

The ten commandments revisited: the qualities of good library space

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qualities

indicative not prescriptive features

issues and trends

diverse libraries

new buildings, extensions and refurbishments

relevant to changing times







functional

adaptable

accessible

varied

interactive

conducive

environmentally suitable

safe and secure

efficient

suitable for ICT

oomph

functional

space which works well,
looks good and lasts well



fulfil mission

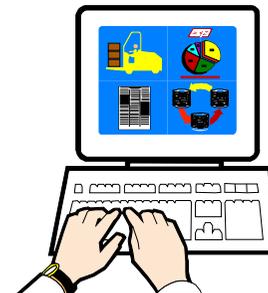
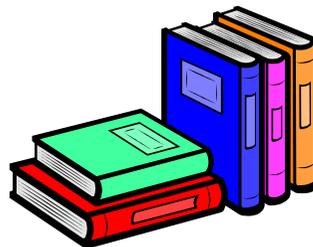
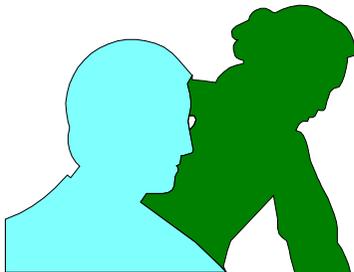
size

enable development

balance teaching, learning and research

balance people, books, IT and services

blend of traditional and electronic services



adaptable

flexible space, the use of which
can easily be changed



“All buildings are predications. All predictions are wrong”

Stewart Brand

“You can't be sure how these spaces will be used. You are just creating the opportunities for things to happen”

Director, Glasgow Caledonian University

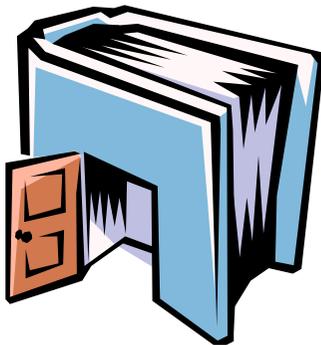
“We shape our buildings, and afterwards, our buildings shape us”

Winston Churchill

accessible



social space which is inviting,
easy to use and promotes independence



learning is social process
more learners who are more demanding
diversity of learners and styles
current and emerging pedagogies
needs of researchers
increased opening hours
independent discovery
disability















PSYCHOLOGY

COMPUTER SCIENCE

ENGINEERING

TECHNOLOGY

ARTS

ARTS

ARTS



PSYCHOLOGY



ENGINEERING



varied



with a choice of learning spaces
and for different media

quiet, private and formal
social, casual and interactive
collaborative and group study
presentations
learning and I T skills training
mentoring
I T spaces with wired and wireless access
I T support
distance learning









extension of living room
changes in social behaviour
food with everything - café
noise or sound
joint services
one-stop shop
ethnic spaces















15 1 '99







Flexible designs for flexible learning

Furniture plays a significant role in enabling a learning environment to be flexible. To achieve this goal, institutions have frequently invested in bespoke furniture design. Some easy chairs in the Saltire Centre, for example, have been designed to house power sockets in the arms, so that groups of users can plug in electronic equipment and plasma screens. The arrangement of most furniture within the social areas of the centre, however, can be easily reconfigured to match the size and purpose of the group and, where a discreet meeting point is called for, an inflatable 'igloo' wall can be brought in to provide a sound baffle. Like the curved desks in the James Weir Building at Strathclyde University, these are custom-made items that are designed to support clearly articulated pedagogic aims.

