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Building Libraries for Learning
The Saltire Centre

Liber Seminar

April 8 to 12

University of Debrecen

It never occurred to me that I
couldn't **keep playing**.....

Twyla Tharp

The creative habit

Inexperience provides us with a
childlike **fearlessness** that is the polar
opposite of the alleged **wisdom**
that age confers on us. **Inexperience**
erases fear.....

Twyla Tharp
The creative habit

The Issues

Issues – physical

heating / cooling / ventilation, lighting and glare,
acoustics / noise, smells, maintainability, security

Issues – psychological

Image, liveliness, comfort, fun

Source Design and Management of Open Plan Technology Rich Learning
and Teaching Space - Watson et al

21st century

There is, as yet,
no paradigm for
the 21st Century
Library

And the Library....

The knowledge base that guides library space planning is poorly balanced, tilted heavily toward library operations and away from systematic knowledge of how students learn.

Scott Bennett
Righting the Balance
In Library as Place:
Rethinking Roles, Rethinking Space, CLIR

21st century

**Student library visits fall
20 per cent in a decade**

THES 12th October 2007

21st century

“There is a need to be imaginative about learning spaces, and universities will have to invest in re-modelling their libraries to accommodate demand”

Toby Bainton

THES 12th October 2007

All buildings are predictions.

All predictions are wrong

But we can design buildings so that
it doesn't matter if they are wrong.

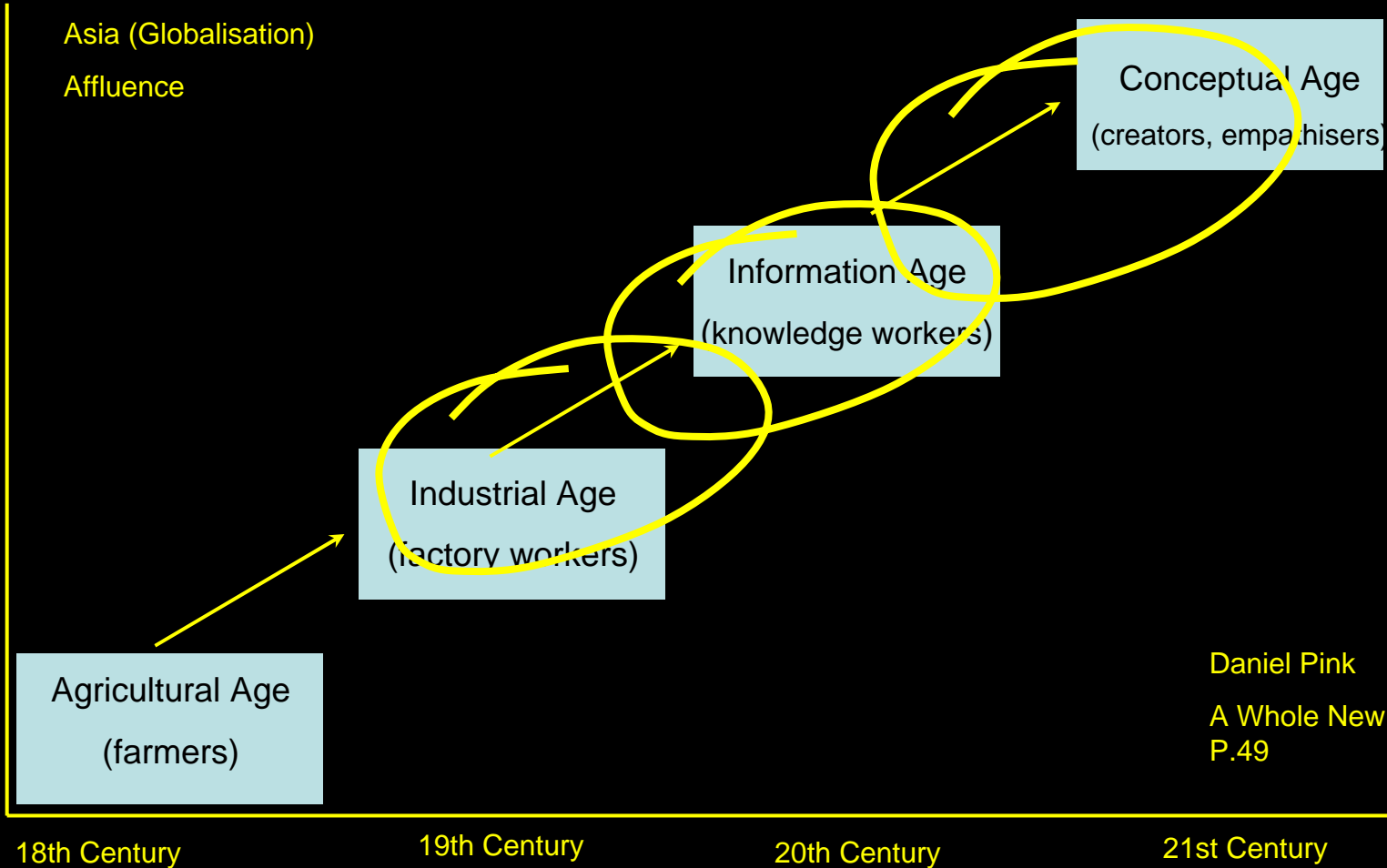
Stewart Brand
How Buildings Learn
What happens to them after they're built

