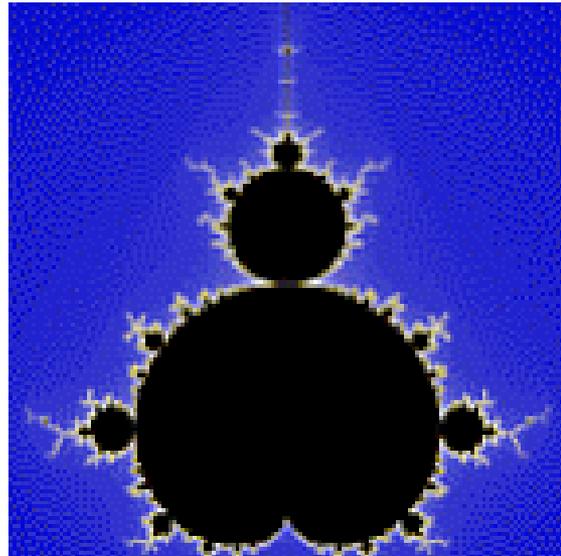


# The library revisited

From availability to active partner in education & research.



Courtesy P.Rypens ©

Julien Van Borm  
Honorary chief librarian  
University of Antwerp  
Belgium

Antwerp  
23 June 2016

Julien Van Borm is honorary chief librarian of the University of Antwerp (Belgium).

Works since his retirement in 2007 occasionally as a consultant for libraries.

Member of the editorial board of the journal: *Interlending & document Supply*

Email: [j.van.borm@telenet.be](mailto:j.van.borm@telenet.be)

These slides are distributed under the following Creative Commons licence.

	Attribution (BY)
	Share-alike (SA)
	Non-commercial (NC)

## Title

Borrowed from the novel: *Brideshead revisited* (1945) by the British writer E.Waugh.

## Fractals

The fractals in this PPT are produced by Piet Rypens of University of Antwerp, mathematician and former ICT colleague and now an LSD patient, the incurable Amyotrophic Lateral Sclerosis Disease (see the renowned British Cambridge professor Stephen Hawking). A tribute to Piet and the way he positively goes on with his disease.

I use these fractals for:

- giving colour to the presentation
- indicating the complexity of today's library environment, always and rapidly changing. A fractal is more than a multidimensional space. Not just a 2 dimension, or 3 dimension or even more dimensions. A fractal dimension is somewhere in between. Complex!

# Revisit

- 1. To visit again
- 2. To reexamine (a topic or theme) after an interval, with a view to making a fresh appraisal.

[Collins English Dictionary – Complete and Unabridged](#)

