

THINK, CREATE, SHARE, GROW: SETTING THE STAGE FOR COLLABORATIVE INQUIRY

Susan Ballard

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Peg Sullivan

#ala12

Saturday, June 22, 1:30 – 3:30pm

Anaheim Marriott: Orange County Salon 1-2

Download the slides later today

[http://
blog.schoollibrarymonthly.com](http://blog.schoollibrarymonthly.com)

Developing the vision...

**"We don't so much
create our space, as
our space creates
us." (Churchill)**





**But in construction,
there are other kinds of
bricks...**

SCHOOL LIBRARIANS USE SKILLS, RESOURCES, AND TOOLS TO:



1. Inquire, think critically, and gain knowledge = **THINK**.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge = **CREATE**.
3. Share knowledge and participate ethically and productively as members of our democratic society = **SHARE**.
4. Pursue personal and aesthetic growth = **GROW**

"I'M ONLY A TEACHER.
I want to make
bricks. Could you
send me some straw?"

Richard Peck
A Teacher's prayer

Let's make bricks...



+



=





Time to think outside the
box...

<http://www.flickr.com/photos/pcoin/1397443953/>

Come out of our shells...



...and take the plunge!



Conduct a professional inventory



L4L Job Description

Leader

Instructional Partner

Information Specialist

Teacher

Program Administrator

Transform our practice

**Collaborative
Reflective
Evidence-based
Portfolio documented**

**AASL's L4L Sample School Librarian
Performance and Evaluation System**



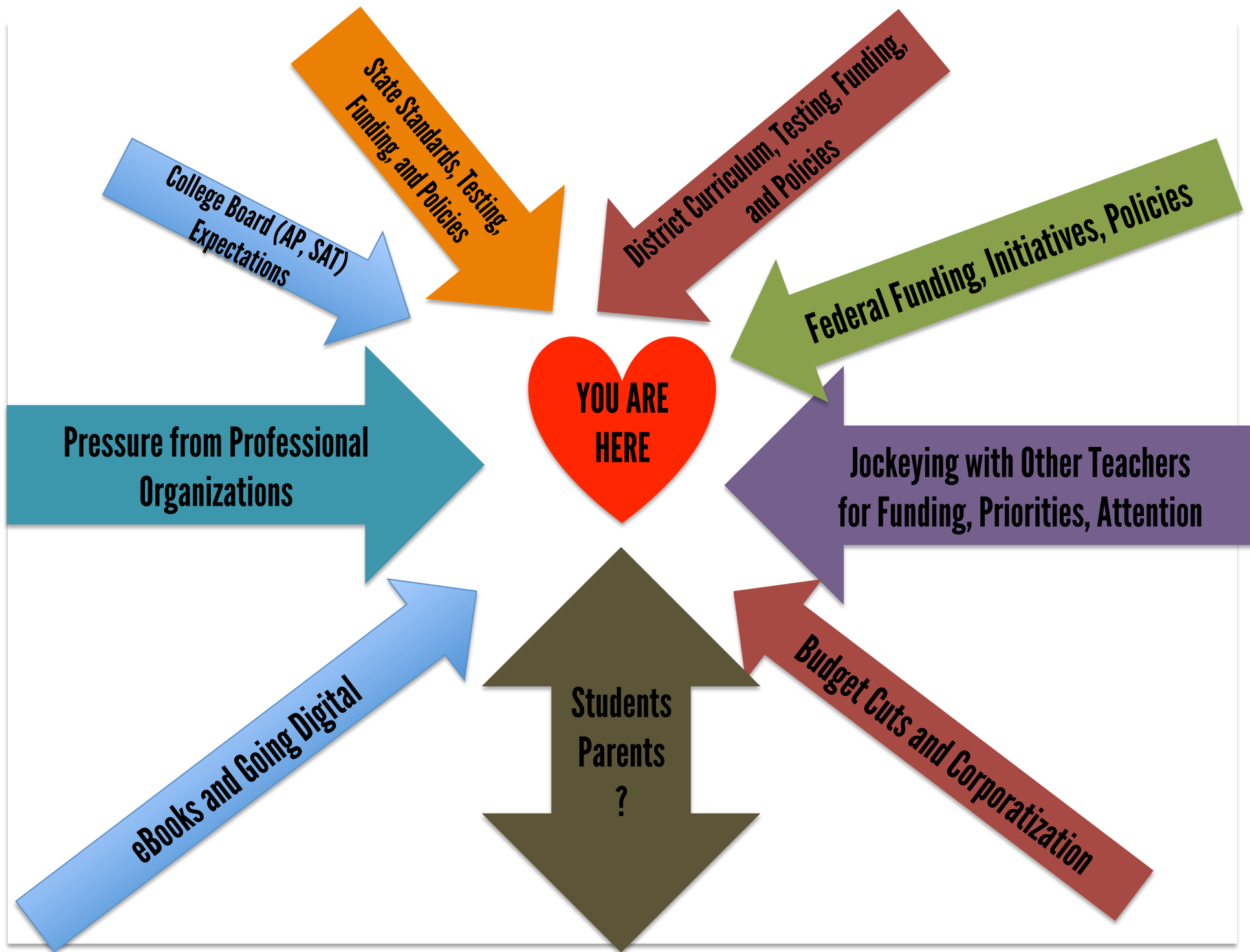
[http://www.flickr.com/photos/glockenblume/
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Libraries as Makerspaces



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“Massive Disruption”



Myth (thumbs down) or Reality (thumbs up) in Your School?

They Come to Us.

They Use What We Pick Out.

They Ask Us To Teach With Them.

**The Library Is the
Physical Hub of Our School.**



Inquire, think critically, and gain knowledge.



Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.



Share knowledge and participate ethically and productively as members of our democratic society.



Pursue personal and aesthetic growth.



Inquire, explore, and gain knowledge.



Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.



Share knowledge and participate productively as members of our community and society.



Pursue personal and aesthetic growth.

How do we get to Think, Create, Share, Grow if they're not even coming to the library?

Jing di zhi wa: “Frog in the bottom of the well”



Disruptive times call for Disruptive Measures

Not victim mentality.

- Sandi Slough, TASLA
speaker

Let's Rethink Past Practices

Strategically quit
[some things].

