

IMMACULATA REGIONAL HIGH SCHOOL

JUNE 2018

THE THIRD SPACE



A PROPOSAL FOR MIGRATION FROM A TRADITIONAL LIBRARY TO A
LIBRARY LEARNING COMMONS

PREPARED AND PRESENTED BY

INGRID UHRICH
IRHS LIBRARIAN

WHAT IS UP WITH LIBRARIES NOW?



A LITTLE BIT ABOUT LIBRARIES OUT THERE...

In her TED talk, 'What to expect from libraries in the 21st century', Pam Sandlian Smith says that "Libraries are places that support creativity, community, innovation and entrepreneurialism. We (libraries) are the cornerstone of democracy. Everyone has a seat at a table and is treated with the same respect and dignity". Bill Ptacek, CEO of the Calgary Public Library says they are "The people's university (self directed). The library provides the opportunity, the person brings the rest".

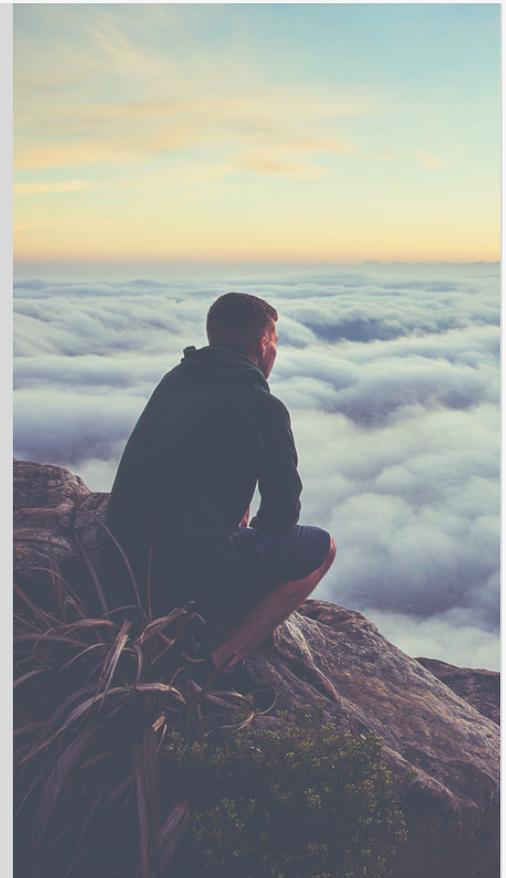
THE THIRD SPACE

According to Ray Oldenburg's theory from his book 'The Great, Good Place', a "Third place" is somewhere that is not home, not work, but a space where we gather in the spirit of community. It must be inexpensive, allow for conversation and be defined by 'regulars'. Among some of the benefits it provides a community are: unifying the neighborhood, provide a 'port of entry' information centre sort of place, staging/gathering area, mutual aid societies (different groups bring their skills and talents), encourage interaction with new people thus developing new

friendships, and it provides an intellectual forum where learning (face to face) and understanding takes place. Collaboration and brainstorming begets higher productivity compared to individual effort. Oldenburg's theory refers to neighbourhood cafés, hair salons or any place where the community gathers. Libraries certainly fit into this category. Tod Colegrove, in 'Libraries of the Future', takes it one step further, and argues that 'a great good place plus shared resources equals magic'.

NEW WAYS OF LEARNING AND TEACHING

As you may know, in accordance with the new BC Curriculum from the Ministry of Education, our modern students are to learn competencies that help them thrive in real life situations. Things like critical thinking (in order to make dinner, do I turn the oven on first or start with chopping the veggies?), communication (Text: hi, response: hi) and social responsibility (contributing to the community and caring about the environment by cleaning the cereal bowl after they are done).





EVERYTHING CHANGES

THE LIBRARY SPACE MUST ADAPT...

The library/learning commons must adapt to include these competencies and provide an environment that encourages and supports students, teachers and administrators achieve their goals in this process. Learning has moved beyond the classroom and the limitations of a textbook. It has become active and hands on, supported by new technologies and methods; some of which resemble the methods of old when elders taught by doing, not simply lecturing. I've heard it said like this:

"Think of it as a shift from the dining room where food (knowledge) is passively consumed, to the kitchen where knowledge is created (and it is sometimes messy)!"¹

One of the biggest challenges as educators is to accomplish all of the learning outcomes for the different types of learners in each class; all while doing it in a timely and efficient fashion. The best way to do this would involve cooperation and partnership among staff and services in the school.