Society

Automation (Technology)

Asia (Globalisation)

Affluence



Daniel Pink

A Whole New Mind
P.49

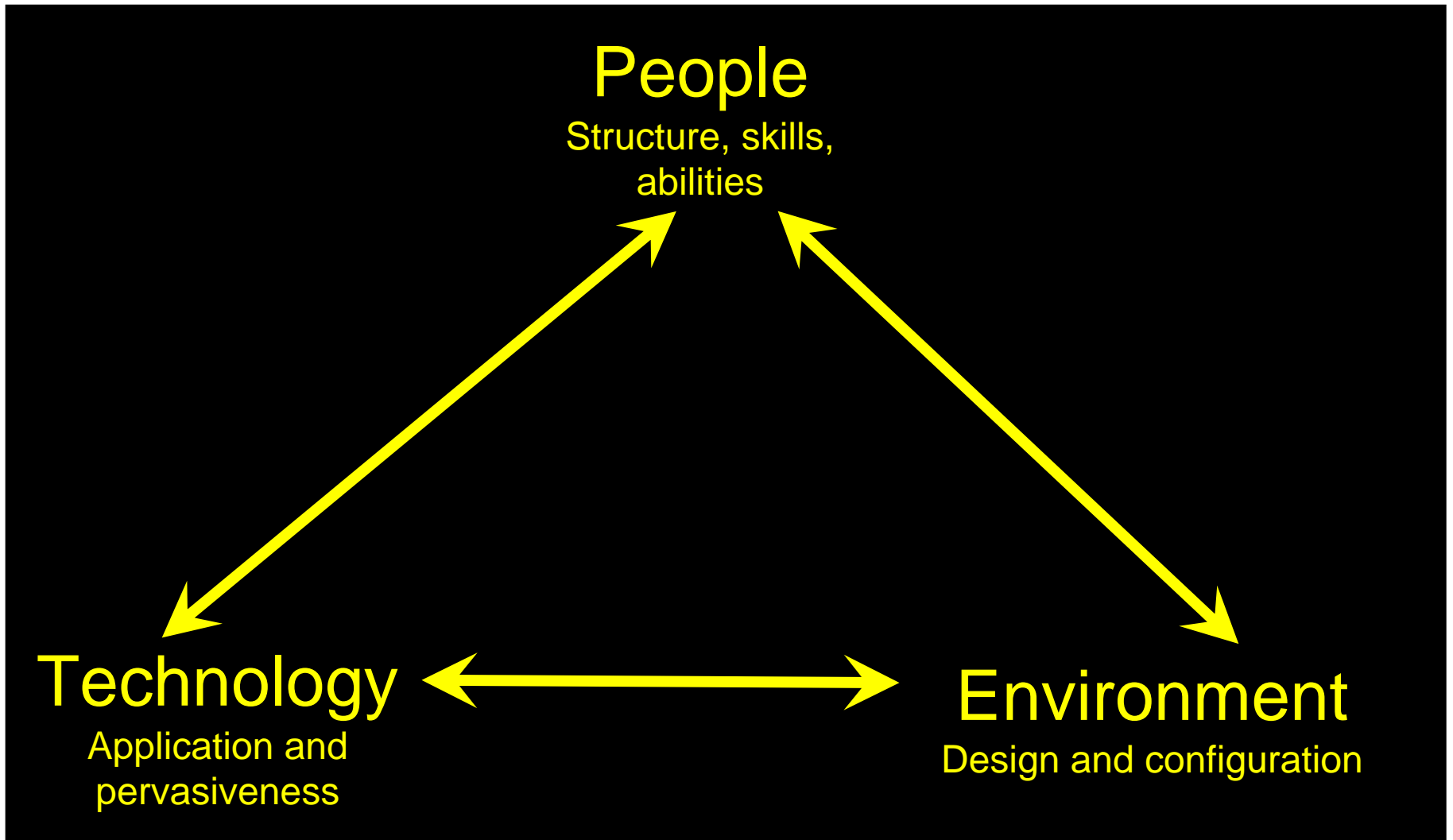


It's not what we know

The Black Swan

Nassim Nicholas Taleb

Strategy



SYNERGY:

strategy for people, technology and the campus environment

Can we use our
buildings to
change the
education
system?

Be unhappy

The truly
successful
businessman is
essentially a
dissenter

J.Paul Getty

What?

Imagine...

What?

Imagine... a world in which **everyone** achieves their **full educational potential**, where **academic** and **vocational** achievement has **equal value**, and where **experiential learning** enables **everyone to continually develop their knowledge and skills throughout their life.**

Some themes

- Students
- Learning
- Creativity
- Technology

What matters?

- This was a picture of Students

“When we fail - and we do fail - very often you can trace that failure back to the fact that we became too focused on internal priorities. We’ve been thinking too much about what’s good for Carphone Warehouse and forgetting what it’s like to be a customer”

Charles Dunstone
CEO Carphone Warehouse
NewBusiness Spring 2005

“When we fail - and we do fail - very often you can trace that failure back to the fact that we became too focused on internal priorities. We’ve been thinking too much about what’s good for the University and forgetting what it’s like to be a student”

Les Watson
EUNIS conference
Spring 2005

Who?

60%

Who?

46%

Are you a digital immigrant?

Do you have a digital immigrant accent:

- Print out your email
- Don't use IM
- Don't go to the internet first
- Thinking 'real life' happens only offline
- Viewing learning as work

Marc Prensky - Surf conference keynote 2005

Find the video at www.youtube.com by searching on A vision for students

You can also find 2 videos of Les Watson talking

According to research at Cambridge University it doesn't matter what order the letters are in a word. Only the first and the last matter the rest can be a total mess. This is because the human mind does not read every letter - only the first and the last. Amazing really.

What's changed?

Video games are woven into this generation's lives **as television was to** those of their predecessors.

For example, according to several surveys, **the percentage of American College students who say they've played video games is 100**

James Sullivan

Digital Arts Finds More Than Joy in Joysticks

San Francisco Chronicle 22/01/2004

What's changed?

Physicians who spent at least three hours a week playing video games made about 37 per cent fewer mistakes in laparoscopic surgery and performed the task 27 per cent faster than their counterparts who did not play.

