

# Learning Commons Report

## Fall 2015

### INTRODUCTION

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The Learning Commons, designed to support student academic success by enabling collaborative learning, supporting excellence in pedagogy, and enabling deep collaborations between campus academic support units in areas including information literacy and writing, opened on the main level of PCL in Fall 2015. It features technology-rich classrooms (Learning Labs, a Media Lab, the University Writing Center (UWC), and staff office areas. When not in use for classes or consultations, Learning Labs and the University Writing Center are available as collaborative study areas.

This report details the activities of the Learning Commons during its first semester open, and future directions. The results of the opening semester assessment plan are woven throughout.

### OPENING SEMESTER ASSESSMENT

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While planning the Learning Commons, we developed a comprehensive assessment plan to be deployed during the first semester of use to help us learn about how patrons were using the space and what quick improvements we could make. We wanted to know how students, faculty, and library staff were using the spaces, whether spaces and accompanying policies were working for their needs, and if there were quick changes we could make to improve users' experiences. The assessment plan as well as comprehensive reports for major individual portions of the plan are available in the appendices. Overarching themes within the findings are included throughout this report. Assessment methods that informed this report include:

- Metrics (classroom/building use)
- Space Use Survey
- Kindness Audit
- Media Lab User Survey
- Instructor Focus Groups

### TEACHING & EVENTS

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#### By the Numbers

- 151 course-integrated instruction sessions
- 40 workshops with 300+ attendees
- 27 events
- 8 UWC class presentations
- 2 faculty-focused sessions

- 1 semester-long class

The Learning Commons hosted a variety of classes and events, primarily but not solely in the Learning Labs, representing a full range of disciplines and scholars from on and off-campus. A full list is available in the appendices and below are some examples:

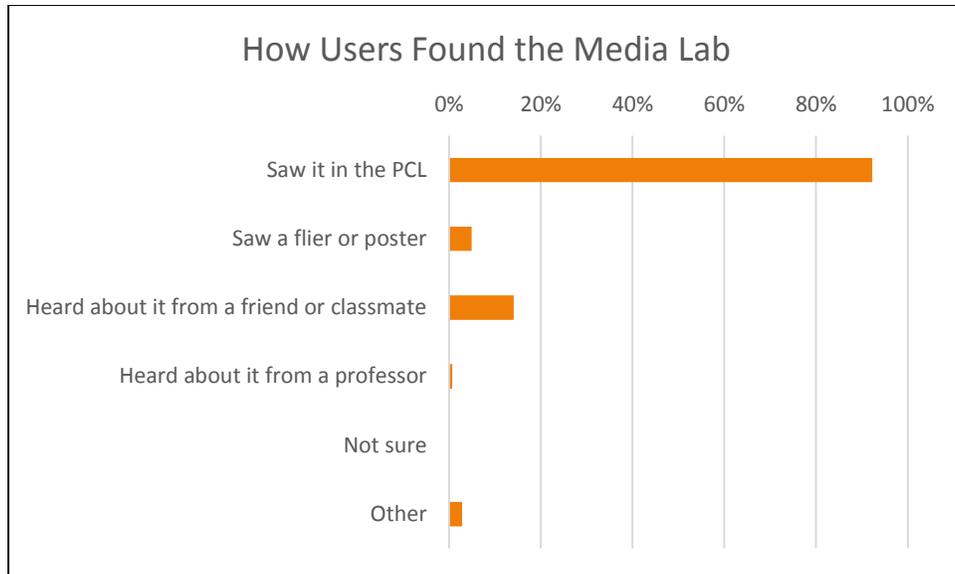
- Professor John Ruszkiewicz, the first person to teach a semester-long class in a Learning Lab, taught RHE 368C: Writing Center Internship. He met twice per week with students preparing to become UWC consultants. He indicated that teaching in the Learning Lab was beneficial to his class because of its adjacency to the UWC and because the technology and active learning set up in the Learning Lab furthered student learning. At his request, he is teaching again in the same Learning Lab in the spring semester.
- Numerous Learning Commons Workshops were offered in the Learning Labs and Media Lab by Libraries staff, the UWC and campus partners, including collaborations between units. Classes covered writing-specific topics, technologies such as Scalar and iMovie, public speaking, copyright, GitHub and more.
- Course-integrated instruction sessions were offered for classes across disciplines, from freshmen UGS classes to upper division and graduate level classes in the humanities, sciences and social sciences.
- A variety of events took place, including a JSTOR hackathon, a graduate student writing retreat and tailgating.

Focus group results indicated that instructors from the Libraries and the University Writing Center have enjoyed teaching in the Learning Labs and have, overall, found it a positive experience. Small changes to scheduling procedures and clarification around set-up and technical assistance will make teaching in the Learning Labs even better.

## MEDIA LAB

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The Media Lab is the most visible part of the LC, and, according to the Media Lab User Survey, over 90% of users learned of the lab by seeing it in PCL. Students use the lab primarily for course-related and personal projects. Throughout the semester, over 4,000 unique users logged into the lab.



Faculty are also able to book the Media Lab so that they can bring their classes in to learn a particular software needed for their course projects. There were nine such sessions in the Media Lab in Fall 2015, covering a diverse array of topics such as ‘zine production and design, captioning for the hearing impaired and digital research publishing with Scalar.

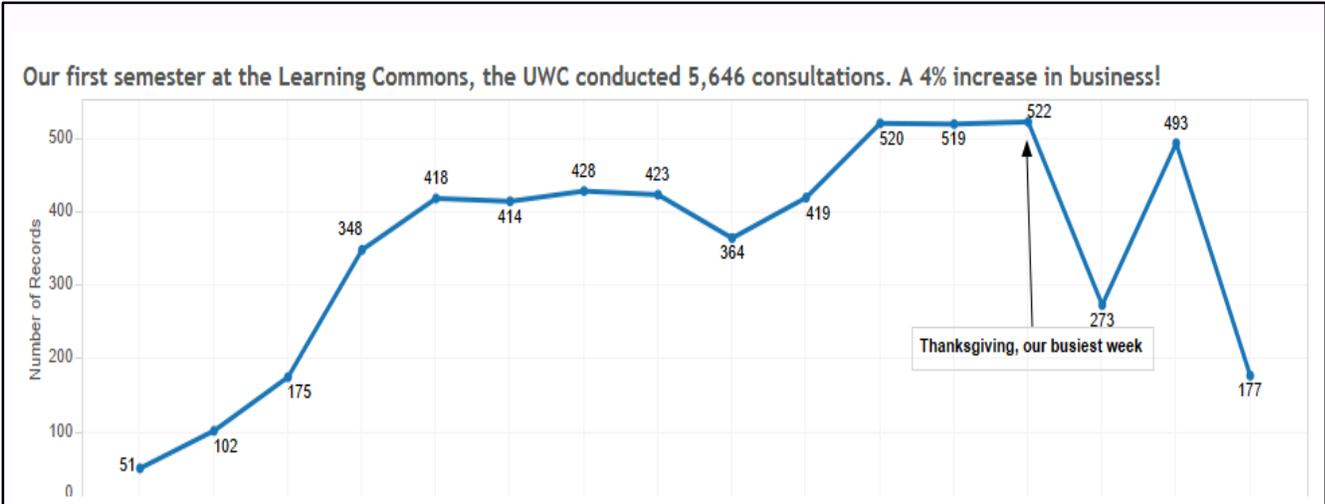
In addition, the Media Lab hosted Learning Commons workshops and an event called “Become a Media Maker in 10 Minutes” for the 2015 nationwide Outside the Lines initiative.

A fuller Media Lab report is available as an appendix.

## UNIVERSITY WRITING CENTER

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The University Writing Center conducted 5,646 consultations in their first semester in the Learning Commons, an increase of 4% over the previous fall. In addition, they offered numerous workshops, presentations to classes, and events in the Learning Labs and consultation space. They began service to graduate students, including some individual consultations for College of Liberal Arts graduate students and writing groups that were held in one area of the consultation floor. According to [exit poll comments](#), students who visited the UWC were excited about the space. For more detailed information about the reach of the UWC on campus, see their [interactive report](#).