- Sandi Slough

There is a difference
between being a problem-
solver and being solution-
minded.

- Sandi Slough

TURN AND TALK:

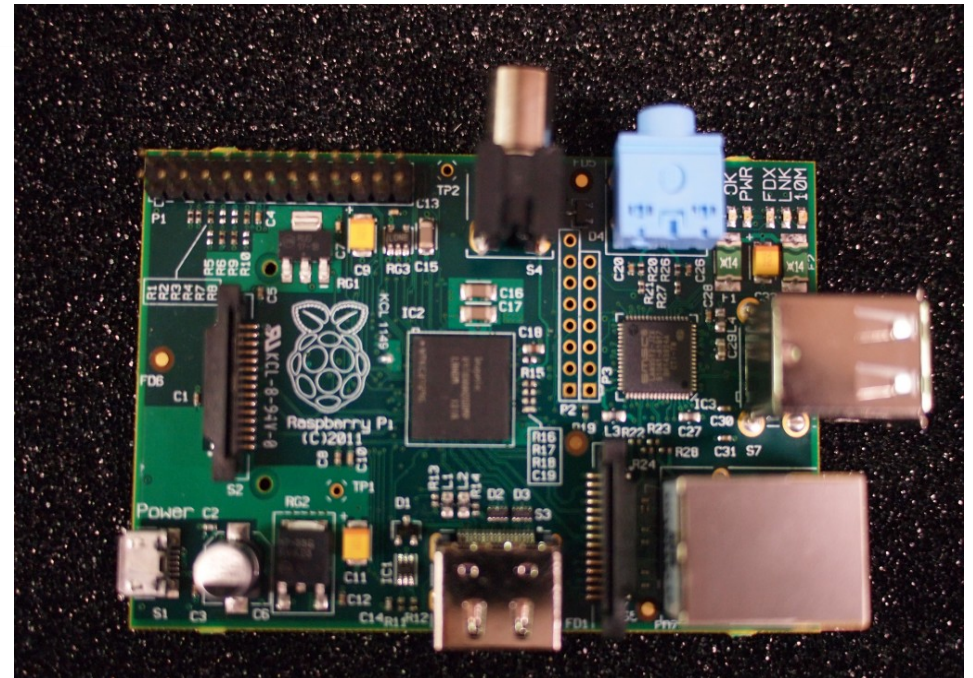
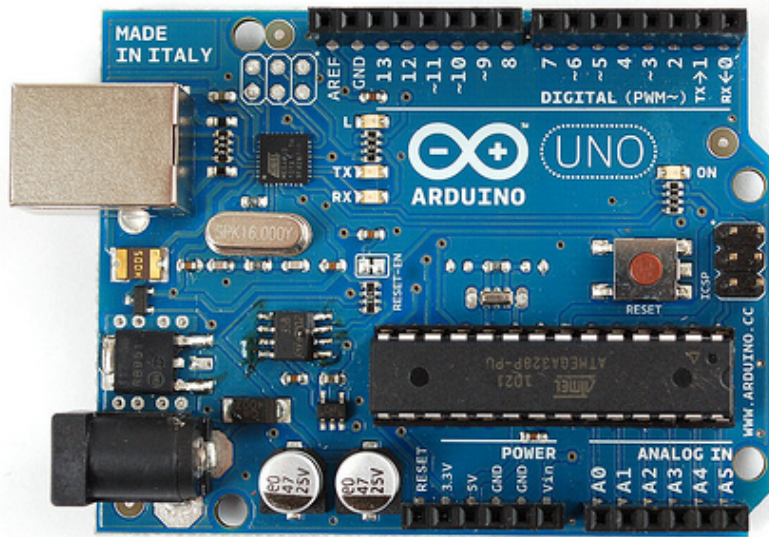
If everything involving libraries is being massively disrupted, can we expect school libraries **and librarians** to continue their existing structures and priorities?

**What if we completely
rethought the physical
space, keeping in mind that...**

Libraries

ARE *a* means

NOT **AN**
end



WHAT DO THESE HAVE IN COMMON?



Image: dogeglow.com



Image: makerbot.com

“The school must represent present life—life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground.”

“Education is not preparation for life; education is life itself.”

- John Dewey

“The maker movement has the opportunity to **transform education by inviting students to be something other than consumers of education. They can become **makers and creators of their own educational lives**, moving from being directed to do something to becoming **self-directed and independent learners**. Increasingly, they can take advantage of new tools for creative expression and for exploring the real world around them. They can be **active participants** in constructing a new kind of education for the 21st-century, which will promote the **creativity and critical thinking** we say we value in people like Steve Jobs.**

--more--

“Making creates evidence of learning.” The thing you make—whether it be a robot, rocket, or blinking LED—is **evidence** that you did something, and there is also an entire **process** behind making that can be talked about and shared with others. How did you make it? Why? Where did you get the parts? Making is **not just about explaining** the technical process; it’s also about the **communication** about what you’ve done.”

- Dale Dougherty, [Slate](#)

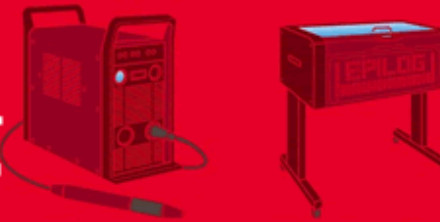
Tinkering is what happens when you try something you don't quite know how to do, guided by **whim, imagination, and curiosity**. When you tinker, there are no instructions—but there are also no failures, no right or wrong ways of doing things. **It's about figuring out how things work and reworking them.**

Tinkering is, at its most basic, a **process** that marries **play** and **inquiry**.

—San Francisco's Exploratorium

quoted in Banzi's *Getting Started with Arduino*, preface [electronic edition]

IS IT TIME TO
REBUILD & RETOOL
PUBLIC LIBRARIES?



AND MAKE
"TECHSHOPS"?

<http://blog.makezine.com/2011/03/10/is-it-time-to-rebuild-retool-public-libraries-and-make-techshops/>

Makerspace.com (DARPA-funded)

[D]on't let getting everything exactly "right" deter you from getting your Makerspace going... Consider repurposing an existing space at your school. Partner with an existing, possibly underused or disused room yearning to be used as the portal to 21st-century innovation: The Computer Lab ... The Library ... is already used by many departments at your school. Some public libraries have started fundraising to get Maker tools and hackerspaces into their libraries; school libraries may be close behind!