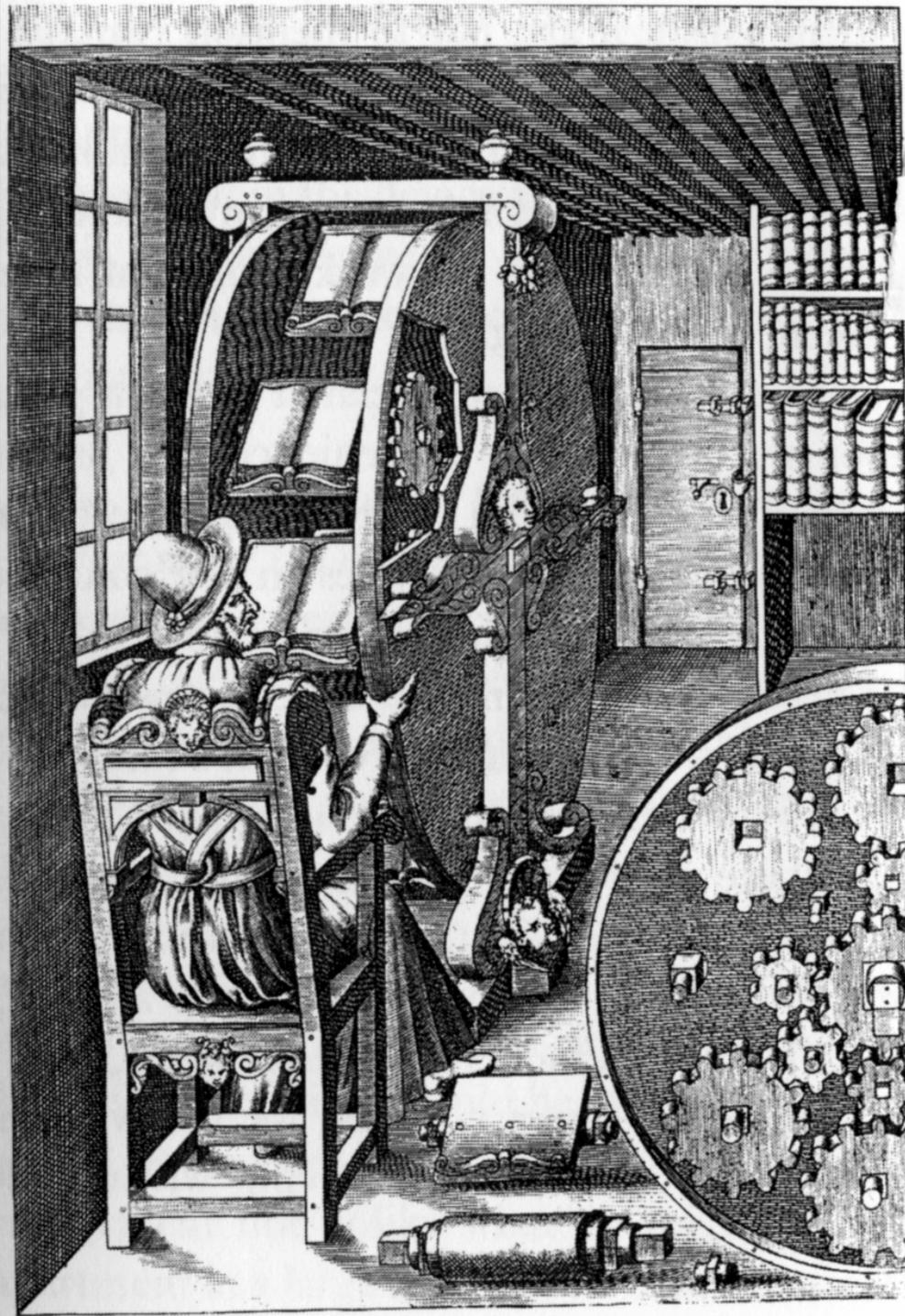
However, even where standard furniture is used, combinations of circular and oblong tables, or palette chairs, as opposed to standard ones, will establish preferred uses of that space, so even in the most constrained circumstances, consideration of room layout and choice of furniture can make a significant difference to learning outcomes. Learners can be reluctant to change an inherited configuration, even when self-management of the space is encouraged, so they are likely to adopt the mode of learning signalled by the existing layout and type of furniture. Similarly, varying the arrangement of fixed computers can indicate the activities they are intended to support, from quick access to long stay, and acknowledges the equal importance of all types of use.