## STUDYING

The most common LC user is an **undergraduate** who came to the space with a **group** of friends or classmates to **study** and use the **whiteboards**.

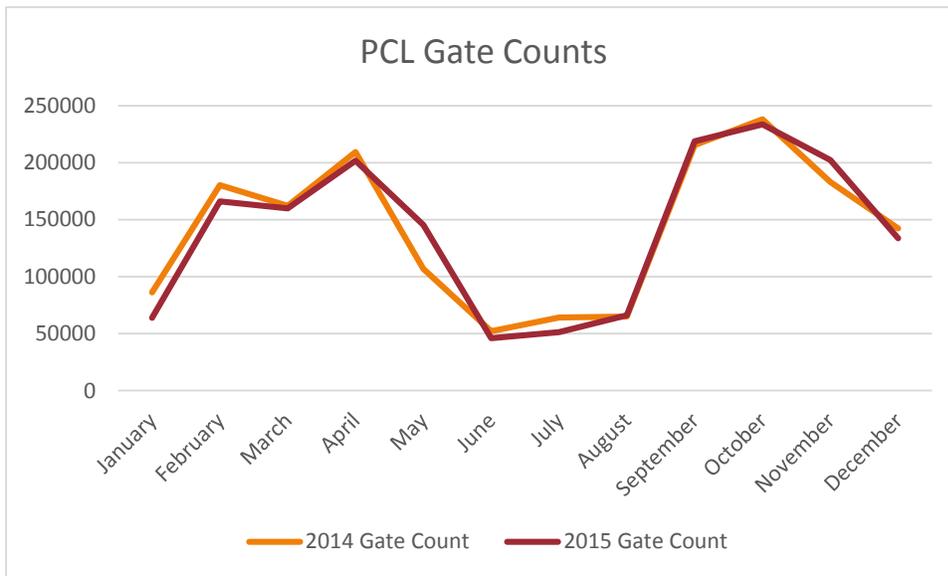


According to the kindness audit, the UWC exit poll and feedback received during instruction sessions, our students really like the space and all of the technology within it, and appreciate the fact that they can use the Learning Labs when they're not booked. They take advantage of the Learning Labs between classes as is evidenced by the fact that a counter on the door of Learning Lab 4 showed the door had been passed through over 30,000 times.

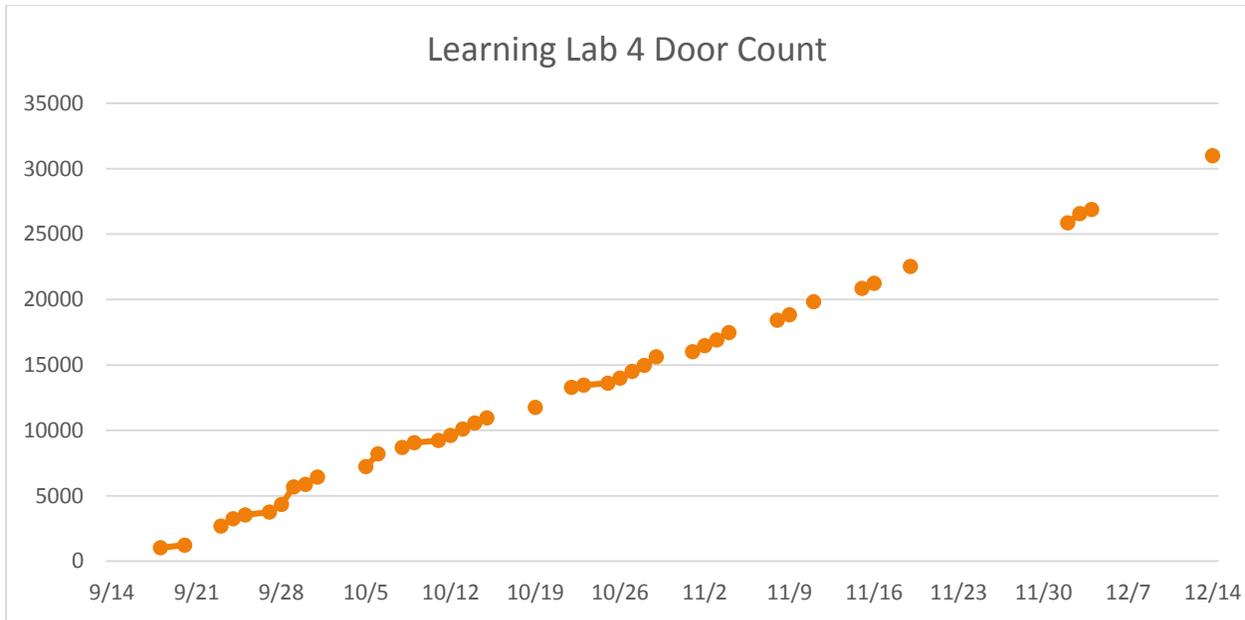
## TRAFFIC

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PCL fall gate counts don't show a significant change from before the Learning Commons opened, though there was a 10% year-to-year count increase in November. In total, Fall 2015 traffic was up by around 10,000 people compared to the previous fall semester.



As previously mentioned, a door counter placed in Learning Lab 4 shows a steady amount of traffic entering the area throughout the semester. By the last recorded count, the sensor had been passed over 30,000 times.



## STAFF EXPERTISE

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Users visited PCL for more than just space. Library staff expertise was in high demand, with staff members working in the Learning Commons providing **over 500 in-office consultations**. Staff also assisted patrons in **almost 10,000 in-person reference transactions** at the PCL Research & Information Help Desk just outside the Learning Commons. TAs mentioned above, the UWC conducted **5,646 writing consultations**, a 4% increase from before their move to the Learning Commons.

## COLLABORATIONS

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UTL and UWC collaborated on several events and workshops, and began a modest cross-training program for the first semester open. A small group of UWC and UTL staff co-developed orientation and FAQs for all service points, and UTL trained consultants to help students find research help through guides and referrals to librarians.

In addition, UTL staff trained UWC staff to use the Learning Labs. The UWC also launched a course consultant program which pairs specially trained undergraduate writing mentors within certain courses. UTL staff presented at the orientation for faculty and mentors and offered to train interested peer mentors as research mentors with their faculty approval. One course (Business) participated.

For our annual “Crunch Time” campaign that markets research and study resources to students during the busy time of the semester, we partnered with the UWC to offer a pop-up service point in the Writing Center space during historically busy days in November. While the pop-up service wasn’t as heavily used as we had hoped, the collaboration paved the way for the UWC to begin tracking how often writing consultants refer students to UTL staff for research assistance. We will continue to pilot ideas to more seamlessly integrate academic support services.

## CLOSING THE LOOP

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Implementing assessment methods as soon as the space opened allowed us to make quick changes to spaces and policies where they weren't working optimally. Some issues were resolved immediately (see below) and others will be resolved in the spring as we continue to analyze assessment results and find solutions.

### ADDITIONAL SIGNS

According to both the Kindness Audit and comments received during instruction sessions, students initially found navigation to be difficult, and disliked areas that they saw as ambiguous in availability or intended use. They weren't sure how to or whether they were allowed to interact with reservation screens or flat screen displays. We added signs pointing toward the Learning Labs as well as directions for the schedule screens and flat screens.

### TECHNOLOGY TWEAKS

Based on feedback from staff and outside presenters, we changed the way the Learning Labs AV works, including adding additional control panels in the largest Learning Lab.

### LEARNING LABS

After focus groups with teaching staff revealed challenges with scheduling procedures and classroom set up, we made some changes that should help processes go more smoothly in the spring.

## CAMPUS RECEPTION

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External visitors, potential donors, and staff and faculty from across campus came to tour and experience the Learning Commons. In fact, the Learning Commons became a destination for representatives of schools and colleges planning renovations, including the School of Nursing, the College of Natural Sciences and the iSchool. When the Provost's Teaching Fellows came, one of them commented that the Learning Commons represented "the future of higher education."