<http://rmakerspacedotcom.files.wordpress.com/2012/04/makerspaceplaybook-201204.pdf>

Verrado Middle School, Arizona

Before - \$36K



<http://makerspace.com/2012/04/10/schools-making-makerspaces-verrado-middle-school-before-after/>

Verrado Middle School, Arizona

Before - \$36K



2 Weeks Later - \$15K



<http://makerspace.com/2012/04/10/schools-making-makerspaces-verrado-middle-school-before-after/>

**Bye, bye computer lab?
Hello makerspace?**

ARE YOU READY?

**Would your principal pick you to head this up
in your school?**

MICHIGAN



Portable Makerspace +
Kids + Grad Students +
Hands-On Inquiry =

Think, Create, Share, Grow



Measure Growth with
Digital Badges:
<http://badg.us>



Measure Growth with
Digital Badges:
<http://badg.us>

Go on a learning journey! Use your sticker and follow the directions on your handout to find out more about this open-source, no-profit project.

Nobody Goes It Alone!

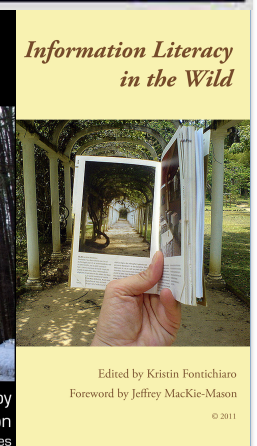
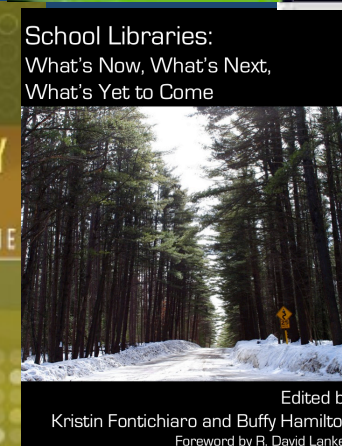
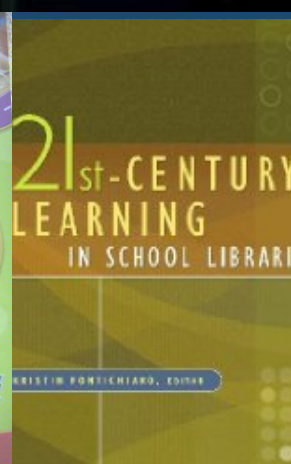
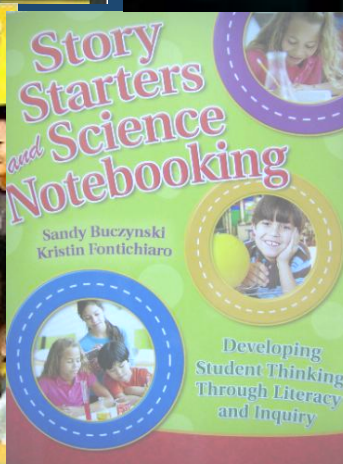
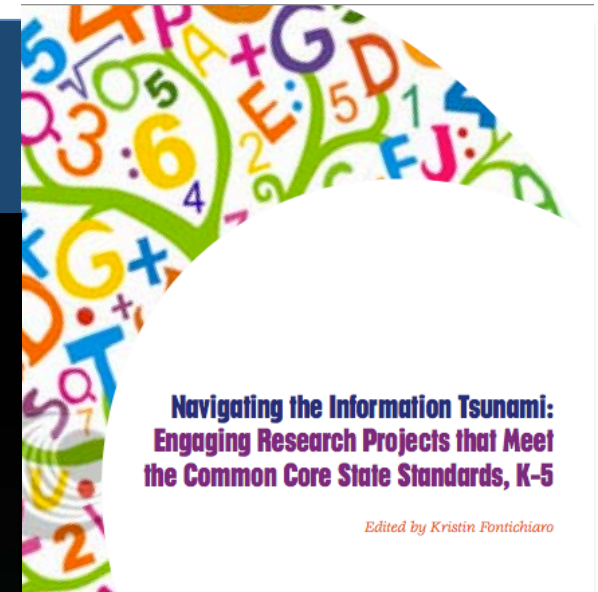
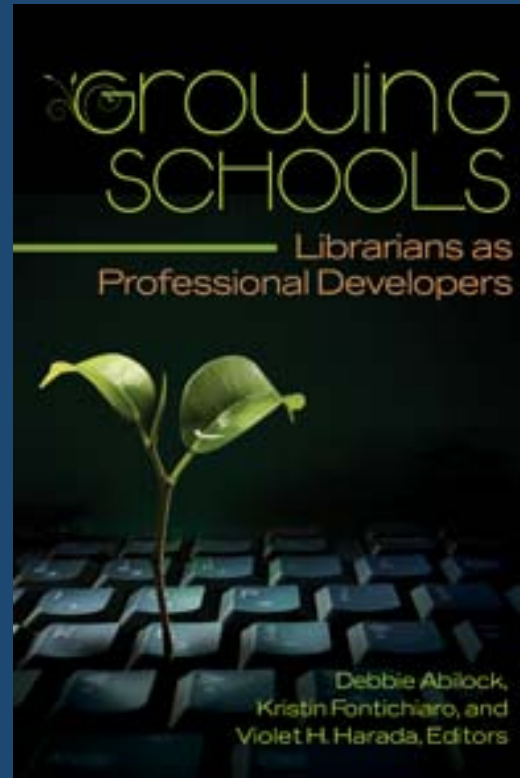
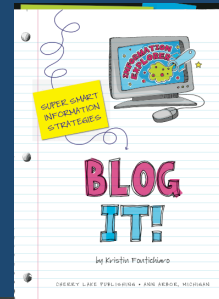
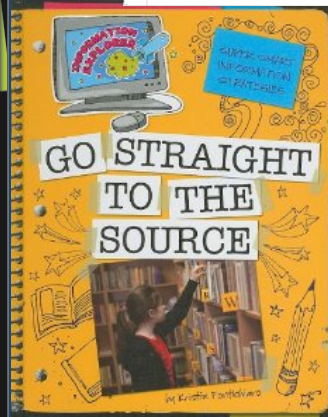
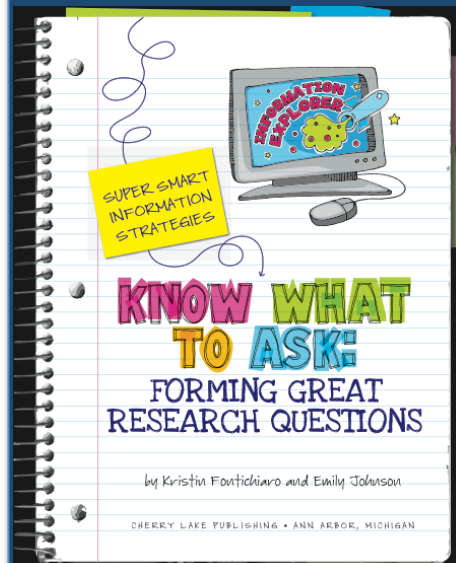
These folks have partnered, given us advice and ideas, green-lighted, or signed up to co-lead our pilot middle school makerspace:

- Josh Williams, All Hands Active
- Badg.us
 - Greg Austic, AusticLabs.com
 - Les Orchard, Mozilla
 - Anya Shyrokova
- Maker Works, Ann Arbor, MI
- The UMSI Michigan Makers Team
 - Shauna Masura
 - Terence O'Neill
 - Samantha Roslund
- Plymouth Canton Centennial Schools
 - Rachel Goldberg, East MS Tech Integrator
 - Scott Burek, East MS Principal
 - Jeremy Hughes, Superintendent
- Emily Puckett Rogers, Open Michigan, University of Michigan
- University of Michigan School of Information
 - Jeff MacKie Mason, Dean
 - Doug Van Houweling, Associate Dean for Research
 - Becky O'Brien and Jill Jividen Goff, Grants

Questions?

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@activelearning





PLANNING “USER BASED DESIGN” LIBRARIES

Margaret Sullivan Library Resource Group LLC

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Comments on this space?



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The Issue

School libraries need to be re-designed for a new generation who are different....



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How to plan learning spaces



Marysville, WA

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User Based Design

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□ What does this mean?

- Human centered

- Behaviors

- Needs

- Demographics

 - Access

 - Value System

□ Process of design char



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User Based Design

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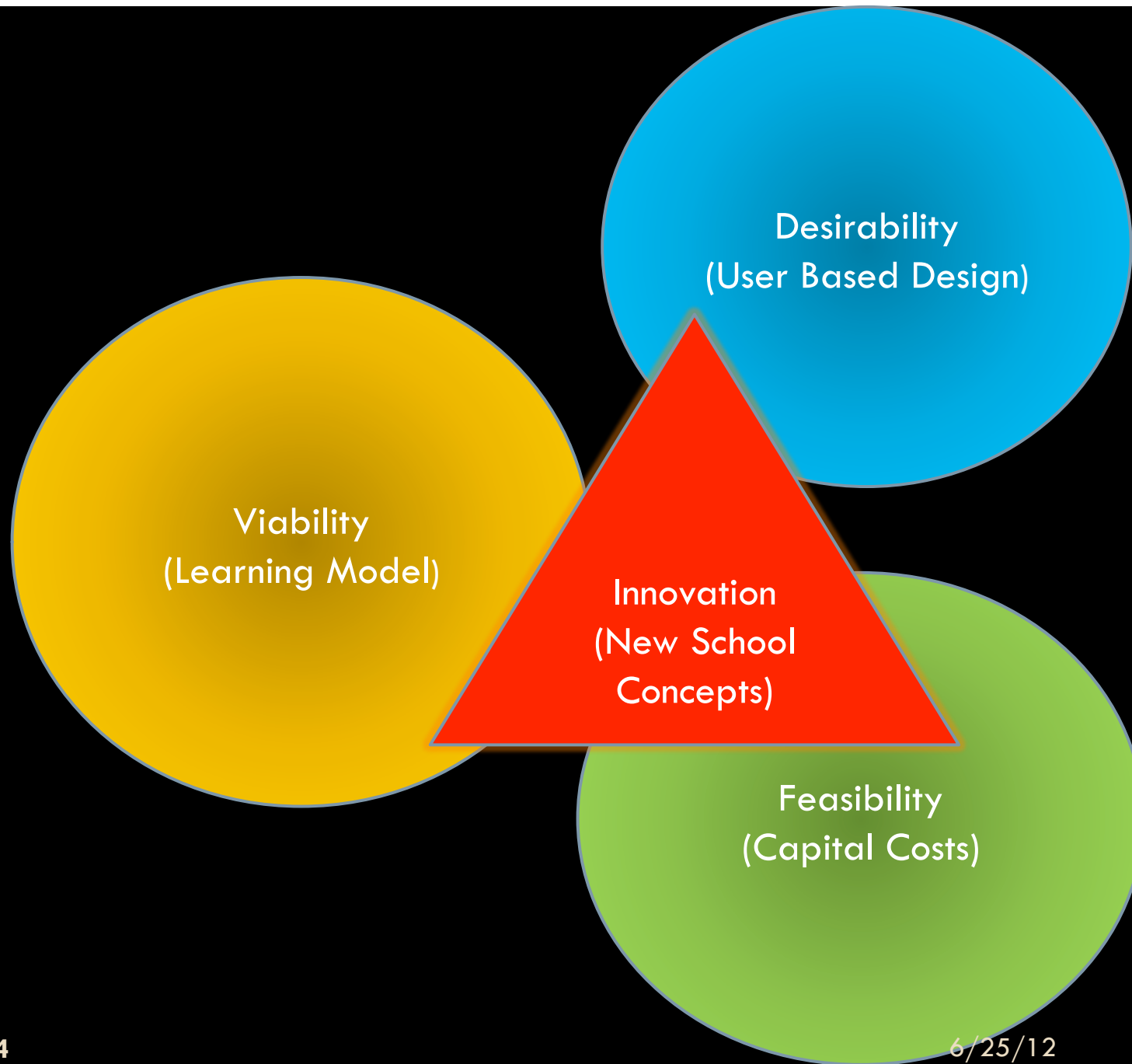
□ How is it different than planning a traditional school library?

