The Academic Library in 2010:
A Vision

Report of
Symposium 2010

American University Library
Washington, DC
March 14 - 15, 2005

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AMERICAN UNIVERSITY LIBRARY

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These are the best of times for libraries. People are hungry for information at the same time they are inundated with it. In the midst of information overload, students are looking for meaning and knowledge.

The academic library is integral to learning in the digital age while continuing its traditional contributions to knowledge management. In the words of John Seely Brown[1], students are "growing up digital learning, thinking, working, communicating and socializing in the digital environment." Libraries and universities are adjusting their services and facilities to create supportive learning environments for these 'digital' students.

The academic library and university missions in 2010 will be closely aligned as technology enables the synergistic interdependence of their services. The scholar, student, administrator become the central focus as the library becomes less visible and more integrated into the infrastructure of the enterprise.   The changes will be in the allocation of resources and the library access points.

Symposium 2010[2] articulates a vision for the learning environment that supports learners and scholars in the digital age.

OVERVIEW: The library in 2010

In 2010 the library supports learners no matter where they are or what time their information need arises; recognizing that services will be in demand on site and off site at 2:00 p.m. as well as 2:00 a.m.   The library is adaptable to changing conditions with easily navigable web and building sites, designed to respond to a broad range of needs and preferences. (1)[3]

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[1] *Social Life of Information*. Paul Duguid, co-author. Boston: Harvard Business School Press. 2000

[2] Symposium 2010 brought together experts from higher education, university libraries, information technology, publishing and the game industry. The group of 14 invitees met at American University, Washington DC, March 14 – 15, 2005 to define the facility, resources and set of services that academic libraries will provide to meet the needs of 21st century learners.
Symposium 2010 was charged to create a vision of the future library and learning resource center in a mid-sized, liberal arts research university. The characteristics and achievements of the mid-sized academic library are those of degree rather than kind. The resulting vision is scalable to academic libraries of various sizes and characteristics.

[3] Numbers in parentheses in the text cite participant's comments in Symposium excerpts, p.11 below.

In 2010 the library-as-place is an information commons where learners create their own environment. It is a place to access information and to create information products. The library updates technology with major investments every three years to provide the fastest, most reliable infrastructure supporting content delivery and creation. (2)

The library is a welcoming, comfortable, functional, meeting place. The size of the onsite book collection is relatively stable and the traditional predominant pressure to accommodate its growth is replaced by reconfiguring space for the learner. Library staff and library-designed interfaces provide personalized service, enhancing and expanding portals. The strong focus on customer service is even more flexible than it is today. Service desks are consolidated in a concierge model and staff are deployed to interact with library clients, either in person or virtually. (3)

Librarians teach all aspects of information literacy which are fully integrated into the curricula. Librarians and faculty work together in curriculum planning and teaching. Faculty recognize the role of the library in the lives of learners and encourage students to use it to their advantage. Faculty work in the library as co-educators, learners, teachers and researchers. (4) The university achieves seamless integration of library resources and instruction into the curriculum.

The library shifts its resources significantly toward digital material rather than print or analog. Librarians select information resources learners can trust and make the resources as mobile and portable as possible, including available through handheld devices.

As a node in the international information system the library links users to where information resides. Recognizing the shift from local to global catalogs, the library designs intuitive interfaces to facilitate finding the best information to meet learners' needs. The library continues to build the framework for knowledge dissemination.

The library supports an institutional repository for archiving scholarly and institutional information. Users can search across all files in the repository simultaneously as well as interact with other repositories on campus.

The library is the campus resource for fair use, intellectual property, privacy, confidentiality, intellectual freedom and information policy issues.

Through robust feedback loops with users, the library regularly assesses how best to facilitate learning and allocates resources to balance trend with need. The library uses contemporary computer-mediated technology to reach out to and be responsive to the community of learners. The library takes risks with new technology and services, allowing itself to fail in instructive ways as well as to succeed. (5)

Being fully integrated into the information infrastructure of the university, the library is a partner in the institutional shift of resources to support collaborative, broad-reaching information systems and the movement to put more resources into institutionally based digital initiatives.

