University Of Washington
Faculty Council on University Libraries
2:30 p.m. – 4:00 p.m., June 12, 2013
Odegaard Undergraduate Library, Room 220

Meeting Synopsis:

1. Call to Order
2. Review of the Minutes from May 8, 2013
3. Dean’s Update
4. The Renovated and Re-envisioned Odegaard Undergraduate Library
5. Adjourn

1. Call to Order
The meeting was called to order by Chair Cooper at 2:30 p.m.

2. Review of the Minutes from May 8, 2013
The minutes from May 8th were approved as amended.

3. Dean’s Update
Library Research Award for Undergraduates
Wilson updated the council on yesterday’s reception of the Library Research Award for Undergraduates ceremony. There was a strong group of papers this year and the committee gave out more awards due to the high caliber of candidates. Wilson noted that Gebhart received an award this year, making it the second time she has done so during her undergraduate career.

Distinguished Librarian Award
Glenda Pearson, head Microforms/Newspaper and Human Rights Librarian, will receive the Distinguished Librarian Award during the 43rd Annual Awards of Excellence event on June 13. Wilson thanked Chair Cooper for her participation in the selection committee.

Recruitment
UW Libraries will be welcoming several exceptional new staff who will be joining the UW by early fall: Justin Johnson from Huntington Library, Art Collections and Botanical Garden as the new Senior Conservator; Charlene Chou from Columbia University as the new Head, East Asia Library Technical Services; Azusa Tanaka from Washington University as Japanese Studies Librarian; and Jason Sokoloff from James Madison University as Business Librarian.

Systems Migration
The systems migration will go live on June 24th. A question was raised asking if an email will go out to notify faculty and staff to explain the changes. UW is careful about sending out campus-wide messages and the Libraries will be using its webpage to provide the alerts. It was suggested that the Libraries could have subject librarians directly contact faculty and graduate students about the changes. Discussion ensued about other methods to communicate the changes across campus. One concern was raised stating that an individual’s entry point varies depending on how they access the system. As a result there needs to be various ways to communicate the changes that will occur.
An important date is June 18\textsuperscript{th} which is the last day items can be requested before changes are made to the system. UW Libraries will make sure that alerts and updates are available on the website.

\textit{Odegaard Undergraduate Library – Opening Day}

Odegaard will finally be open on June 24\textsuperscript{th}.

4. \textbf{The Renovated and Re-envisioned Odegaard Undergraduate Library [Exhibit A]}

Jill McKinstry, Director of Odegaard Undergraduate Library (OUGL), and Amanda Hornby, Teaching and Learning Program Librarian, conducted a tour of the renovated OUGL.

\textbf{Active Learning Classrooms}

A distinct feature of the renovation is the active learning classrooms built into the library. The first classroom on the tour seats 90 students and provides a number of tables designed to encourage collaborative work amongst students. Each table has a large monitor and writing area, along with hook-ups for laptops and other media. OUGL is working closely with Classroom Support Services and will have laptops on loan for students who want to use the tables. These tables also allow for video conferencing and communication with professors across the room through a variety of innovative mechanisms to enhance the concepts of “active learning”. McKinstry pointed out that the room provides writable walls. Many of the specifications that were incorporated into the room, including the writable walls, came from the University of Minnesota which has a number of these rooms available for students and faculty.

A question was raised asking if groups less than 90 students would be able to use the room since it would not be maximizing the learning space. At this point it is fine since the room is in its pilot phase. There are many different types of groups that will be using this space so it is important to observe to see how the room is utilized. It is also important to introduce faculty to the workspace in order to promote it across campus.

The second active learning classroom seats 63 students and provides the same amenities.

\textbf{Atrium}

The atrium was designed as an active space for a large gathering of people and meant to compliment the natural flow of traffic. McKinstry went into detail about the selection of coloring, patterns and seating arrangements. It was noted that the architect reused as much material as possible from the original building, including wood from the former railings.

\textbf{Writing/Research Room}

The writing/research room is designed for students to with tutors to work in a close, but open, environment. The room contains small tables with chairs that allow for a small, shared space for one-on-one study. A conference room is also available for small seminars.

\textbf{Administrative and Staff Offices}

The administrative offices are located on the second floor and were creatively designed around the original brick wall of the building. The central conference room provides a large monitor with access to technology, glass walls surrounding the room to isolate outside noise, and a ceiling composed of economic and efficient acoustical tile made only in from Germany. Between the conference room and administrative offices is an open floor which looks out over the atrium.
A section of the floor is designated for graduate student employees. Desks are located close together and filing cabinets are able to roll out and act as chairs for visitors.

Shared offices were also built into this section. Since the library is open 24/7 these offices will serve staff members who work overnight.

Third Floor
The third floor is a “quiet area” and is shielded by glass walls to obstruct the noise from the atrium. The majority of the third floor has not been renovated due to limited funding. Outside the glass walls there is a large balcony which connects to the main stairway allowing students to roam around and look down to the atrium floor. Concern was raised about the railings around the atrium. There is a large, flat service on the railing which may be inviting for students to sit on or put their belongings on top, resulting in something or somebody falling off. Discussion ensued about the likelihood of a disastrous event occurring and strategies to prevent such occurrences. Architects are aware of this concern and OUGL is working with them to address it.

Discussion of Active Learning Classrooms
Back in OUGL 220 McKinstry and Hornby presented on active learning classrooms and its benefits to academic success.

