branch (in person)?**

Daily	
Weekly	
Monthly	
Not often	

**8. How often do you usually visit any UQ library branch (in person)?**

Daily	
Weekly	
Monthly	
Not often	

**9. How often do you usually visit other non UQ libraries (in person)?**

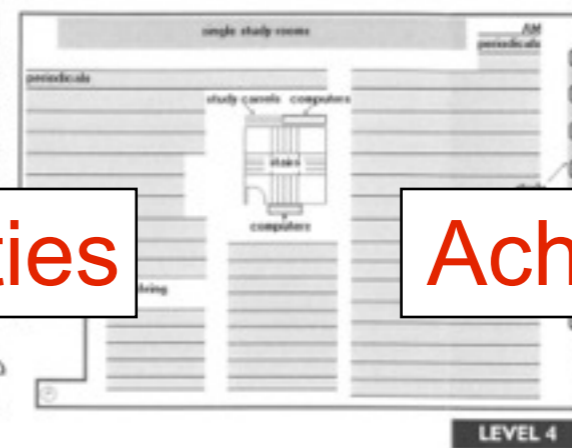
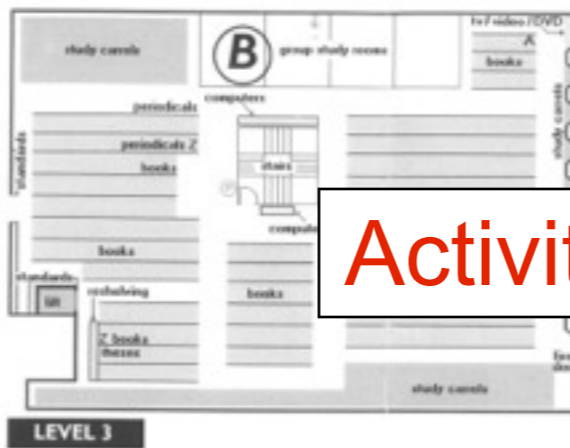
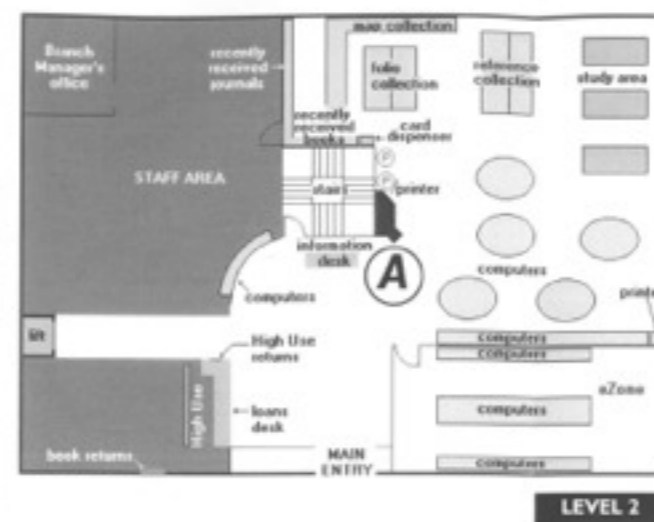
Daily	
Weekly	
Monthly	
Not often	

**Intentions**

about:  
(1) **WHERE** you went in the Library today and  
(2) in **WHAT ORDER**.

Please mark your visit destinations on the floor plans at right and add any comments about what you did there (if you run out of room in the table, please write on the back of the form).

Remember to write down your comments in the table below and how long it took, e.g. Catalogue Check, 10 mins.



**Activities**

**Achievements**



**Dorothy Hill Physical Sciences and Engineering Library**

Activities		
A	e.g. (A) Asked question	2 mins
B	e.g. (B) Worked on group assignment	1 hr
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**EXIT QUESTIONS**

**1. What did you ACTUALLY do on this visit?** (tick as many as you like)

Use Library computer/laptop	
Quiet study	
Group work	
Find/borrow books	
Find journal articles	
Attend a training session	
Use printer/copier	
Use my own laptop	
Work on individual assignment	
Meet friends	
High Use	
Find course materials	
Get IT help	
Get research help	
Other (please specify)	

**2. What else did you do and why?**

**4. Did you spend as much time as you had intended on this visit?**

Yes	
No, more	
No, less	

**5. If no, why?**

**6. Where are you going to now?**

**7. Time of exit:** \_\_\_\_\_ AM/PM

Thank you for your time. Please put this form in the **SURVEY BOX** as you leave the Library. If you want to go in the draw for an Apple iPod Touch, please fill in the enclosed form and put it in the **ENTRY BOX** near the front gate.