DISCUSSION

1.   The value proposition (mission) of the library

The academic library is a source of intellectual and knowledge coherence for the university. The academic library fills the role of the intellectual ombudsman as it brings disciplines together in a rapidly changing environment. (6) More than any other campus enterprise, the library symbolizes the distinct characteristics of the university and its mission across all disciplines: to develop the human intellect through teaching and learning and to contribute through research to the expanding body of human knowledge. (7)

Teaching information literacy, hosting content, building interfaces and providing technology, the library offers learners venues to explore the breadth and depth of information and to create new knowledge from their own experiences. As a learning commons, the library supports learners where ever they are in the continuum of development. It provides mechanisms for engaging in intellectual content and instruction for developing information literacy skills. It organizes and preserves stored information and is the steward of the institutional record and culture.

The library is the place where the university is a university; where learning and research are unrestrained by disciplinary boundaries.

2.   Library's core competencies and responsibilities

Integrate library resources and services into campus life
The university sees library faculty and teaching faculty as partners in planning and curriculum development. Library faculty serve a scholarly, integrative role on campus as they collaborate across campus units. Information literacy standards are integrated into course syllabi and the university establishes assessment tools to track progress in developing life-long learning skills across disciplines. (8)

Library personnel reach out to learners and communicate about library resources in every possible campus venue. Advocacy and marketing are part of library employees' primary responsibility as they promote knowledge of the information resources that are available to all students and faculty. (9)

Provide welcoming space for intellectual discovery
By providing a centralized, interdisciplinary and fully configured learning commons among its spaces and resources, the library bridges the gap between campus life and academic culture. The library as place provides academic social space.

In the library learning commons, learners - students, faculty, administrators, friends - access analytical and technical support for all aspects of their information needs, whether it's for retrieving data, determining the authenticity of an information source, analyzing statistics, learning the technicalities of new software or creating their own multi-media simulation package. Most obstacles to learning or to creating new knowledge are removed in the library; a widely known fact on campus. The library is branded as the place to go to fulfill course assignments, design an innovative syllabus or reach your informal learning goals. (10)

Teach learners about information retrieval and integration
The instructional role of the library is widely recognized by learners. (11) Library faculty work individually and in groups with learners, guiding them in navigating the information world and making effective and efficient use of information. The digital environment respects and affirms the value of the learner's time. Through intellectual exploration learners expand their curricula, integrate and contextualize information.

Students and faculty use library space for individual and group learning and see the library available at their fingertips, where ever they choose to be online. Reference service of all modalities – face-to-face, instant messaging, electronic research assistance, telephone assistance, one-on-one, one-to-many – are all available, many of them on a 24-hour basis. Librarians create interfaces, tutorials, web sites and online guides to facilitate asynchronous and distributed access to information. Librarians provide consulting support for use of tools to access, assess and structure information.

Assemble information resources regardless of format and ownership
The longest tradition in libraries is collecting information packages – books, manuscripts, correspondence, journals, films and videos, sound recordings, maps, theses and dissertations. This tradition continues and the formats extend to include video games and other multimedia, interactive and simulation packages. The number of print packages decrease and proportionately more packages are digital, many born digital. The library provides improved access to collections through the digitization of materials it owns. It preserves information selectively, using contemporary standards whether preserving on paper, in microform or digitally.

Much content is leased by the library which links the user to the information stored at remote locations. Vendors own some of it and some is owned collectively by libraries cooperating in consortia where the archiving of the retrospective cultural heritage is the responsibility of a few libraries who agree to make it available to others in perpetuity.

The library continues its traditional responsibility of archiving the institutional record and preserving the cultural history of its own university. Libraries expand this responsibility to coordinate an institutional repository for access to and wider distribution of the scholarly productivity of faculty and students.

Create links to information, whether it is owned or accessed by the library
The second longest tradition in libraries is organizing information; i.e. classifying information packages and creating ways to describe them, thereby enabling their retrieval at the time of need. The catalog will continue to migrate in its format and content and libraries will continue to build finding aids that help people make sense of information organization. Highly intuitive web sites, search engines incorporating artificial intelligence, visual representations of library resources, thesaurus-based indexes and thumbnail images are created by the library and pushed out to searchers where ever they reside.

Promote ethical standards of information availability and use
The library, with its holistic and interdisciplinary commitments, promotes the ethical use of information whether it relates to fair use and copyright compliance, privacy issues, confidentiality of user records or promoting information as a public good. The library maintains and communicates ethical standards regarding information policy and use.