## FUTURE PLANS

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### UTL AND UWC COLLABORATION

UTL and UWC staff have plans for additional spring semester collaborations beyond co-developing workshops. We are revamping the training Libraries staff offers consultants and offering more in-depth training about analyzing research prompts. We are also planning discussion/brainstorming sessions around areas that overlap, including citation and topic development, in order to learn from each other and develop best practices. UWC staff are invited to participate in the UTL's monthly instruction learning community discussions. We are planning a joint event for Explore UT. Finally, we are exploring how we can collaborate for freshmen orientation.

## FACULTY IN THE LEARNING LABS

In spring 2016, we are expanding our program to have semester long classes in the Learning Labs. In addition to RHE 368C, the Writing Center Internship course, we are collaborating with one other course (described below) that will be taught all semester in the Learning Labs. Librarians and Learning Sciences staff will work with the faculty to integrate information literacy into the courses and to help faculty transform their teaching through the use of the collaborative features of Learning Labs technology and lay out. This collaboration will serve as a pilot for a more formal program in the future.

We are also developing a formal process for allowing faculty to book the Learning Labs up to two class meetings per semester in order to take advantage of the technology for pedagogical purposes.

**Course:** “The Past and Future of Higher Education,” an initiative of the Faculty Innovation Committee. This course is cross listed in AMS and EDA and cross-walked with a DES course. Students are upper division undergraduates and graduate students. Faculty are Prof. Julia Mickenberg, American Studies, Prof. Rich Reddick, Higher Ed Admin, and Prof. Kate Catterall, Design.

## PUBLIC SPEAKING CENTER

The Sanger Learning Center in the School of Undergraduate Studies will pilot a public speaking center in two rooms on the entry level of PCL that have been repurposed from staff offices. An assessment plan is being developed that will help us make evidence-based decisions about how to expand the service in the future. The pilot is set to begin on March 1.

## LIST OF APPENDICES

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Appendix 1: Assessment Plan for Opening Semester

Appendix 2: Kindness Audit Findings

Appendix 3: Learning Labs Focus Group Report

Appendix 4: Media Lab Report

Appendix 5: Media Lab User Survey

Appendix 6: Workshops and Events List

Appendix 7: Space Use Survey

*Submitted by Michele Ostrow and Krystal Wyatt-Baxter  
Teaching & Learning Services, UT Libraries  
February 2015*

# APPENDIX 1: ASSESSMENT PLAN FOR OPENING SEMESTER

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## ASSESSMENT FOR USE – ONGOING METRICS

*Are people using the new space?*

- \* Gate counts
- \* RH&COD question statistics
- \* Writing Center use statistics
- \* Librarian consult statistics
- \* Events, classes and workshops
- \* KeyConfigure software data for Media Lab
- \* Fusion system statistics for screen use (if possible)
- \* Door count on Lab Learning Lab 4

## SPACE/POLICY ASSESSMENT – AS NEEDED

*Do the new spaces work for people's needs? How are they using them? Is there anything we could change to improve the spaces? Are policies sufficient? Are new spaces working for staff? How are our collaborations functioning?*

### **\* Interactive user “survey” (Date: mid-October)**

o Since it will be difficult to identify users electronically, I propose setting up a series of interactive questions posted prominently in the Learning Commons space on posters, butcher paper, or another highly visible medium. Students can will be invited to respond to questions with stickers, post-it notes, and anonymous comments.

### **\* “Kindness Audit” (Date: beginning)**

o Student staff will be asked to participate in a walkthrough “kindness audit” in which they try to experience the Learning Commons space from the perspective of a patron. They will be asked to take photos of things that they like, things that they don’t like, things that confuse them, and more. This will help us view the space from the eyes of our users, and might reveal opportunities for quick improvements.

### **\* Guided staff discussions or focus group (Date: December)**

o At the end of the first semester, we should ask staff who work in or whose work is affected by the Learning Commons to share their experiences and opinions. Relevant staff members will be asked how the co-location of new services has affected their work. Teaching staff who have used the space will be asked about their experiences using the Learning Labs, including their experience with support of new teaching methods.

**\* Media Lab user survey (Date: same time as interactive user survey)**

o We will repeat the pop-up Media Lab user survey toward the middle or end of the Fall semester to see how the larger space is serving users' needs. We may add or subtract questions depending on arising information needs.

**\* Lab Assistant focus group (Date: December)**

o Lab Assistants will be staffing the space during later hours than most other staff, and will likely have unique insights about student use. As before, we will ask them about

their experiences, ideas, and observations. If demand allows Lab Assistants could be asked to help with other assessment tasks, such as taking photos of specific areas at certain times of the evening.

**\* Workshop/event assessment (Date: ongoing)**

o We have created a short feedback form for users to attend workshops and other events to complete using paper and pen. In addition to using this form for Libraries events in the space, we will work with our partners who teach in the space for their use or adaptation.

## POSSIBLE FUTURE DIRECTIONS

In the future, we may want to design assessments that explore how student learning of information literacy is affected by active learning methods employed in the Learning Labs. We may also want to partner with the Writing Center and other campus collaborators to investigate the Learning Commons' impact on retention or other student-centered outcomes. Future Media Lab assessment ideas include a more robust assessment of Lab Assistant learning outcomes, and a case study assessment of student work produced in classes that utilize the lab.

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## APPENDIX 2: “KINDNESS AUDIT” FINDINGS

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October 5, 2015

Prepared by Krystal Wyatt-Baxter, Learning & Assessment Librarian

At the end of September 2015, five PCL undergraduate student employees volunteered (on the clock) to walk through the new Learning Commons and tell us what they liked, what they didn't like, and what they found confusing. This report includes a summary of findings, recommendations for immediate space improvement, text of students' comments, and the instructions that students were given. Pictures are available at <https://utexas.box.com/KindnessAudit>.

### SUMMARY OF FINDINGS

- \* Students liked the general design of the space and all of the technology within it. They also like the Gloria Anzaldua wall, with one mentioning that “it reflects the spirit of the Learning Commons.”
- \* Students disliked areas that they saw as ambiguous in availability or intended use, and liked signs that clearly explain specified purposes of different Learning Commons areas.
- \* Students found navigation to be difficult. Several mentioned that the signs labeling the Learning Labs are easy to overlook, especially when the doors are open.
- \* Students found the reservation screens outside to be useful, but were not initially sure what their purpose was or if they were allowed to interact with them.

### RECOMMENDATIONS

- \* Add signage at the entrance of the Learning Commons area (from the elevator lobby) welcoming students and/or directing to Learning Labs
- \* Add signage at reservation screens and Crestron controls briefly labeling their purpose and inviting students to interact with them
- \* Add a map at the entrance to PCL
- \* Add signage that is more easily visible from the PCL lobby that directs students to the Learning Labs and Writing Center
- \* Add easily visible labels to Learning Labs adjacent to the glass

### OVERALL IMPRESSIONS (TOP THINGS THAT STOOD OUT)

- \* Overall, very nice look! Very contemporary, and not a lot of distractions for students.
- \* Reservation info could be a little easier to obtain. Maybe a couple of signs?

- \* Navigating the area could be a little easier as a whole. Perhaps a map or a couple of signs?
- \* I enjoyed the minimal aesthetic of the Learning Commons. The white walls made it look very new, clean, and simple.
- \* The screens that display the reservation information are very useful.
- \* The area as a whole is not totally welcoming. There are a few different entrances to rooms where the closed doors are rather uninviting.
- \* Are you allowed to use the media room without a reservation? I didn't see any info about this.
- \* More whiteboards are always a good thing!
- \* I really like the big learning lab, very open space.
- \* It took a while to notice the white panels actually had reservation info. I assumed it was a thermostat until I saw the others.