1. What have you come to the Library to do today? (tick as many as you like)

Use Library computer/laptop	<input checked="" type="checkbox"/>
Quiet study	<input checked="" type="checkbox"/>
Group work	<input type="checkbox"/>
Find/borrow books	<input type="checkbox"/>
Find journal articles	<input type="checkbox"/>
Attend a training session	<input type="checkbox"/>
Use printer/copier	<input type="checkbox"/>
Use my own laptop	<input type="checkbox"/>
Work on individual assignment	<input type="checkbox"/>
Meet friends	<input type="checkbox"/>
High Use	<input type="checkbox"/>
Find course materials	<input type="checkbox"/>
Get IT help	<input type="checkbox"/>
Get research help	<input type="checkbox"/>
Coffee	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

2. Why did you come to do this?

It is the only place to need (above)	<input type="checkbox"/>
My friends come here	<input type="checkbox"/>
My group is meeting here	<input type="checkbox"/>
Good study atmosphere	<input type="checkbox"/>
Good study/working space	<input type="checkbox"/>
Convenient location	<input type="checkbox"/>
Nowhere else open	<input type="checkbox"/>
Other (please comment)	<input type="checkbox"/>

3. Where were you born to the Library? (e.g. home)

Reference

4. How long do you spend this visit?

Quick visit (< 30 mins)	<input type="checkbox"/>
30 minutes - 2 hours	<input type="checkbox"/>
Long visit (> 2 hours)	<input type="checkbox"/>

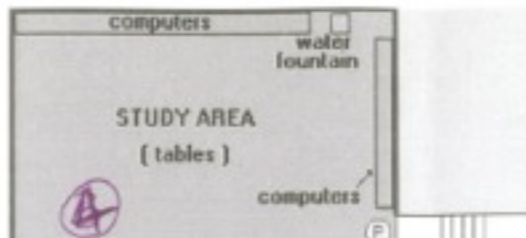
5. Where in the Library do you work?

Level 1	<input type="checkbox"/>
Level 2	<input type="checkbox"/>
Level 3	<input type="checkbox"/>
Level 4	<input type="checkbox"/>
Level 5	<input type="checkbox"/>
Wherever I can find a computer	<input type="checkbox"/>
Wherever I can find a free space	<input checked="" type="checkbox"/>

6. Is this your only visit to this branch today?

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

7. How often do you usually visit this



**EXIT QUESTIONS**

1. What did you ACTUALLY do on this visit? (tick as many as you like)

Use Library computer/laptop	<input checked="" type="checkbox"/>
Quiet study	<input checked="" type="checkbox"/>
Group work	<input type="checkbox"/>
Find/borrow books	<input type="checkbox"/>
Find journal articles	<input type="checkbox"/>
Attend a training session	<input type="checkbox"/>
Use printer/copier	<input type="checkbox"/>
Use my own laptop	<input type="checkbox"/>
Work on individual assignment	<input type="checkbox"/>
Meet friends	<input type="checkbox"/>
High Use	<input type="checkbox"/>
Find course materials	<input type="checkbox"/>
Get IT help	<input type="checkbox"/>
Get research help	<input type="checkbox"/>
Coffee	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

ment

and why?

for assignment

Library in your

is there

to let in the

it's worse too!

it wouldn't be

ch time as

is visit?

g to now?

ession

AM/PM

please put this

as you leave

go in the draw

please fill in the

enclosed form and put it in the ENTRY BOX near the front gate.