3.   **Library clients (a.k.a. customers, learners, users)**

Library clients are those people who benefit from the library directly or indirectly, either on site or virtually. The library directly serves students, faculty, staff, alumni, consortia and community members in their efforts to expand their intellectual experience. The library contributes to the university brand and prestige and to the extent it attracts financial support, it assists administrators and benefits donors. (12)

Because of diverse learning styles, changes in the digital environment and varying needs of library users, each category of learner or researcher is supported along a continuum of extremes, such as:
- techno-savvy to techno-phobic
- clueless to informed
- neophyte to expert (content)
- just-in-time requirements to contemplative needs
- onsite to offsite
- prefer print to prefer electronic
- need original document to need surrogates
- need primary research material to need secondary sources
- use site for individual research to use site for group learning

The library is prepared to meet clients wherever they are on the continuum of learning; whether the learning is focused on content, its information technology infrastructure or the final product of the learning/research experience. In collaboration with other campus units, the library is prepared to respond to these needs and to do so in an ever-changing environment. (13)

4.   **Students in 2010**

Description of students
Students demonstrate that they are involved in making their own decisions about where to attend college. They look for distinctiveness in universities, for curricular preferences, at branding, at unique library characteristics and for a university that fits their personalities. (14) They expect to be able to trust the institution, including its library, and they expect the university will hold them accountable for certain standards as it prepares them with life-long learning skills. They expect the university to define the outcomes – what they should know or be able to demonstrate by the time they graduate and they expect the university to provide them a course of study to help them achieve those goals.

They have a good understanding of information and realize that some sources may not be reliable. They want fast and accurate information and they want the library to provide them with what they need on a 24/7 basis. (15) They expect librarians to be out of the library, on campus physically and

virtually, and they expect to find everything through the highly intuitive library web site. They see the library as providing for their formal and informal learning needs. (16)

Gamers are digital learners

Higher education recognizes that video games are a medium of education. People of all ages use games as a source of recreation, a way to learn skills and create common ground for socializing. Gamers improve their time and resource management, strategic planning and physical coordination skills. Building on a basic, contextual story line, they imagine and create a nearly infinite number of alternative scenarios. (17)

Game design, especially reality-based games, provides a prototype for ways to make the library and its resources more visible and intuitive to users. The technology and design of games is applied to the delivery of information and the creation of syllabi across the curriculum. Faculty and librarians recognize the value of using multimedia technology in reaching the inquisitive minds of visually oriented students.

Define university expectations

The library works with the university to examine the pedagogy of diverse learning styles and to define the corpus of learning skills that the graduate is expected to demonstrate. Various learning styles are recognized in the interfaces created by the library and the university as they employ technology to meet learning needs that in some cases have not been recognized previously. The responsibilities of the faculty and of the library as well as the expectations of the learner are clear to all. (18)

5.   The case for investing in the library

The library promotes its value to clients through a well-articulated marketing campaign. The campaign is part of the library's strategic planning process that includes input from campus constituents and library personnel. Regular feedback from clients through established assessment mechanisms is linked directly to annual action plans through which library personnel address program and resource enhancements.

The library creates a business plan, including a competitive analysis, defining its value proposition to each of its client groups: undergraduate learners, graduate students, non-traditional students, faculty, the world, etc. The library articulates its core competencies and designs a market plan focused on each targeted audience.

The marketing campaign, implementing tenets of the advertising industry, promotes the case for investment by increasing awareness of library strengths and resources among targeted audiences. It establishes a library brand, making the library distinct from other campus units and helping to distinguish the university among its competitors. The brand promotes the library as an intellectual center and further distinguishes it from commercial information providers. (19)

Not taken for granted, the library is seen as a valued contributor to the intellectual life of the university, one supported by all stakeholders. University administrators see the library as a draw to prospective students and attractive to the highest caliber faculty candidates. Donors to the university are eager to support the library's strong programs, collections, information resources and the ever-changing space itself. (20)