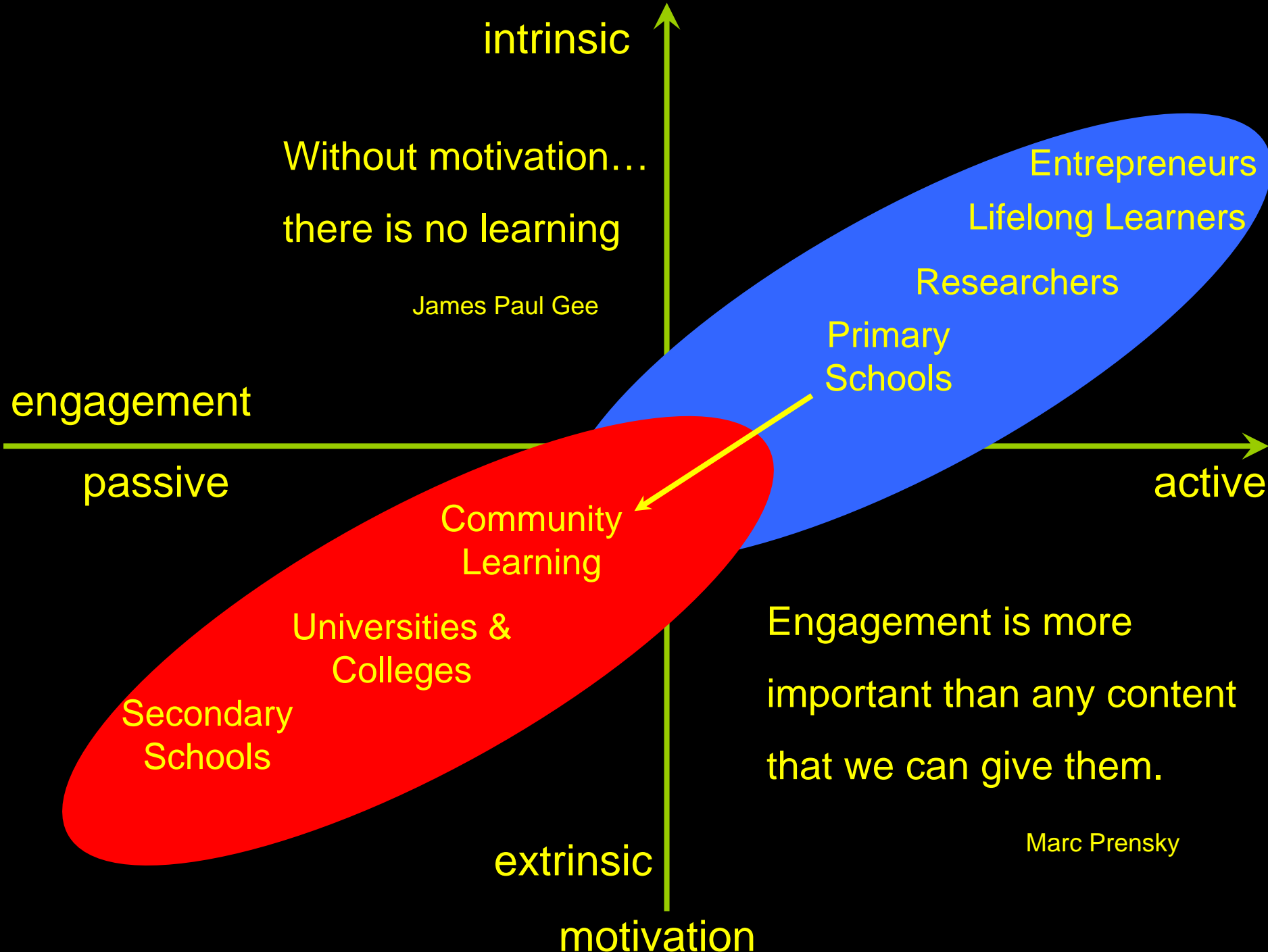
Study: Gamers Make Good Surgeons

CBSNews.com 07/04/2004

What's changing?

“Play will be to the 21st century what work was to the last 300 years of industrial society - our dominant way of knowing, doing and creating value”

Pat Kane - The Play Ethic



What's not Changed?

We are trying to use
nineteenth-century
institutions to prepare young
people for life in the twenty-
first century.

Yoram Harpaz
The Branco Weiss Institute
for the Development of Thinking

A different view

We need to **rethink our**
ideas about what **it**
means to be
educated

Sir Ken Robinson

The Creative Class

Creative Professionals

- management
- Business and financial
- legal
- healthcare practitioners
and technical
- high end sales and
sales management

Super creative core

- computer and mathematical
- architecture and engineering
- life, physical, and social science
- education, training, and library jobs
- arts, design, entertainment, sports
and media

Richard Florida

The Rise of the Creative Class (p.328)

The Creative Class

“Experiences are replacing goods and services because they stimulate our creative faculties and enhance our creative capacities. This active, experiential lifestyle is spreading and becoming more prevalent in society...”