ENTER: THE LEARNING COMMONS

A LEARNING COMMONS IS A COMMON OR SHARED SPACE THAT IS BOTH PHYSICAL AND VIRTUAL.



Wentworth's Douglas D. Schumann Library & Learning Commons

"IT IS DESIGNED TO MOVE STUDENTS BEYOND MERE RESEARCH, PRACTICE AND GROUP WORK TO A GREATER LEVEL OF ENGAGEMENT THROUGH EXPLORATION, EXPERIMENTATION, AND COLLABORATION. IT IS MORE THAN A ROOM OR A WEBSITE."

- Leading Learning.

The learning commons embodies whatever is most important to your school culture. It becomes a new learning environment where different forms of education take place, sometimes all at once. The learning commons becomes an extension of the classroom; a large space to experience and create in different ways. A learning commons is comprised of four distinctive categories:

- The Open Commons
- The Physical Space
- The Virtual Space
- The Maker Space

THE LEARNING COMMONS

FOUR DISTINCT CATEGORIES

1. THE OPEN COMMONS		EXAMPLES
MEETING SPACE/PORT OF ENTRY	AN OPEN SPACE FOR GATHERING, WITH A CENTER TO PROVIDE INFORMATION	A space where students can come and find out everything about school culture
		Coffee mornings to get your news: Castanet, MSN, CBC, etc.
COLLABORATIVE LEARNING SPACES	STAGE/PERFORMANCE/PRESENTATIONS	Available for poetry readings, special presenters, literary circles, open mic, etc.
	SMALL MEETINGS/LEARNING/MAKERS	Group study, project based learning, makers
	QUIET/REFLECTIVE/ COMMUNAL	A space for leisure reading, fiction/non-fiction, contests, reading clubs.

2. THE PHYSICAL SPACE

EXAMPLES

A welcoming environment with flexible furniture that supports a variety of different functions and groupings

COLLECTION DEVELOPMENT

PHYSICAL COLLECTION

Continual weeding/addition of current collection in order to meet new standards

Increasing the fiction section

ACTUAL PHYSICAL SPACE

TO PROVIDE 3 DISTINCT AREAS WHERE ALL COLLABORATIVE LEARNING FROM THE OPEN COMMONS CONCEPT TAKES PLACE

Reading space with casual sitting, flexible and moveable spaces. Separation of space with lower shelves.

A maker section with tables/area with dry/erase capabilities. Standing desks. Moving furniture to accommodate chairs for presentations. Projector and screen/wall space for viewing videos, movies, etc.

Opening one section to the hallway to allow for 'open concept' look and entry port. high cafe tables for casual gathering.

3. THE VIRTUAL SPACE

EXAMPLES

Allows for the continual exchange of information and knowledge at any time of the day and any point of the year.

DEVELOPMENT OF ALL TYPES OF LITERACIES

DIGITAL, INFORMATION AND TRADITIONAL LITERACY

Virtual learning commons, to provide a space for the school community to see what's happening.

Increasing the resources for developing literacies.

VIRTUAL RESOURCES

DATABASES AND OTHER RESOURCES

Subscriptions to current databases such as GALE or WORLDBOOK, to eliminate the need for many books in the Reference section

Subscriptions to other memberships such as ERAC, which provide access to Virtual Field trips.

4. THE MAKER SPACE

EXAMPLES

Creates opportunities for students to become involved in knowledge building.

SPACE FOR FREE MAKING

LEARNERS CREATE ANYTHING THEY CAN IMAGINE

3D printers, Green Screen, etc. Incorporate into Social Studies lessons for instance, making models of medieval castles, models of catapults

CREATION LAB

DIGITAL CREATION SPACE

IT: robotics, access to tablets, plug-ins, chargers. Projector and screen for collaborative work or display

