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HOW LIBRARY USERS USE SPACE: RESEARCH RESULTS

Get involved: future proofing your library through dialogue
18th Seminar of the LIBER Architecture Group, Freiburg, 12th – 16th April 2016

My presentation will:

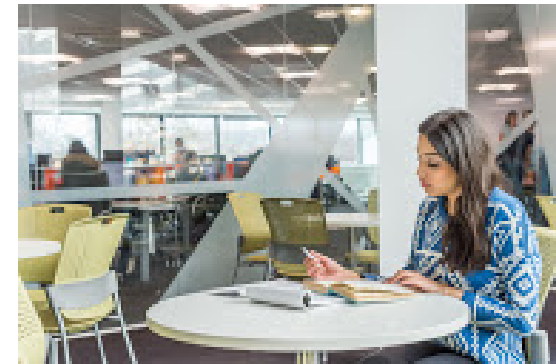
- Explore 9 research papers around library users and space
- Describe library users and space studies at Loughborough University Library from 2006 to 2016
- Capture the lessons learned from the user studies

Papers used to inform themes in use of library spaces

- Linda Bedwell, Caitlin S. Banks, (2013) “Seeing Through the Eyes of Students: Participant Observation in an Academic Library”, *Canadian Journal of Library and Information Practice and Research*, 8(1)
<http://condor.lib.uoguelph.ca/index.php/perj/article/view/2502#.VdXR38vbJaQ>
- Seung Hyun Cha and Tae Wan Kim (2015) “What matters for students’ use of physical space”, *Journal of Academic Librarianship*, 41, 274 – 279.
- Charles Crook & Gemma Mitchell “Ambience in social learning: student engagement with new designs for learning spaces”, *Cambridge Journal of Education* 42 (2) 121-139.
- Lisa M. Given and Heather Archibald (2015) “Visual traffic sweeps (VTS): a research method for mapping user activities in the library space” *Library and Information Science Research*, 37, 100 – 108.
- Katharine Hall, Dubravka Kapa (2015) “Silent and Independent: Student Use of Academic Library Study Space”, *Canadian Journal of Library and Information Practice and Research*, 10(1)
<http://davinci.lib.uoguelph.ca/index.php/perj/article/view/3338#.VdXVasvbJaQ>
- Deborah Harrop and Bea Turpin (2013) “A Study Exploring Learners’ Informal Learning Space Behaviors, Attitudes, and Preferences”, *New Review of Academic Librarianship*, 19 (1), 58-77.
- Sara Holder and Jessica Lange (2014) “Looking and listening: a mixed-methods study of space use and user satisfaction, *Evidence Based Library and Information Practice*, 9 (3), 1 – 15.
- Bryony Ramsden, (2011) "Evaluating the impact of learning space", *Reference Services Review*, 39 (3), 451 – 464.
- EunYoung Yoo-Lee (2013) "Planning library spaces and services for Millennials: an evidence-based approach", *Library Management*, 34 (6/7), 498 – 511

General information about the 9 papers

Publication dates	2011 – 2015
Authors' backgrounds	Librarians, Architects, Academics, Learning Technologists
Country	Australia (1) Canada (2), Netherlands (1), UK (3), USA (2)
Methodologies	Participant Observation, Non Participant Observation, Paper Survey, On-line survey, Diaries, Visual Traffic Sweep, GIS, Co-ordinated Photo Mapping, Comment Boards, Pre and Post Occupancy monitoring, Desk Enquiry statistics
Single site case studies	All



Some themes from the papers about users' behaviour in university library space

- **Furniture:** students like to move furniture around. They also like to have large tables. The furniture needed depends on the type of learning they are completing. They are in the library for a long time so comfort is important
- **ICT provision influence on how the space is used:** where there is good Wi-Fi, people will cluster. High use of laptops and PCs. Power sockets and charging facilities are popular
- **Students display similar behaviours across libraries:** students undertaking independent study like to take up study space intended for group use. Students reserve spaces by leaving possessions, books at a study space when they leave the building.
- **Provide diversity in spaces:** silence areas are popular, group study is popular. Students choose space depending on type of learning. Library needs to provide lots of different learning spaces

