Slide 1

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"In formation" of better learning environments

lost in infospace

Quicksearch

DISCUS

- the educational role of the university library

Thomas Hapke

University Library
of the
Hamburg University of
Technology (TUHH)

is not enough!

www.tub.tu-harburg.de   Thomas Hapke, July 2005

"In formation" of better learning environments –
the educational role of the university library
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Slide 2

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Libraries are educational as such!

THE WHOLE WORLD
HERE UNLOCKS
THE EXPERIENCE OF THE PAST
TO THE BUILDERS OF THE FUTURE

Unlocking Our Past,
Building Our Future

University Library
10 Million Volumes

"... Librarie-keepers ... ought to becom Agents for the advancement of universal Learning ... his work then is to bee a Factor and Trader for helps to Learning ..."   John Dury, 1650

www.tub.tu-harburg.de   Thomas Hapke, July 2005

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the educational role of the university library
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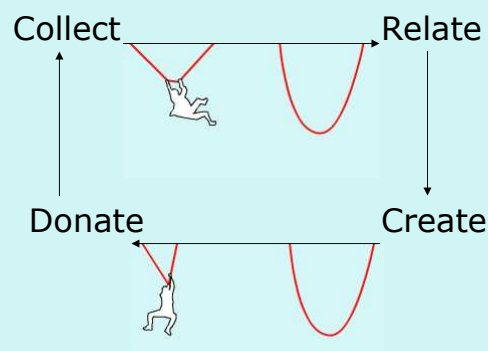
Learning today as seen from yesterday?!

EN L'AN 2000

"the study … of the scientific methods of using books should have an assured place in the University Curriculum. ... [it] will aid them [the graduates] in their studies through life. "

William F. Poole, 1899

Jean Marc Cote, 1899

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Components of learning today

Collect ———————→ Relate

Donate ←——————— Create

(according Shneiderman, 2002)

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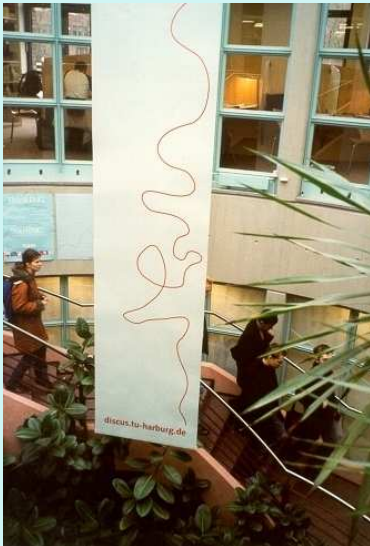
Learning today

'Real' learning is

- active and self-directed
- including individual background and own interpretation
- situative and context-specific
- a social process and creates communities
- is part of life

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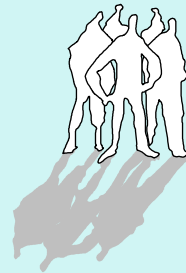
Learning environments in universities

Change, diversity and locality

Students as keystone species

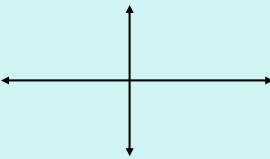> **Postmodern attidudes - consumer behavior, flippancy, fragmentation of knowledge**

Growing diversity and complexity of information resources

The thread in the TUHH library

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Serving environments for learning through the library

4. Organizational issues:
The learning library

1. Digital:
(E-)Learning and digital libraries

2. Physical:
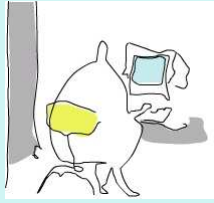The library as a place

3. Regarding contents:
The library as a teacher!?
Information literacy activities

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(E-)Learning and digital libraries

- **Need for a single-step approach for students to access courses with their materials**

- **Output of e-learning: texts, scripts, presentations,...**
  => Digital library of learning objects

- **Integrating library services and learning management systems (LMS)**

- **Facilitating customers' creation of information**

- **Incorporating services for building communities, e.g. wikis and weblogs**

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E-learning and "traditional" library services

- **Managing e-resources: metadata**
- **Virtual and real reference**
- **Electronic and "real" reserves as "early" LMS**
- **Buying e-books**
- **Producing course-specific subject access points**
- **Serving (digitization, copyright clearance,...) particular target groups: faculty, students, specific departments, ...**
- **Lending of technology (USB sticks, handhelds, laptops)**

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The library as a physical place

The library as learning laboratory!

