Learning Commons and Transitions to College and Workplace

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Learning Commons and Transitions to College and Workplace

Wabash Valley Regional Library Meeting, 9/30/2014

Dr. Sharon Weiner
Outline:

- Introduction
- Trends in college learning
- Trends in workplace environment
- Learning commons (LC) as response to trends
- Transitioning from high school to college and work through libraries and information
Your questions...

1. What questions do you have about learning commons?

2. What questions do you have about the library’s role in K-12 student transitions to college and work?
Trends in college learning

- Active learning
- Flipped classrooms
- Team projects, collaboration
- Undergraduate research
Trends in college learning

- Experiential learning
  - Internships
  - Service learning
  - Study abroad

- Use of variety of media—social, learning management systems, technology

- Information overload, coping strategies
Trends in college learning

- Shift from memorization and regurgitation toward content creation
- From users of information to producers of information
Purdue lecture hall
Purdue classroom
Purdue 117-seat “IMPACT” Classroom
Trends in workplace environment

- Team projects
- Collaboration and networking
- Expectation of learning
  - Formal training
  - Professional development
  - Self-learning
  - Continuous
Trends in workplace environment

- Use of variety of media—social, technologies
- Information overload
- Coping strategies
Comparing trends...

<table>
<thead>
<tr>
<th>Trend</th>
<th>College</th>
<th>Workplace</th>
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<tr>
<td>Active learning</td>
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<td>Team projects, collaboration</td>
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Trends in workplace environment
Why the library?

- Employers, colleges report deficits in infolit, critical thinking, problem solving, lifelong learning ability

- Core library activities are supporting student learning, teaching skills, and strategies that develop IL competency

- Students use library space as a place to learn outside of the classroom

- Library is “neutral” territory
Why learning commons?

- Relationship between learning spaces and student achievement, mastery, retention
Terminology

Information Commons
Learning Commons (LC)
Knowledge Commons

...related terms...

Then, Purdue’s Active Learning Center!
What is learning commons?

- **Place** that stimulates active learning, collaborative learning, teamwork

- Fosters development of 21st century scholar & practitioner (college and career ready)

- Deeply integrates the library into the lives of students in collaboration with campus departments
What learning commons does...

LC does

- Learning outside classroom
- Collaborative, individual work
- Student-, institution-centered (not library-)
- Neutral, integrates units
- Active learning
What learning commons looks like…

- Flexible space, furniture is key
- Meeting spaces
- Formal, informal work areas
- Technology rich
- Physical or virtual
- Quiet, noisy, enclosed, open
- Enclosed, open
Hudson Valley CC
Purdue Parrish Library Booths, Info Desk
How to start to plan LC

- Build partnerships
- Key part of planning is to understand the campus perspective, student learning styles and preferences
- Develop vision with stakeholders for student-centered place for learning outside of the classroom
- Be open to new ways of thinking about the library
- Take time, lead the process, involve all
Tying it together...

Trends in learning

Library proactively responds

LC supports trends

College & Career Ready Graduate
Time to reflect...

1. What advantages and disadvantages do you see for a learning commons in your school?

2. What obstacles do you foresee in planning one?

3. What are the consequences if you don’t create a learning commons?
Transitioning from high school to college libraries

The Freshmen Study
Project Information Literacy
Transitioning from high school to college libraries

• **PIL findings:**

  • College library larger, more complex than high school
  • **Daunting** to conduct online searches for academic literature
  • Difficult to learn to navigate complex digital and print landscape
  • High school research competencies inadequate for college
Transitioning from high school to college libraries

- ERIAL findings:
  - Can’t read citations, identify type of source referenced
  - Don’t understand importance of citing information, or when need to cite
  - Don’t understand ethical use of information, copyright law
  - Difficulty evaluating sources of information
  - Don’t understand organization of information resources (in library, internet, subscription databases)
What academic librarians teach 1st years

- Subscription databases
- Mechanics of searching
- Scholarly vs. popular literature
- What is journal article
- How to cite and citation managers
- Library services
What academic librarians teach 1st years

- Generally, “one-shot”
- Tutorials
- Movement toward embedding, curriculum integration, train-the-trainer
- “Informed learning,” “Guided inquiry” (K-12), CISSL
AASL Standards for the 21st Century Learner:

- 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
Transitioning from college to work

- Employers want:
  - Ability to formulate precise, accurate questions
  - Ability to use research process to describe, summarize, synthesize, assess credibility of information
  - Use judgment in sifting for relevant information among overwhelming amounts
  - Use information to solve problems
  - Ability to monitor trends, adapt
Transitioning from college to work

Employers want:

- Willingness, ability to continually learn new skills
- Critical thinking, problem solving, analytical reasoning skills
- Lifelong learning
- Communication skills, orally and in writing
- Teamwork and collaboration
- Technology and media literacy
Steps to prepare students for work

- Raise awareness of information literacy
- Include media literacy in teacher training programs
- Provide professional development opportunities on information literacy topics for teachers
Steps to prepare students for work

- Develop recognition programs that will help to publicize innovation and models
- Develop scalable, affordable solutions so that schools have access to new technologies
Time to reflect...

- How can we at the local level address the problems with college and career readiness related to information literacy?
Asher, A. & L. Duke. 2010. Information literacy and first year students: Evaluating knowledge, needs, and instruction


Head, A. 2013. Learning the Ropes: How freshmen conduct course research once they enter college.


Thank you!

Questions?

Comments?