The Modern Library

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SJSU Library, SJSU, San José, CA
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Structure of the session

- Ice breaker
- Library Space
  - Brief explanation about evolution of library spaces
- MLK Library
- Learning engagement at SJSU MLK
- Breakout discussion in groups
- Sharing information
- Highlights and wrap of the session
Ice breaker to the audience

When was the last time you used your library?

Was it in person or remotely?

What did you do in the library? (either through physical or remote access)
Evolving Library Space Design Paradigm (Bennet, 2009)

Reader-Centered Paradigm
Yale University Library
Evolving Library Paradigm (Bennet, 2009)

Book-Centered Paradigm: Milton S. Eisenhower Library The John Hopkins University
Evolving Library Paradigm (Bennet, 2009)

Learning-Centered Paradigm related to the intentional learning process
James B. Hunt Library, North Carolina State University
US Libraries from Pew Research

What people think is important for libraries to offer

Among all Americans ages 16+, the percentage who say that these services and programs are "very important" or "important" for libraries to offer.

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Important</th>
<th>Somewhat Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians to help people find info</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>Borrowing books</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>Free access to computers and the internet</td>
<td>77</td>
<td>18</td>
</tr>
<tr>
<td>Quiet study spaces for adults and children</td>
<td>76</td>
<td>19</td>
</tr>
<tr>
<td>Programs and classes for children and teens</td>
<td>74</td>
<td>21</td>
</tr>
<tr>
<td>Research resources such as free databases</td>
<td>73</td>
<td>20</td>
</tr>
<tr>
<td>Job/career resources</td>
<td>67</td>
<td>32</td>
</tr>
<tr>
<td>Free events/activities</td>
<td>63</td>
<td>30</td>
</tr>
<tr>
<td>Free public meeting spaces</td>
<td>49</td>
<td>36</td>
</tr>
</tbody>
</table>

Source: Pew Research Center Internet & American Life Project Library Services survey, October 15-November 10, 2012. N=2,252 Americans ages 16 and older. Interviews were conducted in English and Spanish and on landline and cell phones. Margin of error is +/- 2.3 percentage points for the total sample.

Adults living in lower-income households are more likely to say public library services are very important to them and their families

Among adults ages 18+, who have ever used a public library or had a household member use a public library, the % in each group who say these services are "very important".

<table>
<thead>
<tr>
<th>Service</th>
<th>Books and media</th>
<th>Quiet spaces</th>
<th>Research resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $30,000</td>
<td>61</td>
<td>66</td>
<td>61</td>
</tr>
<tr>
<td>At least $75,000</td>
<td>49</td>
<td>39</td>
<td>34</td>
</tr>
<tr>
<td>Youth programs</td>
<td>56</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td>Less than $30,000</td>
<td>37</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>At least $75,000</td>
<td>56</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td>Job search assistance</td>
<td>46</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>Gov't services help</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Programs for adults</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

Source: Pew Research Center’s Library Services Survey among 6,010 adults ages 18 and older. The survey was conducted July 18-September 30, 2013. The survey was conducted in English and Spanish and on landline and cell phones.
Blacks and Hispanics are more likely than whites and Asian-Americans to say public library services are very important to them and their families

Among Americans ages 16+ who have ever used a public library or had a household member use a public library, the % in each group who say these services are “very important”

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<tr>
<th></th>
<th>Books and media</th>
<th>Quiet spaces</th>
<th>Research resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>54</td>
<td>51</td>
<td>47</td>
</tr>
<tr>
<td><strong>Whites</strong></td>
<td>49</td>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>54</td>
<td>51</td>
<td>42</td>
</tr>
<tr>
<td><strong>Blacks</strong></td>
<td>62</td>
<td>71</td>
<td>66</td>
</tr>
<tr>
<td><strong>Hispanics</strong></td>
<td>67</td>
<td>71</td>
<td>68</td>
</tr>
<tr>
<td><strong>Youth programs</strong></td>
<td>45</td>
<td>44</td>
<td>33</td>
</tr>
<tr>
<td><strong>Librarian assistance</strong></td>
<td>38</td>
<td>38</td>
<td>24</td>
</tr>
<tr>
<td><strong>Internet &amp; computers</strong></td>
<td>36</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td><strong>Blacks</strong></td>
<td>63</td>
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<td>30</td>
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*among English-speaking Asian-Americans
** among English- and Spanish-speaking Hispanics

