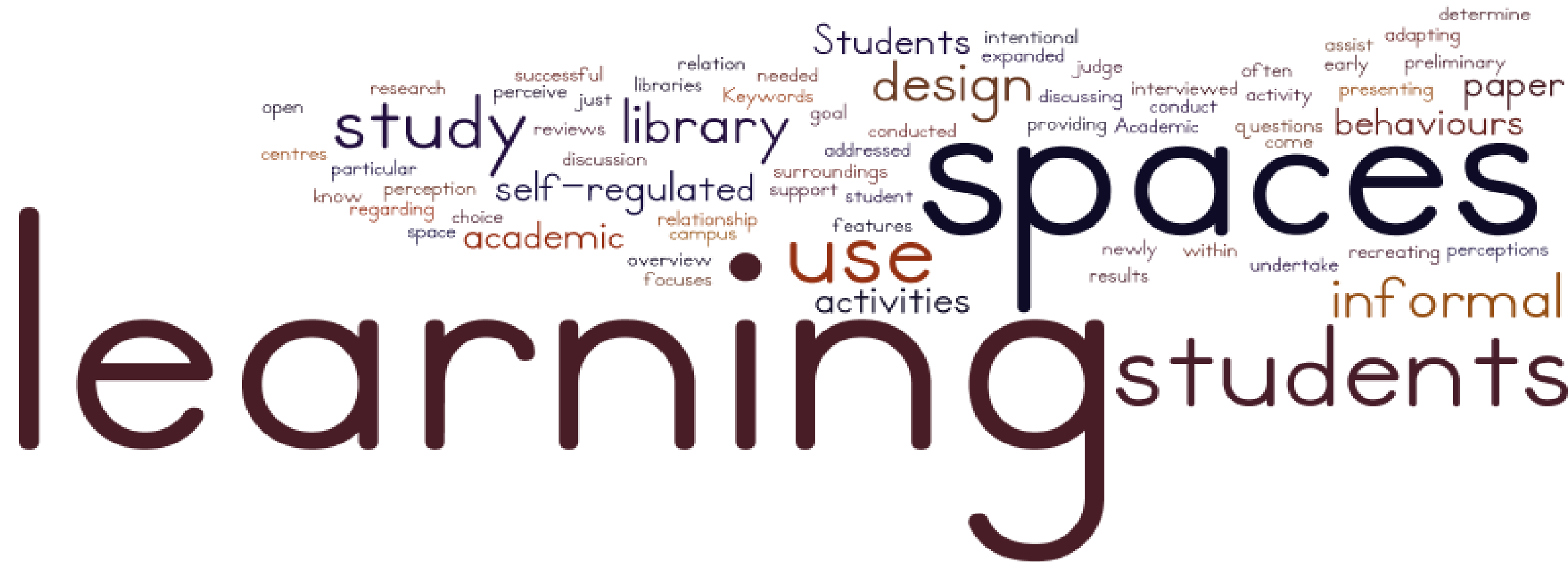


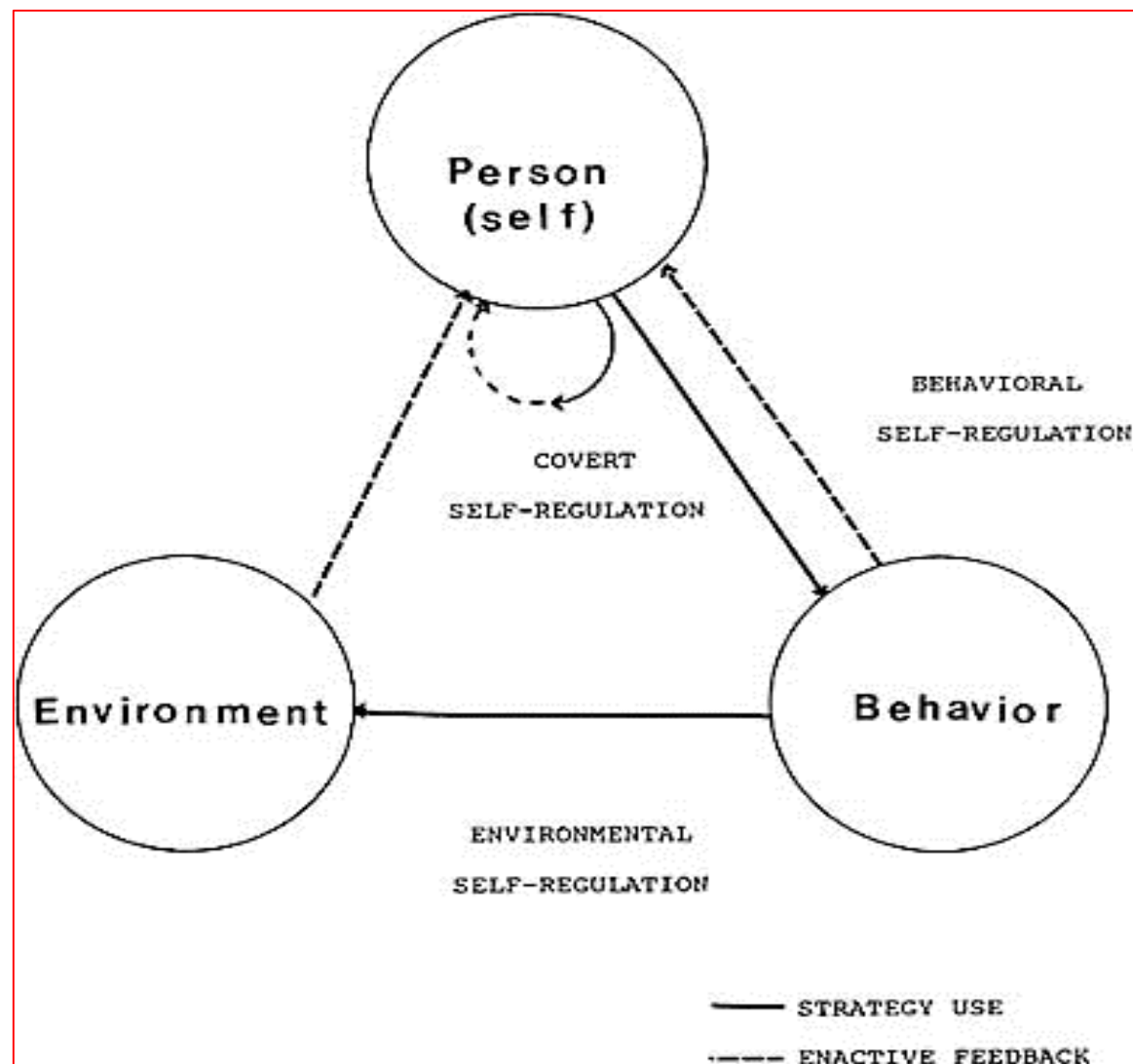
It's all about the learning

what students say about their learning in informal spaces in the library



A word cloud visualization of terms related to learning spaces and students. The words are arranged in a horizontal, somewhat circular pattern. The largest and most prominent words are 'learning' (dark blue), 'spaces' (dark blue), and 'students' (dark blue). Other significant words include 'design' (orange), 'self-regulated' (dark blue), 'library' (dark blue), 'academic' (orange), 'use' (orange), 'activities' (orange), 'behaviours' (orange), 'informal' (orange), 'study' (dark blue), 'research' (dark blue), 'open' (dark blue), 'centres' (dark blue), 'particular' (dark blue), 'know' (dark blue), 'regarding' (dark blue), 'space' (dark blue), 'choice' (dark blue), 'relationship' (dark blue), 'campus' (dark blue), 'overview' (dark blue), 'focuses' (dark blue), 'features' (dark blue), 'student' (dark blue), 'support' (dark blue), 'surroundings' (dark blue), 'addressed' (dark blue), 'conducted' (dark blue), 'goal' (dark blue), 'needed' (dark blue), 'relation' (dark blue), 'libraries' (dark blue), 'just' (dark blue), 'successful' (dark blue), 'perceive' (dark blue), 'reviews' (dark blue), 'discussion' (dark blue), 'intentional' (dark blue), 'expanded' (dark blue), 'judge' (dark blue), 'discussing' (dark blue), 'interviewed' (dark blue), 'conduct' (dark blue), 'providing' (dark blue), 'Academic' (dark blue), 'questions' (dark blue), 'come' (dark blue), 'often' (dark blue), 'activity' (dark blue), 'presenting' (dark blue), 'paper' (dark blue), 'behaviours' (dark blue), 'recreating' (dark blue), 'perceptions' (dark blue), 'undertake' (dark blue), 'within' (dark blue), 'newly' (dark blue), 'results' (dark blue), 'assist' (dark blue), 'early' (dark blue), 'preliminary' (dark blue), 'determine' (dark blue), and 'Keywords' (orange). The words are in various colors (dark blue, orange, brown) and sizes, with the largest words being 'learning', 'spaces', and 'students'.