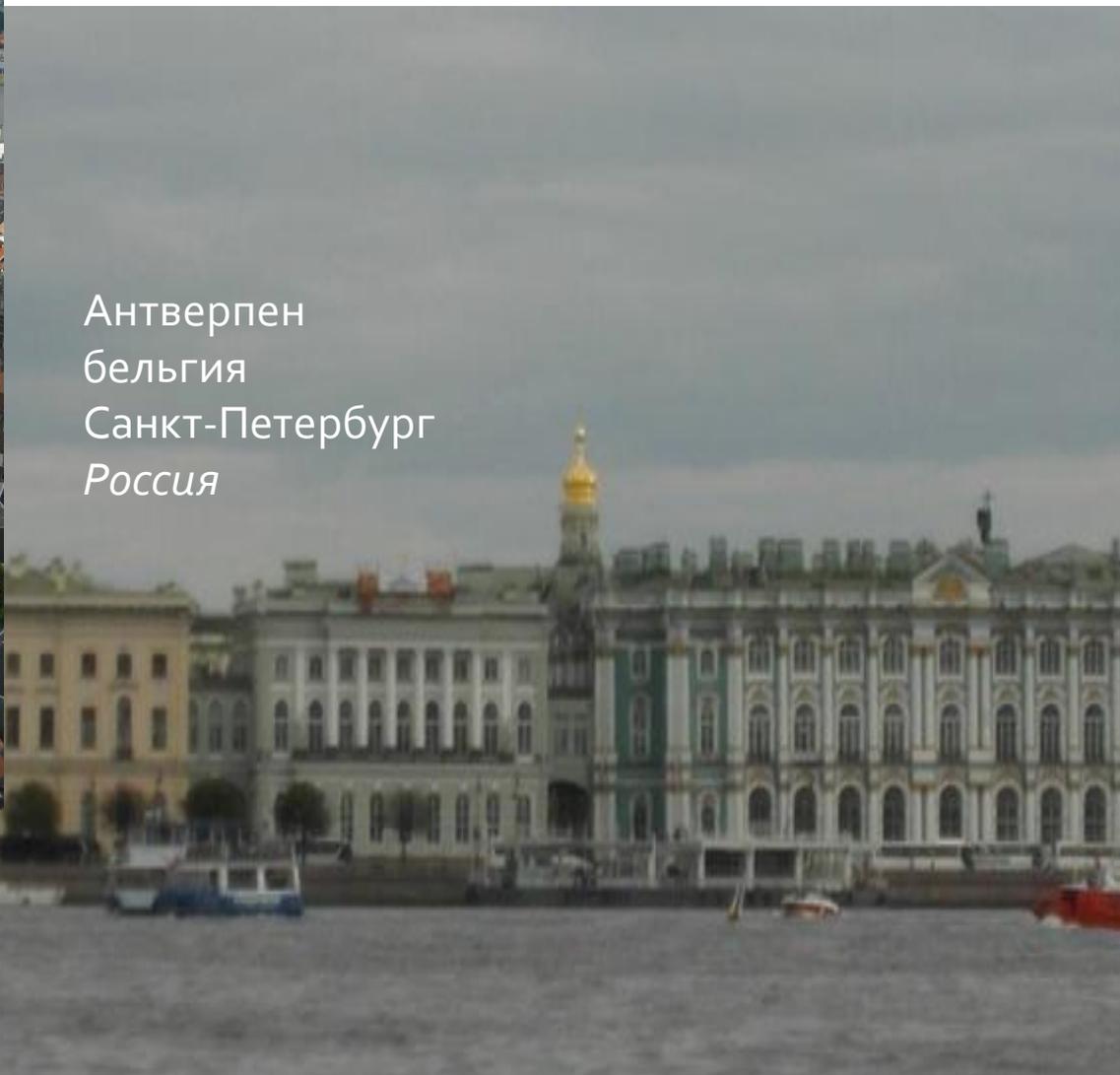
© HarperCollins Publishers 2003

In this case: to reexamine the role of libraries for learning & research in today's world.



A longstanding relation between

Антверпен  
бельгия  
Санкт-Петербург  
*Россия*



I could have used the title of R. David Lankes' book:

*Expect more*

with as subtitle:

*Demanding better libraries for today's complex world.* Freely available on the following websites:

<http://www.DavidLankes.org>

[http://quartz.syr.edu/blog/?page\\_id=4598](http://quartz.syr.edu/blog/?page_id=4598)

Another publication by R. David Lankes:

*The atlas of new librarianship.* MIT, 2011

R. David Lankes is a professor and Dean's Scholar for the New Librarianship at Syracuse University's School of Information Studies and director of the Information Institute of Syracuse in the USA.

His book, *The Atlas of New Librarianship* won the 2012 ABC-CLIO/Greenwood Award for the Best Book in Library Literature. Lankes is a **passionate advocate** for librarians and their **essential** role in today's society.

# EXPECT MORE

**Demanding Better Libraries for Today's Complex World**



**R . D a v i d L a n k e s**

R. David Lankes  
*Expect More. Demanding  
Better Libraries For Today's  
Complex World*  
© 2012 R. David Lankes.

R.David Lankes.The atlas of new librarianship. MIT, 2011.



# The main reason for change in libraries!

*“Libraries are invested in the codex [the traditional print].  
And the codex has become outmoded.”*

Eli Neiburger.

A library Journal/School Library Journal/ Online Summit.  
September 29, 2010.

Digital information is there, in (nearly) all places and 24/7 available.

The past is no good guide for a renewed future.

Libraries have to be at the crossroads of information and users.

# Is the situation so alarming?

A story of a law professor newly appointed as library director: Prof. John Palfrey of the Harvard Law School (USA). A meeting with a friend.

FRIEND *You are now the director of the library.  
You are not even a librarian.*

JOHN *Yes and very excited about the challenge.  
And correct, I am not a trained librarian.*

FRIEND *We don't need librarians so much since Google.*

JOHN *I think we need them more than ever.*

FRIEND *Oh, you are the digital guy. And you have come to get rid of the library!*

JOHN Palfrey published a book: *Bibliotech. Why libraries matter more than ever in the age of Google.* 2015.



# Message

## Change & change management

The same message as in my final talk at the end of our first EU-project (ETULIP) in St. Petersburg at ETU in 2001.

- Change & change management in the classical library world, not so eager to change.
- By bringing permanent added value to the institutions we serve.

# Action plan: Expect more by R. David Lankes

**Bad libraries** only build **collections**

The core of their activities is collection building. But the true collection sits not on the shelves. And not enough attention is being paid to the community to be served.

**Good libraries** build **services**

Good services are necessary so as a good collection but that is not enough.

**Great libraries** build **communities**

The community of students & researchers is the true collection. Great libraries build links between people and inspire people.

# Change can come in different ways

- **Open access** repositories of research publications.
- **Digitisation** of rare & precious books and making these available through OA and Creative Commons licenses. In a stand alone way with respect for international standards. In a common project of various libraries. In contract with the world biggest player Google Books. In any other way. But do it. Make your library useful the community.

