Title: Making *Every* Space a *Learning* Space

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Sponsoring Organization: School of Teaching and Learning, George A. Smathers Libraries (Education Library), School Psychology, and Early Childhood Studies, and College of Education

NOTE: All furniture purchases were removed from the approved budget, and funding includes only items in budget listed at end of proposal.

Purpose and Specific Objectives: Just like every space on campus, the spaces at Norman Hall, including the Education Library, are now being rethought and re-invented. Our long-term purpose is to break tradition and reshape classrooms and common spaces into 21st century learning spaces that can be replicated across campus. The Education Library is central to many students from many disciplinary areas. With the variety of classes taught in our large auditorium spaces and classrooms in Norman Hall, diverse students coming from all over campus utilize our common spaces and library. Often students find the Education Library a more suitable and convenient learning and studying environment than those found in the central libraries. Located near student housing, often students walk to Norman Hall for use of its library and common spaces. The lack of space available in Library West is another driver. Comments received about the use of the Education Library frequently mention the availability of quiet study space, adequate seating, and convenience, usually accompanied by a remark about the lack of those options at Library West. With this grant, we hope to accomplish the following three objectives: 1) provide students who come to our building with a flexible common space where they can engage in collaboration, group work, and individual learning in order to extend the learning experience from the classroom; 2) provide an innovative space for social and individual learning through incorporation of mobile and fixed technologies; and 3) increase useful and comfortable work spaces for students, equipped with all they need to engage in different intellectual and educational pursuits through a variety of formats spaces.

Impact/Benefit: The College of Education has the sixth highest enrollment of student majors out of 29 colleges at the University of Florida with close to 2,000 students in the combined undergraduate and graduate programs. There are over 600 students with active minors in education from an assortment of colleges along with a multitude of students required to take education courses as part of their majors from the College of Liberal Arts and Sciences and the College of Agriculture. Literally hundreds of students take elective courses in Norman Hall, including students in nursing, journalism, business, sociology, health science, history, anthropology, and engineering. The College of Education offers eight general education courses at Norman Hall with very heavy enrollments and now has six Innovation Academy courses all offered through the College of Education open for any student on campus to take. Norman Hall houses the *English Language Institute* with hundreds of international students using the facility, classrooms, common spaces and library. The University of Florida has identified as one of its primary goals the internationalization of the campus and the ELI institute and work done with these students at Norman Hall is essential to meeting that goal as students come from all over the world majoring in a variety of fields across campus. The Education Library is currently equipped with a small group work space and commonly receives requests to utilize this space, which has Smartboards. Some of the most prevalent users of the space are engineering students. As an example of the impact changes can make, by adding a single study room use of the Education Library has already increased by 8%. Once these changes are made and assessed, similar projects could be undertaken at the other libraries around campus. Because building projects are very challenging to fund and get approved, this could offer a solution that benefits both students and the university at a much lower cost.

In this robust educational environment, it is essential that classrooms, libraries, and common areas be technologically enhanced and attractive to encourage and support new pedagogies used in the classroom that develop 21st Century skills of problem solving, collaboration, research, information and digital literacy, and critical thinking. While the classrooms at Norman Hall are being equipped with the technology and furniture, one room at a

time, the library at Norman Hall needs to provide an extension of the learning occurring in these reinvented classrooms.

The Education Library will be redesigned to have areas that facilitate independent quiet study upstairs with areas for group work and collaboration downstairs utilizing similar technology as is used in classrooms. Currently such areas do not exist. The renovations in 2006 at Library West required extensive construction and closure for two years. The renovations proposed here would require minimal and less costly modifications as well as no closure of the library. This proposal extends the services offered by the Education Library to all of campus by incorporating the same technologies proven to be effective in the reinvented and technologically enhanced classroom in Norman 2309. To enhance the learning environment and support collaboration and learning at the Education Library, we propose:

Integrated Collaboration Stations for the Library: Pod tables are believed to be *optimal* for collaborative group work. Integrated presentation technologies added to these tables result in integrated presentation stations that make it possible for groups to share information from multiple laptops or tablets via an integrated monitor. The seven stations, which facilitate group work for up to six students each, are functioning successfully in the Norman Hall reinvented classroom and we would like to extend that model to the library by placing four collaborative presentation stations around the Education Library. Each station will be positioned with a white board to provide some privacy and offer a tool for students to record ideas immediately as they emerge. Designing these same collaborative stations in the Library, four to six students can work in small groups to research topics, work collectively on questions, and generate solutions to problems, extending group work and learning from the classroom. With the addition of sound emitters around each station and on surrounding tables and carrels, noise made by small groups working at the collaboration station is confined to that area, allowing students to work without disturbing others.
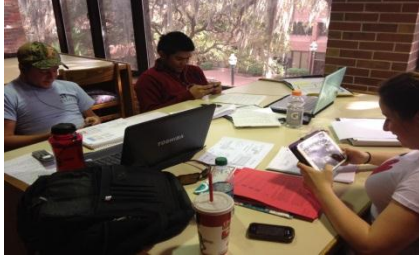
Sound Masking System: Because stations are located in an open space, there is the need to reduce the noise heard by users in order not to disturb those around a group. A solution we discovered to reduce noise after visiting Stanford University and seeing this tool in operation is the installation of a "Dome Audio Speaker System." We would employ similar technology, but it would be designed to mask human speech. This technology has been used in office cubicles, medical patient billing consult spaces, libraries and other designs to reduce the noise heard by nearby workstations and to provide greater confidentiality. There are several companies that specialize in these applications. These systems utilize "emitters" which project white noise. These emitters would be placed on the ceiling above the new collaboration stations, existing tables, and study carrels. This would create study rooms without walls, avoiding the need for construction and building closure. This new technology offers a perfect way for multiple groups to have collaborative group work close to each other without being too disruptive.

Powered Lounge Seating: Another addition to the library is comfortable and attractive couches and other furnishings with power outlets embedded within the furnishings. Using outlets provided in these furnishing, students can charge or utilize technological devices for learning and success. Because these are designed for an industrial application and have built in power outlets, this seating is marginally more expensive than traditional library furniture. However, the added utility, comfort, and attractiveness will attract students to the library for both independent and group work.

Electrical upgrades: Currently, study carrels and tables are available in the library but there are few electrical outlets available. Since students often bring their own devices and remain in the library for hours, they drain their batteries and need electrical outlets to recharge. Frequently, students will unplug library computers or stretch power cords across walkways to have access to power. By retrofitting existing study carrels and tables (a similar project was completed in the Marston Science Library), students can conveniently have access to and recharge personal devices that they bring to the library.

To offer the committee flexibility in making an informed decision, below are proposed options ranging from full to partial implementation. These options allow the committee to determine which one best fits with the needs of students and the university:

Option 1: Full Implementation
Purchase of four custom integrated collaboration stations plus all associated equipment and upgrades
Four collaboration stations provide maximum usage of the service and the greatest level of convenience for students. Each station can seat up to six students, which provides options for up to 24 students. Sound masking for these stations is also included in Option 1. This would in effect be like adding four study rooms to the Education Library. Currently, the one study room in the Education Library is one of the most heavily used resources available. This option also purchases five powered lounges, significantly upgrading the look, feel, and functionality of the Education Library. It includes the purchase of four whiteboards, which will be used as dividers between each collaboration station. Finally, it includes the upgrade to the electrical outlets at existing tables and study carrels. This will provide students the option to conveniently power their equipment while studying.

Option 2: Partial Implementation
Half of all items from full implementation, but with full electrical upgrades
This less expensive alternative reduces the number of collaboration stations and powered lounge seating but still provides both collaborative spaces and increased access for current technologies. This option allows for the purchase of two collaboration stations, two whiteboards, two powered lounges, sound masking, and all electrical upgrades. This would offer the opportunity to determine the efficacy of these stations and the use by students.

Option 3: Collaboration and electrical
Purchase of four custom integrated collaboration stations, sound maskers, white boards, and all electrical upgrades
This option removes the powered lounge seating from the budget, but maintains the purchase of four collaboration stations, again maximizing the opportunity for students to use these resources. It would include electrical upgrades to the existing independent study carrels and tables. This option provides most of the resources needed to convert the space in the Education Library to mirror that found in the new classroom in Norman Hall, while significantly improving the access to power throughout the building.