User activities: Information seeking, recreation, teaching and learning, connection, contemplation

Grainger Engineering Library, Urbana-Champaign, University of Illinois

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The library as a physical place

- Individual study and group-study rooms

- Computer labs: From the "computer farm" to distributed clusters throughout the building

- From the reference desk to space for individual consultation

- Classrooms in the library

- "Nonlibrary" uses: meeting and socializing, eating and drinking, having fun, ...

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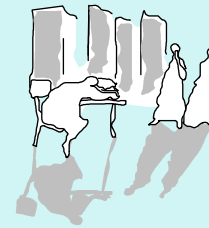
The library as teacher!?

Not the "teaching library" but:

The learning facilitating, enabling or empowering library!

=> Information literacy (IL) as a "prerequisite for the information society" (Sheila Webber)

IL includes

- Intellectual property and copyright
- Plagiarism
- E-publication issues

Fisher Fine Arts Library, University of Pennsylvania, Philadelphia

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Information literacy activities

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IL and learning** / **Examples of the TUHH library

- Many definitions, holistic are the better one's!
- Not only information seeking but information use
- Specific to subject, culture and context
- **IL is a learning experience!** (Mandy Lupton)

My definition:
More than efficient retrieval and navigation strategies **information literacy is the creativity to organize and shape one's own information process in a conscious and demand-oriented way.**
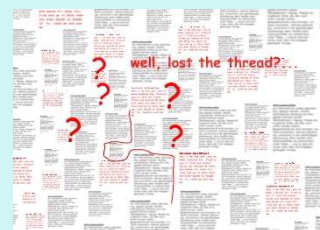
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IL and learning** / **Examples of the TUHH library

Issues

- **How will IL change with changing e-environment?**

- **Evaluating the outcome of IL activities!**

- **Including the IL needs of business enterprises! Connection to knowledge management**

- **Considering criticism of IL!**

- **IL is an issue of the university, not of the library alone**

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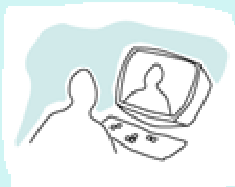
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IL and learning / Examples of the TUHH library

"The value of generic, standalone, parallel and foundation courses for IL education is dubios."
(Mandy Lupton)

- **Nevertheless: Meet the teachable moment through a diverse range of activities in IL and reference!**

➢**One-shot sessions:**
        in-class or outside of class
➢**Online Tutorials**
➢**Just-in-time-support as**
                online reference
➢**Others: face to face meetings,**
        newsletter via email,
        bookmarks, leaflets...

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IL and learning / Examples of the TUHH library

- **One-shot session**

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Universitätsbibliothek

TUHH >TUB HH > Service > Consulting > The world of engineering information – 10 points to survive

Catalog
MyLibrary
Ask a librarian !

TUB HH
- News
- About us
- Circulation
- Searching
- **Service**
  - **Consulting**
    - Guided Tours
    - Tutorials
- From A to Z
- FAQs
- Forms
- Miscellaneous
- For schools
- DISCUS
- Sitemap
- Intranet

Search help [Search]

TUB HH
Denickestrasse 22
21073 Hamburg

The world of engineering information – 10 points to survive

- Point 1: Be aware of your information behavior.
- Point 2: Use tutorials, subject gateways and literature guides to inform yourself about searching information
- Point 3: Use your local research library and consult a librarian or information specialist.
- Point 4: Use encyclopedias and other reference works for first orientation!
- Point 5: Play with search terms when exploring database features (Boolean logic, wildcard symbols, neighborhood operators, search fields, ...)
- Point 6: Search for journal articles in subject-specific databases
- Point 7: Don't forget to search for patents and data
- Point 8: Evaluate your search results with respect to relevance as well as quality of the document you've found and think about processing your information
- Point 9: Keep yourself up-to-date by browsing through journal contents, subscribing to mailing lists and reading weblogs.
- Point at the end (10): Reflect on information ethics (intellectual property, copyright and plagiarism) and policy (ownership, privacy) as well as economics (commercial and open access).
- Where to get more knowledge about information!