Source: Pew Research Center’s Library Services Survey of 6,224 Americans ages 16 and older conducted July 18-September 30, 2013. The margin of error for the overall sample is plus or minus 1.4 percentage points. The survey was conducted in English and Spanish and on landline and cell phones.
San Francisco Bay and San José

Bay Area:
9 counties
7,150,739 Total Population

San José:
945,942 Total Population
Largest city in Bay Area (140,000 more than San Francisco)
10th Largest city in United States
Founded 1777
Incorporated in 1850
California’s first state capital
San José State University

- 24,549 FTES Students, 2013-2014
- 1,731 Faculty (Fall 2014)
- 5,431 Bachelor granted 2013-2014
- 2,264 Masters granted 2013-2014
Use of the space: Survey

1) Identify the actual use of library space

2) Learn how students incorporate the library in research and learning

3) Make recommendations for future services that enhance the library.
Age of the population

- 18-24: 50%
- 30-39: 20%
- 25-29: 15%
- 40-49: 10%
- 50-59: 5%
- 60-69: 5%
Ethnicity

The graph shows the distribution of ethnicities across different categories. The largest percentage is for "Asian," followed by "White" and "Latino/a." Other categories, such as "Other (define if you wish)," "African American," "Pacific Islander / Native Hawaiian," and "Native American," have much lower percentages.
Can you speak other language than English?

Can you speak/read/write in another language besides English?

- Yes: 70%
- No: 30%
Can you speak other languages than English?

[Bar chart showing the number of people who speak different languages in the campus. The languages are ranked based on the number of speakers, with Spanish being the most spoken.]
Length Library Visit

How long is a typical library visit? / How long do you typically stay in the library?

- 1-2 hours: 35%
- 2-4 hours: 30%
- 30-59 minutes: 15%
- 4+ hours: 10%
- Under 30 minutes: 5%
Frequency of the visits per week
Barriers to Working Off Campus

- Too noisy at home: 25
- Responsibilities in the home: 20
- Need to use library resources (e.g., books) for my work: 15
- Other (please specify): 5
- Don't have access to internet/wifi: 2
- Don't own computer: 1
Most Common Activities in Library Visits

- Working at a table
- Consuming food/drinks
- Writing a paper
- Conducting research
- Working with a group
- Meeting other people/friends
- Using a study room
- Contemplation
- Visiting the Coffee Shop
- Checking out library materials
- Using library materials
- Attending a class

Activities in the library

[Chart showing the percentages of participants who engaged in each activity, comparing 'Yes' and 'No' options.]
Using the Library without using Library Materials

Visiting the Library without library materials

- Yes: 100%
- No: 0%
Conclusions from preliminary data

- Library space is used frequently by the SJSU students:
  - More than 1 hour per visit
  - 2-3 days per week

- Library space is very important for the student’s learning experience:
  - Noise and responsibilities at home prevent work

- Types of activities performed at the library are varied
Breakout discussion in groups
A learning and reflective experience for you

Directions

1. Divide in groups
2. Work with people that you do not know
3. Put ideas/thoughts on Post-It notes provided
4. Reflection over the points delivered
5. Time
Breakout discussion in groups
A learning and reflective experience for you

● What tools are necessary for your own research process?
● What tools do your students need to be most successful in your class?

● What is the impact of informal or self-guided learning in your life? What have you learned in your ‘spare’ time recently?

● What is in the space where you are most productive?
● Do different tasks require different type or arrangements of spaces, if so in what way?
Breakout discussion in groups
A learning and reflective experience for you

Wrap up

Evaluation of the session

tinyurl.com/ELD15-14