Various CC licenses



Rights holders need to think carefully about the terms of the licenses they use. Creative Commons offers a very flexible set of licenses, and those of us who use them can adjust these to suit our particular needs.

- **Big data** mining
- Creation of **Learning Centres**
- Any way that brings the library in the **centre of learning and research**.

# Make good use of the changes that are occurring

See the Norwegian YouTube film by Knut Nærum on assistance by the arrival of new tools in the library.

The context

The arrival of the first book in a monastery replacing the former scrolls of parchment.

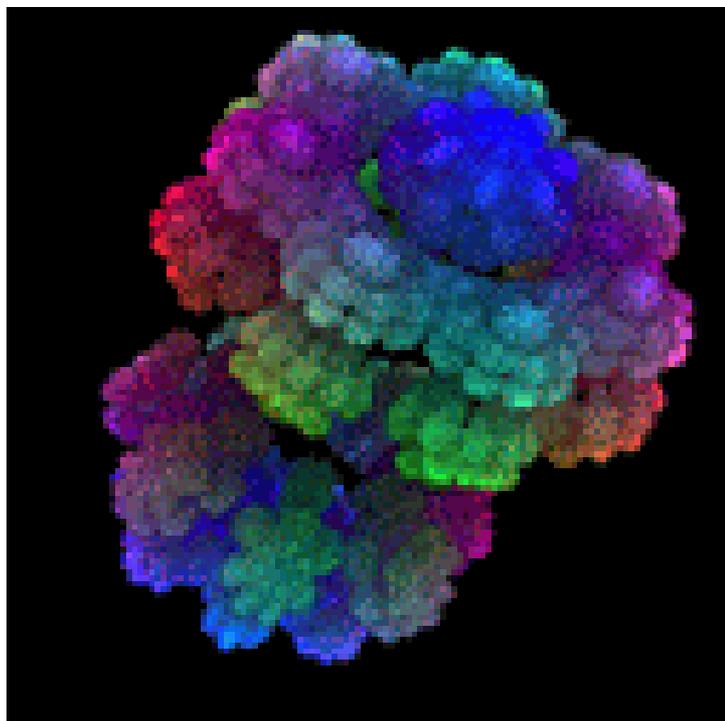
## **A medieval helpdesk!**

English version

<https://www.youtube.com/watch?v=yUQRbqc2qtY>

русская версия

[https://www.youtube.com/watch?v=HzA0X\\_6WvMc](https://www.youtube.com/watch?v=HzA0X_6WvMc)



Courtesy P. Rypens

For the rest of my presentation I will concentrate on the Learning Centres.

But remember this is just one of the possible ways to get into the centre of learning but not so much in the centre of research.

# Learning centres

Learning centres are about **learning** implicating:

- students
- academic staff

Learning centres generally do not deal with **research**.

This does not mean that libraries would not have to care for research! That is another facet of their academic duties. In most cases even so important as the student oriented activities.

# Learning centres

## **My personal experiences**

1. New library for the University of Antwerp (opened in 2007), seating well over 850 people.

Not a learning centre but elements of a leaning centre are incorporated

4 PC rooms (free seating).

2 Law class rooms to be transformed to PC rooms outside the class hours.

10 rooms for group work (average 8 students).

A great number of individual study carrels (mostly used by two or even more students).

Spacious working places for study with books, PC and note taking, all equipped with individual lighting.

Special attention to acoustics.

# The new library for humanities & social sciences of the University of Antwerp



4 floors  
Over 850 seats of  
various types









- Large tables
- 100 x 80 cm



- Variety of seating



- Tables with individual lighting



- Power supply on every table
- Internet connection
- WIFI



- Silence, except in group rooms
- Drinks allowed
- No food



- Information
- Warnings and guiding (where to find what?)



- Reading rooms



- Class rooms



- PC rooms



- Storage facilities for personal belongings



- Service desks on every floor



- Photocopying and scanning, linked with the email system



- Classical reading rooms



- Rooms for group discussion



- Spacious individual study carrels



- Separate reading room for the special collections e.g. old & precious books



- Special high security storage for old & precious books



- Map storage



**The intention: creating various environments where studying is great!**

# Learning centres

## My second personal experience

2. Planning of a new library for KDG a school of higher education in Antwerp.



Grouping **three** formerly distant campuses (number of students: 5.500).

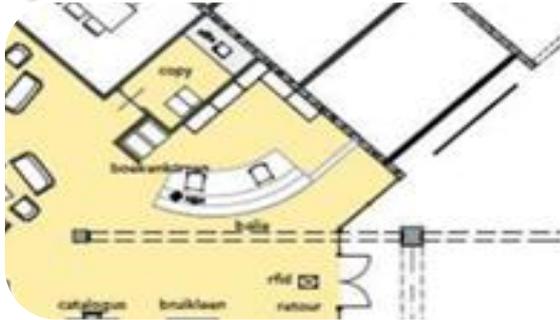
With the creation of **one** truly learning centre for these 3 faculties over 5 floors (to be opened in September 2016).



