Designing Spaces: Person Centered Library Design

Carolyn Foote
Westlake HS
@technolibrary
#CIL2018
The WHY: What our standards say...
Provides flexible spaces that promote inquiry, creativity, collaboration and community.
<table>
<thead>
<tr>
<th>Future Ready Librarians</th>
<th>FUTURE READY</th>
<th>Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designs Collaborative Spaces</strong></td>
<td><strong>Use of Space and Time</strong></td>
<td>Provides flexible spaces that promote inquiry, creativity, collaboration and community.</td>
</tr>
<tr>
<td><strong>Builds Instructional Partnerships</strong></td>
<td><strong>Curriculum, Instruction and Assessment</strong></td>
<td>Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation and the active use of technology.</td>
</tr>
<tr>
<td><strong>Empowers Students as Creators</strong></td>
<td><strong>Curriculum, Instruction and Assessment</strong></td>
<td>Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration and authentic, real-world problem solving.</td>
</tr>
<tr>
<td><strong>Curates Digital Resources and Tools</strong></td>
<td><strong>Curriculum, Instruction and Assessment</strong></td>
<td>Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develop the digital curation skills of others.</td>
</tr>
<tr>
<td><strong>Facilitates Professional Learning</strong></td>
<td><strong>Personalized Professional Learning</strong></td>
<td>Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology competencies, etc.).</td>
</tr>
<tr>
<td><strong>Ensures Equitable Digital Access</strong></td>
<td><strong>Technology and Infrastructure</strong></td>
<td>Provides and advocates for equitable access to connectivity, digital devices, information, resources, programming, and services in support of the district's strategic vision.</td>
</tr>
<tr>
<td><strong>Invests Strategically in Digital Resources</strong></td>
<td><strong>Budget and Resources</strong></td>
<td>Leverages an understanding of school and community needs to identify and invest in digital resources to support student learning.</td>
</tr>
<tr>
<td><strong>Cultivates Community Partnerships</strong></td>
<td><strong>Community Partnerships</strong></td>
<td>Cultivates partnerships within the school and local community (families and caregivers, non-profit organizations, government agencies, public and higher education libraries, businesses, etc.) to promote engagement and a lifelong learning process.</td>
</tr>
<tr>
<td><strong>Advocates for Student Privacy</strong></td>
<td><strong>Data and Privacy</strong></td>
<td>Teaches and promotes student data privacy through their instruction and role as educational leaders.</td>
</tr>
<tr>
<td><strong>Leads Beyond the Library</strong></td>
<td><strong>Collaborative Leadership</strong></td>
<td>Participates in setting the district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.</td>
</tr>
</tbody>
</table>
## AASL Standards Framework

### Shared Foundations and Key Commitments

<table>
<thead>
<tr>
<th>Domains and Competencies</th>
<th>Shared Foundations</th>
<th>Key Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INQUIRE</td>
<td>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</td>
<td>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</td>
</tr>
<tr>
<td>A. THINK</td>
<td><strong>Learners display curiosity and initiative by:</strong></td>
<td><strong>Learners contribute a balanced perspective when participating in a learning community by:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Formulating questions about a personal interest or a curricular topic.</td>
<td>1. Articulating an awareness of the contributions of a range of learners.</td>
</tr>
<tr>
<td></td>
<td>2. Recalling prior and background knowledge as context for new meaning.</td>
<td>2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</td>
</tr>
<tr>
<td>B. CREATE</td>
<td><strong>Learners engage with new knowledge by following a process that includes:</strong></td>
<td><strong>Learners adjust their awareness of the global learning community by:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Using evidence to investigate questions.</td>
<td>1. Interacting with learners who reflect a range of perspectives.</td>
</tr>
<tr>
<td></td>
<td>2. Devising and implementing a plan to fill knowledge gaps.</td>
<td>2. Evaluating a variety of perspectives during learning activities.</td>
</tr>
<tr>
<td></td>
<td>3. Generating products that illustrate learning.</td>
<td>3. Representing diverse perspectives during learning activities.</td>
</tr>
<tr>
<td>C. SHARE</td>
<td><strong>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</strong></td>
<td><strong>Learners exhibit empathy with and tolerance for diverse ideas by:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Interacting with content presented by others.</td>
<td>1. Engaging in informed conversation and active debate.</td>
</tr>
<tr>
<td></td>
<td>2. Providing constructive feedback.</td>
<td>2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</td>
</tr>
<tr>
<td></td>
<td>3. Acting on feedback to improve.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Sharing products with an authentic audience.</td>
<td></td>
</tr>
<tr>
<td>D. GROW</td>
<td><strong>Learners participate in an ongoing inquiry-based process by:</strong></td>
<td><strong>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Continually seeking knowledge.</td>
<td>1. Seeking interactions with a range of learners.</td>
</tr>
<tr>
<td></td>
<td>2. Engaging in sustained inquiry.</td>
<td>2. Demonstrating interest in other</td>
</tr>
<tr>
<td></td>
<td>3. Enacting new understanding.</td>
<td></td>
</tr>
</tbody>
</table>
What the research says...
 Teens say they would likely use ...