Zimmerman: Self-regulated learning



TFDL Space Design Features



COLLABORATIVE

- Floors 1-3
- Café
- Social areas with tables
- 27 Workrooms
- Workstations, some dual monitors
- Public access computers
- Comfortable lounge areas
- Varied seating choices
- Distributed wiring

QUIET SPACES

- Floors 4-6
- Classrooms (2 traditional and 2 collaborative) with pc's
- Study carrels
- Study tables
- Individual study tables
- Some lounge seating
- Some pc's
- Varied seating choices
- Distributed wiring

Why do students choose specific spaces in the TFDL as their learning space?

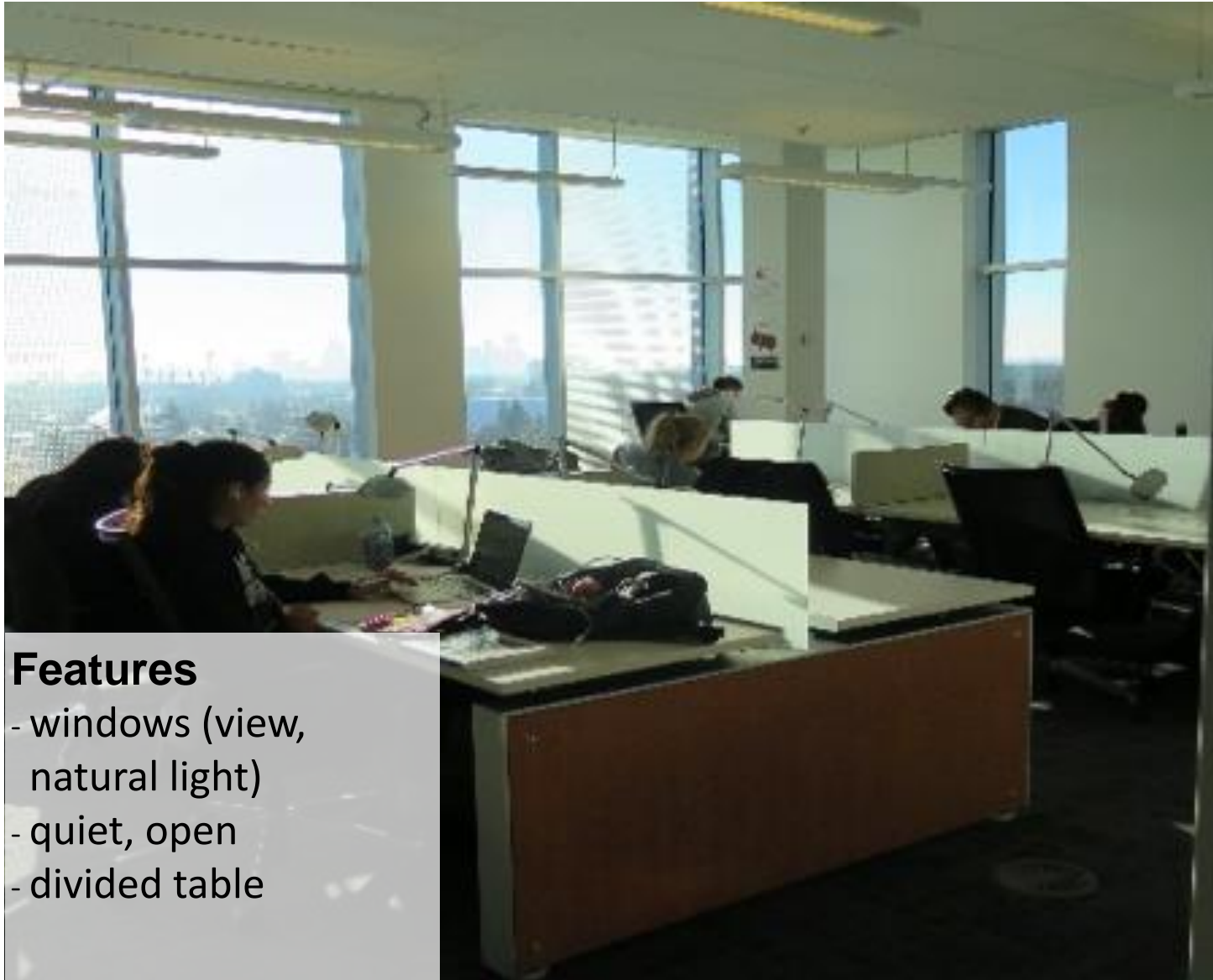


- Interview Questions focused on
 - Students' learning styles and activities
 - Preferred location for study
 - Response to types of learning spaces in the TFDL – review 15 photos of representational spaces in the TFDL
 - Description of ideal learning space
- Analysis open and axial coding using NVivo software

Results: Space attributes for Learning

- **Sound:** most frequently mentioned, space could be either too loud or too quiet
- **Distraction:** either need it or avoid it
- **Openness:** high ceilings with natural light or not isolated or confined, but could be too open
- **Comfortable:** definition varied, a key element
- **Outlets:** needed but not a deal breaker
- **People vs isolation:** what works for them
- **Furniture and space definition :** no real preference except for “enough desk space”. Preference for spaces where “their space” was physically defined