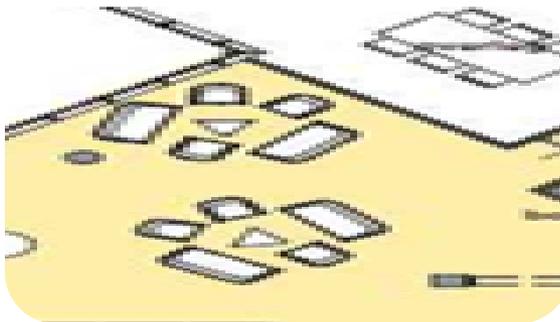
+1



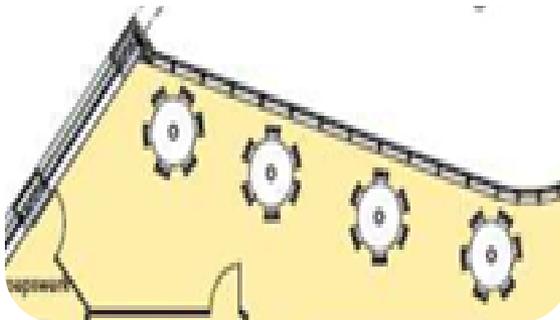
# Also here a variety of study places & a helpdesk



- Helpdesk right at the entrance

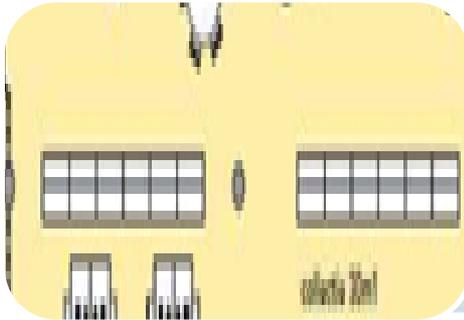


- Low seating, sofas

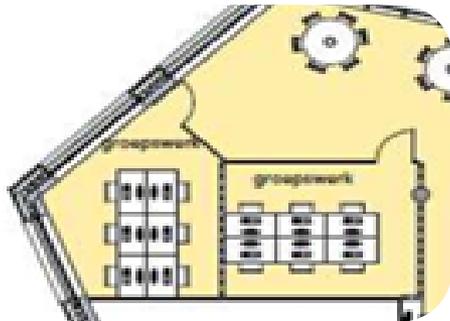


- Round tables encouraging social learning

# Other elements



After weeding of not or less used books a smaller collection than in the former libraries. Where ever possible change to e-books & e-journals.



- Separate rooms for social learning (glass separators for openness)



- Top floor for silent study

# Origin & information about learning centres

Anglo-American organisations

Educause (USA)

JISC (UK)

SURF (NL)

The Future of Higher Education:  
Beyond the Campus

January 2010

<http://www.educause.edu/library/resources/future-higher-education-beyond-campus>

**JISC**

**Learning spaces**

A guide with associated case studies and a photo library on new build and refurbishment in the sectors including sustainable approaches and business incubation spaces.

<https://www.jisc.ac.uk/guides/learning-spaces>

# Origin & information

The father of the learning centres in UK



## Graham Bulpitt

20e

Library Consultant

Kingston upon Thames, Verenigd Koninkrijk | Hoger onderwijs

Huidig Independent Contractor

Vorig University of London, University for the Creative Arts, Kingston University

Opleiding UCL

157

connecties

## The Learning Centre concept



- flexible environment
- integrates a range of resources, services and expertise
- anticipates and lead educational change

Brief for Adsetts Centre,  
Sheffield Hallam  
University, 1993

# Origin & information

**G. Bulpitt.**

**The brief \* for his first Learning Centre**

**The Addsets Centre in Sheffield (UK 1993)**

*“To contribute to the University’s **success**  
by  
providing a high quality environment  
which stimulates **student** learning  
and  
enhances the professional lives of **teachers**”.*

His ideas were in the early years still limited to the building as an actor in student learning.

\*An **architectural brief** is a statement of a client's requirements, which form the basis for appointing an architect. The brief describes the requirements that need to be reconciled and accommodated, and is developed first as a design which is submitted for approval, and subsequently constructed as a building or other structure.