## THINGS THEY LIKE

- \* The signs are big and clear when indicating that [the Media Lab] is reserved (pic)
- \* The time when the writing center is clearly posted where everyone entering can see (pic)
- \* Luckily when I visited one of the meeting areas a library assistant was there to explain how these monitors work. A central computer controls what can be displayed on the screen. (series of pics and explanations)
- \* This screen shows a list of times and reservations for the room's availability. This is good for checking if the room is going to be used by others soon. (pic of screen outside LL3)
- \* Signs are excellent especially if a room has a specified purpose such as the writing center. The sign gave hours for consultations and times for the area to be used for general studying. Also, there is a help desk when you enter with people ready to answer questions. (pic of sign outside UWC)
- \* A sign above an entrance designating a room and its availability (pic of Margaret Syverson Staff Room in the Writing Center)
- \* Two help desks in the computer lab with assistants are available to answer questions relating to problems with the computers. (pic of Media Lab Lab Assistant station)
- \* Love the wall of words. (pic of Gloria Anzaldua wall)
- \* One of the larger rooms had multiple projectors for use: two facing one side of the room and two facing the other to allow for variance when choosing where to project in the room. (pic of LL1a/b)

\* The larger rooms also contain decent-sized tables with chairs that are easily movable to allow for flexibility and group interaction. (pic of student table)

\* The wall of text was a nice touch that sort of reflects the spirit of the Learning Commons. (pic of Gloria Anzaldua wall)

## THINGS THEY DON'T LIKE

\* The two above pictures are rooms in the writing center. I don't like the ambiguity of some of these rooms. Some are offices and others are meeting rooms. If they are meeting rooms they are prioritized as a meeting room for writing consultations then as general study areas. After hours I'm not sure if these rooms are still available.

\* While the rooms are numbered the double doors get in the way from seeing the numbers. I don't like not being able to determine which room is which if I had to go to a specific one. Another sign located on a surface that is easily seen can help with confusion.

\* The numbers that label each room appear faint and can possibly be missed. It seems as if the numbers fit in too well within the aesthetic of the Learning Commons, with its white, minimal design.

\* I found the reservation screens rather useful as they would display important information such as how long a room was reserved for, or if it was even reserved at all. It also had basic information such as the time and date and the green light which signifies that the room is available to enter. Although when the screen is not lit, I feel that students may be hesitant to interact with it.

\* The blank doorway near the elevators that leads into the Learning Commons is rather vague. A sign might need to be placed just to ensure there is no confusion.

## THINGS THAT ARE CONFUSING

\* This hallway can be seen walking toward the stairs on the ground floor after passing the elevators. However, there isn't anything to distinguish that this hallway leads into the learning commons area.

\* Was not sure where this led because there were no labels or signs describing the next room. (??)

\* This device gives a schedule of people or groups that are using the room. However, when the screen isn't lit I didn't know why the device was there. Also, I was timid to interact with it since I thought it was for staff use only. The screen is on a blank wall and can be easily glanced over without notice.

\* The room through the door is designated for staff offices and cubicles. But, without prior knowledge of this, I would not have known this area was closed off for staff only. (sign outside TLS/RIS staff area was covered by boxes and trash)

\* Double doors next to the computer lab lead into another study area. Can't be certain if this area is for students or if reserved for staff or group meetings. The display screen to the left gives the schedule for the area but can be easily missed. (pic of entrance to LL1b)

\* Hard to tell if these doors are just closed or if I'm not supposed to go in. (pic of LL1a; doesn't appear to be a class in session)

\* About Learning Labs: They are pretty easy to identify, but only if you take the initiative to scan the window for the "Learning Lab" name. Otherwise, they're amazingly [simply] designed.

## ANYTHING ELSE THAT STANDS OUT

\* The meeting rooms are numbered with giant white numbers but can possibly be missed when the double doors are opened obstructing the view of the number. (pic of LL2)

\* Helpful information about hours or writing techniques the writing center are provided while someone waits for their consultation to begin. (pic of handouts in UWC waiting area)

\* A number of computers are at a student's disposal for use in the writing center.

\* The amount of displays and just technology in general stood out to me. There really seems to be no lack of resources when it comes to trying to present or display something. I was unable to get a photo of the main area near the older computer labs, which really showcases the new space. (pic of monitors in one of the LLs)

## KINDNESS AUDIT INSTRUCTIONS

You have been asked to help us perform a "kindness audit" of our new Learning Commons space. This guide explains what your role entails.

### ***What is it?***

A kindness audit is a quick way to examine our library space and determine how "kind" it is for library users. The sorts of things we'd like to learn include:

\* Can you easily find your way around?

\* Are signs worded positively?

\* What obstacles do you encounter?

\* Are spaces welcoming?

### ***So what do you want me to do?***

Walk through the new Learning Commons space and try to take the perspective of someone who is not familiar with PCL. This space includes the Media Lab, the Learning Labs, and the University Writing Center space. Depending on the time of day you visit, you may not be able to enter all of these spaces due to events, classes, or services being offered. Visit any areas that seem open for visitation at the time you're walking around and take pictures of things that stand out to you as:

- \* Things you like
- \* Things you don't like
- \* Things that are confusing
- \* Anything else that stands out to you

When you finish, go to <https://utexas.box.com/KindnessAudit> and sort your pictures into the categorized folders. Then add a "Box Note" (see image to the right) with your name as the title, and list the 3 biggest things that stood out to you. That's it!

### ***Why are we doing this?***

Kindness audits have been successfully used at other libraries to make quick changes that make spaces more inviting for library users. Since the Learning Commons is brand new, we want to make sure students feel welcome and use the space. This audit will help us see if there are quick changes we can make to improve the space.

### ***Can I see an example?***

Sure! This blog post has an example of something similar to what we're doing:

<https://mrlibrarydude.wordpress.com/2013/10/17/examining-library-spaces-through-a-kindness-audit/>

**Questions?** Contact Krystal Wyatt-Baxter, Learning & Assessment Librarian at [krystal@austin.utexas.edu](mailto:krystal@austin.utexas.edu)

## APPENDIX 3: LEARNING LABS FOCUS GROUP REPORT

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In late November and early December, after teaching had tapered off in the Learning Labs, feedback about the Learning Labs was sought from instructors. Krystal Wyatt-Baxter attended a meeting of University Writing Center staff to gather feedback, and Michele Ostrow gathered feedback from Libraries staff during a separate meeting and through email. In addition to the solicited feedback about the Learning Labs in particular, instructors and Desk staff also provided feedback about the Learning Commons more broadly.

### POSITIVE COMMENTS

- \* Students really like the Learning Labs.
- \* UWC Grad students commented that the Learning Commons is a pretty space with good light.
- \* Visitors to the space have been really impressed with all of the technology, especially the fact that students can use it when the classrooms are open.
- \* All instructors have enjoyed teaching in the Learning Labs and have, overall, found it a positive experience.

### SCHEDULING

- \* A 15 minute buffer for set up is not long enough since you often have to set up the furniture in the room as well.
- \* UWC staff found the instructions for reserving Learning labs to be confusing, perhaps partially because they were not accustomed to using Outlook and weren't familiar with language like "inviting a room."
- \* There was some confusion about room naming conventions in Outlook among some UWC staff, but not everyone shared this concern.
- \* When doing set up on their own, instructors need to know which carts are booked for their class and whether or not there would be proctor support available.

### SUPPORT

- \* Sometimes, workshop presenters from outside partners ask for classroom set-up assistance at the UWC front desk, and they're not sure what to tell them or who to direct them to.
- \* Additionally, they sometimes have presenters come to the UWC desk with tech troubles and again, they're not sure who to refer them to.

\* Proctors - This support is helpful to have but it isn't clear what hours it is available or how to contact proctors if you need them to return early or for any other reason. Desire to be able to ask Proctors to also set up the tables the way you want them when they are setting up the laptops. Confusion about whether they work a standard schedule. Desire for them to self-identify when they come in to help.

\* It isn't clear whom to contact or how to contact anyone when there are technical issues and it is difficult to leave the Learning Lab once it is set up because there is no way to lock up equipment. Having access to help information either as a shortcut on the desktop or as the wallpaper on the desktop for the instructor stations would be helpful. We should also consider ways (Skype for

Business, perhaps) to connect instructors with help if they don't remember to bring their phones with them since there are no phones in the Learning Labs.

\* People who don't teach in there often don't always remember how things work. It would be helpful to have a shortcut to the instructions on the instructor laptops, in addition to the printed copies available in the AV closets. Another orientation/training session early in the spring semester would also be helpful. UWC staff also requested signs in the room explaining how to set things up.

## TECHNOLOGY

\* Air Media app should be on all laptops

\* Still want mice to put out for certain classes

\* Sometimes the iPads won't connect to the wireless.