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IL and learning **/ Examples of the TUHH library**

•**Bilingual online tutorial DISCUS**

Oh, that means I have to type less?!!!

Great! Creative idleness is exactly what I like!!!

[Sigh! Without words!]

In the paragra[...]
you've learned[...]
search term d[...]
easy way to s[...]
that begin wit[...]
you can use w[...]
to search the[...]

Developing **I**nformation **S**kills and **C**ompetences for **U**niversity **S**tudents

Using databases   Wildcards and Joker

Grap the thread at discus.tu-harburg.de

Tip: Read more about it in "DISCUS compact"!

Wildcards and jokers

Start
Search terms
Synonyms
Freedom and control
Boole and E-Logic
Wildcards
Contexts and phrases
Search fields
Finish

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Information literacy activities

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IL and learning **/ Examples of the TUHH library**

• **User as information player: Learn to play by playing with databases and search terms**

• **Giving orientation in a subject-specific context**

Boole's Restaurant
Please click on the dish you want to order!   What do you get?

Boole's restaurant

vegetables AND soup	5,50
soup OR salad	3,--
soup NOT vegetables	3,--
soup AND salad AND potato	10,--
salad AND (potato OR pasta)	10,--
salad OR soup AND (vegetables OR potato)	15,--
(salad OR soup) AND (vegetables OR potato)	15,--

☐ vegetables-soup
☐ potato-soup
☐ potato-salad
☐ green salad
☐ tomato-salad
☐ potato
☐ pasta
☐ pasta-salad
☐ vegetables
☐ soup
☐ salad

Check

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Information literacy activities

IL and learning / *Examples of the TUHH library*

• **Project BibTutor**

- **Facilitating searching in original database interface**
- **Support of database selection**
- **Context-specific retrieval support using methods of artificial intelligence**
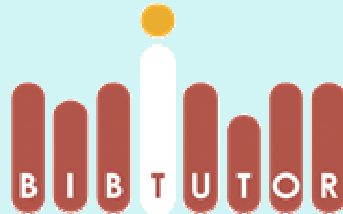- **Just-in-time-E-Learning with links to DISCUS**

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Information literacy activities

IL and learning / *Examples of the TUHH library*

Strategic goals of the projects:

- **Rising awareness, giving orientation**
- **Landmarks showing the library does e-learning**
- **Making the library visible when building up a new electronic infrastructure**
- **Enlarging cooperation with faculty**

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Organizational: the learning library

Collect
- Experiences from other libraries
- Data on users and their behavior
- Ideas from the literature

Relate
- To your own institution and context
- To your partners within your parent institution

Create
- New services and transform old services
- New organizational structures
- New relations to old and new partners

Donate
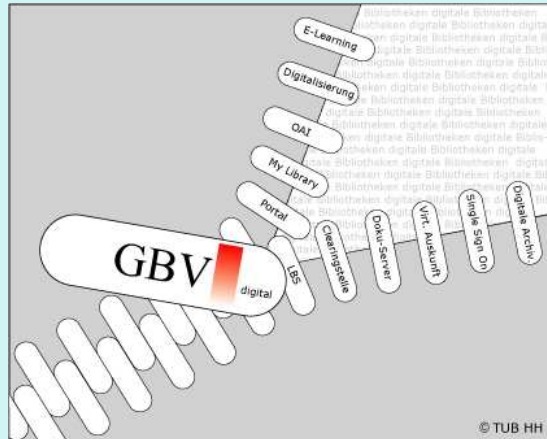- Increase in value to your customers

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Organizational: the learning library

- **From information commons to learning commons**
- **Cooperation with other university service units:**
  A new partner - the student services department
- **British "Learning Centre" as model**
- **Organizational anchorage of IL activities**

Drexel University Library, Philadelphia

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Organizational: E-learning and library unions