- Personal book recommendations: Teens 86%, Non-teens 62%
- Library "Redboxes" around town: Teens 81%, Non-teens 62%
- Cell app that allows you to use library services: Teens 80%, Non-teens 63%
- Pre-loaded e-book readers: Teens 74%, Non-teens 57%
- App for in-library navigation: Teens 70%, Non-teens 62%
- Classes on gadget use: Teens 60%, Non-teens 50%
Traits of millennials and beyond

http://www.morriscreative.com/personality-traits-millennials-market-generation/
What do teens tell us?
If students designed a library…

X-Space


http://sharkandminnow.com/x-space-a-library-designed-and-built-by-its-students/
Table talk:
What does your current space tell your students?
“Make a room that doesn’t smell like school.”
--Paul Bogush

http://3floorsup.strikingly.com/
What do you want the student experience to be?

—David Jakes
Graduate Profile

Desired Characteristics of an EANES ISD Graduate (WHEEL)

Well-Rounded Person

- Appreciates and participates in the arts and humanities
- Analyzes and adapts to changing environments
- Participates in activities that promote teamwork, leadership, and fitness
- Values cultural and linguistic diversity
- Understands personal strengths and areas of growth
- Displays realistic social and emotional self-awareness
- Identifies goals and takes steps towards their achievement
- Motivated to perform at your personal best

Healthy Individual

- Maintains a healthy self-concept
- Cultivates healthy habits and self-discipline
- Accepts responsibility for personal choices, actions, and mistakes
- Fosters resilience to recover and persevere in the face of setbacks
- Applies personal skills to resist negative influences
- Maintains life-long wellness
In the classroom, student learning experiences will allow for:
Student experiences will look…

Transparent
Collaborative
Comfortable
Connected
Open
Flexible
WHY student voice?

- bring relevance and authenticity
- have untapped knowledge/abilities
- benefit from real world problem solving
- creates positive associations

https://www.edutopia.org/blog/sammamish-2-including-student-voice-bill-palmer
Inquiry with caring —
Chris Lehmann
Table talk:
What's one thing students would tell you they want?
Things I like about this learning environment:

I like the bean bags because they are squishy and they would help me relax.
I like the swivel chairs because they wobble and they help me concentrate.
I like the bouncy chairs.

I like the big window because that way I can see outside.

I like the white board for writing and the chalk for drawing.

I like the bean bags.

I like the pillows. You can sit on them or wrap yourself up.

thanks, Diana Laufenberg
How can we hear their “insides” better?
I. EMPATHIZE
Develop a deep understanding of the challenge

II. DEFINE
Clearly articulate the problem you want to solve

III. IDEATE
Brainstorm potential solutions
Select and develop your solution

IV. PROTOTYPE
Design a prototype (or series of prototypes) to test all or part of your solution

V. TEST
Engage in a continuous short-cycle innovation process to continually improve your design
Bringing Design Thinking to the School Library

Want to revamp your library? Design thinking may be just the planning tool you need.

By Laura Deisley

October 4, 2016

https://www.edutopia.org/article/bringing-design-thinking-to-the-school-library-laura-deisley
What do we learn from surveys?

<table>
<thead>
<tr>
<th>One added piece of technology?</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>security camera</td>
<td>2</td>
</tr>
<tr>
<td>x-box</td>
<td>2</td>
</tr>
<tr>
<td>device to look for books</td>
<td>2</td>
</tr>
<tr>
<td>More computers</td>
<td>3</td>
</tr>
<tr>
<td>kindle</td>
<td>4</td>
</tr>
<tr>
<td>self-checkout</td>
<td>5</td>
</tr>
<tr>
<td>ipads</td>
<td>10</td>
</tr>
<tr>
<td>tv</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Add to Library?</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfy places to sit</td>
<td>8</td>
</tr>
<tr>
<td>tv</td>
<td>7</td>
</tr>
<tr>
<td>self-checkout</td>
<td>3</td>
</tr>
<tr>
<td>nothing</td>
<td>3</td>
</tr>
<tr>
<td>more books</td>
<td>3</td>
</tr>
<tr>
<td>new carpet</td>
<td>2</td>
</tr>
<tr>
<td>more pictures</td>
<td>2</td>
</tr>
</tbody>
</table>