\* Not sure if the control panel in 1A/1B that instructors can use instead of the iPad is working.

## SHARING SPACE WITH STUDENTS

\* Multiple instructors reported having students enter LLs while they're being used for a class. They suggest signs designating that a class is in session, or signs pointing out the red light/green light on the wall displays

\* UWC staff really wants a sign designating the back door as an emergency exit to keep students from using it.

\* Since spaces are so popular with students, there are often instances in which UWC staff need to "kick students out" of their space (in the morning) or Learning Labs. They would like for us to discuss together strategies for "transition of use" times, and develop a shared vocabulary for politely telling students that they need to leave spaces to allow for other learning services. Other suggestions included more signs, but they agreed that it would make sense to wait and see how forthcoming signs that we're already working on affect these issues.

\* Students don't seem to always realize that these Learning Labs are used for classes, and this is especially true in Learning Lab 1A/1B. Creating generic signs that you can hang on the doors using glass

cling during classes indicating a class or event is in progress (and ways to get around 1A/1B or alternate places to study) would be helpful to have in the AV closets.

## FACILITIES ISSUES

- \* The doors close very loudly.
- \* There are never working markers in the Learning Labs. Students use them up during times the Learning Labs are open for study.
- \* The trash cans fill up quickly since smaller ones were chosen so they wouldn't block the glass. Consider getting additional smaller trash cans or one taller one.
- \* It still gets dirty in there, especially the table tops since Varsity is only supposed to clean them once/week (although they do so more often in practice)
- \* If both of the AV closet double doors are locked but the latches on the left door are not down to secure that door in place, you can yank on the handles and open the doors anyway.
- \* When the Learning Lab doors are left closed, some students don't know they can use the space for studying. Is it possible to have proctors open the doors when they walk by and see this?

## OTHER

- \* Provide a standard form for course-integrated instruction evaluation in the AV closets that instructors can grab before they teach.
- \* Many people stop by without formal tours. It would be helpful to have brief talking points about the space available to staff.
- \* If Libraries staff choose to sponsor someone to teach in a Learning Lab or invite in a presenter, it would be helpful to have a webform to send them with a list of questions that they need to know in advance (ex: are you using your own laptop? If so, what type is it? Do you need audio/video? Etc.)

## RECOMMENDATIONS

- \* Create a clear process for support (including proctors) and ensure all instructors know whom to contact and how (and make it easy to do so from the Learning Labs). Ensure that UWC Reception staff and Libraries Desk staff are aware of whom to contact and how as well.
- \* A sign project is underway to address many of these issues but check again later in spring to see if some issues haven't been addressed by signs
- \* Some calendar issues have been resolved with a changing of how reservation request were handled in TLS. Check in spring to see if problems are resolved.

- \* Review all support materials for booking and using the labs, reshare them and offer training.
- \* Create shared language for asking students to clear a space and share it with all instructors.
- \* Review the feedback and address smaller suggestions before the new semester and include MCS and the PCL Building Manager as necessary.

## APPENDIX 4: MEDIA LAB REPORT

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As part of the Learning Commons project in PCL, Fall 2015 saw the launch of the 44-seat Media Lab, a collaborative teaching and learning space equipped with resources for digital media production, including video, audio, graphics, web development, coding and 3-D modeling.

The PCL Media Lab is managed by Andy Wilbur (Program Coordinator, Teaching and Learning Services) and staffed by student interns (Lab Assistants) from the University Leadership Network (ULN). Cindy Fisher, Learning Technologies Librarian, and Andy work collaboratively to develop training and services in this space. Cindy also works with faculty to integrate the Media Lab into semester-long courses.

### NEW EQUIPMENT IN CIRCULATION

Circulation Services has added new equipment to the PCL's range, some of which will directly complement the Media Lab. This includes video cameras, microphones, color calibration tools and digital audio recorders. TLS will continue to work with Circulation to ensure that PCL can supply a wide range of media production tools for students. Students can check out these items from the Check-out Desk.

### WORKSHOPS AND ACADEMIC INSTRUCTION

Learning Commons Workshops included Podcasting with Audacity and Introduction to iMovie, taught by Andy Wilbur, Say it with Infographics (Cindy Fisher, TLS) and Making Research Videos (Robert Reichle, Office of Undergraduate Research).

The lab was also utilized by faculty members who took advantage of its specialized digital media resources. The lab hosted nine class sessions this semester, covering a diverse array of topics such as 'zine production and design, captioning for the hearing impaired and digital research publishing with Scalar.

### ULN LAB ASSISTANT TRAINING

As part of their internships, Lab Assistants undergo basic training in core audio, video and graphics software during their first year, then specialize in an area of their choice for the remainder of the internship. Our second-year interns have thus far produced an eclectic series of projects using graphics, video, web development and 3-D modelling software. On December 8 the students presented their work at the ULN Creative Showcase, hosted in the lab at the end of each semester. The students presented the following projects:

\* Charisma Soriano, Jocelyn Mendoza and Lucia Aremu: Two videos made for UT Libraries and published to Libraries' YouTube channel. o Freud Reia Punk Collection at the Fine Arts Library o I Live in the PCL

\* Thang Truong: 3-D printed objects, using Blender and Sketchup software and printed at UT's Innovation Station

\* Whitney Chen and Jessica Vacek: Desk calendar for UT Libraries, produced with Adobe Illustrator. Whitney also produced the UT Libraries holiday e-card.

\* Mike Garcia: Web page prototype for SALUD, a student health organization established by Mike.

## ASSESSMENT

Working closely with Krystal Wyatt-Baxter, Learning and Assessment Librarian, we have used multiple assessment methods to evaluate user needs and satisfaction. These included an in-person survey conducted by the Lab Assistants, a user questionnaire administered through the lab computers, analysis of lab usage using the KeyConfigure monitoring software and an end-of-term focus group with the Lab Assistants. A summary of the findings is available.

## OUTSIDE THE LINES

The PCL Media Lab hosted an event called “Become a Media Maker in 10 Minutes” for the 2015 nationwide Outside the Lines initiative. A row of iMacs was reserved for exercises using GarageBand, Photoshop and iMovie. Users were encouraged to follow the instructions to get acquainted with audio, graphics and video production interfaces, to which they could then apply their own creative flourishes. The exercises have been archived on the PCL Media Lab’s event page.

## APPENDIX 5: MEDIA LAB USER SURVEY – FALL 2015

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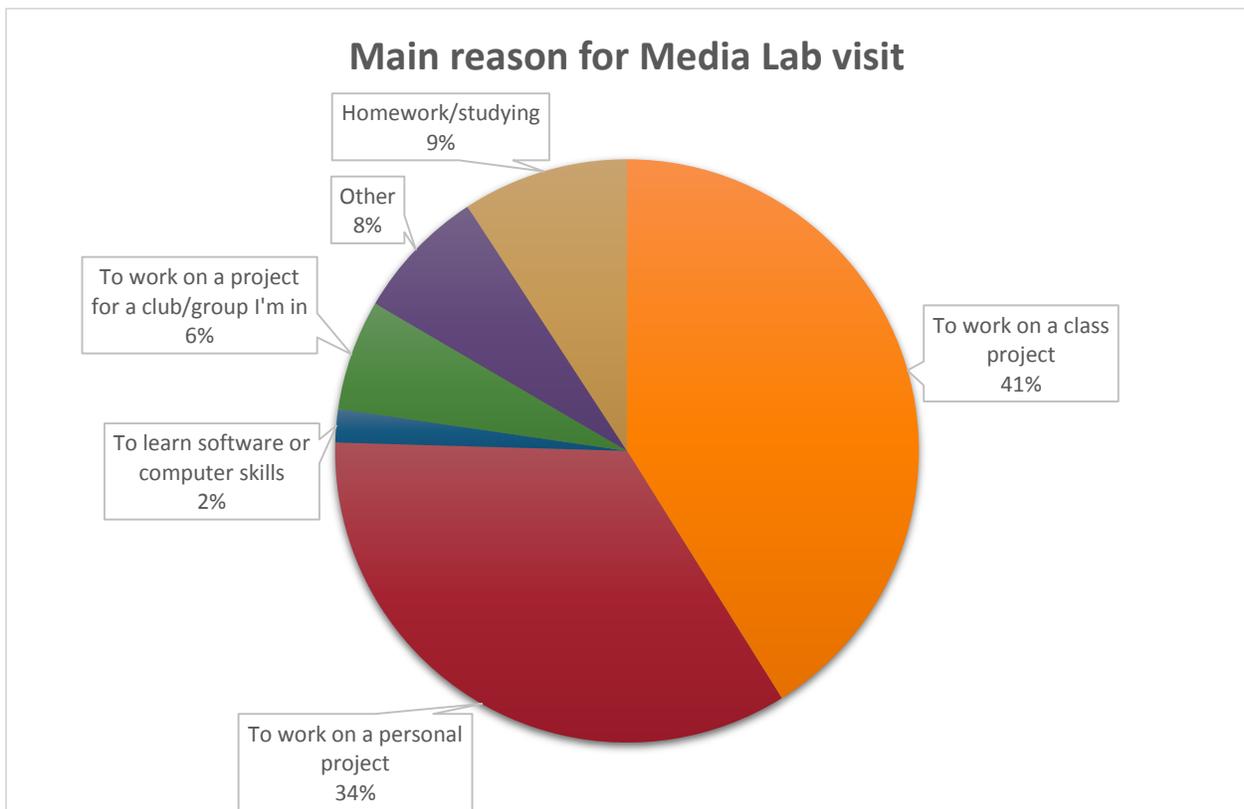
### EXECUTIVE SUMMARY