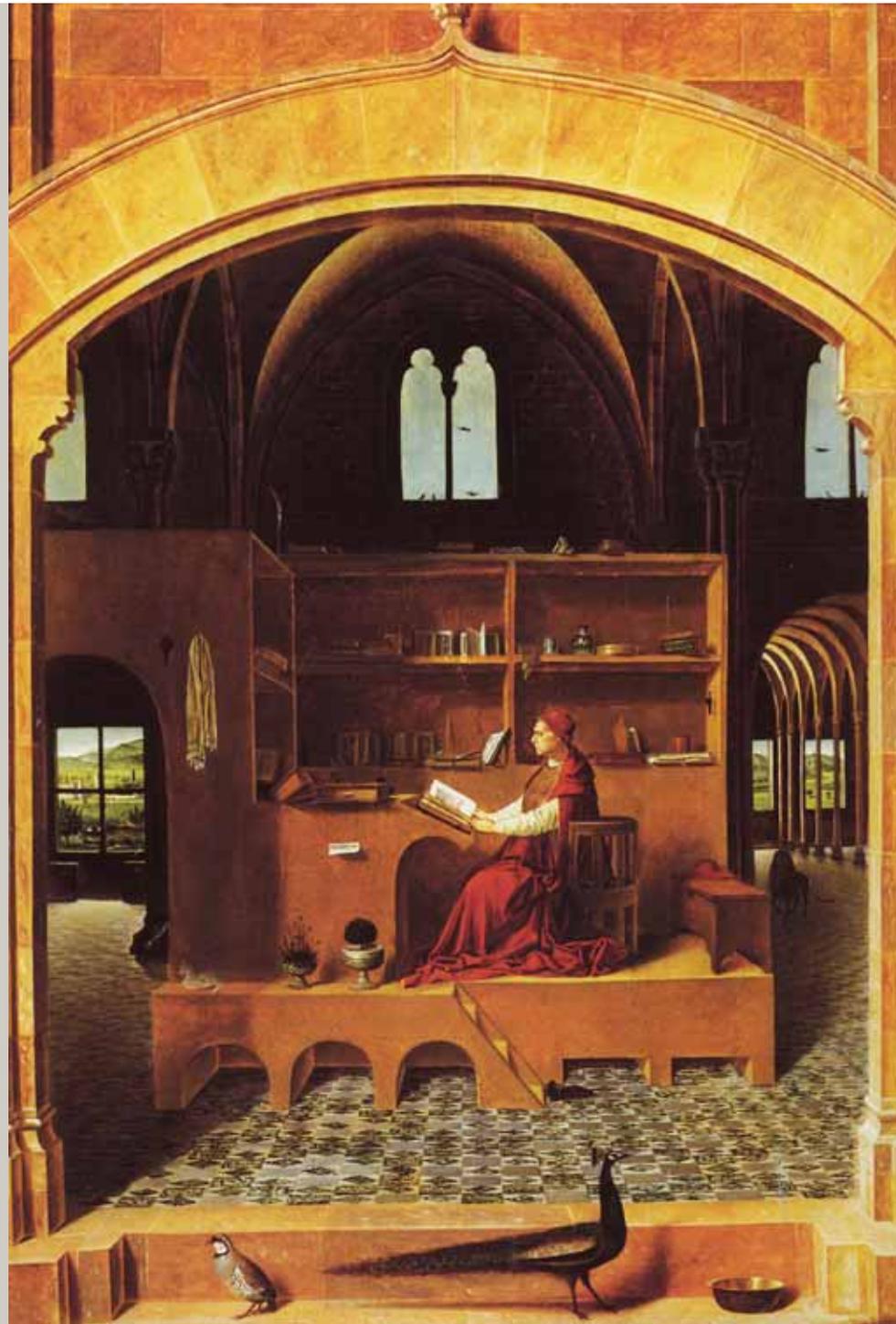












interactive



well-organised space which
promotes contact between
users and services















conducive



high-quality humane space
which motivates and inspires people

high standards of design
imaginative architecture
exciting features
sense of 'place'
people, learner-centred
noise management



