



**AGROVET LIBRARY:**  
**STUDENT LEARNING CENTER**  
**PROJECT**

**1. EXTERNAL CONTEXT ANALYSIS (CAMPUS)**

- The demand for study spaces exceeds what is available at Campus
- Necessity of creating spaces that meet the needs of users: flexible spaces, suitable for both individual and group study, as well as spaces for aggregation that favor the spread of information and ideas
- Necessity of improving the usability of the student meeting center

**2. INTERNAL CONTEXT ANALYSIS (LIBRARY)**

- Significant increase in the turnout of students in the Library, with relative lack of study stations
- Critical issues to be solved (EAEVE inspection)

**3. RESULTS OF QUESTIONNAIRES PROPOSED TO USERS**

- Necessity of increasing study stations
- Demand for group study spaces
- Necessity of entering with one's personal belongings, without lockers

**4. PURPOSE AND GOALS**

- Expanding Library's spaces, especially the study stations

- Possibility of providing spaces suitable for individual study
- Possibility of providing spaces suitable for group study
- Possibility of providing spaces that favor aggregation and socialization
- Ability to provide uncrowded spaces that allow to develop a project, repeat presentations or deepen an exam topic.
- Possibility of providing adequate spaces for training to students, for example courses in bibliographic research and management of the bibliography
- Third Mission and openness to the territory, through exhibitions, seminars, presentations, events
- Subdivision of the spaces managed by the Library, according to the type of services provided
- Extension of the following Library services:
  - a new box for returning books
  - availability for the sole consultation of texts for the preparation of exams
  - preparation of a PC workstation available to users, for consultation of catalogs
  - bookcrossing point
  - prints, scans, photocopies with a single card
  - arrangement of thin client workstations for bibliographic searches, consultation of e-books or other digitized material
  - i-screen
  - provision of at least 20 workstations for individual study

## **5. TOOLS**

- Comfortable furniture suitable for study (individual and group)
- Creation of boxes for group study, using transparent walls and sound absorbing
- Redevelopment of the courtyard inside the structure, with outdoor tables and benches
- Definition of clear and shared rules of use (Regulation)

## **6. NECESSARY STAFF**

- Presence of at least two units of personnel, external to the Library, from 8.30 am to 7.30 pm.
- The staff will have the task of supporting user requests and above all to enforce the rules of use of spaces

- The training of the personnel in charge will be carried out by the Library's staff

## **7. TIMING**

- July 2020

## **8. COMMUNICATION**

- Advertising of the new spaces and related rules of use through:
  - o reporting on campus websites (Library, DISAFA, DMV, SAMEV ...)
  - o flyers with service description
  - o students representatives
  - o social
  - o UniToNews

## **9. FINAL CONSIDERATIONS**

There is a need to encourage ever closer integration between library functions and the new learning criteria, which must meet the needs of aggregation and socialization of users.

The modern concept of an Academic Library cannot be limited to providing information services making available a reading room, but it must be changed into a more suitable environment to the requests and methods of study.

The Academic Learning Library uses dedicated spaces designed to stimulate learning and creativity of the individual and the group: the learning commons, otherwise known as learning spaces or learning centers (1).

In the learning commons the spaces are cared for: the most advanced technology and the environments for the individual study combined with informal spaces aimed at favoring socialization and relaxation, as well as collective study. The skillful blend of formal and informal environments promotes learning, which in fact has a strong social and relational dimension (2).

The creation of dynamic spaces designed to meet the needs of students ("Learning Commons") is a consolidated practice in many foreigners University Libraries, especially from the United States. The literature is full of examples:

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Blummer B., Kenton J. M., (2017). Learning Commons in Academic Libraries: Discussing Themes in the Literature from 2001 to the Present, *New Review of Academic Librarianship*, 23:4, 329-352

Vivarelli M., (2016). Lo spazio della biblioteca: punti di vista e profili di interpretazione. In: *A partire dallo spazio: osservare, pensare, interpretare la biblioteca*, a cura di Maurizio Vivarelli, Milano, Ledizioni, p. 11-52