- Respondents primarily use the Media lab for class or personal projects, through more are using it for homework or studying than when it was in the smaller pilot space.
- Respondents are overwhelmingly positive and enthusiastic about the lab.
- Lab assistants continue to offer high-quality services, but are not always available when users are working in the lab

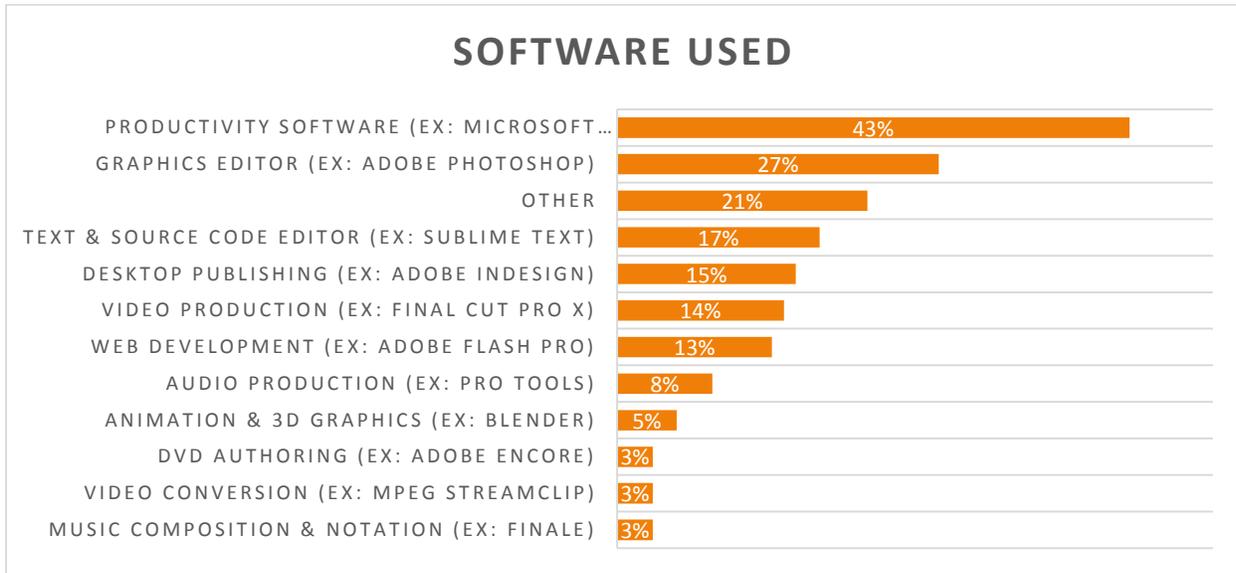
### FULL RESULTS

On October 20, we launched a survey for Media Lab users through a pop-up message with a link to the survey that appeared 5 minutes after log-in. Survey respondents were offered a chance to enter into a drawing for one of three gift cards. During the about 4 week period in which the pop-up appeared to Media Lab visitors, 166 users answered some portion of the survey.

The percentages of students who reported using the lab to work on class or personal projects were almost identical to what we saw last year, while fewer students reported using the lab to work on a project for a club/group or to learn software or computer skills, and more students used the lab to do homework or study. We attribute the increase in students using the lab for general academic work to the fact that it's more visible than the pilot space.



Productivity software (such as Microsoft Office) was used more than any other software category, with 43% of respondents reporting its use.

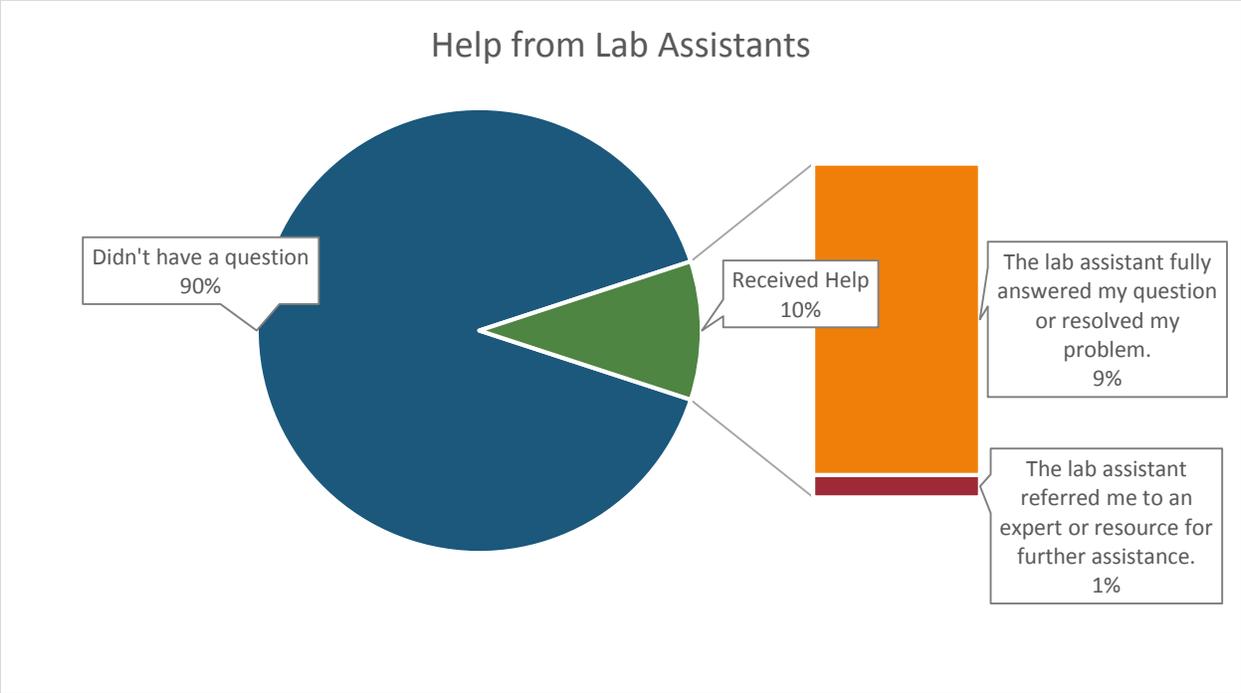


More than half of respondents reported using the headphones at their station, but very few used the camera.

#### Use of special workstation features

Connected headphones	63%	(120)
None	30%	(43)
Other	5%	(7)
Camera	4%	(6)

Only 10% of survey respondents received help from a lab assistant but 93% of those who did receive help reported that the lab assistant fully answered their question or resolved their problem. The respondent whose question was not resolved was referred to an expert or resource for further assistance. This is similar to what users reported in the pilot Media Lab.