Richard Florida
The Rise of the Creative Class
(p.168)

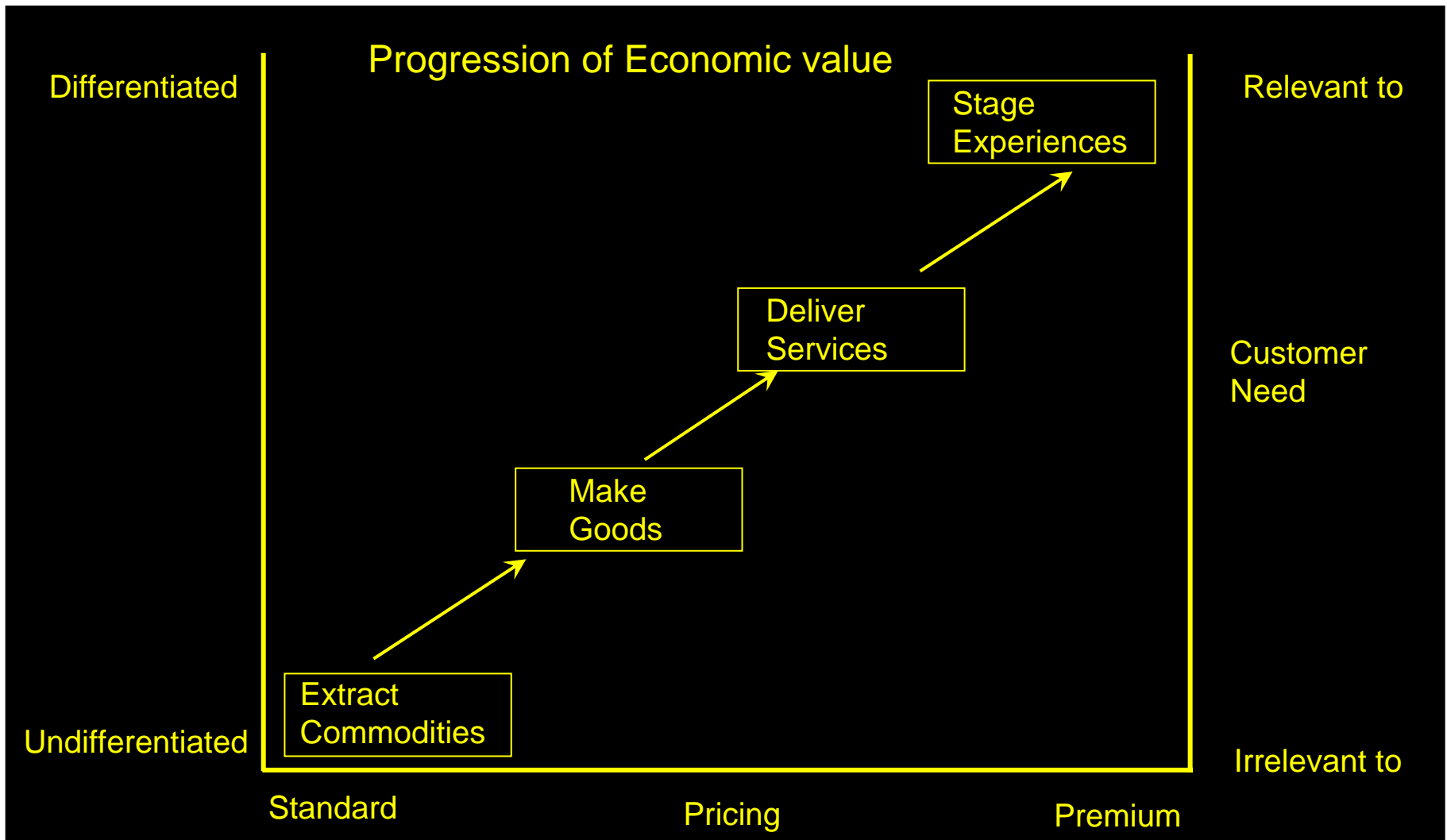
The Creative Class

“The best things in
life are not things”