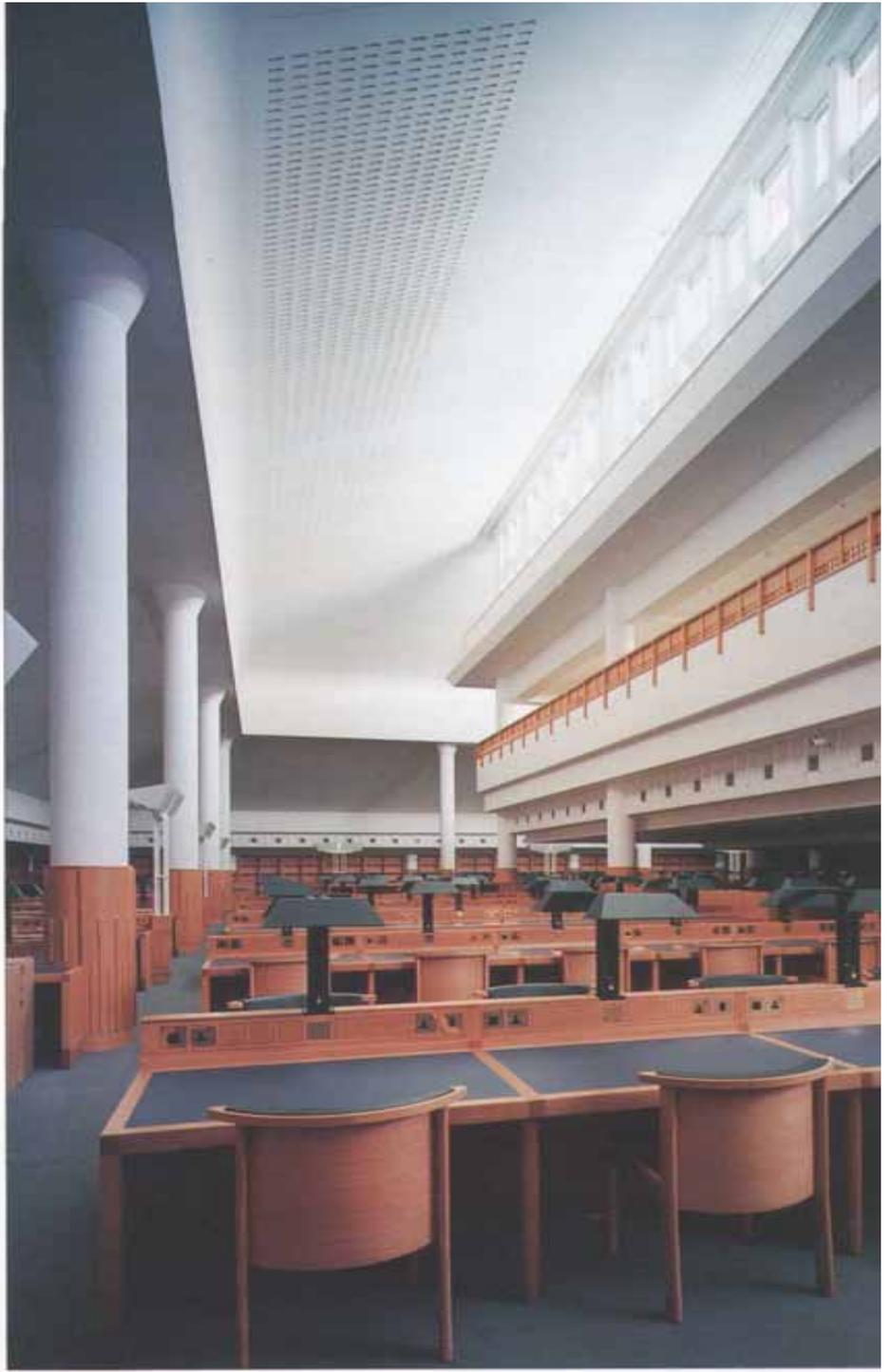