Number	Activity	Duration
1	Got questionnaire	1 min
2	Borrowed laptop	4 mins
3	Checked for space	1 min
4	Check for suitable place for laptop	3 mins
5	Found a place to study	2 mins
6	Work on assignment	2 hrs
7	Toilet	7 mins
8	Vending machine - buy DVD	5 mins
9	Burn DVD on laptop	10 mins
10	Exit	0



6	work on assignment	2hr
7	go to toilet	7min
8	go to vending machine to buy DVD	5min
9	burn DVD on laptop	10min
10	exit	0

for using laptop



# What have you come to do today?

Ranking for All respondents

1. Use computer/laptop	63.11%
2. Quiet study	53.88%
3. Find/borrow books	37.66%
4. Work on individual assignment	32.11%
5. Use printer/p'copier	28.94%
6. Find journal articles	18.99%
7. Group work	18.22%
8. Course materials	15.63%
9. Meet friends	15.05%
10. Use my own laptop	10.4%
11. High Use collection	9.69%
12. Coffee	5.81%
13. Other	3.75%
14. Get research help	1.81%
15. Attend training session	1.61%
16. Get IT help	1.55%

Ranking for all respondents

1. Use Library computer/laptop	62.4
2. Quiet Study	47.93
3. Find/borrow books	29.91
4. Work on individual assignment	24.68
5. Use a printer/copier	24.03
6. Meet friends	16.34
7. Group Work	13.24
8. Find journal articles	13.24
9. Find course materials	10.85
10. Use my own laptop	7.43
11. High use	5.81
12. Other	4.52
13. Get IT help	1.36
14. Get research help	1.29
15. Attend a training session	0.52
16. Coffee	0.26

## Categories of activity

Individual - Social - Library Staff

Q1: What have you come to the Library to do today?

All Respondents

1. Use computer/laptop	63.11%
2. Quiet study	53.88%
3. Find/borrow books	37.66%
4. Work on individual assignment	32.11%
5. Use printer/p'copier	28.94%
6. Find journal articles	18.99%
7. Group work	18.22%
8. Course materials	15.63%
9. Meet friends	15.05%
10. Use my own laptop	10.4%
11. High Use collection	9.69%
12. Coffee	5.81%
13. Other	3.75%
14. Get research help	1.81%
15. Attend training session	1.61%
16. Get IT help	1.55%

Exit Q 1: What did you ACTUALLY do during this visit?

1. Use Library computer/laptop	62.4
2. Quiet Study	47.93
3. Find/borrow books	29.91
4. Work on individual assignment	24.68
5. Use a printer/copier	24.03
6. Meet friends	16.34
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**twitter** Home Profile Find People Settings Help Sign out

**uqlibrary**  
The University of Queensland

Name: UQ Library  
Web: <http://www.library.uq.edu.au>  
Bio: The University of Queensland Library's mission is to enrich world-class scholarship.

2 following 59 followers 1 lists

Tweets 26

That's you! [@uqlibrary](#)

If you have a question for the Library, why not try out the Ask a Librarian chat service... instant answers!  
<http://bit.ly/b5jVyc>  
about 2 hours ago via web

Great to see so many new students at the Discover the UQ Library talk today!  
9:30 PM Feb 22nd via web

Preview Summon, the new search service for discovering UQ Library's content from a single search box <http://bit.ly/dh6j3N>  
8:31 PM Feb 22nd via web

If you can't attend a library tour in Orientation Week why not check out the virtual tours at <http://bit.ly/94VDF6>  
8:10 PM Feb 21st via web

Welcome to Orientation Week! The Library has lots of things planned for new students. Hope to see you there... <http://bit.ly/i4UMZPp>  
12:38 PM Feb 21st via web

Social Sciences and Humanities Library level one refurbishment well underway. New floor plan available <http://bit.ly/9io2sc>  
12:44 PM Feb 19th via web

UQ Library video competition closes soon! Be sure to submit your entry by 14 February! <http://bit.ly/3gQass>  
10:25 PM Feb 2nd via web

Applications for the 2010 Fryer Award are still open. \$10000 for research into Australian literature, history, culture <http://bit.ly/i450Bv6>  
8:57 PM Jan 12th via web

UQ Library will close over the Christmas/New Year break and reopen 4 January 2010. Happy holidays! <http://bit.ly/3arCQJ>  
9:03 PM Dec 23rd, 2009 via web

RSS feed of uqlibrary's tweets

**facebook** Keep me logged in

Sign Up The University of Queensland Library is on Facebook  
Sign up for Facebook to connect with The University of Queensland Library.