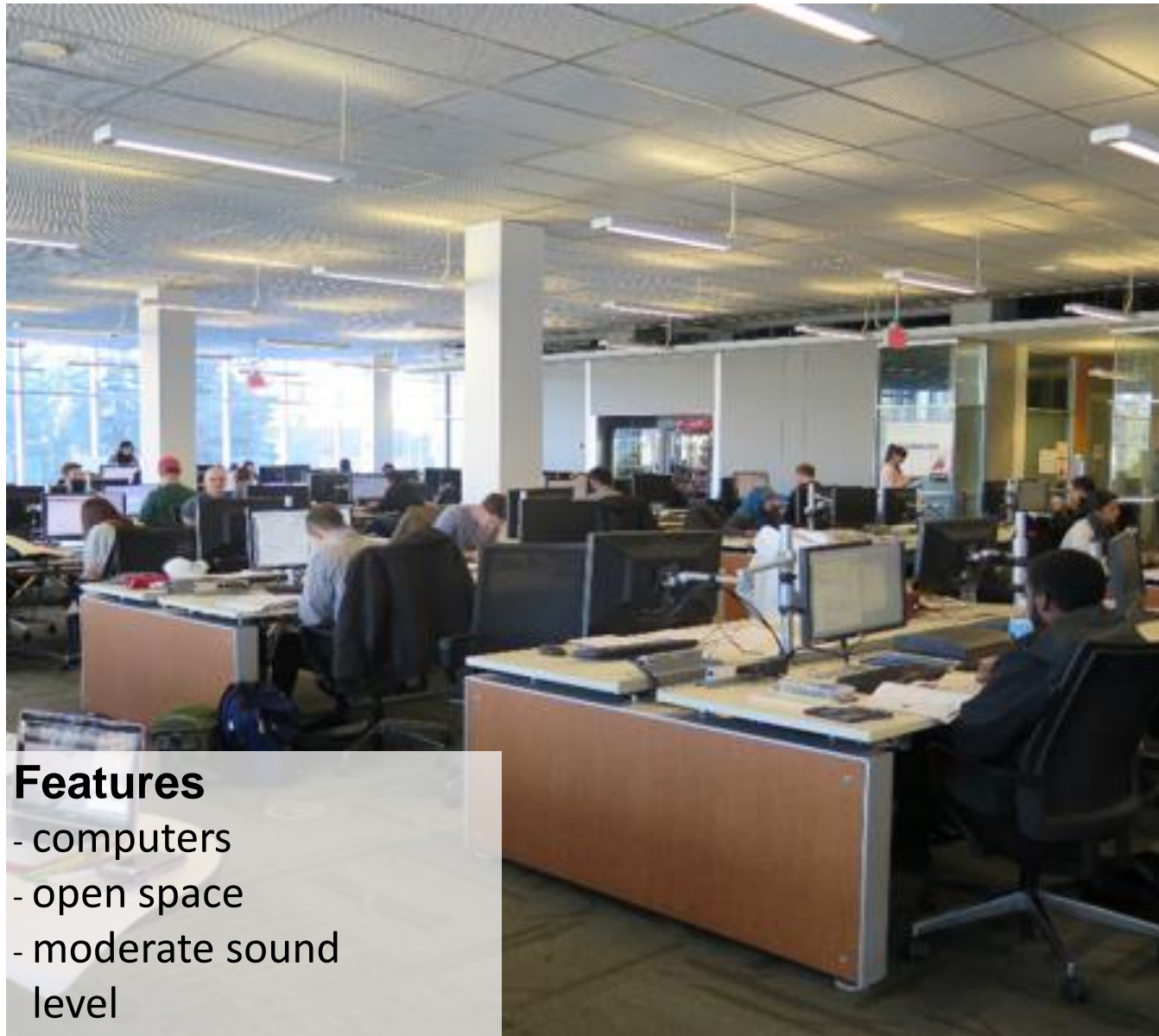
Features

- windows (view, natural light)
- quiet, open
- divided table

“You feel the sense of learning community.”

“You might have people right in front of you ...That’s a little bit distracting