[https://en.wikipedia.org/wiki/Brief\\_\(architecture\)](https://en.wikipedia.org/wiki/Brief_(architecture))

# Origin & information

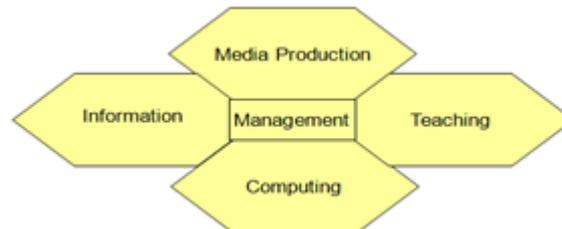
**G. Bulpitt.**

**Evolution in his thinking in the latter years.  
The superconvergence.**

The convergence of all actors in the learning process:

- Teaching staff
- Educational infrastructure also ICT
- Educational administration
- **Library**

All in one superstructure



Courtesy G. Bulpitt

# Origin & information

## **G. Bulpitt. Kingston University** **The result**

Survey among the users of the learning centre at Kingston in 2012.

**85%** the learning centres offer quality service

**38%** use the learning centre every day

**53%** use the learning centre at least once a week

# Followers

Followers are to be found all over Europe, but mainly in the Northern part.

Among many others



Finland



The Netherlands



Belgium



Switzerland

A reliable source for info on learning spaces

A German database



# Finland

## Kaisa library of Helsinki University (°2012)



HELSINGIN YLIOPISTON KIRJASTO  
HELSINGFORS UNIVERSITETS BIBLIOTEK  
HELSINKI UNIVERSITY LIBRARY

# The Netherlands

## Avans University of Applied Sciences

**avans**  
hogeschool



**Xplora**

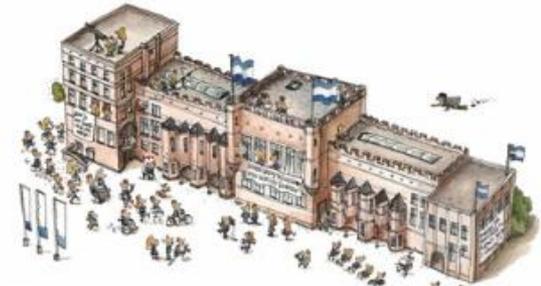
A spacious learning centre, called **Xplora**  
(the place to explore)



# Belgium University of Leuven



The Agora  
A learning Centre without books!  
In a renovated pharmaceutical laboratory.



# Switzerland

## The Rolex Learning Centre, Lausanne

### Ecole Polytechnique Fédérale de Lausanne (EPFL).

It functions as a laboratory for learning with a library of 500.000 volumes and an international cultural hub for EPFL, open to both students and the broader public.

Sponsor: The Swiss Rolex Company



ARBIKON Antwerp 23-06-2016

# New students

# New pedagogies

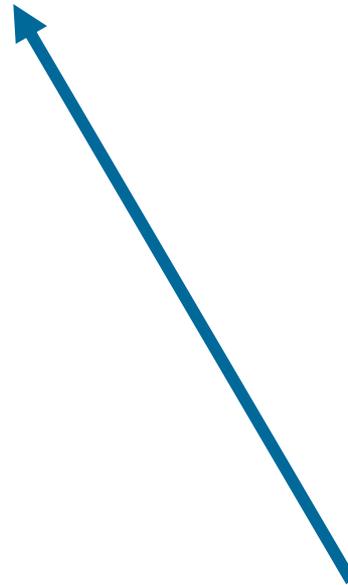
The move from classical teaching to more independent learning, since long-time the basis of learning in the Anglo-Saxon countries.

e.g. The British expression: I **read** history instead of I **study** history.

Graphs reproduced from a conference given by G. Bulpitt at the University of Antwerp in 2013.