Pine and Gilmore

The Experience Economy p.20

The Experience Economy



The Creative Class

“The death-of-place prognostications simply do not square with the countless people I have interviewed, the focus groups I’ve observed, and the statistical research I’ve done. Place and community are more critical factors than ever before... the economy itself increasingly takes form around real concentrations of people in real places”

Richard Florida

The Rise of the Creative Class
(p.187)

Informal/Social Learning

- The largest discretionary block of time for students is outside the classroom
- Informal learning is self-directed, internally motivated and unconstrained by time, place or formal structures
- Learners construct their own courses of learning, often facilitated by technology
- “The full range of students’ learning styles is not covered when interaction is limited to classroom settings.”

—Sheppard, 2000; Dede 2004

What could learning be like?

**“All learning starts with
conversation”**

John Seely Brown

What could learning be like?

**Much of our of job competence is
learned from colleagues
in the workplace**

Conversation=thinking

When I was a kid growing up in Far Rockaway, I had a friend named Bernie Walker. We both had “labs” at home, and we would do various “experiments”. One time, we were discussing something - we must have been 11 or 12 at the time - and I said, “But thinking is nothing but talking to yourself inside.”

Richard P. Feynman
The Pleasure of Finding Things Out p.217

New spaces for thinking

New types of learning spaces ...
create new patterns of social and
intellectual interaction ... suggest ...
the entire campus becomes an
interactive learning device.

Mitchell 2004

21st century technology

Technology

stuff that doesn't really work yet...

Danny Hillis

quoted in *The Clock of the Long Now*

Stewart Brand p.16

21st century technology

Does IT matter?

Nicholas Carr

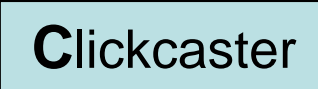
Ubiquitous and embedded

Technology

- Available
- Reliable
- Beautiful
- Red hot
- Relevant



facebook



WIKIPEDIA
The Free Encyclopedia



What do we have?

Design

Design is the first signal
of human intention

William McDonough
architect

What do we have?

Design

“Belief in the significance of architecture is premised on the notion that we are, for better or worse, different people in different places - and on the conviction that it is architecture’s task is to render vivid to us who we might really be.”

The Architecture of Happiness p.13

Alain De Botton

What do we have?

Design

“.. John Ruskin proposed that we seek two things of our buildings. We want them to shelter us. And we want them to *speak* to us - to speak to us of whatever we find important and need to be reminded of.”

The Architecture of Happiness p.62

Alain De Botton

What do we have?

Design

“The notion of buildings that speak helps us to place at the very centre of our architectural conundrums the question of the values we want to live by - rather than merely of how we want things to look.”

The Architecture of Happiness p.73

Alain De Botton

What do we have?