Active learning classrooms are designed to be student-centered where a small group of students can share and compare information with instructors “guiding” their study. While technology is available to enhance learning, the classrooms provide open space allowing for creative thinking amongst students. This form of peer learning allows students to teach and learn from each other while showcasing their work with their groups and the larger class. This is consistent with the concept that students have a tendency to cluster together and learn from one another. Programs that encourage this form of learning explain that students create a community amongst each other which helps facilitates the learning process.

The Student Technology Fee Committee funded six “media:scape mobile” devices which are large monitors that roll up to students to use in group settings. The devices are easily transportable, provides a variety of plug-ins for students to use, and allows for height adjustability to support various working postures and settings.

During spring quarter, a variety of stakeholders across campus including Psychology, Geography, Center for Teaching and Learning and UW IT met to discuss topics and outcomes of using active learning classrooms. The result was developing “best practices” to address issues such as syllabus and assignment design, active learning pedagogy, peer learning, effective use of technology in teaching, promoting information literacy, and critical thinking. The reasons why these classrooms will be so effective include the state-of-the-art design, space availability, support services, opportunities for faculty to redesign their courses, and allowing students to engage with course content in new and exciting ways. At this time about 75% of the time-slots are booked for the fall quarter.

Student input in the design process was important because they are directly impacted by the services of the library. Comments came through via a large survey that asked for student feedback. Additionally, the past two ASUW presidents were involved with the working group. Most student feedback contained large-scale ideas such as “lighting” and “inspiration”, rather than smaller specifics.
Discussion ensued regarding room reservations and scheduling needs. These issues are similar to problems with the teaching labs where regularly scheduled classes may sometimes require flexibility throughout the quarter. For example, sometimes an active learning classroom is not required for a particular lecture so it would not be used. With that space open it allows for single, one-time use for students and faculty. This is an experimental process and OUGL will observe the demands and needs of these classrooms over time.

5. Adjourn
The meeting was adjourned by Chair Cooper at 4:00 p.m.

Minutes by Grayson Court, Faculty Council Support Analyst, gcourt@uw.edu

Present: Faculty: Cooper (Chair), Leveque, Lattemann, Hill, Gillis-Bridges
         President’s Designee: Wilson
         Ex Officio: Redalje, Kirkendall, Gebhart
         Guests: Jill McKinstry, Amanda Hornby, Cynthia Fugate

Absent: Faculty: Nicoletta
         Ex Officio: Barker, Mills
ACTIVE
STUDENT-CENTERED

- Small groups or teams
- Shared monitors
- Information sharing, comparing
- Instructors guiding inquiry
HUMAN SPACE & (technology)

- Writable glass-surfaces
- Round tables
- Flat-panel monitors
- Data diner booths
PEER LEARNING

• Teach each other or with the class
• Students showcase work; share with larger community
• Outside experts brought in remotely
ACTIVE LEARNING CLASSROOM 136
(NORTH ALCOVE)
CAPACITY: 90 (10 TABLES OF 9 SEATS)
AREA: 2830 SQUARE FEET
DATA DINERS: 6 BOOTHs (4 SEATS EACH)
ACTIVE LEARNING CLASSROOM 141
(EAST ALCOVE)
CAPACITY: 63 (7 TABLES OF 9 SEATS)
AREA: 2780 SQUARE FEET
DATA DINERS: 3 BOOTHs (4 SEATS EACH)
BREAKOUT TABLES: 7+ SEATS
- PC and AV control system
- Laptop Connectivity
- Push out content from podium or student tables

- Document Camera
- Blu Ray Player
- Ability to link together both Odegaard ALC’s
Facilitating Informal Learning: media:scape mobile

- Easily transportable – pull up to a table anywhere

- 4 PUCKS -- everyone at the table has equal access to share information.

- Height adjustability support various working postures and settings.

- Plugs into standard 3 prong outlet for monitor and 4 power outlets inside the unit.
How Does Active Learning Support Student Success?

Irma Sandercock, Instructional Designer for the College of Liberal Arts and Sciences

People remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see & hear
- 70% of what they say & write
- 90% of what they do

People are able to:

- Define, List, Describe, Explain
- Demonstrate, Apply, Practice
- Analyze, Define, Create, Evaluate

Passive Learning

Active Learning
"Learning is most robust when learners are “making their thinking visible.”

Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners

Ritchart, (Harvard Graduate School of Education) Church, and Morrison (May 3, 2011)
Faculty Professional Learning Community

- Psychology
- Geography
- School of Medicine
- Physics
- CTL
- UW IT
- UWB TLC
Faculty Professional Learning Community: Topics & Outcomes

Discussion topics were participant-driven and included:
• syllabus and assignment design
• active learning pedagogy
• peer learning and group work
• effective use of technology in teaching
• promoting information literacy and critical thinking in students

Outcomes:
• 2 FPLC members teaching in the ALCs in fall 2013
• “best practices” resources for faculty teaching in the ALCs, coming fall 2013
Why sign up to teach in ALC?

6. Coolest classrooms on campus.
5. State-of-the-art design.
4. Space available 24/5 plus Sat. & Sun.
3. Support services in the building for research, writing, and technology.
2. Opportunity to redesign your course.
1. Students will engage with course content in new ways.
Sign up!
Active Learning Classroom Request Form

Active Learning Classrooms (ALC)
Click image for more details...

ALC request form »
If you have already submitted a paper copy of the ALC request form for Autumn Quarter 2013 or Winter Quarter 2014, it is not necessary to submit a new request.

http://www.lib.washington.edu/ougl