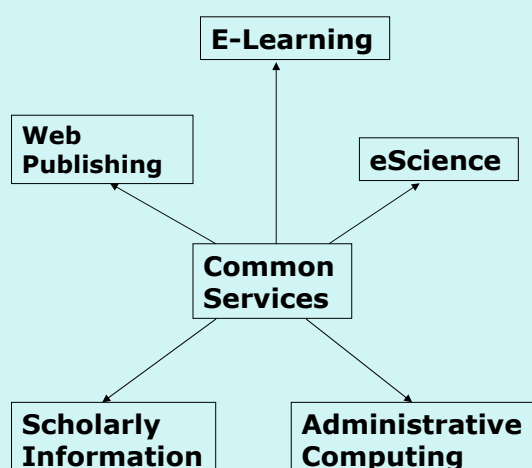GBV digital – a strategic working paper of the GBV Common Library Network

- **E-learning is part of digital library activities**
- **Heterogeneity and complexity of local systems**
- **Supporting all the "service domains" in higher education (Neil McLean)**
- **Integrating in "common services"**

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Organizational: E-learning and library unions

E-Learning

Web Publishing

eScience

Common Services

Scholarly Information

Administrative Computing

- **E-learning is part of digital library activities**
- **Heterogeneity and complexity of local systems**
- **Supporting all the "service domains" in higher education (Neil McLean)**
- **Integrating "common services"**

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The learning facilitating library!

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- **University libraries as service institutions will become a closer part of research and learning**

- **Consultation and media will be offered when needed at point of use**

- **The library is one partner among many others in the university**

- **Learning strategy of a university has to include a "library" concept**

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Mediating information through

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- **Collecting**

- **Organizing**

- **Mobilizing** images and knowledge

- **Educating**

A card game!

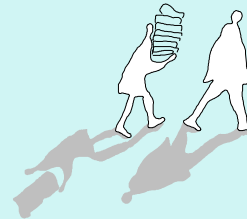"In formation" of better learning environments – the educational role of the university library LIBER Conference 2005, Groningen

Thank you!

Layout and graphics: Courtesy Detlev Bieler

Website Thomas Hapke

www.tu-harburg.de/b/hapke/
or
www.tub.tu-harburg.de/index.php?id=192

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Some sources 1:

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- **Supporting e-learning: a guide for library and information managers** / ed. By Maxine Melling. London: Facet, 2005.
- **The world of biotechnology information - 8 points for reflecting on your information behavior**, Appendix I (Idea and text basis by T. Hapke), pp. 419- 426, in: Buchholz, Klaus ; Kasche, Volker ; Bornscheuer, Uwe Th.: Biocatalysts and enzyme technology. Weinheim : WILEY-VCH, 2005.). Enhanced online version at www.tub.tu-harburg.de/2552.html?docinput[lang]=en

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Today's challenges worked on yesterday

"Head Office for Technical and Scientific Teaching Materials (TWL)"

- **Founded in 1922 in Berlin by the "German Federation of Technical-Scientific Societies"**
- **Central collection of slides with standardized metadata and formats**
- **Educating engineers through "Guidelines for lectures"**

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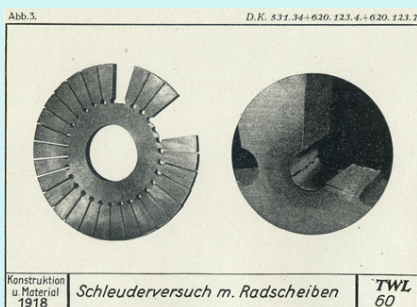
Today's challenges noticed yesterday
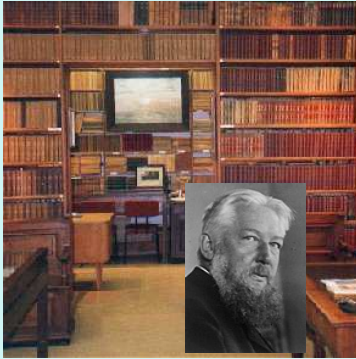
Ostwald's private library, Grossbothen, Saxony

"It is not enough to found libraries. It is necessary ... to instruct those eager for knowledge in the best methods of utilizing their treasures."

"Art of discovery" will be "part of intellectual inventory of every one!"

Wilhelm Ostwald, chemical Nobel laureate 1909 and founder of the "Bridge", an institution for "the Organization of Intellectual Work" in 1911 in Munich, called the "World Brain"

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