because the divider doesn’t go all the way up.”

TFDL 6th floor, quiet, corner



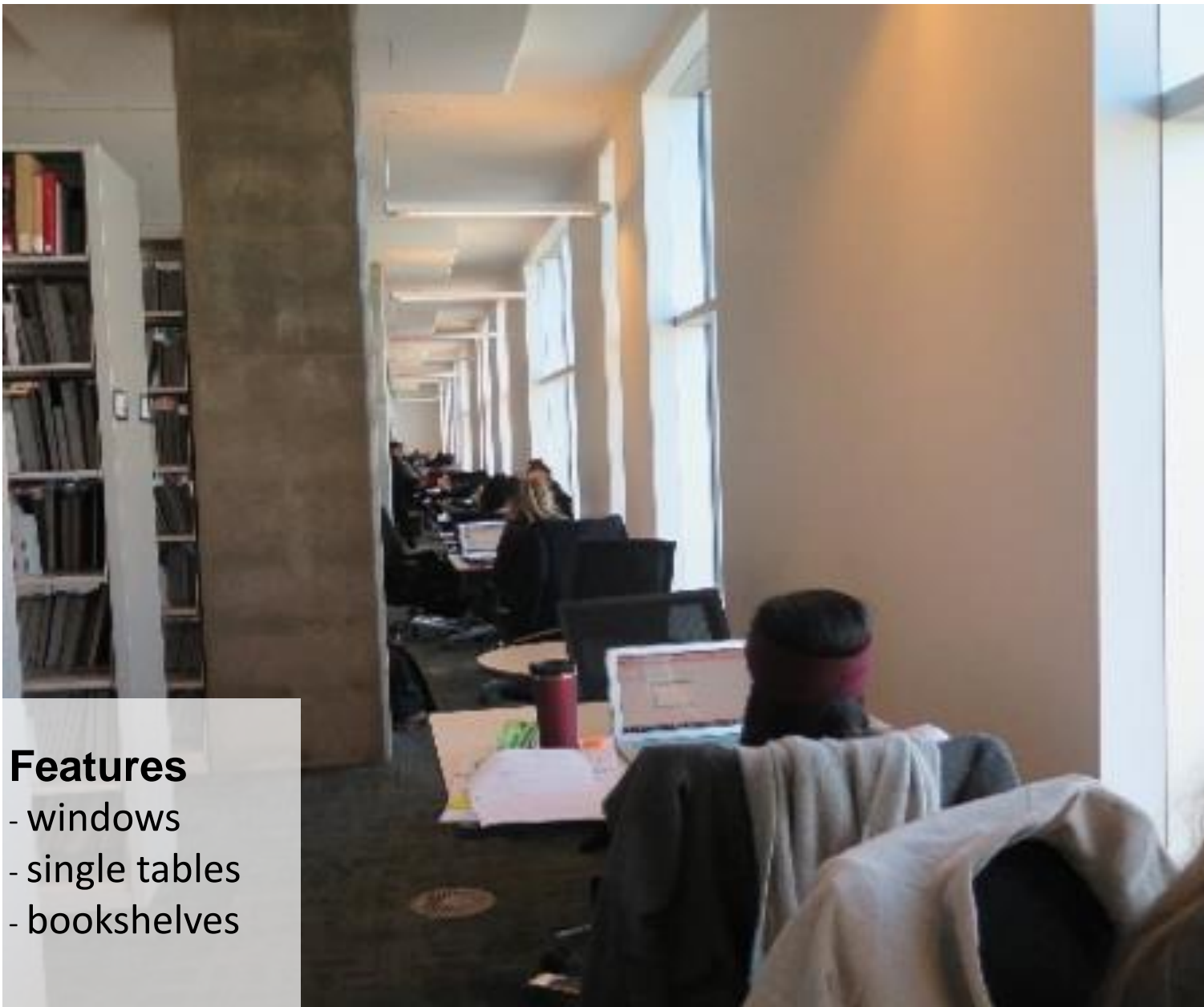
Features

- computers
- open space
- moderate sound level

“you just run up the stairs, print it, and head out”

