Informed Systems @ Pacific University Libraries: Information Exchange for Knowledge Creation

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Like any good book, let’s start at the beginning.
Traditional libraries were...
Disrupted…

Digitization...
Informed SYSTEMS
Making sense of ‘messy’ situations, through systems design processes and tools
(Checkland, Soft Systems Methodology)

Using information and technology to learn, to advance understanding within context
(Bruce, Informed Learning)

Designing organizational systems and associated practices, to foster information exchange and knowledge creation
(Somerville, Informed Systems)
Crossing disciplinary boundaries:

- Social informatics, systems sciences (Sweden)
- Informed learning, library science (Australia)
- Knowledge creation, organizational learning (United States)
Connecting People & Ideas through Information Exchange for Knowledge Creation

- Information
- Technology
- Learning
Informed Systems Leadership Model

Source: Somerville, 2015.
• ICT technologies evaluation and proficiency

• Information sources identification and evaluation

• Information exchange and knowledge generation

• Knowledge curation and management capabilities

• Professional practices and workplace learning

(Bruce, Informed Learning)
co-create an organizational culture that is information centered, learning focused, action oriented
WHAT did we know?
UNIVERSITY OF PACIFIC

STOCKTON LIBRARY

WHAT HAD COME BEFORE THIS PROJECT:
Professional reports
Student design studies
Use data and statistics
Masterplans and strategic plans
Higher education best practices
Personal interviews
Site visits
- and so much more...
DESIGN CHARRETTES

- **Design Charrettes** are successfully used as a strategy for stakeholder engagement and collaboration.
- Participants voice their opinions, dreams for the project, for the process and goals, for issues and hurdles to overcome.
- The project ideas came from stakeholders and users – and thus answer the needs of the users.
- Users participated directly in the process and feel ownership and stay engaged.
- Giving the project a much better chance for success.
What is a library?
BUILD STUDENT LEARNING SPACES

Create enhanced space for students and learning by consolidating library stacks, as well as improving information discovery, access, and use. Locate integrated service desks, digital technology commons, and Special Collections in more prominent locations. Design flexible and versatile spaces that build community, foster inquiry, and make learning visible. Reveal the natural beauty of the campus through intentional indoor-outdoor connections.
DELIVER ACADEMIC LIBRARY SERVICES

Design spaces that enhance user experience of research collections, education services, technology commons, consultation services, and learning spaces. Co-locate library faculty and staff to further collaborative activities and improve work flows. Create partnerships with other student academic success providers within spaces designed to catalyze collaborations through intentional adjacencies. Create spaces to foster interaction between students and faculty in the library.
ENHANCE FACULTY DEVELOPMENT SPACES

Design well-equipped, highly flexible Center for Teaching and Learning spaces which foster faculty exploration and development of learner-centered teaching practices and pedagogical and technological experimentation. Create naturally inviting, permeable spaces which inspire and nurture interdisciplinary collaboration, and support faculty individual and group work.
FACILITATE STUDENT ACADEMIC SUCCESS

Make learning resources and learning services in the Stockton Campus Library visible and accessible. Create an integrated service area for physical and virtual delivery of 3-city student academic support programs. Brand co-located academic writing, library research, mathematics development, and peer tutoring services as Student Academic Success Hub.
“... in response to seismic changes happening in pedagogy and curricular programs on campuses ... flexibility is an essential element for academic library learning spaces.” (Head, 2016)
WHAT
did we do?
1st thing? Get help from an expert!
1st day: “What is your best experience of using information to learn at work?”