Some more themes from the papers about users' behaviour in university library space

- **Lighting:** preferably lighting should be daylight or natural. Dim lighting is not acceptable
- **Library provides sense of community:** individuals appreciate the sense of community (even when working independently). Students develop their own zones.
- **Social learning:** common across most case study sites (Crook's 4 typologies of social learning)
 1. **Focussed collaboration:** (traditional and intense joint problem solving)
 2. **Intermittent exchange:** individual side but occasional and improvised
 3. **Serendipitous encounters:** chance meetings with friends
 4. **Ambient socialising:** gain inspiration and assurance from simply being there

Users and Library space: ten years of research at Loughborough University Library: 2006 to 2016



2005



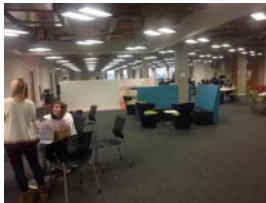
2007



2008



2010



2013



2016

2006

- Paper based survey was distributed in the Library and asked for people's views about the different learning spaces.
- Walton, G. (2006a). *Use of library space at Loughborough University Library: Results from a 2005/2006 user survey*. Loughborough: Loughborough University Library. Retrieved from: <<http://www.lboro.ac.uk/media/www/lboroacuk/content/library/downloads/surveyresults/space-survey-report-1994group.pdf>>.

2007

- Library had created a social leaning space but senior University staff asked 'Why are you turning the Library into McDonald's?'. Ethnographic study completed which showed how it was being used for learning
- Bryant, J., Matthews, G., & Walton, G. (2009). Academic libraries and social and learning space: A case study at Loughborough University Library. *Journal of Librarianship and Information Science*, 41(1), 7–18.

2009

General user satisfaction survey completed which included views about learning spaces

Walton, G. (2010). *Loughborough University Library user survey 2009*. Loughborough: Loughborough University Library. Retrieved from: <<http://www.lboro.ac.uk/media/wwwwlboroacuk/content/library/downloads/surveyresults/general-user-survey-2009.pdf>>.

Benchmarking exercise with similar universities on

- number of full time students per Library study space
- number of full time students per Library open access PC
- amount of Library space by square metre per full time student

Above used to inform successful business case for £4.7 million funding to transform Library

2012

Three year general user satisfaction survey completed which focussed on kind of new spaces students would like

- Walton, G., & Leahy, F. (2013). *Loughborough University Library users' satisfaction survey 2012*. Loughborough: Loughborough University Library. Retrieved from: <[http://www.lboro.ac.uk/media/www/lboroacuk/content/library/downloads/surveyresults/Library%20general%20user%20survey%20\(2012\).pdf](http://www.lboro.ac.uk/media/www/lboroacuk/content/library/downloads/surveyresults/Library%20general%20user%20survey%20(2012).pdf)>.

2013

Ideas tree set up 2 months after refurbished Library opened for initial feedback from users



2009

General user satisfaction survey completed which included views about learning spaces

Walton, G. (2010). *Loughborough University Library user survey 2009*. Loughborough: Loughborough University Library. Retrieved from: <<http://www.lboro.ac.uk/media/wwwwlboroacuk/content/library/downloads/surveyresults/general-user-survey-2009.pdf>>.

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Transforming the Library entrance



Making the entrance lobby more appealing



Changing space with more natural light and knocking walls down



Improving group study rooms



Removing walls and corridors



Removing more walls and corridors



And yet more walls...



Making book stacks more attractive



Making help desk on levels where books more attractive



Slide title

- Item one
- Item two

Slide title

- Item one
- Item two

Lessons learned in researching students use of university library space

- **Lesson 1:** Benchmarking both internally and externally is powerful
- **Lesson 2:** Using research completed externally about the Library service is very influential
- **Lesson 3:** Mixed methodologies make sense

Lessons learned in researching students use of university library space

- **Lesson 4:** Research in how students use library space should be used to strategically inform the wider university
- **Lesson 5:** Undertake research on use of library space continually
- **Lesson 6:** It is important to be opportunistic and pragmatic when researching users and space

Thank you!

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