**The University of Queensland Library**

Wall Info Photos Discussions

The University of Queensland Library + Fans The University of Queensland Library Just Fans

The University of Queensland Library Semester opening hours, from 1 March 2010 <http://bit.ly/bpNjd9>  
3 hours ago · Comment · Like

The University of Queensland Library Summon will be launched in March but you can try it out now... <http://bit.ly/dVYqH>

The University of Queensland Library Your liaison librarian is an information expert who can help you with researching effectively. Find out who is the liaison librarian for your program here <http://bit.ly/bDKLQQ>

The University of Queensland Library Preview Summon, the new search service that will help you to discover UQ Library's content from a single search box <http://bit.ly/dh6j3N>  
Yesterday at 7:33pm · Comment · Like

Keith likes this.

The University of Queensland Library If you're a new student, why not come along to one of the Discover the UQ Library talks this week for a good overview of the UQ Library? At St Lucia: Mon 11-12, Tue 12-1 and 2-3, Wed 2-3, Thu 1-2 and Friday 11-13 (Lecture Room 306, Clark Building, Bldg 21) at UQ Forest Hill (Trop and

# What did you come to the Library to do this?

Convenient location	50.9%
Good study/work spaces	42.8%
Good study atmosphere	42.1%
The only place to find what I need	41.4%
My friends come here	11.8%

# How long do you intend to stay here?

Quick visit (<30 mins)	32.7%
30 mins - 2 hrs	44.7%
Long visit (>2 hrs)	22.6%

# What more can we do?

- More computers
- More silent space/noise control

# Key lessons/ideas

- Student use of the Libraries is very intentional and focussed.
  - They spend their time between lectures in the Library, they know what they want to do, and they do it
  - They call in to the Library when they first arrive, or before they go home
  - They come with the intention of putting in a good few hours' solid work
- Students spend long periods in the Libraries. They appreciate comfort, and also an aesthetically pleasing environment, as well as one providing an appropriate study atmosphere.
- The prime causes of frustration and irritation in our Libraries are around computer access and noise levels.
  - People wanting to do quiet study are very annoyed by chatter, phones, iPods
  - People want to do group work are very annoyed when one individual has taken up a whole table (note design workshop students said they liked to spread out and wanted to work, individually, at large tables)
  - Both groups expect Library staff to police the other group
- Maximising facilities for computer use (both in group contexts and individually) is paramount.
- They want provision for eating/drinking without having to leave the Library and risk losing their place.



# Library Client Survey Report

September 2007

Formerly

ambit insights

Rodski  
Survey  
Research





# Your Library... you said...



Results for the 5th UQ Library Client Satisfaction Survey have now been analysed. Here are your five top issues — and what we have done about them:



## 1] Access to computers to support study/research

- We are buying **more laptops** in several branches
- We've installed **recharge cabinets** for personal laptops in the Law Library
- We have set up **computer availability screens** in the Biological Sciences and Social Sciences and Humanities Libraries
- We've created a new website: [http://askit.uq.edu.au/computer\\_availability](http://askit.uq.edu.au/computer_availability) showing the number of computers available across all branches
- We have **extended hours** in several branches to increase access to computers
- We now have a **facilities booking system** for booking rooms with computers

## 2] Individual Seating

- We have put **individual seating in quiet zones** in all branch libraries
- The Biological Sciences Library is getting more **individual seating**
- We have bought new **ergonomic chairs** for individual study areas
- The Law Library has been refurbished to allow **more (bookable) space**
- Individual study rooms and lockable desks can now be **booked online** in advance

## 3] Collection

- We are putting **more money** into areas needing development
  - We are buying **more eBooks**
  - We have bought more (easily accessible) **backsets of eJournals**
- We have extended our **Document Delivery** service to undergraduates to allow them to request items not held in the UQ Library

## 4] Quiet study facilities

- We have **extended hours** at the Gatton, Biological Sciences and Law Libraries to increase access to quiet space
  - Quiet rooms can now be **booked online** in advance
- The Biological Sciences Library is getting more **individual study carrels**
- The Social Sciences and Humanities Library has introduced a system of **zoning floors for quiet or group work**

## 5] Opening Hours

- The Biological Sciences Library is now open until **midnight** Monday to Friday
  - UQ Gatton Library's lower level is now open **24 hours per day**
- The Law Library has **changed its opening hours** to better suit patterns of use.