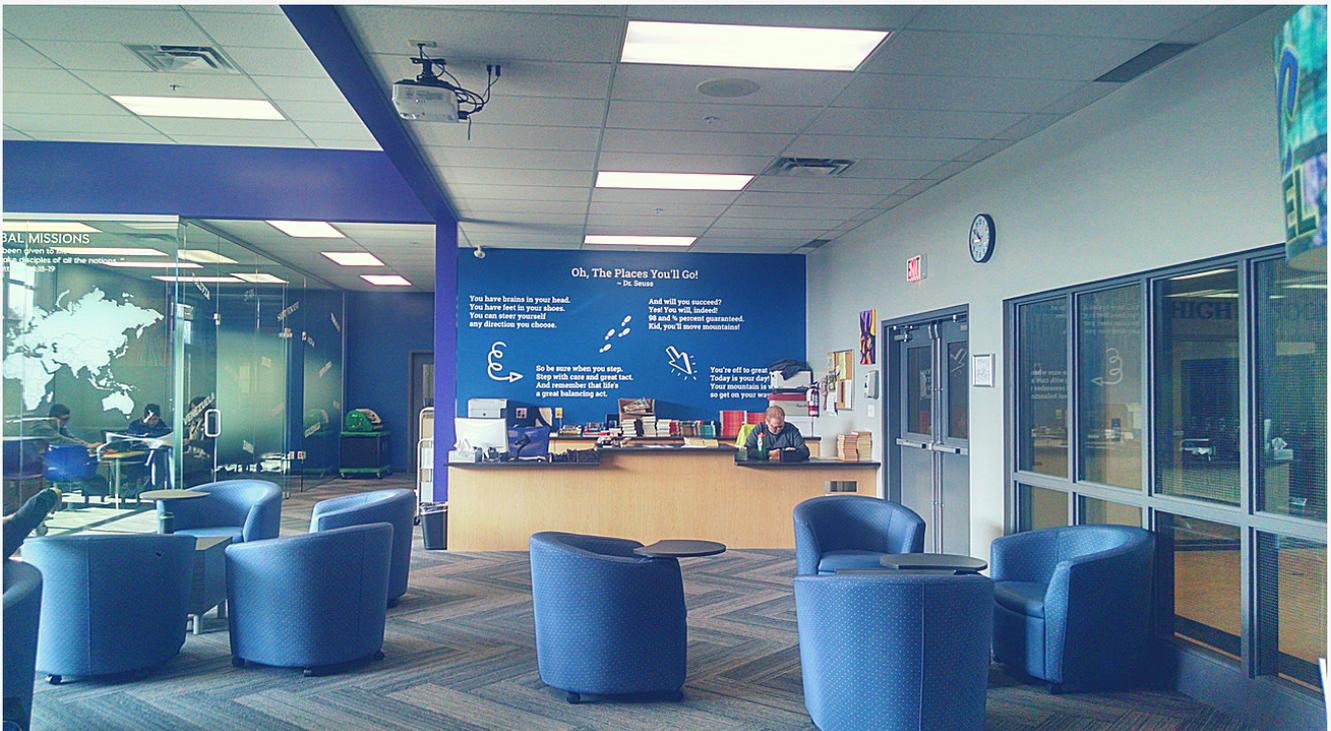
FAB LAB

FABRICATION TOOLS AND TECHNOLOGY

Physical projects such as clothing or woodworking. Consider knitting for the homeless in social justice, or building for stagecraft.

WHO ELSE HAS DONE THIS?

SEVERAL SCHOOLS INCLUDING SOME IN OUR DISTRICT SUCH AS KELOWNA SECONDARY, KELOWNA CHRISTIAN AND OYAMA TRADITIONAL .



The Learning Commons at Kelowna Christian School.

At KSS they have moved all of their books out of the middle and positioned three large separate areas which they call: innovate, inspire, investigate. Each section works for different groups at different times and can be separated by moving office separators. The learning commons is open during lunch for students to have a place to hang out.

At KCS they have also moved most of their collection out of the center and introduced comfortable single couch chairs. As well as one large standing board table for group work. They built two glass walled closed rooms that include dry erase walls and a large table with chairs for group study.

OTS HAS OPENED UP THE LIBRARY BUT PROVIDES ALSO A 'READING NOOK'. ALL OF THE FICTION AND GRAPHIC NOVELS ARE IN THIS ROOM ALONG WITH COMFY CHAIRS AND A SITTING RUG. ALSO EQUIPPED WITH AN IPAD FOR READING ALOUD PROGRAMS.

HOW CAN WE DO THIS?

TOGETHER WE CAN

The first step in moving towards our Learning Commons or Third Space is to form a cohesive and comprehensive plan that includes the input from administration, teachers, students, and parents.

The learning commons is only useful if it gets used. Therefore it must meet the needs of the population and culture it serves.

It is necessary to determine the basic and most urgent needs of our students and staff, thus giving priority to their learning environments and focusing on ways to bring about change to meet those needs. To this end, I would like to ask you for help.

I would like to work together to develop a mission/vision statement and from there following the steps outlined in the Leading Learning handbook, work towards building and achieving that vision.

I believe that change in the Immaculata library is not only possible, but needed. In order to make it a relevant, vibrant place of learning, we need to re-invent ourselves but not re-invent the wheel.

Taking cues from the experts who have done it before us, we can and should follow suit and become the Third Space that our students, staff and families can call the centre of their mini community.