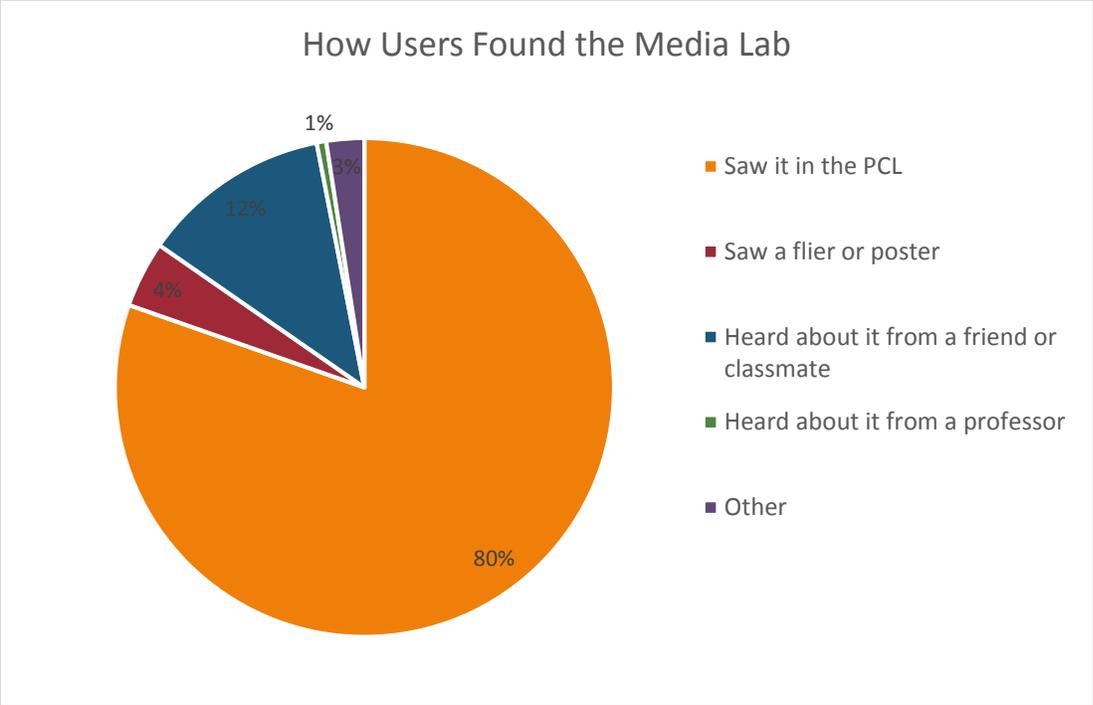


Lab users were largely satisfied with the hardware, software, and equipment currently available in the Media Lab. Only 16% of respondents wished for additional resources, with responses including xCode, statistics programs that will be included in the Data Lab, drawing tablets, Avid Media Composer, and a few other suggestions.

**Desire for software or equipment not currently in the lab**

Yes	16%	(23)
No	84%	(120)

As expected, the visibility of the new lab has made it more easily discovered by patrons. More than 90% of respondents found out about the Media Lab by seeing it in PCL, as opposed to 62% who found the pilot lab by seeing it.



Over 90% of respondents are likely or very likely to use the Media Lab in the future. This is similar to what respondents reported in last year’s survey of the pilot Media Lab’s users.

**Likelihood of using the Media Lab in the future**

Very unlikely	6%	(9)
Unlikely	1%	(2)
Not sure	-	-
Likely	20%	(29)
Very likely	72%	(103)

**OPEN-ENDED RESPONSES**

Respondents’ open comments about the lab were overwhelmingly positive, with multiple users reporting how much they love the lab. The most common negative comment was related to noise. As we saw in the assessment of the pilot lab, some users would like for the lab to be a quiet space. We might revisit creating a noise policy or quiet area, or perhaps posting a sign or explanation if we don’t want to change the current policy.

**Comment Themes**

- 35 positive comments
  - 9 mention equipment
  - 3 mention software
  - 1 mentions staff
- 10 suggestions or complaints regarding equipment or software

- 6 requests for quiet area/policy
- 3 complaints about people using the lab for non-media work
- 3 complaints about the hot temperature in the lab
- 3 complaints about a lack of availability of lab assistance
- 1 complaint about lack of space between computers

### Complete Answers

- LOVE THE HEADPHONES
- nice
- I think the Media Lab was a great addition to the PCL.
- honestly this is the best part of the PCL and i love it so much omfg
- The media lab is great!! I'm glad it was added to the PCL.
- Please don't change I love you
- I love the media lab, it has changed my life!!!!
- I only come to the media lab to study and do work now! I love all the programs that are on these computers and the headphones make it easy to work on anything that requires audio! Favorite place to be right now
- A bit more space in between computers. Some people are very territorial and take the sides. Other than that I love this place
- Long shot, but Midi Keyboards or trigger pads for checkout? I love all the great software.
- Keyboard shortcuts for using a Mac! Also some functions of some of the keys (e.g. control, option(?), command(?)). I have no idea how to use the "alt" part of the option key and I would like to press F11 or some of the other F-keys, but I have no idea how to go from the volume down function to the F11 function. I'm a PC user, including the work I do with InDesign outside of the Media Lab.
- I LOVE IT!
- I just love being able to use giant Macs freely.
- Have more Unix-like OS devices.
- sometimes need assistant but he/she is not present
- I can't run my code I want Xcode updated and working!
- The sound for the computers in the media lab sometimes doesn't work because some plugs are not connected. Please make sure that all the computers have the proper wires plugged in so that the headphones work. I wish that the projects I work on are connected to my UT EID account instead of a specific computer. I have to log on to the same computer that I used before in order to access previous projects I've worked on and it's inconvenient if someone else is on that computer. Please look for ways to address this problem.
- You're awesome don't change ily
- NOpe!
- I really like the lab! thanks for making it great
- No it's a great facility
- It's a really awesome addition to the PCL. I'm a CS major, and I do web design (from HTML/CSS to Flash), which also requires photo editing, so the suite of tools available on the lab computers, and just the sheer power of the computers, is a really, really useful tool for that and any other

design needs. The biggest issue I have personally is that a lot (I mean a lot) of people use the computers for anything but design - simple homework, browsing social media, reading, etc. - so sometimes it fills up, making it hard for me to work with my coding partner together since there are seldom two computers together at certain hours (sometimes there are no computers).

That's rather frustrating given that there are perfectly reasonable computers (and way more of them) just thirty feet away in the main computer lab of the PCL, which would serve the aforementioned needs perfectly. These computers are really useful for design, editing, video processing, etc., and people's using them for trivial tasks like looking at PDFs can seriously detract from that functionality.

- None
- There should be a sound lab in the PCL, like the one in the CMA!
- This lab is wonderful! I can really get a lot of work done in here!
- The default sensitivity on the mice is super low -- I always have to speed it up!
- I LOVE the giant screens, it's so nice when I want to edit things and have multiple windows open. However, it'd be nice if the mouse could right click (To toggle opens on a website, or to open something in a new tab).
- I'm a graduate student in the school of Ed, and I love coming here because the screens are large and allow for easy viewing of multiple documents. If there was a designated quiet area that would be wonderful!
- Its freaking awesome
- Gotta love the 5k iMacs
- Please consider enforcing a mandatory quiet policy. Other than that, love the media lab! I wear glasses, and due to extensive reading assignments, my vision has worsened during my four years in college. The large monitors in the media lab help me to view class readings more clearly. Thank you!
- I really like the environment. Thank you. And the media lab assistance are always willing to help.
- The equipment is very nice and super functional. Great facility.
- This is a great resource for students and it is very enjoyable to use.
- Keep on keepin' on!
- I really like the lab. Sometimes I get frustrated with people who have loud conversations but that's when the headphone become useful. Perhaps, quiet hours would be useful.
- It is awesome! We need to have more macs on campus -- they are easier to use when adding in diacritical marks
- I like how clean it is!
- air conditioning
- Great place to stop by and do my homework
- It's great. That's all I can say.
- it's really hot in here temperature wise even when it's not crowded
- The computers are not always on, logged in, or accessible. So just keeping them open to the student log in page (as opposed to staff log in page) would be useful. Also, there are many time when no lab assistant is available. So hire one more person maybe?
- This place is awesome!
- EXPAND IT. IT IS A GREAT AREA