Andrews, C., Wright, S. E., & Raskin, H. (2016). Library Learning Spaces: Investigating Libraries and Investing in Student Feedback. *Journal of Library Administration*, 56(6), 647-672. doi:10.1080/01930826.2015.1105556

Thomas, B., Van Home, S., Jacobson, W., & Anson, M. (2015). The design and assessment of the Learning Commons at the University of Iowa. *Journal of Academic Librarianship*, 41(6), 804-813. doi:10.1016/j.acalib.2015.09.005

Santoro, M. (2011). I nuovi spazi della conoscenza: Presente e futuro delle biblioteche accademiche. *Biblioteche oggi*, 29(4), 20-30

Loder, M. W. (2010). Libraries with a Future: How Are Academic Library Usage and Green Demands Changing Building Designs? *College & Research Libraries*, 71(4), 348-360.

Bennet S., (2006). First questions for designing higher education learning spaces, *The Journal of Academic Librarianship*, Volume 33, Number 1, pages 14–26

Freeman, G. T. (2005). The Library as Place: Changes in Learning Patterns, Collections, Technology, and Use. *Council on Library and Information Resources*, 1-9.

Scott C., (2001). The deserted library. As students work online, reading rooms empty out. Leading some campuses to add Starbucks, “*The Chronicle of Higher Education*”, 48, November 16, 12, p. A.35-8

## 10. CONCLUSIONS

The Library must continue to preserve the security of the material and collections, while the new spaces can be focused on collaborative and interactive learning methods.

This project represents a rethinking of Academic Library models in an open-space perspective that uses hybrid spaces aimed at different functions, open and flexible spaces that can be easily adapted for different purposes (organization of exhibitions and cultural events, book presentations, readings, ...) (3)

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The Academic Library can no longer limit itself to providing information services but must appear as a place where the renewed needs for knowledge and learning of users are concentrated (4).

At the moment there are no examples of Campus Libraries designed on the model we are proposing at the University and, therefore, could be a best practice.

## **BIBLIOGRAPHY**

(1) Cassella M., La Terza missione dell'Università e l'identità "plurale" della Biblioteca accademica, in Biblioteche oggi, aprile 2019, p. 23-33

(2) Bennett S., First questions for designing higher education learning spaces, in The journal of academic librarianship, 2006, 33 (1), p. 14-16

(3) Cassella M., ibidem

(4) Santoro M., I nuovi spazi della conoscenza; presente e futuro delle biblioteche accademiche, in Biblioteche oggi, maggio 2011, p. 20-30; cfr. Campbell J.D.,

Changing a cultural icon: the academic library as a virtual destination, in Educational review, January/February 2006, p. 16-31

## **THE CIRCLE OF SOUND**

1. MORE NOISIER ENVIRONMENT
2. LITTLE NOISY ENVIRONMENT
3. SILENT ENVIRONMENT

## **GREEN CENTRAL NUCLEUS**

Since the spaces of the Meeting Center are divided into 3 areas of the same size, I imagined one distribution / destination based on specific activities, in order to meet the various needs emerged, although very different with each other, and respecting everyone's needs. Therefore I felt that the entrance area and accordingly more noisy (marked by n ° 1) it could be dedicated to repeat high voice, to presentations and seminars. For this reason is the further section from the area of the silence and self-study, marked by n ° 3.

Zone 1 should be equipped with furniture that can be adapted according to the necessities (mobile tables, panels, chairs stackable, ...) to allow flexible use of space.

Zone n ° 2 could be the one to equip with boxes with walls in Plexiglas or other material, as long as transparent, in order to allow group activities.

The area n ° 3, equipped with workstations for studios and thin clients, is designed for studying in silence, and is already equipped with an office area in front, in which the staff could supervise the environment and deliver, if requested, the books for consultation.

Finally, the central part could be enhanced with the creation of a green area, equipped with outdoor tables and benches.

*The primary goal of the project is the implementation of the number of workstations intended for self study / thin client. Minimum estimated goal is a 20% increase in the number currently available. The overall organization of spaces and resources will be to dimension according to this primary objective.*

Approved on the spot by the Library Council on April 16, 2020