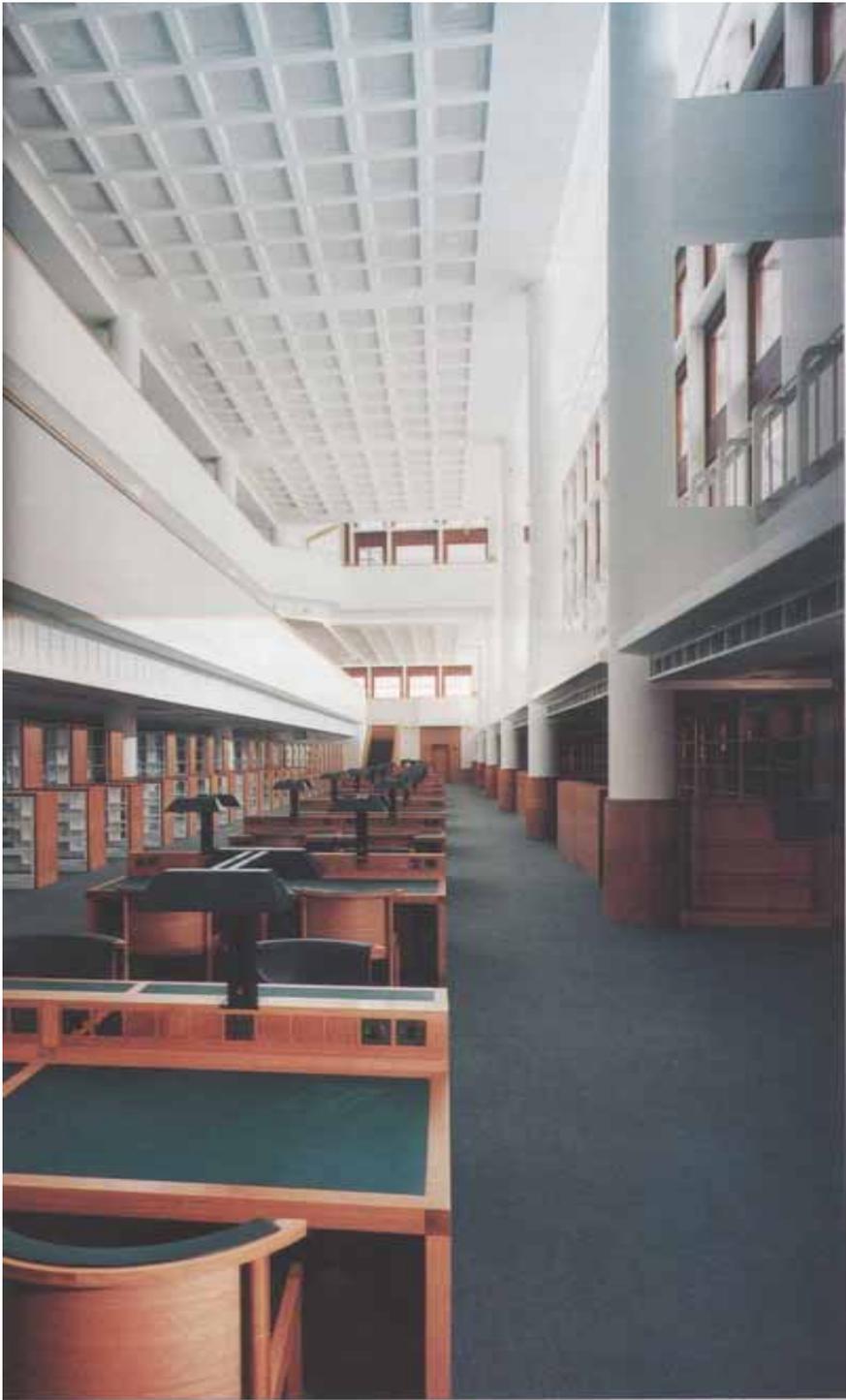








