“In formation” of better learning environments – the educational role of the university library

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is not enough!

Libraries are educational as such!

“... 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
Learning today as seen from yesterday?!

"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

Components of learning today

Collect

Relate

Donate

Create

(according Shneiderman, 2002)
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

Learning environments in universities

Change, diversity and locality

Students as keystone species

Postmodern attitudes - consumer behavior, flippancy, fragmentation of knowledge

Growing diversity and complexity of information resources

The thread in the TUHH library
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

(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
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)

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
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, ...

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
Information literacy activities

**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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**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**
Information literacy activities

IL and learning / Examples of the TUHH library

“The value of generic, standalone, parallel and foundation courses for IL education is dubious.”
(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...

Thomas Hapke, July 2005

www.tub.tu-harburg.de
Information literacy activities

IL and learning / Examples of the TUHH library

• Bilingual online tutorial DISCUS

Developing Information Skills and Competences for University Students

Grap the thread at discus.tu-harburg.de

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

• Giving orientation in a subject-specific context

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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

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
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

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
Organizational: E-learning and library unions

- 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”
The learning facilitating library!

- 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

Mediating information through

- Collecting
- Organizing
- Mobilizing images and knowledge
- Educating

A card game!
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LIBER Conference 2005, Groningen 

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

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

Some sources 1:

- Information Literacy Weblog (Sheila Webber). http://ciquest.shef.ac.uk/infolit/
Some sources 2:

- Pawley, Christine: Information literacy: a contradictory coupling. The library quarterly 73 (2003) 422-452

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”
Today’s challenges noticed yesterday

"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 everyone!"

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”