Design

You cannot expect old
designs to work in new
circumstances

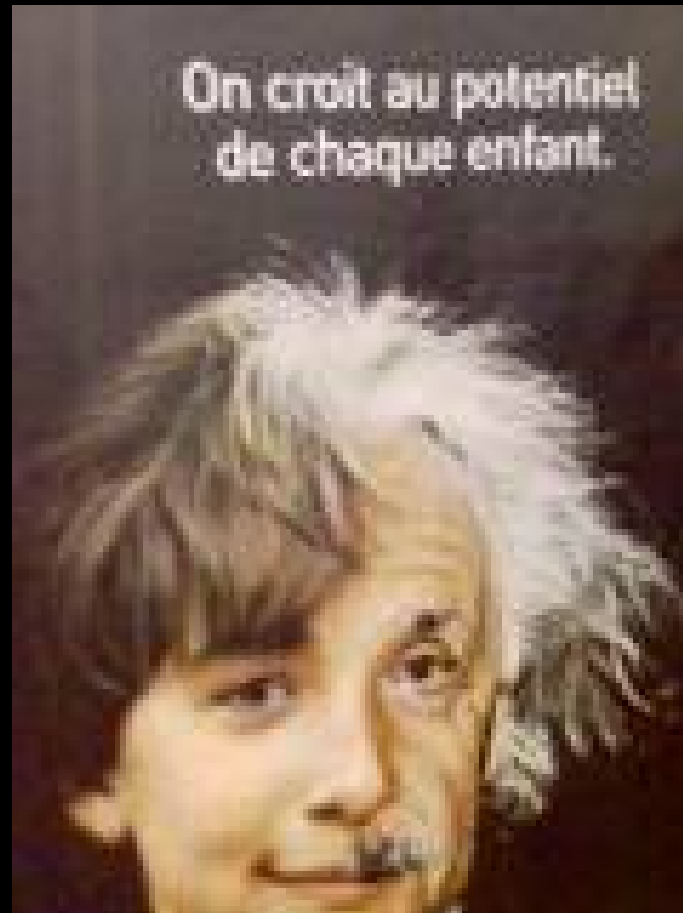
Richard P. Feynman

The Pleasure of Finding Things Out p.37

Multiple Intelligence?

... designing a learning environment that plays to **difference**

Multiple Intelligence?



JISC on learning space



Spring 2006