▣ 1958-2000 Model

- Physical Objects
 - Organization
 - Storage
 - Distribution
- Librarian Centered
- Single Location



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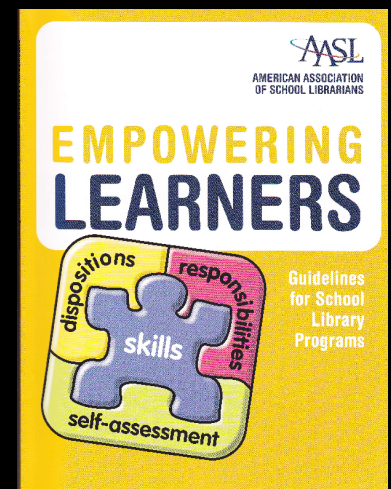


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What is your Mission?

“The mission of the school library program is to ensure that students and staff are effective users of ideas and information. The school librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information....”

AASL Empowering Learners



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Needs Assessment



Design Processes

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□ AEIOU + c

- Activities
- Environments
- Interactions
- Objects
- Users

■ Content Generation

- Think, Create, Share and Grow-AASL

- Conifer Research for the use of their observation tips and framework



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Student Activities

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- ❑ Reading
- ❑ Writing
- ❑ Creating
- ❑ Mentoring
- ❑ Socializing
- ❑ Eating
- ❑ Thinking



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Student Environments

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- Where do they go?
 - ▣ Location
 - ▣ Noise Level
 - ▣ Lighting
 - ▣ Colors, textures
 - ▣ Materials
 - ▣ Smell
- Visit other school libraries

Madison Apple Store



Student Interactions

50

- Talking, Texting
- Watching, Looking
- Collaborating
- Sharing, Presenting
- Brainstorming
- Physical perspective



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Objects Student Use

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- ❑ Digital tools
- ❑ Print materials
- ❑ Furniture
- ❑ Boards
- ❑ Displays
- ❑ Drinks
- ❑ Backpacks



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Users

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- Demographic Information
- Student Biases
 - ▣ Interviews
 - ▣ Conversations
 - ▣ Surveys
- Mobile
 - ▣ M-Learners
- Other users



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Generation-C

53

- Content
 - ▣ Create
 - ▣ Consume
 - ▣ Communicate
 - ▣ Collaborate
 - ▣ Critique
 - ▣ Concentration

Youmedia,
Chicago Public Library



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6 Thinking Hats

Do One Thing at a Time

The de Bono Hats system (also known as "Six Hats" or "Six Thinking Hats") is a thinking **tool** for group discussion and individual thinking. Combined with the idea of parallel thinking which is associated with it, it provides a means for groups to think together more effectively, and a means to plan thinking processes in a detailed and cohesive way. The method is attributed to **Dr. Edward de Bono** and is the subject of his book **Six Thinking Hats**.

SWOT Analysis

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- ☐ Strengthens
- ☐ Weaknesses
- ☐ Opportunities
- ☐ Threats



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Population Shift

“People are becoming more extraverted... Since extraverts flourish in environment with more intense and faster changing sensory input...this means that more complex environments are becoming popular and more places to socialize will evolve.”

Sally Augustin, PhD

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Environmental Psychology

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- “Our sense of self and sense of the environment are intimately and profoundly intertwined.”
- “The seeds of this connection between self and place are planted in childhood.”
- “That connection is shaped not only by the physical reality of our environment but by the psychological, social/cultural, and aesthetic meaning that place holds for us.”

▣ Toby Israel, PhD “Some Place Like Home: Using Design Psychology to Create Ideal Places.”

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Memory Influences

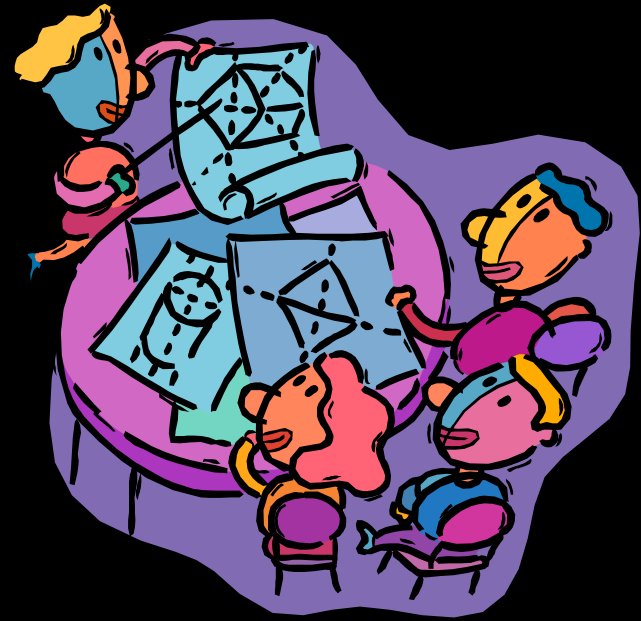
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□ Personal Bias

- Function of the Space
- Location of the Space
- Funding and Staffing
- Layout
- Color and Tone
- Materials and Furniture

□ Everyone has a Bias

- Administrators, Architects, Interior Designers,
- Librarian, Teachers, Parents and STUDENTS



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Space Design Pyramid

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Extraverts

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- Extraverts like to display objects that tell people something about themselves; it might spark a conversation
- Extraverts like to be close to people and establish and maintain eye contact



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Extraverts

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- Extraverts relish being in sensory rich environment with vibrant colors, louder and faster music, more extreme textures, curving paths and fragrant smells
- Extraverts like spaces that change
- Round tables encourage interaction making extroverts very happy but all this togetherness makes an introvert tense



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Introverts

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- Introverts do a better job of detecting incoming information than extraverts
- Introverts like movable seating so they can move away from extroverts in their space



Introverts

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- Introverts like to seat in arrangements that allow them to break eye contact, look outside
- Introverts prefer wider walkways and aisles
- Introverts prefer private spaces, extroverts like open spaces