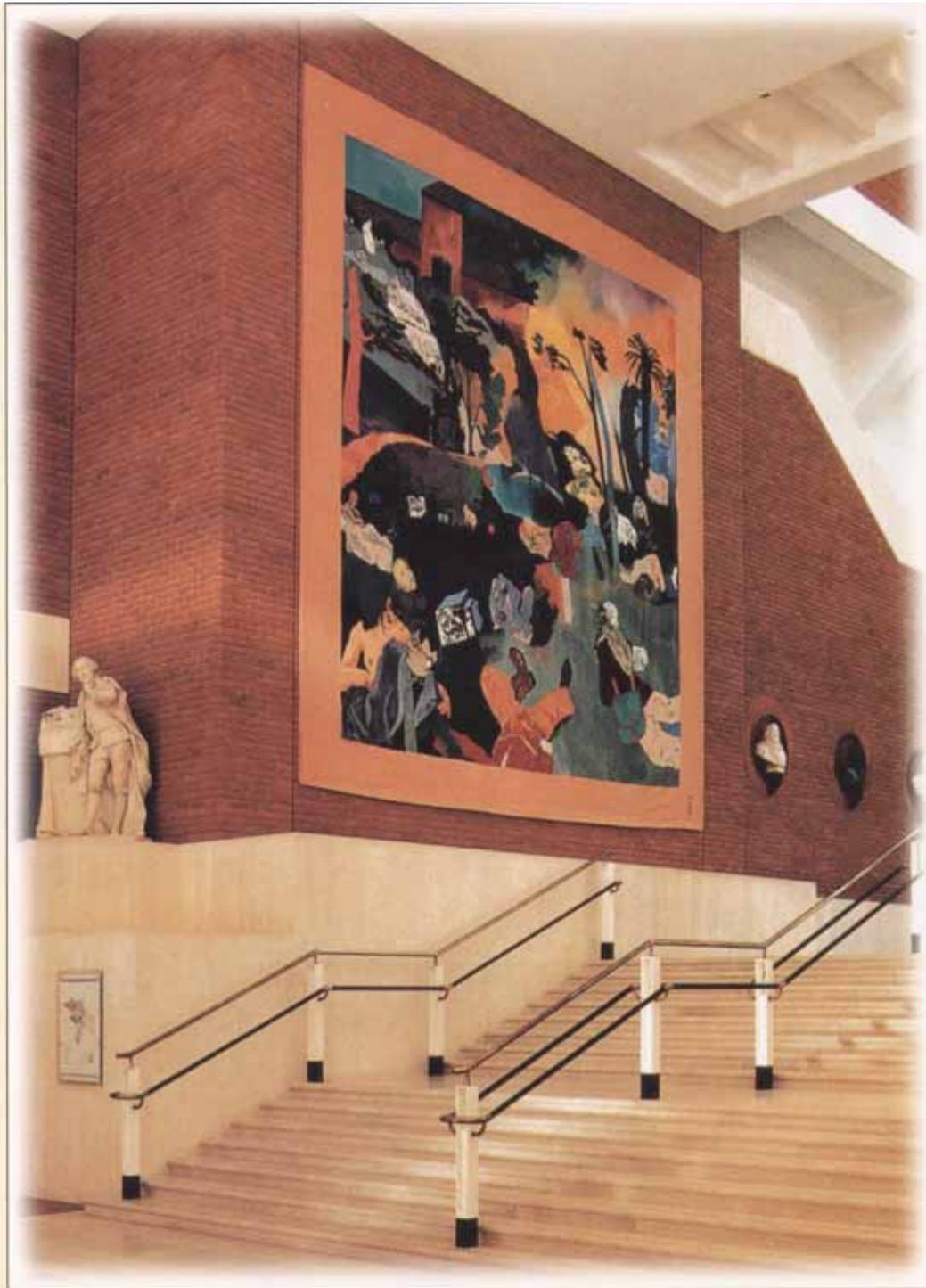




























environmentally suitable

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for readers, books and computers



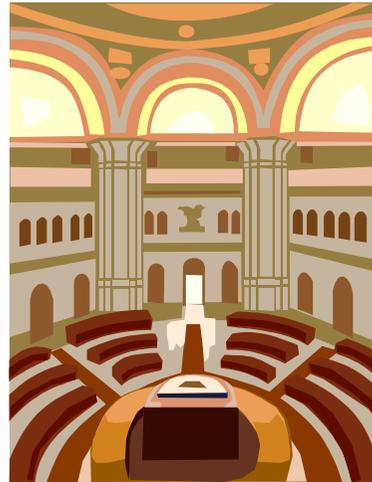
safe and secure



for people, collections, equipment,
data and the building

efficient

in space, staffing and running costs



information & communications technology

flexible provision for users and staff



JISC

Designing Spaces for Effective Learning

A guide to 21st century learning space design

Designing Spaces for Effective Learning

A guide to 21st century learning space design



Mobile learning

tablet PCS, laptops, mobile phones, wireless keyboards, PDAs, digital cameras

Connected learning

wired computers, wireless networks, wireless-enables laptops, internet -enables PDAs, and mobile phones

Visual and interactive learning

video conferencing, video streaming, image projection, interactive whiteboards, voting devices

Supported learning

assistive technologies, accessible USB ports, audiovisual prompts, video recording facilities, plasma screen points

Scottish Funding Councils' report, 2006

[www.sfc.ac.uk/information_learning/
spaces_for_learning.html](http://www.sfc.ac.uk/information_learning/spaces_for_learning.html)

JISC eSpaces Study, Learning Development Unit,
University of Birmingham, 2005

www.ldu.bham.ac.uk/espaces

cost, space and complexity

networked computer anywhere

suitable environment

involve network experts

future-proofing

5-10% budget

hybrid, blended library

network infrastructure

cabling, trunking, wireless, docking, laptops,
mobiles

wired-up study places

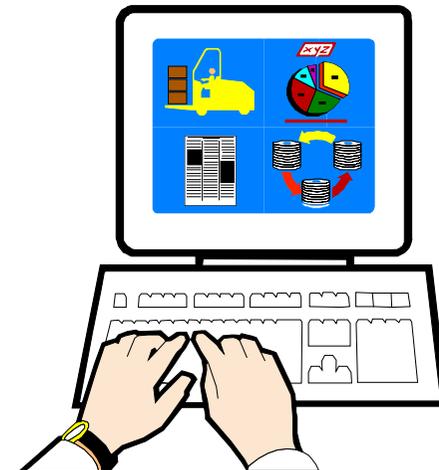
arrangement, number, size, design, clusters