Designing and Planning Technology Rich Learning Spaces

Applied infokit - <http://www.jiscinfonet.ac.uk/infokits/learning-space-design>

- launched March 2007

The Design and Management of Open Plan Technology Rich Learning and Teaching Space in Further and Higher Education in the UK - Autumn 2007

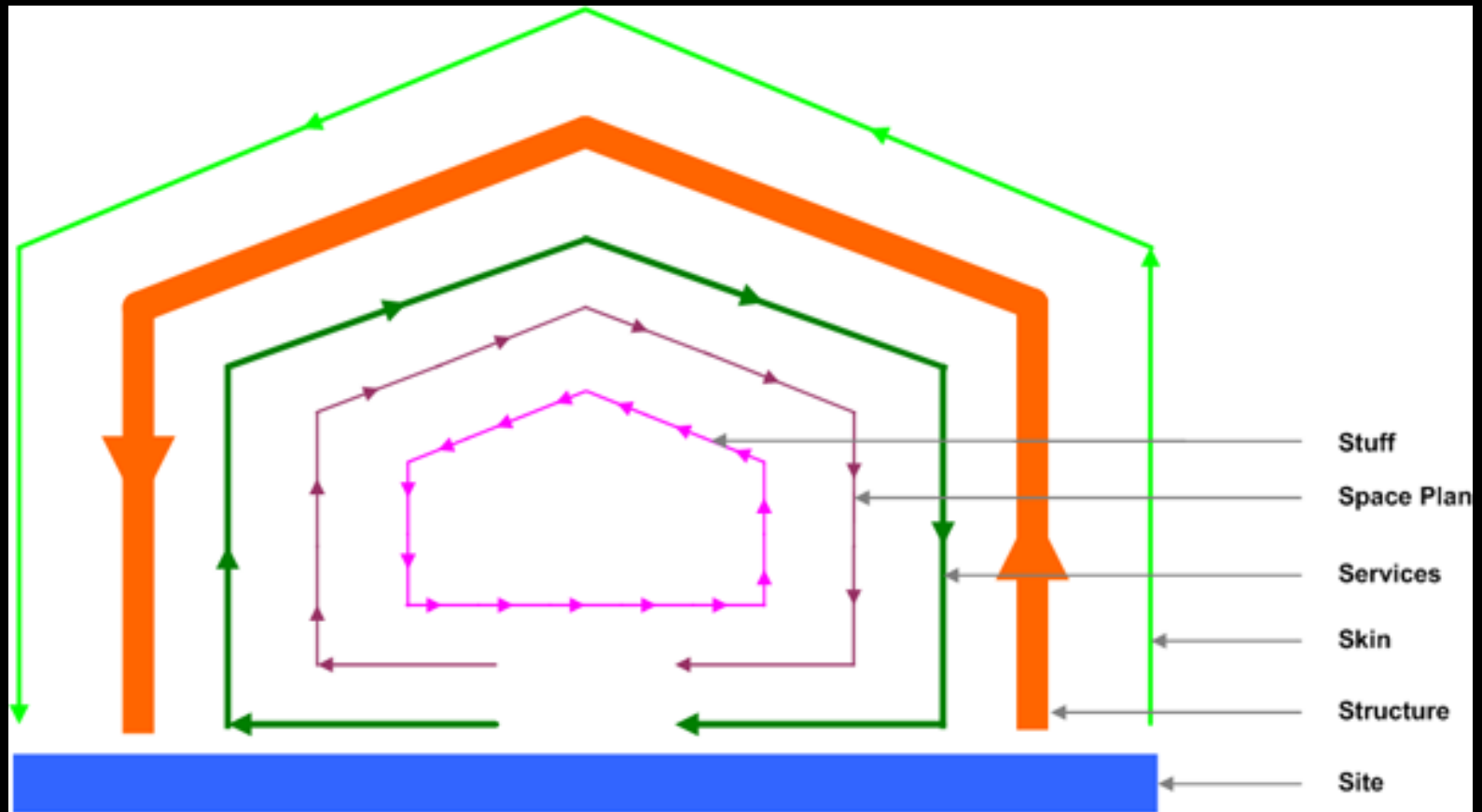
And the Library....