Schools for a New Millennium

The Language of School Design by Prakash Nair & Randall Fielding www.DesignShare.com

64

- Independent Study
- One-on-One Learning with a Teacher
- Peer Tutoring
- Collaborative Work
 - ▣ Small and mid-sized groups
- Project-based Learning



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Schools for a New Millennium

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- Team Teaching/Learning
- Student Presentations
- Performance and Music-based Learning
- Seminar-Style Instruction
- Lecture Format



Schools for a New Millennium

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- Technology-based Learning with mobile computers
- Distance Learning
- Research via the Internet with Wireless Networking

Smith System



Schools for a New Millennium

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- ❑ Inter-disciplinary Learning
- ❑ Naturalist Learning
- ❑ Social/Emotional Learning
- ❑ Art-based Learning
- ❑ Storytelling
- ❑ Design-based Learning
- ❑ Play-based Learning/
Gaming



Empowering Learners

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- Create an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff

Create a friendly, comfortable, well-lit, aesthetically pleasing, and ergonomic space that is centrally located and well integrated with the rest of the school



Empowering Learners

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- ❑ Ensure library hours provide optimum access for learners and other members of the school community
- ❑ Provide space and seating that enhances and encourages technology use, leisure reading and browsing, and use of material in all formats



Empowering Learners

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- Design and maintain a library website that provides 24-7 access to digital information resources, instructional interventions, reference services, links to other libraries and academic sites, information for parents, and exhibits of exemplary student work
- Ensure that technology and telecommunications infrastructure is adequate to support teaching and learning

Empowering Learners

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- Design learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes
- Provide sufficient and appropriate shelving and storage of resources
- Promote flexible scheduling of the school library facility to allow for efficient and timely integration of resources into the curriculum



Review Concepts

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- The User
- Needs Assessment (AEIOU)
- Environmental Psychology
- Space Pyramid
- Extroverts and Introverts
- New Millennium Spaces
- Actions for Empowering Learners

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Example

What do you notice in this new elementary school library that relates to what we have been talking about?

Deephaven Elementary School Minnetonka, MN Public Schools

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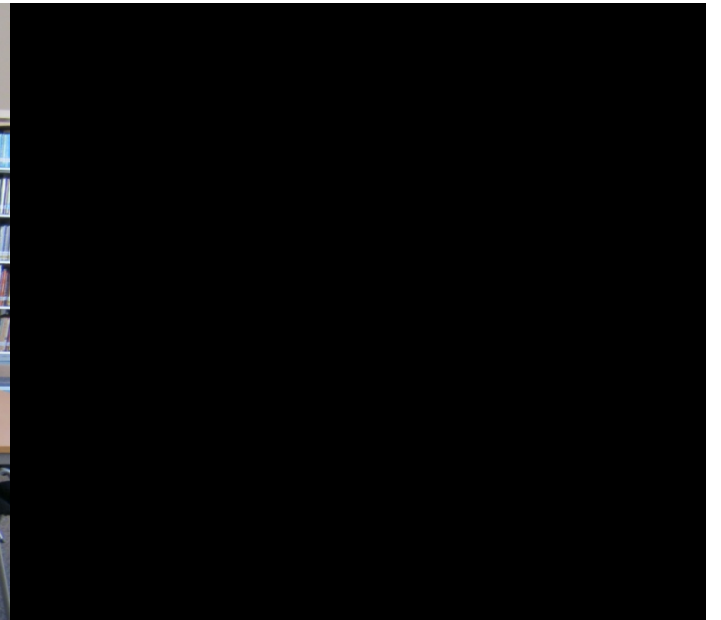
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Example

What do you notice in this new high school library that relates to what we have been talking about?

Cedar Ridge High School, Round Rock TX ISD











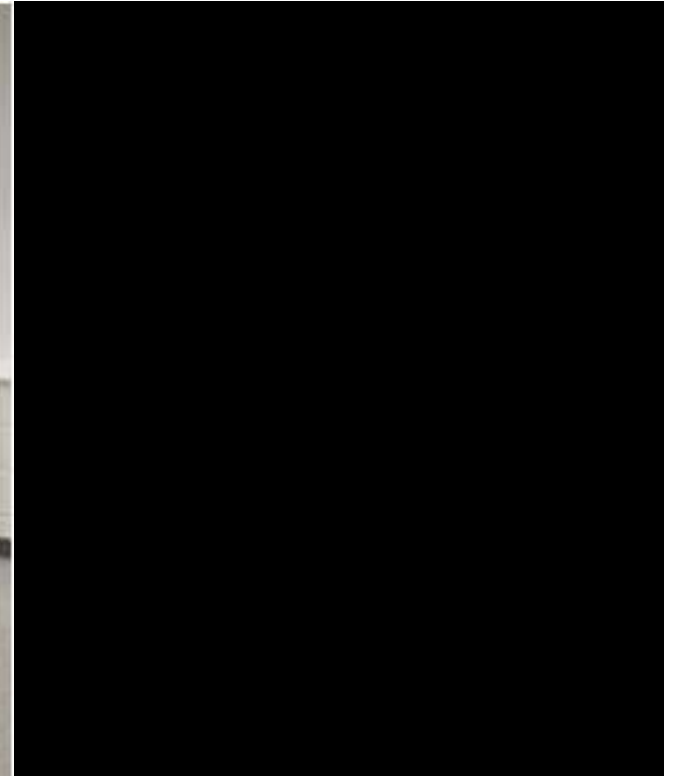
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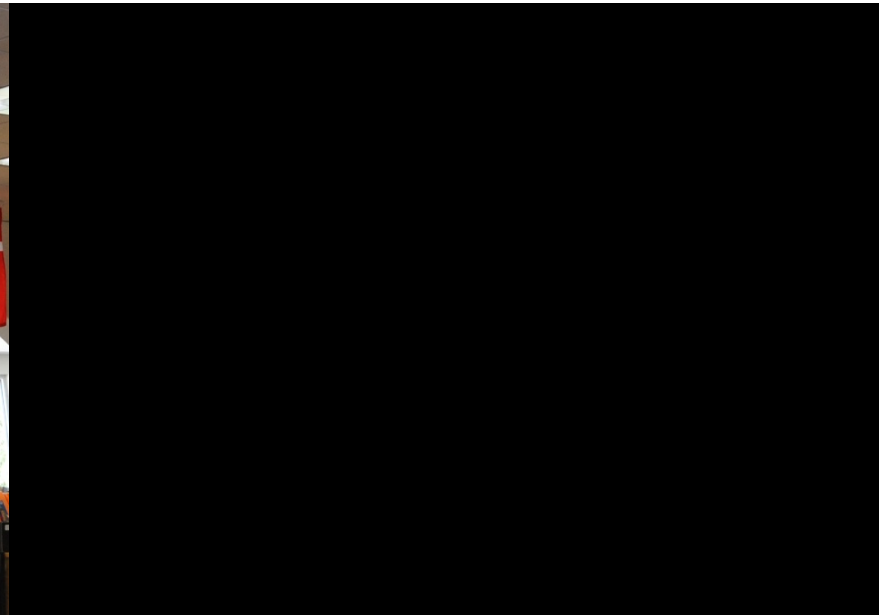
Example