- This place is da bomb. Good job, whoever.
- The lab assistance person is never here. When I need help they are nowhere to be found. I'm not sure if there is a gap when no one shows up or if they just chose not to come in that day.
- I want signs to be posted in the lab that the computers are intended for the creation of media (audio, video, still and 3D animation projects). I do not see that usage in most current patrons. Instruct them to use the regular PCL computers.
- I really like this lab! It is very helpful, and I can always acquire new skills.
- how do you turn on a mac if it's not already on the login screen?
- Should make it a quiet space. It can be hard to work when it gets super loud in such a small space. :)
- I wish there were more Mac computers and work stations like this around campus.
- Nope!
- I wish people did not talk and laugh so loudly while students are working.
- It is too hot in the media lab!
- This is a great resource, I just wished more students knew about it. But it would have to expand if to occupy more students.
- after being here for several consecutive days it seems the students here prefer a quiet atmosphere and are respectful in that sense. Every once and a while there is a loud disruption from a fellow peer or staff member that breaks student concentration. I have observed the disruptive behavior (talking out loud on cell phones, carrying on full conversations with peers, or talking across the room) to make it hard for students including myself to focus. Please address this behavior seeing as the majority of the students come to the new lab hoping for a quiet and productive atmosphere.

## APPENDIX 6: WORKSHOPS AND EVENTS LIST

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### CLASSES AND EVENTS

Month	Course-integrated instruction	Workshops	UWC Presentations	Events	Semester-long classes	Faculty Engagement
Aug 15	2	0	0	1	1	
Sep 15	80	13	3	8	1	
Oct 15	62	16	0	4	1	1
Nov 15	7	10	5	9	1	
Dec 15	0	1	0	5	1	1
<b>Fall 15 TOTALS</b>	<b>151</b>	<b>40</b>	<b>8</b>	<b>27</b>	<b>1</b>	<b>2</b>

### SEMESTER-LONG CLASSES

Class	Faculty	Learning Lab	Times
RHE 368C: Writing Center Internship	John Ruskiewicz	2	MW 2-3:15

### FACULTY ENGAGEMENT

Month	Class	Notes
October	History of UT	Instructional design with faculty and Learning Sciences
December	Biology Freshmen Boot Camp	Dr. Ruth Buskirk, CNS and Provost's Teaching Fellow

### EVENTS

Month	Event
August	Open House/Ribbon Cutting
September	Orientation to Learning Labs for Graduate Student Writing Group
September	UT Libraries Tailgating

September	JSTOR hypothesis Hackathon events (3)
September	Distinguished Faculty Workshop for Peer Educators (Sanger collaboration; Dr. Bob Dukes presenter)
September	Learning Labs Tour for donors
September	Learning Labs Tour/Orientation for iSchool faculty
October	Distinguished Authors Dinner
October	Faculty Council Orientation to Learning Commons
October	Learning Labs Tour/Orientation for CNS
October	Learning Labs Orientation for UGS Writing Flag staff
November	Learning Commons tour for College of Fine Arts Dean's staff
November	Learning Labs Orientation for Faculty Innovation Committee
November	UT Libraries Tailgating
November	Graduate Writing Retreat
November	Learning Commons Orientation for UT Ambassadors Program
November	Learning Commons Tour for LAITS
November	Learning Commons Orientation for Provost's Teaching Fellows
November	Presentation by Instructional Design expert Dianna Laurillard
November	Learning Commons Tour for Child Development Center (UT Faculty and Staff )
December	RSA Book Club with Dr. Dianne Davis
December	Tour of Learning Commons for visitors from other Universities (facilitated by LAITS)
December	Long Night Against Procrastination
December	History of Dr. Who with Frederick Stanton
December	Legendary Pranks of the 40 Acres

## APPENDIX 7: SPACE USE SURVEY

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All of the teaching spaces in the Learning Commons were designed to be open for patron use when they're not scheduled to hold classes. In order to learn more about how patrons were using the spaces, particularly after hours, we posted a series of interactive posters in three of the Learning Labs and in the University Writing Center (which is also available as study space outside of the service's hours of operation). The posters were up for various lengths of time during the week of October 19-23. An instructional poster asked users to answer questions using a specific color of dot sticker that corresponded with their classification, but the instructional chart fell down in some of the poster displays, so we cannot fully rely on the validity of classifications. Nonetheless, these results confirm that the spaces are being used in ways that we anticipated.

### 1 KEY FINDINGS

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- Undergraduate students are the primary users of the Learning Commons space.
- Users are more likely to come to the Learning Commons to work with a group than to study or work individually.
- Most users come to the Learning Commons to study or work on assignments, though they also hang out and tutor/receive tutoring in the space.
- Whiteboards received about three times as much reported use as flat screens.
- Multiple users commented that they would like more outlets and tables, perhaps signifying that they see the Learning Labs (particularly Learning Lab 1) more as study space than as classrooms.

### 2 RECOMMENDATIONS

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- These findings reinforce the recommendation made in the "Kindness Audit" report to add signs to flat screens instructing students on their use.
- The Libraries should promote the fact that students can use the flat screens for group work through social media and other promotional avenues.

### 3 SELECTED DATA

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#### What would improve your experience here?

- coffee machine and cheap snacks
- snacks
- microwave
- more outlets
- good job (pointing at more outlets)
- pillows & temporary beds or some...thing
- water fountains
- colder, rooms are too stuffy during day
- please, no. they're so cold!
- cold stimulates the brain
- I'm too hot
- Great chairs
- A picture of Alfonso Ribiero at every desk
- more tables and more power strips
- more color
- bigger tables
- wall dividers
- more tables and outlets
- smaller tables: most ppl hate to share w/ a stranger
- more tables and access to outlets

<b>What are you doing in this space today?</b>						
	Freshmen and Sophomores	Juniors and Seniors	Grad students	Faculty/Staff/Visitors	Did not designate	<b>Grand Total</b>
Hanging out	7	3	1	1	1	<b>13</b>
Something else		1			1	<b>2</b>
Something job related		2			1	<b>3</b>
Student organization stuff		1			1	<b>2</b>
Studying	18	13	6	7	7	<b>51</b>
Tutoring/being tutored	3			5	1	<b>9</b>
Working on an assignment	15	16	1	5	4	<b>41</b>
Working on an assignment & studying	9	3				<b>12</b>
Working on an assignment, studying, tutoring/being tutored, & hanging out	1	2				<b>3</b>
<b>Grand Total</b>	<b>53</b>	<b>41</b>	<b>8</b>	<b>18</b>	<b>16</b>	<b>136</b>

<b>Did you come here to work...</b>						
	Freshmen and Sophomores	Juniors and Seniors	Grad students	Faculty/Staff/Visitors	Did not designate	<b>Grand Total</b>
In a group	22	15	5	3	7	<b>52</b>
Individually	7	4	3	2	3	<b>19</b>
Individually & in a group	2	1				<b>3</b>
<b>Grand Total</b>	<b>31</b>	<b>20</b>	<b>8</b>	<b>5</b>	<b>10</b>	<b>74</b>

<b>Total Answers per Room</b>	
Learning Lab 1	<b>108</b>
Learning Lab 2	<b>111</b>
Learning Lab 3	<b>99</b>
UWC	<b>43</b>
<b>Grand Total</b>	<b>361</b>

<b>Which room features are you using?</b>						
	Freshmen and Sophomores	Juniors and Seniors	Grad students	Faculty/Staff/Visitors	Did not designate	<b>Grand Total</b>
Flat screens	4	3	1	1		<b>9</b>
Flat screens & whiteboards	1					<b>1</b>
Neither	6	4	2	5	3	<b>20</b>
Whiteboards	15	7	1	2	5	<b>30</b>
<b>Grand Total</b>	<b>26</b>	<b>14</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>60</b>

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