# Traditional teaching model

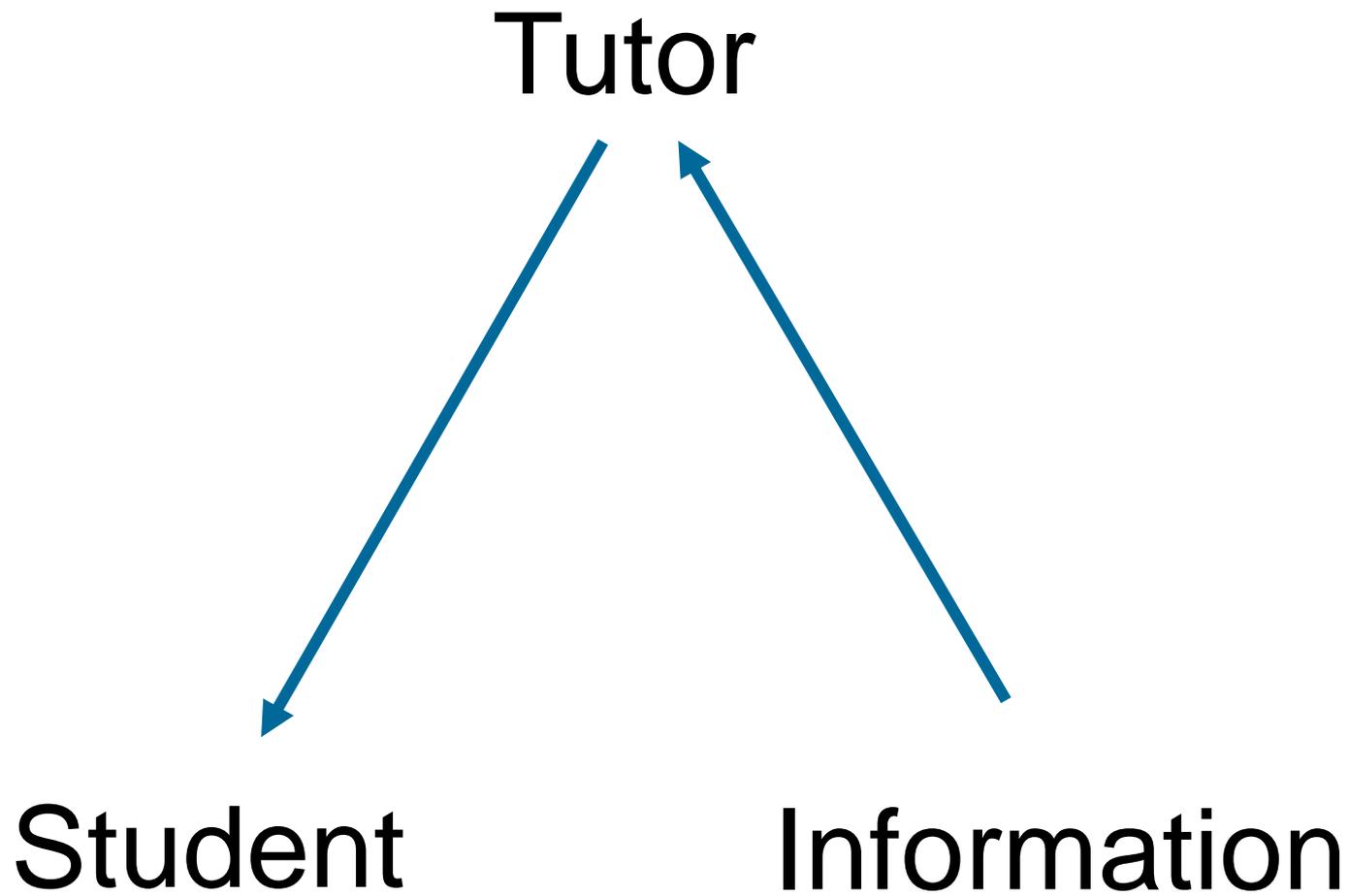
Tutor



Student

Information

# Traditional teaching model



# Independent learning model

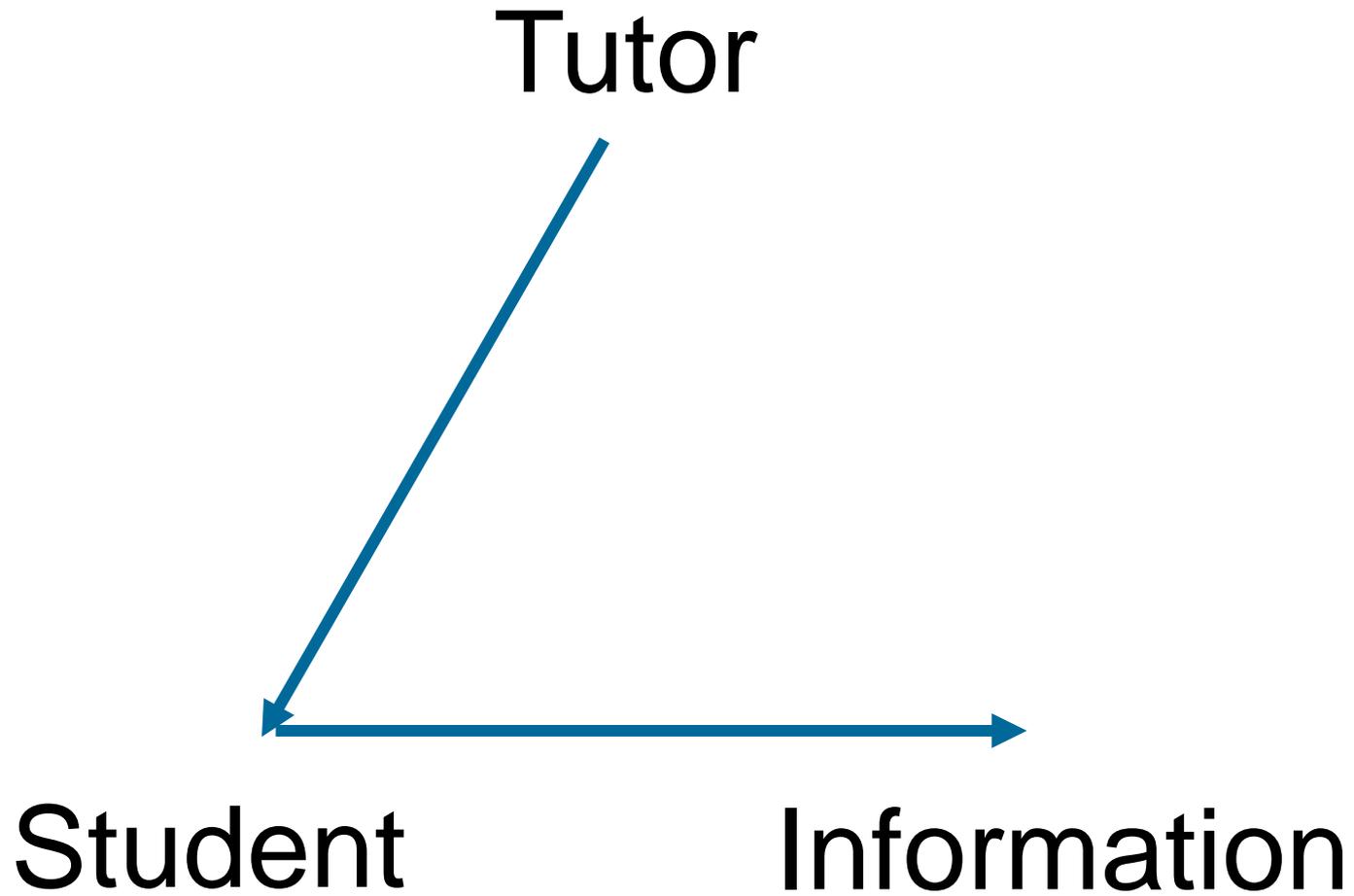
Tutor

Student



Information

# Independent learning model



# One of the answers: A learning centre

## **Definition**

An informal site where students can do what & when they want in the context of learning.

## **3 elements combined**

1. An active, broad integrated service
2. An adapted physical space
3. An integrated, effective and reactive organisation

The project for the learning centre in the school for higher education in Antwerp addresses the 3 elements.

That is why the new library of the University of Antwerp is not a learning centre.

- It only addressed by that time the space.
- No new roles for the library staff.
- Not enough integrated into the learning and research activities of the university, at the exception of the law faculty teaching.

The latter has been changed since 2007 by the creation of an OA repository of academic publications and the plans to start an archive of the university including: paper, artefacts and e-objects and some more new projects.