How to do see yourself in the library?

What does the circulation desk say about your role?

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Example

What is a Learning Commons
in a K12 library?

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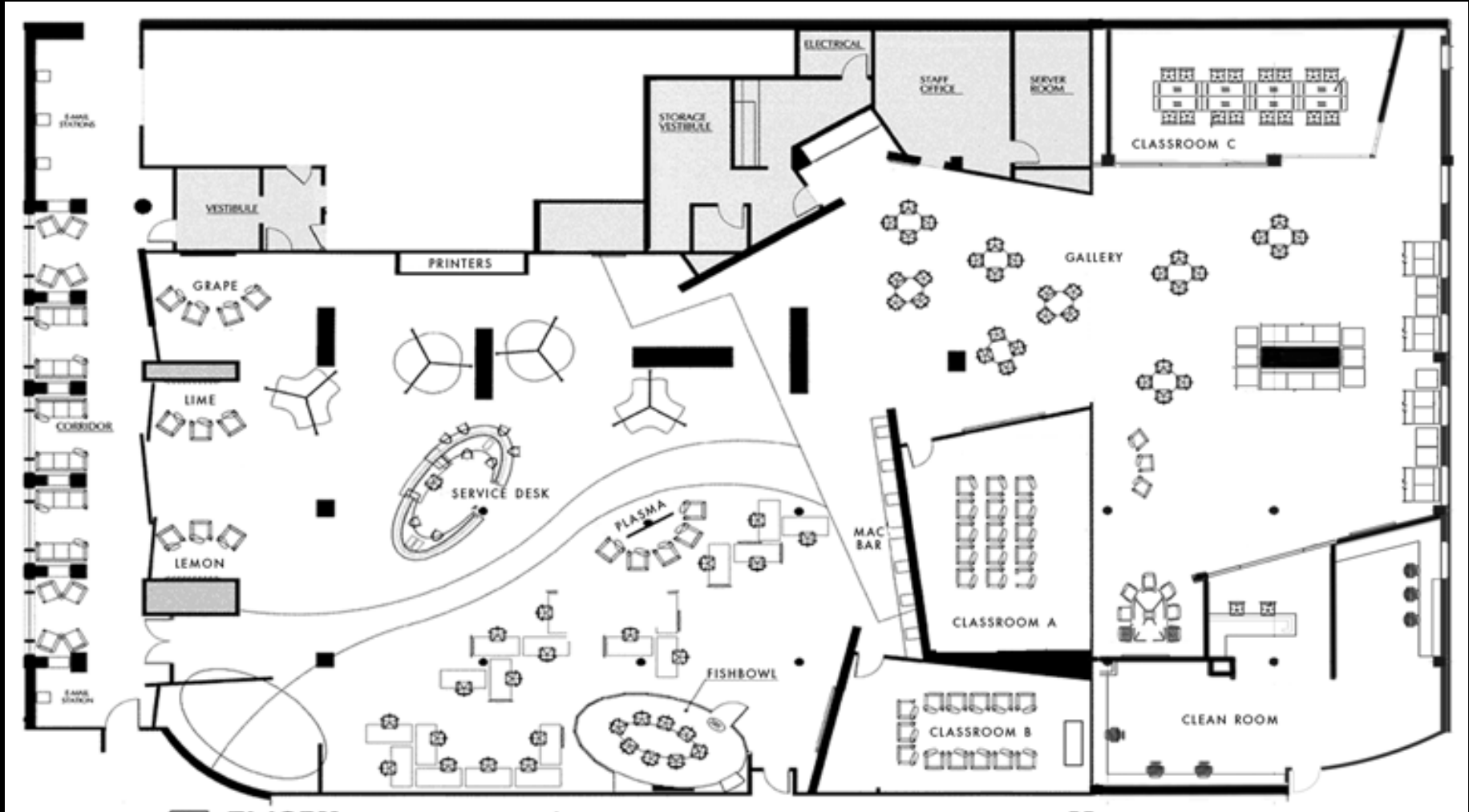
William Jewell College Pryor
Learning Commons