91%

The Saltire Centre

- A New Library

And the Library....



Shearing layers of Change

Because of the different rates of change of its components, a building is always tearing itself apart.

From Stewart Brand – How Buildings Learn p.13

And the Library....

As an extension of the classroom, library space needs to embody new pedagogies, **including** collaborative **and** interactive modalities. **Significantly, the library must serve as the principal building on campus where one can** truly experience and benefit from the centrality of an institution's intellectual community.

Geoffrey T. Freeman

Changes in Learning Patterns, Technology and Use
In Library as Place:

Rethinking Roles, Rethinking Space, CLIR

The Saltire Centre

- A New Library
- More Learning Space
- A focused way of delivering services for students

The Saltire Centre

- Is 10,500 sq. metres
- Over 5 floors
- Has a ground floor mall of 2500 sq. metres
- Has 1800 seats
- Includes a 600 seat cafe
- Houses 350,000 volumes
- 600 computers
- Cost £20.1 million
- £2+ million to fit out
- Had 68,000 visitors in the first 2 weeks
- Is open to the public
- Has fantastic feedback from students, staff and visitors
- Lighting Design Award
- British Signage Award
- Wood Industry Award
- RIBA Design Award 2006
- Scottish Design Award 2007

It's a fantastic
highly designed
21st century
building and
it feels like
home

It's great

is it the Students' Union?

What makes a
good building
is not just the
architecture....

It's the ideas in
the building

Creating Places

From **space** to **Place**

It is a “Third Place” for our users

“Third places are neither home nor work - the ‘first two’ places - but venues like coffee shops, bookstores and cafes in which we find less formal acquaintances.

These comprise ‘**the heart of a community’s social vitality**’ where people go for good company and lively conversation”

Richard Florida - The Rise of the Creative Class

Ray Oldenberg - A Great Good Place

Christian Mikunda - Brand Lands, Hot Spots and Cools Spaces - Welcome to the 3rd Place

Pat Kane - The Play Ethic

Robert Putnam - Better Together - Restoring the American Community

21st Century Learning Space

In short the design of our learning spaces should become a physical representation of the institution's vision and strategy for learning -

responsive, inclusive, and supportive of attainment by all

JISC - Designing Spaces for Effective Learning

Strategy- the whole story

Strategy has to be about:

1. Being alert to change

(Anticipation)

2. Seeing opportunities to offer something different and new

(Insight)

3. Dreaming up new ways of doing it

(Imagination)

4. Doing it consistently and to the highest standards

(Execution)

Tony Manning
Making Sense of Strategy p.14

We create the future

Imagination is more important than knowledge

Albert Einstein (1879 - 1955)

Everything you can imagine is real

Pablo Picasso (1881 - 1973)

There is only one admirable form of the imagination: the imagination that is so intense that it creates a new reality, that it makes things happen.

Sean O'Faolain (1900 - 1991)

On Campus space

If you can **design** the **physical space**, the **social space** and the **information space** together to enhance **collaborative learning**, then that whole milieu **turns into a learning technology**. People just **love working there** and they start **learning with and from each other**.

John Seely Brown

former chief scientist, Xerox Corporation

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