# Learning centre: Requirements

## 1. An active, broad integrated service

*“Not what the library has, but what it does”.*

Jo Dane. In: Books, nooks and mooks. 2013.

**Accent on the front office.**

A one stop shopping point for students and staff questions. Including also questions beyond the traditional library context.

This requires an integration into the learning and also research activities of the university.

.

# Learning centre Requirements

## **An adapted physical space**

The learning centre has to become the place where learning really happens.

[Diana. G. Oblinger. Space as an agent of learning. 2006](#)

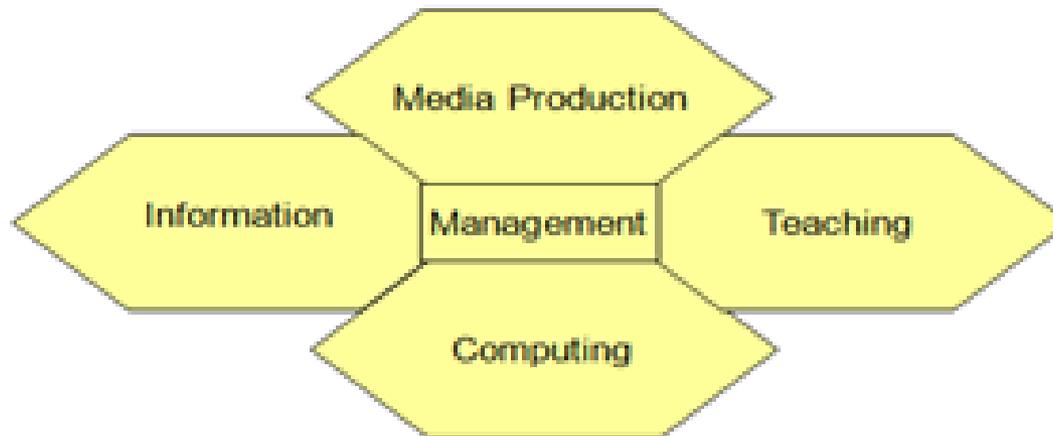
- Pleasant atmosphere
- New technologies also for the creation of presentations and multimedia products
- Information sources(paper & digital)
- Information points
- Flexibility
- Good acoustics killing the noises
- Quality and divers furniture
- Acclimatisation
- A site for relaxing
- A site for silent study
- Long opening hours, adapted to the needs of the clientele ...