Virginia Commonwealth University
Cabell Learning Commons

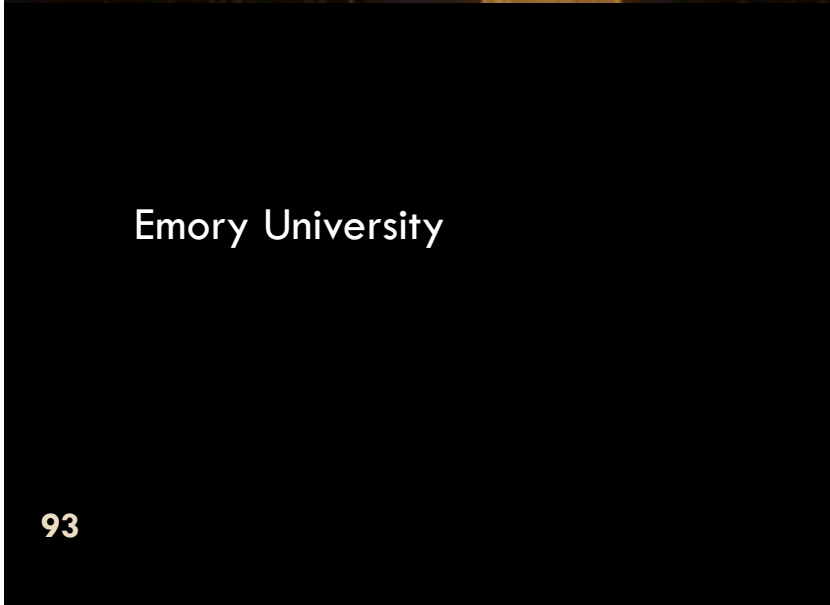
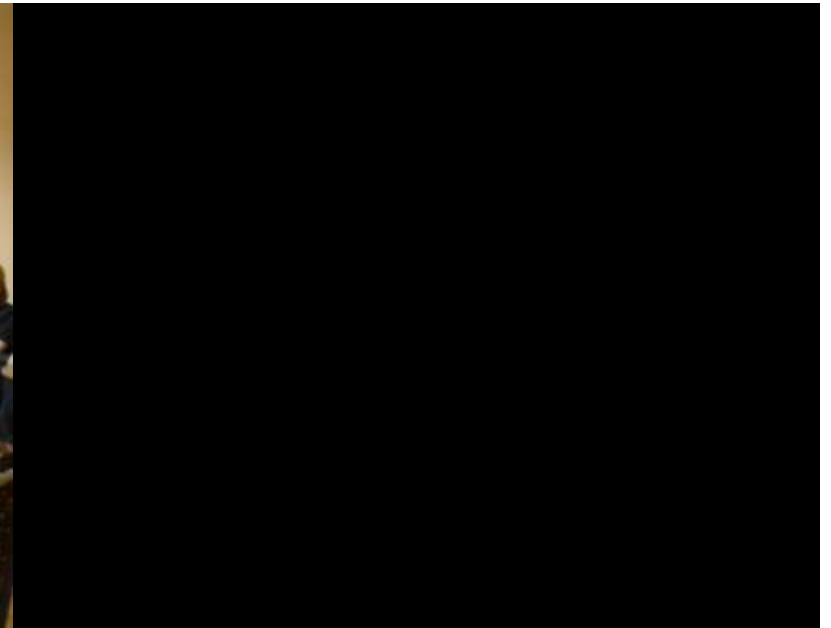




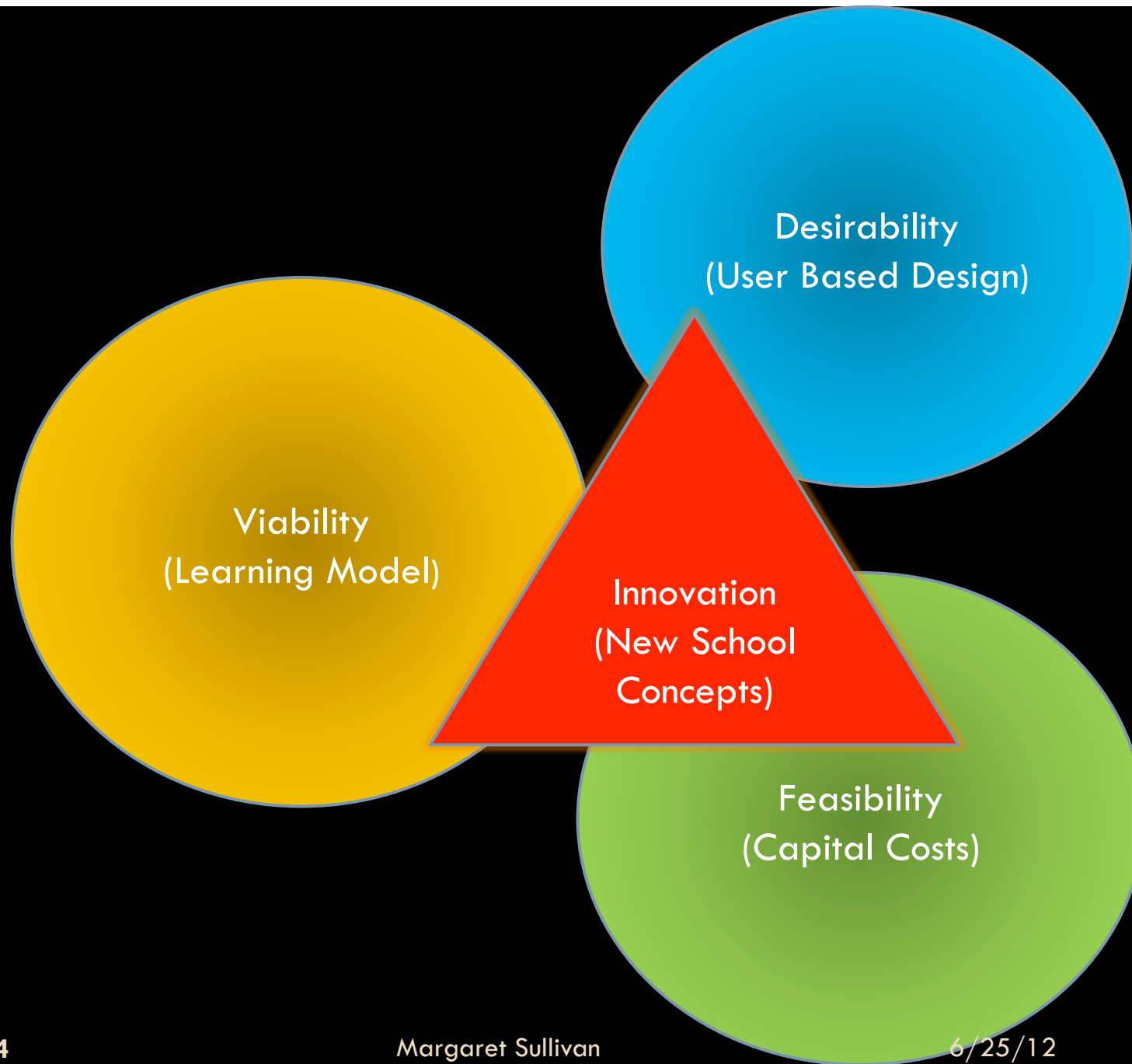


Emory University





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Sources

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Questions?

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