### ARL Sample 4-Year Institution

#### Welcome!

We are committed to improving your library services. Better understanding your expectations will help us tailor those services to your needs.

We are conducting this survey to measure library service quality and identify best practices through the Association of Research Libraries' LibQUAL+™ program.

Please answer all items. The survey will take about 90 minutes to complete. Thank you for your participation!

Please rate the following statements (1 is lowest, 9 is highest) by indicating:

*Minimum* -- the number that represents the minimum level of service that you would find acceptable

*Desired* -- the number that represents the level of service that you personally want

*Perceived* -- the number that represents the level of service that you believe our library currently provides

For each item, you must EITHER rate the item in all three columns OR identify the item as "N/A" (not applicable). Selecting "N/A" will override all other answers for that item.

When it comes to...	My Minimum Service Level Is		My Desired Service Level Is		Perceived Service Performance Is		N/A
	Low	High	Low	High	Low	High	
1) Employees who instill confidence in users	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
2) Making electronic resources accessible from my home or office	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
3) Library space that inspires study and learning	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
4) Giving users individual attention	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
5) A library Web site enabling me to locate information on my own	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
6) Providing health information when and where I need it	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
7) Employees who are consistently courteous	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
8) The printed library materials I need for my work	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
9) Quiet space for individual activities	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
10) Readiness to respond to users' questions	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
11) The electronic information resources I need	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
12) Employees teaching me how to access or manage information	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
13) Employees who have the knowledge to answer user questions	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
14) An environment that facilitates group study and problem solving	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
15) A comfortable and inviting location	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
16) Employees who deal with users in a caring fashion	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
17) Modern equipment that lets me easily access needed information	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
18) Access to information resources that support patient care	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
19) Employees who understand the needs of their users	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
20) Easy-to-use access tools that allow me to find things on my own	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
21) A getaway for study, learning, or research	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
22) Willingness to help users	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
23) Making information easily accessible for independent use	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
24) Print and/or electronic journal collections I require for my work	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
25) Community space for group learning and group study	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
26) Electronic resources matching my information needs	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>
27) Dependability in handling users' service problems	○○○○○○○○○		○○○○○○○○○		○○○○○○○○○		<input type="checkbox"/>

- We need more individual workspaces
- Provide more group areas
- There seems to be a lot of space for individual work in comparison to group work
- More individual study spaces. Limit the group spaces
- More availability of individual and group study room
- Quiet or discussion spaces would be preferable





- There needs to be more spaces to sit and study. Too many times I end up on the floor.







- More couches, comfortable spaces.
- It will be a more “inviting” environment if more decoration items, brighter colour walls, more sofas can be put in.
- It will also be good if some sofas can be provided for people to do some light reading comfortably.





- More nice sleeping places. Sounds silly but very important for my study breaks.
- I would like napping zones with bed like couch things



- The facilities are very good. The availability of these services is nowhere near as good.









**NEED HELP?**  
Library reference 63688  
Computers 58811  
Loans 64384  
Paper jams 51350  
Security 51234

- Please don't allow the anti-academics amongst your management to allow our libraries to be turned into playgrounds. Playgrounds are available everywhere to those that want them. If you drive those of us who want real libraries out, where can we go? (Plus, remember: the current fashion will pass, fly-by-night management will move on to the next fashion as always).

- I think everything in the library is very perfect so far

Looked for friend, inhaled air.

Looked for friend, sighed.

Looked for friend, cried a little and then back the way I came crying like a baby.

Found her.

Jumped for joy.







































consultation room







Our buildings have become learning spaces, used in ways that are very different to even 10 years ago

We are still in the  
information provision  
business – but not through  
the physical constraints of  
place



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Keith Webster



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