Hearing our Community: What Students “Say” about Libraries

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@technolibrary
#Internetlibrarian
The WHY: What our standards say…
A FUTURE READY LIBRARIAN

- Use of Space & Time
- Collaborative Leadership
- Data & Privacy
- Community Partnerships
- Budget & Resources
- Robust Infrastructure
- Personalized Professional Learning
- Curriculum, Instruction & Assessment
- Curates Digital Resources and Tools
- Empowers Students as Creators
- Builds Instructional Partnerships
- Facilitates Professional Learning
- Advocates for Student Privacy
- Cultivates Community Partnerships
- Invests Strategically in Digital Resources
- Ensures Equitable Digital Access

Provides flexible spaces that promote inquiry, creativity, collaboration and community.
<table>
<thead>
<tr>
<th>Future Ready Librarians</th>
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<tbody>
<tr>
<td><strong>Designs Collaborative Spaces</strong></td>
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| **Builds Instructional Partnerships** |
| Curriculum, Instruction and Assessment |
| 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. |

| **Empowers Students as Creators** |
| Curriculum, Instruction and Assessment |
| 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. |

| **Curates Digital Resources and Tools** |
| Curriculum, Instruction and Assessment |
| 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. |

| **Facilitates Professional Learning** |
| Personalized Professional Learning |
| 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.) |

| **Ensures Equitable Digital Access** |
| Technology and Infrastructure |
| Provides and advocates for equitable access to connectivity, digital devices, information, resources, programming, and services in support of the district’s strategic vision. |

| **Invests Strategically in Digital Resources** |
| Budget and Resources |
| Leverages an understanding of school and community needs to identify and invest in digital resources to support student learning. |

| **Cultivates Community Partnerships** |
| Community Partnerships |
| 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. |

| **Advocates for Student Privacy** |
| Data and Privacy |
| Teaches and promotes student data privacy through their instruction and role as educational leaders. |

| **Leads Beyond the Library** |
| Collaborative Leadership |
| 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. |
# AASL Standards Framework

## Shared Foundations and Key Commitments

### I. Inquire

**Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.**

- **A. Think**
  - Learners display curiosity and initiative by:
    1. Formulating questions about a personal interest or a curricular topic.
    2. Recalling prior and background knowledge as context for new meaning.

- **B. Create**
  - Learners engage with new knowledge by following a process that includes:
    1. Using evidence to investigate range of perspectives.
    2. Devising and implementing a plan to fill knowledge gaps.
    3. Generating products that illustrate learning.

- **C. Share**
  - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
    1. Interacting with content presented by others.
    2. Providing constructive feedback.
    3. Acting on feedback to improve.
    4. Sharing products with an authentic audience.

- **D. Grow**
  - Learners participate in an ongoing inquiry-based process by:
    1. Continually seeking knowledge.
    2. Engaging in sustained inquiry.
    3. Enacting new understanding.

### II. Include

**Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.**

- **A. Think**
  - Learners contribute a balanced perspective when participating in a learning community by:
    1. Articulating an awareness of the contributions of a range of learners.
    2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
    3. Describing their understanding of cultural relevancy and placement within the global learning community.

- **B. Create**
  - Learners adjust their awareness of the global learning community by:
    1. Interacting with learners who reflect a range of perspectives.
    2. Evaluating a variety of perspectives during learning activities.
    3. Representing diverse perspectives during learning activities.

- **C. Share**
  - Learners exhibit empathy with and tolerance for diverse ideas by:
    1. Engaging in informed conversation and active debate.
    2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

- **D. Grow**
  - Learners demonstrate empathy and equity in knowledge building within the global learning community by:
    1. Seeking interactions with a range of learners.
    2. Demonstrating interest in others.

### III. Collaborate

**Work effectively with others to broaden perspectives and work toward common goals.**

- **A. Think**
  - Learners identify collaborative opportunities by:
    1. Demonstrating their desire to broaden and deepen understandings.
    2. Developing new understandings through engagement in a learning group.
    3. Deciding to solve problems informed by group interaction.

- **B. Create**
  - Learners participate in personal, social, and intellectual networks by:
    1. Using a variety of communication tools and resources.
    2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

- **C. Share**
  - Learners work productively with others to solve problems by:
    1. Soliciting and responding to feedback from others.
    2. Involving diverse perspectives in their own inquiry processes.

- **D. Grow**
  - Learners actively participate with others in learning situations by:
    1. Actively contributing to group discussions.
    2. Recognizing learning as a social responsibility.
What the research says…
Teens say they would likely use ...

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

http://www.pewinternet.org/2014/04/09/millennials-and-libraries/
Traits of millennials and beyond

http://www.morriscreative.com/personality-traits-millennials-market-generation/
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
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, leader 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 lifelong wellness
In the classroom, student learning experiences will allow for:
Student experiences will look…

Transparent
Collaborative
Comfortable
Connected
Open
Flexible
WHY student voice?