Option 4: Convenience and power only
Purchase of powered lounge seating (five), whiteboards, and electrical upgrades
This option allows for greater convenience for students, by providing power outlets at existing tables and study carrels. Additionally, this would provide for the purchase of five powered lounges, further increasing access to

power and updating the comfort, look, and convenience of the Education Library. While it does not provide options for the collaboration stations (outlined in previous budget options), it still provides opportunities for collaboration using the four whiteboards purchased as part of this option.

Benefits to IT: By experimenting with classrooms and common areas to determine the most appropriate way to incorporate new technologies to promote learning, critical thinking, research, and discussion after class, we minimize wasteful spending and time on the part of IT. Starting with one classroom and one library offers models for others. We can then homogenize those spaces, making maintenance of these technologically enhanced environments much simpler.

Benefits to the College and University:
1) Enhanced technology applications in attractive university classrooms and libraries means increased learning and increased enrollments. Students and parents expect universities to be innovative and to utilize the latest technologies in their teaching to prepare students for the 'real world.'
2) With the thousands of students regularly in our classrooms and the Education Library, the benefit from the purchase and incorporation of these technologies in Norman Hall classrooms and the Library reaches students campus-wide. For little or no additional cost to the student, learning is enhanced and instruction is more engaging both in and out of the classroom.
3) Renovated library spaces lead to more engaged students. This is evidenced by the increase in student visitors at Library West and Marston Science since their renovations and at the Education Library since making a group study room and SMART Board available. By incorporating additional collaborative technologies and additional group and individual spaces, the Education Library offers new places, opportunities and better experiences for students to build community and be engaged.

Sustainability: The College of Education has agreed to maintain the new technologies and to update and upgrade these resources as needed. Personnel in the Education Library are well trained on SMART Boards. The interactive presentation stations will be assembled and programmed through the IT-AT administration office. In cooperation with the college's instructional technology office, workstations will be maintained and regularly updated.

Timeline:

Summer, 2013:	Renovate & prepare library for installation of new technologies
August 2013:	Purchase hardware, equipment, and furniture
By December 2013:	Assemble and program integrated presentation stations
By January 2014:	Install presentation stations and audio domes in the library and classroom
Spring, 2014:	Pilot test new equipment and procedures
Summer A, 2014:	Areas fully operational
August-September 2014:	Campus-wide faculty invited for demonstration
October, 2014:	Develop assessments; e.g. surveys, etc.
By December 2014:	Assess effectiveness; e.g. evaluations and surveys

Technology Fee Full Proposal Template

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Collaboration only plus electrical upgrades

Item	Qty/ pod	$ Per Pod	Qty Needed	$ Total
Collaboration Stations and Equipment				
Cable Cubby 300C	1	$300.00	16	$4,800.00
UN55ES7500 55" Class Slim LED HDTV	1	$2,197.99	4	$8,791.96
SS560M Floor Stand for 32" to 65" Panel Display	1	$422.93	4	$1,688.00
QV---4KVMHDMI Quadra Vista	1	$2850.00	4	$11,400.00
AT---HD500 (PC/Laptop to HDMI Converter w/Built-In Scaler)	4	$170.00	16	$2,720.00
VS---211H (Automatic standby switcher for HDMI video signals)	4	$152.00	16	$2,432.00
KPP6U 6 Key Programmable Keypad	1	$110.00	4	$440.00
4x8 MR6002T V# Charcoal Matrix	1	$58.75	4	$235.00
12 Outlet Surge Protector with 10' Cord	2	$21.38	14	$299.32
Misc. Cables/Hardware				$800.00
Labor / Installation				$6,240
Rolling Whiteboards	4	$300.00	4	$1,200.00
Cambridge QT600, 20 emitters, and installation	1	$3,000.00	4	$12,000.00
Electrical outlets and supply upgrades for Library			1	$20,000.00
REVISED PROJECT TOTAL				**$73,046.28**