# Learning centre Requirements

## **An integrated effective and reactive organisation**

First of all a full integration in the academic structure of the university.

- Faculties
- Student oriented services



# Learning centre Requirements

## **An integrated effective and reactive organisation**

### **Effective**

Setting goals: long term, medium term and short term.

Change management style.

The old library style is no good model for predicting the future.

### **Reactive**

React promptly and adequately on changes in the environment locally and internationally.

### **Staff**

# Learning centre Requirements

## **Staff**

### **In plural!**

We need a greater variety of staff than in the past  
New attitudes have to be adopted.  
New competences are required.

### **Greater variety of staff.**

Not just staff with a library degree. Among others, ICT and public relations are required.

Staff with a higher degree than in the past to cope with a more complex working environment.

Salary adjustment. In the past the back office jobs were generally better paid than the front office jobs. From now onwards the front office tasks are becoming at least as important.

# Learning centre Requirements

## An integrated effective and reactive organisation

### Staff

New attitudes have to be adopted.

New competences have to be acquired or hired.

A testimonial by I. Kratz, director of information provision in the Rolex Centre of Lausanne (Conference in Louvain la Neuve, Belgium, Autumn 2014).

*We have an architectural quality building, but not yet a truly learning centre. The real work has yet to be started.*

- *Staff has to become accompanying staff for students and should not any more behave as mere guardians.*
- *Their relationship with the academic staff has to be enhanced.*
- *New competences should be acquired.*

# Learning centre Requirements

**An integrated effective and reactive organisation**

## **Staff**

New attitudes.

New competences.

How made Avans in the Netherlands this move?

A training of the existing staff for **6 months**.

- Pedagogical training.
- ICT training (Basis: *The 23 learning web 2.0 things by H.Blowers*).
- Developing of a new culture towards the students.
- A more effective and efficient work organisation.

Most members of staff, but not all, have reached the required new attitudes and competences.

# Learning centre Requirements

## An integrated effective and reactive organisation

### Staff

Perceptions of library work.

And remember: perceptions have a long memory.

*The Mackeson book of averages*, London 1987

The library profession was seen as the least stressing profession in the UK some 30 years ago.

CareerCast (USA) classifies the library in 2015 on the 9<sup>th</sup> place of the easier jobs.



Amelie Bouchard (tennis star) on Twitter in 2014 *"If didn't want attention I would have been a librarian"*.



# Learning centre Requirements

**An integrated effective and reactive organisation**

## **Staff**

Not merely perceptions of library work by the outside world.  
Many library workers have opted in the past for a stable and not too stressing job.

And now they are facing a period of non stopping changes.

### **For some**

Stress and a possible burn-out

### **For others**

A fantastic innovative period

A continuous renovation of their tasks

**What will kill our profession  
is not ebooks, Amazon, or  
Google, but a lack of  
imagination**

**David Lankes**

# Changes & innovations: Warnings!

## **The learning centre**

Cannot exist in its own right.

It should be part of the overall teaching and learning activities of the university.

Can only flourish when social and active studying in groups is being introduced. That is also why it is so popular in the Anglo-Saxon countries where this type of learning exists since long time.

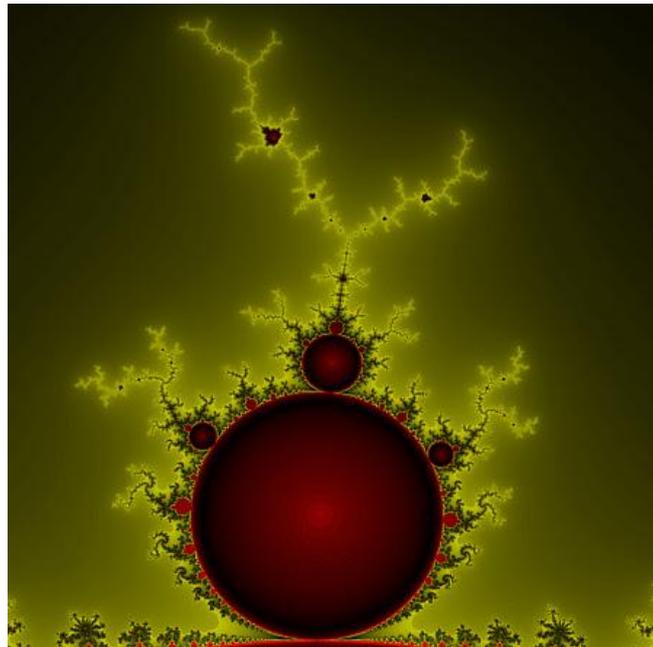
## **Never copy**

Never copy a model from somewhere else without verifying whether the same conditions exist locally.

Always adapt to the local environment and educational culture.

# Да здравствует библиотека! Long live the library!

It has a precious role to play in society  
in the past, now and in the future.



Courtesy P. Rypens