- Brings relevance and authenticity
- Untapped knowledge/abilities
- Real world problem solving
- Creates positive associations

https://www.edutopia.org/blog/sammamish-2-including-student-voice-bill-palmer
What do students want the experience to be?
“Inquiry with caring” —Chris Lehmann
Table talk:
What’s one thing students would tell you they want?
“Students weren’t part of the discussion, either, or at least not in any depth, in a majority of these projects. Apart from gate counts and a focus group or survey here and there, studying student needs or asking their opinion wasn’t part of the planning process (though some libraries gave students a chance to try out furniture before it was purchased). Librarians were more likely to get ideas from other librarians through touring other libraries or going to conferences than from their own user community.”

Things I like about this learning environment:
I like the bean bags because they are squishy and they would help me ax.
I like the swivel chairs because they wobble and they help me concentrate.
I like the butt chairs.
I like the big window because that we can see outside.
I like the bean bags because they are easier.
I like the white board for teaching.
I like the bean bags in the front because you can sit and do new work. 

thanks, Diana Laufenberg
How can we hear their “insides” better?
Who is inside your community?
Considering students as individuals
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
Starting with Surveys

Robots to find books, new sports magazines, Library Map, display screen of people reading, 3D printer, chocolate fountain, student helpers, ball chairs, cool chairs, more places to sit, mystery reader, trampolines
How do you learn best?
Where? How? Sounds?
- Exit interviews of users
- Check box survey
- Maps of library for notes

https://er.educause.edu/articles/2010/11/the-library-space-as-learning-space
What’s in a name?
Or…how students helped resolve a philosophical disagreement
Flipgrid: Listening to a range of viewpoints
Is your classroom ready for active learning? Consider the following activities common in active learning classrooms, and then assess a learning space with which you are familiar.

<table>
<thead>
<tr>
<th>Activity</th>
<th>What works?</th>
<th>What doesn’t work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large group discussion and instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of technology to gather, process, and synthesize learning</td>
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<td></td>
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Student library advisory
8 Tips and Tricks to Redesign Your Classroom

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
<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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Student Engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. promotes student interaction with literacy (engaging display areas, accessible shelves, furniture that promotes reading.)</td>
<td>9</td>
<td>good space</td>
<td>big!!</td>
<td></td>
</tr>
<tr>
<td>2. design encourages and inspires student curiosity and exploration.</td>
<td>9</td>
<td>fun space</td>
<td>could there ever be an add on?</td>
<td>cute!</td>
</tr>
<tr>
<td>3. encourages student collaboration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. encourages student agency/ownership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. provides equal access &amp; engagement for all learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>quiet room!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Project-Based Learning
Who are other unexpected student partners?
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
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.
Does the current furniture in this classroom make it easy to collaborate?

367 responses

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<th>Percentage</th>
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<tbody>
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<td>6.5%</td>
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<td>108</td>
<td>29.4%</td>
</tr>
<tr>
<td>4</td>
<td>117</td>
<td>31.9%</td>
</tr>
<tr>
<td>5</td>
<td>68</td>
<td>18.5%</td>
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Does the current furniture in this classroom make it easy to collaborate?

939 responses

<table>
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<th>Percentage</th>
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<tbody>
<tr>
<td>1</td>
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<td>321</td>
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<td>127</td>
<td>13.5%</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
<td>4.6%</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>2.1%</td>
</tr>
</tbody>
</table>
Roll New

More Mobile

Think Love

Need Move

Wheels Class

Way People

Much Creative

Mobile Support

More Learned

Very Students

Definitely Learning

Mobile Students

More Students

More Students

More Students

More Students

More Students
What have I learned about myself or my teaching?

- Importance of being flexible
- Accepting lack of structure/order
- I'm more at ease when they self-select/organize instead of traditional arrangement
- Sometimes I assume kids' proximity = attention when that's not always true.
- I can deal with a lot of chaos but not snap.
- It's easier for me to walk around and see what all the students are doing.
- I need lots of flexibility (maybe even more than I have now - yes, I guess I'm needy).
- I don't like change.
- I love being it, and adaptability motivates me.
- I like movement and adaptability.

- "quote: "I can deal with a lot of chaos but not snap."
- "quote: "It's easier for me to walk around and see what all the students are doing."
- "quote: "I need lots of flexibility (maybe even more than I have now - yes, I guess I'm needy)."
- "quote: "I didn't like change.
- "quote: "I love being it, and adaptability motivates me."
- "quote: "I like movement and adaptability."
Let’s make community organizations

OF, BY & FOR ALL.

JOIN THE MOVEMENT

TRY THE ASSESSMENT

https://www.ofbyforall.org
Share your story!
Design

“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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