noise

self-services

smart cards

24x7 access









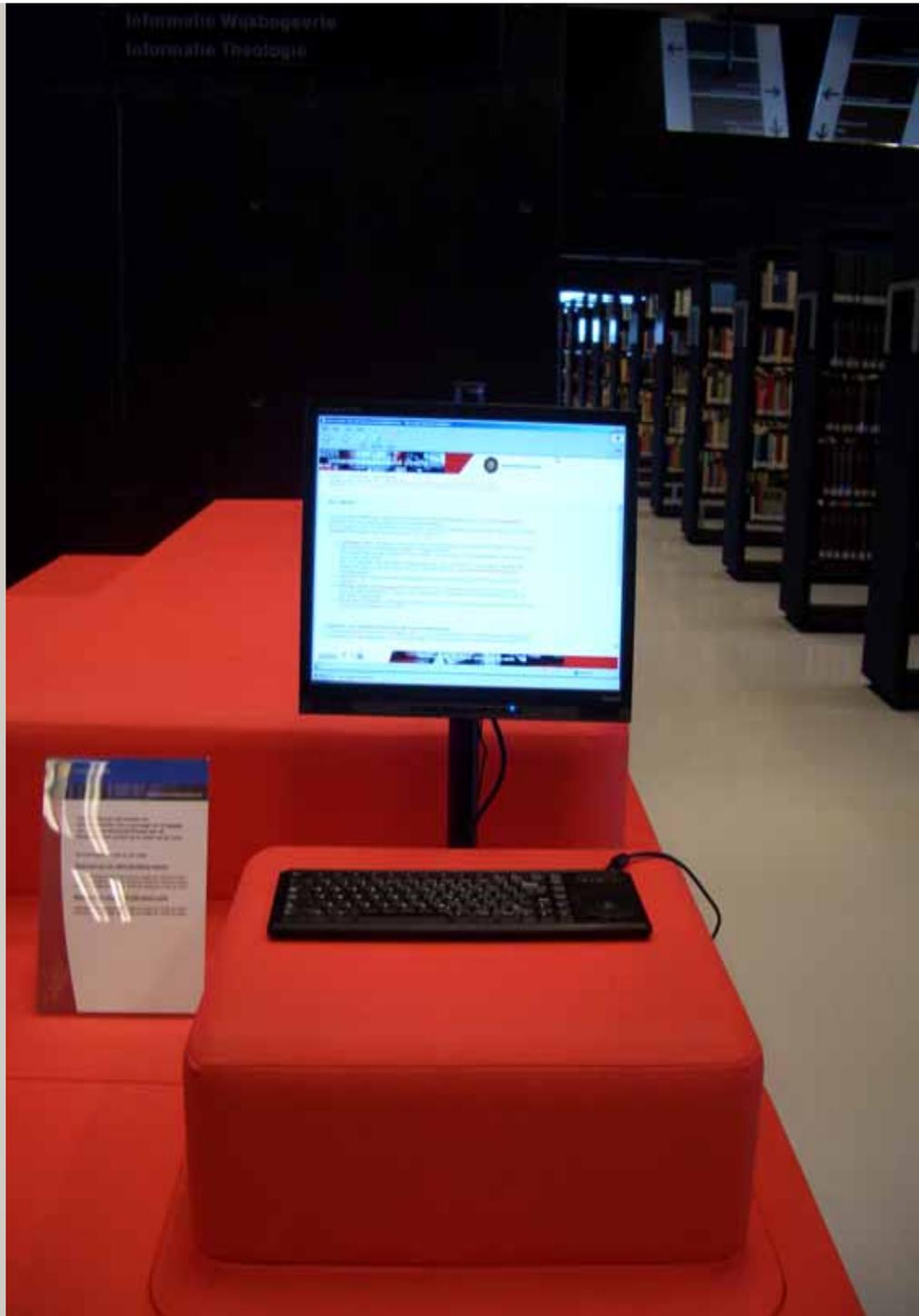








Informatic Wąstogęta
Informatic Theologic



oomph



bold space that captures
the minds of users and
the spirit of the university

e-services and virtual environments
do we still need library buildings at all?

new libraries
transform learning, teaching and research





"if you build it he will come"

Field of Dreams 1989