- 19 participant stories shared through brief spoken summaries
- Participants then gathered in small groups for further discussion and reflection
- Written versions were collected at the end of the session for additional analysis
2\textsuperscript{nd} day: Initial analysis of the stories

• Questions that helped guide us:
  a. What is valued?
  b. How does informed learning happen
  c. Where does it happen?
3rd day: What we learned from the stories

- Internet important
- Dominant mode of workplace learning was self-learning
- The importance of technology to aid in our learning
Informed Learning Story Coding Categories

1. Information and communication technologies
2. Information sources
3. Information and knowledge generation processes
4. Information curation and knowledge management
5. Knowledge construction and worldview transformation
6. Collegial sharing and knowledge extension
7. Professional wisdom and workplace learning

(adapted from Bruce, Hughes, & Somerville, 2012)
Examples in stories of using category 1: Information and Communication Technologies (paraphrased)

• “Building working relationships with employees from other departments as well as within the library”

• “For communicating with students, I like them to text me. They can text about schedules, questions when they are in the stacks, want confirmation about something, etc.”
Examples in stories of using category 2: Sources

• “I didn’t know if I could use Adobe or Photoshop so I looked for an answer on Google”
• “I YouTube it”
• “Lynda.com is useful"
Example in stories of using category 3: Processes

• “I had to rely on historical information from paper files and the early stages of electronic filings in the shared (local) drive to piece together information to be able to understand current information”
Example in stories of using category 4: Information Curation and Knowledge Management

“An electronic day log was created to communicate information (such as the day’s events, changes to procedures, issues reported) amongst employees working at different times of the day and at different locations.”
Example in stories of using category 5: Knowledge Construction

• “With the implementation of (the new ILS) the University hosted a workshop, made available a learning guide, and a test version of the program for independent evaluation ... Afterward we were emailed a copy of the guide to use the more extensive help functionality in the system ... I was grateful to have the chance to apply myself to solo practice at my own speed.”
Example in stories of using category 6: Collegial Sharing and Knowledge Extension

• “My best learning experiences have come from face-to-face interactions and collaboration. I have entered into meetings not knowing what the subject is about, then emerged fully informed. Meetings have been the key to getting things done and clarifying sticking points.”
Example in stories of using category 7: Professional Wisdom
What did the coding reveal?

- Mostly scored in the 1-4 range
- Mostly recounted individual, rather than collective learning
- Mostly focused on tools of information (technology, source, processes, control)
- Categories 6-7 (information sharing and knowledge creation) were largely absent
Meet the Information Curation and Knowledge Management Team
Libguides blog for easy information sharing
Sharepoint for larger files and organizational repository
What will we do now?
What do YOU want our library to look like?

What is the **best** environment for you to study?
What is the **worst** environment ... ?
STUDY SPACES

University of San Francisco

Wake Forest University
STUDY SPACES

Northeastern University

Santa Clara University
STUDY SPACES

Loyola Marymount University

Seattle University
STUDY SPACES

University of California, Merced

University of the Pacific
READING ROOMS

Loloya Marymount University

University of San Francisco
University of California, Davis

University of California, Merced
Seattle University

Wake Forest University
CAFE

University of the Pacific
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PROPOSED ENTRY
The Cube is a learning (and play!) space for makers and techies alike. Students can experiment with virtual reality, 3D printing, and prepare prototypes of engineering projects. Placed at the entrance of the library all students can catch a glimpse of ongoing work. Makerclasses and projects can spill into the Vertical Village.
The Great Room is the classic grand reading room reimagined for a 21st Century library. It provides a variety of study spaces for different learners and everyone is able to find a favorite study spot - be it a small nook for one or study room to collaborate on a project.
The Commons brings together the faculty and staff of Holt in a centralized location where they can share ideas and resources with each other and students. The Commons is surrounded by student study space where peer tutoring can also take place and a variety of classrooms are co-located on the second floor for easy access. The Commons and its surroundings is for more quiet collaboration and study but some noise is to be expected.
SPECIAL COLLECTIONS

Special Collections is a jewel box that pays homage to John Muir and his archives. Researchers and naturalists alike come to UoP for the Muir experience. The new Special Collections reading room will put Muir on display and make Special Collections visible to the student body and visitors to Holt. The space should evoke the spirit of Muir and California.
RESOURCES
THE COMMONS
What would make our library great?
QUESTIONS OR COMMENTS?

Seek multidisciplinary experiences
investigate ideas from diverse perspectives and multiple viewpoints
Build resilient collaborations
learning how to learn together
with and for others
Pursue passionate curiosities
enable knowledge creation through everyday social encounters
Great institutions have great libraries!
QUESTIONS OR COMMENTS?

SELECTED REFERENCES