Other words used:
- Robots to find books, prog to learn dewey decimal system, no more technology, new sports magazines and books, new keyboards, music players, more chairs, Library map, display screen with pics of people reading, interactive tech, 3d printer, smart board
- working space, video game sys, vending mach, trampoline, choc fountain, student helpers, org book by grade, tech, non-flourescent light, mystery reader, more room, more makerspace items, more bookmarks, reclining cahirs, massage chairs, hammocks, book finders, lot more squishy chairs, library map, kindles, It's perfect, hammock or loft, figts, display screen with pics of people reading, cool chairs and couch, candy machines, ball chairs, arts and crafts, a robot, a modern look, more ipads
How do you learn best?
Where? How? Sounds?
Ask students

What can you tell me about school that teachers and administrators don’t know? — Andrew Brennan, Student Voice
Listening with Flipgrid
8 Tips and Tricks to Redesign Your Classroom

AUGUST 6, 2013

David Bill Education Design Strategist

follow this blogger

Tags
Back to School

Remake Your Class is a 3-part video series that covers how one educator transformed his classroom with the help of his students, some community volunteers, and design experts.
Become an anthropologist

observe student behavior

identify obstacles

ask students to chart the flow

-David Bill
Remake Your Class
Think of your(student) day through the lens of space. Amplify what already works. — Melanie Kahl

http://www.edutopia.org/blog/steps-to-redesign-your-classroom-melanie-kahl
Keep a running list of ideas
Use the analogy game
Ask ALL students (differences matter)

- Muted colors
- Places to nest
- Social Stories
- Quiet/loud spaces
- Varied lighting
- Braille/Sign Language
# Focus groups/Advisory committees

<table>
<thead>
<tr>
<th>Objective</th>
<th>Ranking (10 strongly agree) - 1 (strongly disagree)</th>
<th>Observations</th>
<th>Wonderings</th>
<th>Positives</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library space...</td>
<td></td>
<td>good space -- big!</td>
<td>could there ever be an add on?</td>
<td>cute!</td>
</tr>
<tr>
<td>A. Student Engagement</td>
<td>9</td>
<td>fun space</td>
<td>there could be more of a group space.</td>
<td>good resources</td>
</tr>
<tr>
<td>1. promotes student interaction with literacy (engaging display areas, accessible shelves, furniture that promotes reading.)</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. design encourages and inspires student curiosity and exploration.</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. encourages student collaboration.</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. encourages student agency/ownership.</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. provides equal access &amp; engagement for all learners.</td>
<td>8</td>
<td>quiet room!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Who are other unexpected partners?
Inviting classes in

- variety
- standing height
- floor pads/seat
- storage + how it works
- comfy chairs
- variety of tables/chairs
- as many different types as possible
- thoughts
- teach
- back
- like
Table talk:
What student groups might be strategic partners?
“Channel the optimism of a designer, the resourcefulness of a hacker, and the playfulness of a maker.”

--Melanie Kahl, Remake your Class
POST
A
Shelfie
HERE

HOW TO
POST A SHELFIE
1. Take your phone and
2. Share your Shelfie
3. Win tokens
4. Get book recommendations

Hill Country Middle School, Austin, Tx
I. EMPATHIZE
Develop a deep understanding of the challenge

II. DEFINE
Clearly articulate the problem you want to solve

III. IDEATE
Brainstorm potential solutions
Select and develop your solution

IV. PROTOTYPE
Design a prototype (or series of prototypes) to test all or part of your solution

V. TEST
Engage in a continuous short-cycle innovation process to continually improve your design
Why do you like the library?

What does the library do for you? How does the library help you as a student? As a reader? As a creator?

April 11, 2017 | 37 responses | 446 views

This topic is moderated. Videos will appear once approved.

https://flipgrid.com/b9144d
Does the current furniture in this classroom make it easy to collaborate?

367 responses

Does the current furniture in this classroom make it easy to collaborate?

939 responses
What have I learned about myself or my teaching?

- Movement & activity
- Importance of being flexible
- Accepting lack of structure/order
- I'm more at ease when they self-select/organize instead of traditional arrangement
- I didn't like change.
- I need lots of flexibility (maybe even more than I know now—yes, I guess I'm needy).
- It's easier for me to walk around & see what all students are doing.
- I don't mind a bit of chaos, but not snap.

Sometimes I assume kids' proximity = attention when that's not always true.

I love being flexible & chaotic.
Share your story!
“What we make is important” — George Nelson

In 2008, we opened a vibrant new library “Research Center” after an extensive renovation process. We conducted student and staff surveys, compiled image books of photographs, did extensive reading on library design, did site visits, and compiled a list of the “key ideas” we wanted to be

reflected in our physical space.

As an overview, I’ve compiled a number of posts on my blog that track the design and renovation process:

http://futura.edublogs.org/library-design/
Table talk: Questions?

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