“It just feels too busy to really sit down and focus on anything.”

TFDL 2nd floor computer workstations



Features

- windows
- single tables
- bookshelves

“It gives you a view. It's also close to the wall so it's less open, it gives you a feeling of ...focus.”

“I'd be too busy trying to figure out what the people ahead of me are doing.”

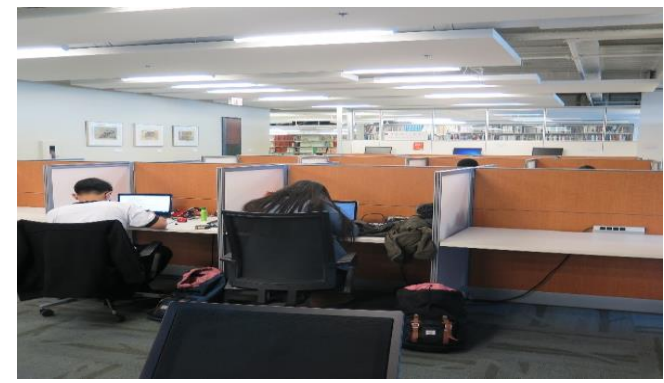
TFDL 5th floor, east side

Library value: Functionality



- P4: I am the kind of person who doesn't like to be very specific with my **study** habits in the sense of I don't like to just be in one space. I like to **move about**. I like to look around. Stretch maybe or whatever have you. I like to go for **coffee** or something. **So I like that the library is able to accommodate all of that.**
- "I live in the TFDL. I like it. There's a lot of **sources to really focus** on what you have to do, and **even hang out** with friends, or just to walk."

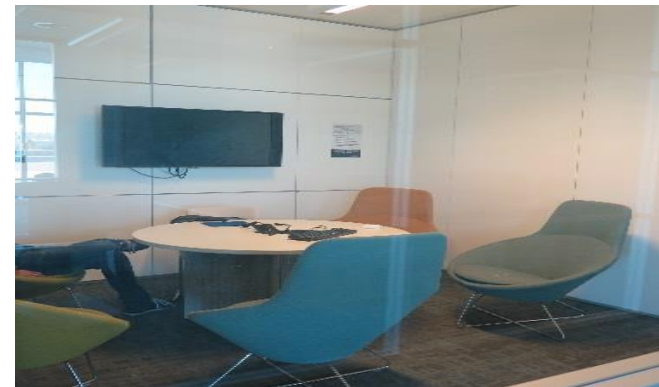
Library value: Learning Atmosphere



- P11: “It’s the whole **sense of .belonging and community and having a feeling of safety and having people-** like the same goals for anything, I really like that library still provides that sense of **community** whenever you are studying because you’re there for a purpose and ..you’re there **together**.”
- P6: **Stimulate** is the word. ..just seeing people around you ... gives you a feeling of **motivation**.”

Library value Student Space Ownership

- P3: ...it's just sort of **your space**. ...It feels like a place where I just know I'm going there, start studying and the studying is going to go well..
- P9: “ It does feel like an **independent student space**,...it feels like kind of, you **have your own ownership when you do things** ...it feels like a free space so that really helps.”



Library value: Library as Academic Symbol

- P11: “**Knowledge and determination**. It also represents what the **goals** of students are, which is basically to **learn and to embrace knowledge**, and I feel like **libraries are the symbol of that**.”
- P11: When you think of a university or setting, you would first think of the library ...I feel like **it represents what it means to be a student.**”



The Value of Library Space to Learners



Purposeful space design

- Students know how and where they learn best and they choose to organize their surroundings in order to be successful.
- Because each learner seeks his or her best space for learning, our informal learning space design choices for libraries should be intentional, based on an understanding of how students learn and regulate their learning environment



Further Reading

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