BACKGROUND

Participants

> **Naomi Baron**, Professor, Language and Foreign Studies, College of Arts and Sciences, American University
>
> **Scott Bennett**, author, *Libraries Designed for Learning* (CLIR, 2003) and University Librarian Emeritus, Yale University
>
> **Raym Crow**, Managing Partner, Chain Bridge Group and Senior Consultant, SPARC
>
> **Nancy Davenport**, Executive Director, Council on Library and Information Resources (CLIR)
>
> **Cathy DeRosa**, co-author, *The 2003 OCLC Environmental Scan: Pattern Recognition*
>
> **Richard Ekman**, President, Council of Independent Colleges
>
> **Zen Hunter-Ishikawa**, Executive Chair, Graduate Student Leadership Council, American University
>
> **Joan Lippincott**, Associate Director, Coalition for Networked Information
>
> **Aileen McHugh**, Director, Project MUSE, The Johns Hopkins University Press
>
> **Lisa Pickoff-White**, undergraduate student and gamer, American University
>
> **James Rettig**, University Librarian, University of Richmond
>
> **John Richardson**, Director, Center for Teaching Excellence, and Professor, School of International Service, American University
>
> **Gene Spencer**, Chief Information Officer, Bucknell University, PA
>
> **Maureen Sullivan** (Facilitator), Organization Development Consultant
>
> **Patricia A. Wand**, University Librarian, American University

Gamers

> **Daniel Hopkins**, freshman, American University, 2008
>
> **Filemon Palero**, BA, Public Communication, American University, 1997
>
> **Lisa Pickoff-White**, BA, Journalism, American University, 2005
>
> **Dana Rasmussen**, BA, Political Science, American University, 2005
>
> **Jason Scotti**, BS, Audio Technology, American University, 2004

Planning process: how participants worked

Symposium 2010 was launched on Monday evening, March 14, 2005 by a panel of gamers who spoke of the importance of video games in their lives and in learning.

The deliberations by participants followed on March 15, focusing first on the lead question: **How will university students prefer to learn in 2010?** This launched a widely based discussion about diverse learning styles, the digital learner, the visual learner, gamers and bloggers.

Participants deliberated primarily in brainstorming mode and built consensus in subsequent communication. The resulting brief overview (above), not a statement of priorities, is framed around the following topics:

> **The value proposition (mission) of the library**
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> **Library's core competencies and responsibilities**
>
> **Library clients (a.k.a. customers, learners, users)**
>
> **Students in 2010**
>
> **Gamers are digital learners**

The case for investment in the library
Library in 2010

In April 2005 a preliminary report of Symposium 2010 was widely circulated to librarians across the U.S., including those in the Washington Research Library Consortium, the University Library Group and Patriot League libraries, and to constituents on American University campus. Comments and suggestions from individuals and various discussions were incorporated into the final report, which was issued in November 2005. A video highlighting the panel of gamers and proceedings of Symposium 2010 is available from American University Library.

Symposium 2010 was the first phase of an innovative strategic planning process. Its outcome informed the *American University Library Strategic Plan 2006-2010*.

By sponsoring the Symposium and publishing the report American University contributes to the development of academic libraries during this transitional era. Symposium 2010 emphasizes the leadership role the library plays in creating a learning environment in a liberal arts research university.

SYMPOSIUM EXCERPTS

1. Information world and where the library fits

Cathy DeRosa: Speaking of navigating the "Infosphere," OCLC (Online Computer Library Center) has done a study and here are some things students see, perhaps as an alternative to the library. ... We see convenience trumping quality. Information conveniently delivered is blowing the roof off traditional access methods. ... The appetite for information is up in every single measurement except perhaps check-out and circulation of books in the library.

When you look at the top brands they all have to do with stuff we care a lot about. I took the liberty of trying to figure out what some companies were thinking – Google, Yahoo!, Microsoft. Some of these are clearly competitors. If we look at what they're trying to do, we can see what our mission and focus should be and what we can perhaps let them do... Libraries collectively, because of their sheer number and ubiquity, can annihilate anyone else out there, except possibly Microsoft.

Google vs. Yahoo! – they are defining who they are. Google wants to be access to information, an infrastructure company. Get it and leave – for Google success is the number of searches. In January 2005 the average person spent 35 minutes per visit on Google. Go to Yahoo!, whose goal is to be the place on the web, the average time spent is 287 minutes. For Yahoo! success is time in the site.

If you go to the library, we try to do both those things. We want to be the place people come and stay, the integrator of information - unless it's 3:00 a.m. and you just need to get information and go. We also want to be infrastructure. Microsoft is trying a lot [of different things] and if it doesn't work, it jettisons them. It wants to be an infrastructure company but is trying to figure out what works best.

Also, look at the logos. None of our competitors have a physical space, but they create dynamic environments and identify them with brands. They "blow up their trophy cases" periodically and rebuild them. At Microsoft, the biggest current problem is always front and center. Google keeps trying experiments. Our commercial competitors are very experimental spaces. Libraries are not.

Every one of these players is starting to claim a space but libraries are struggling with trying to do it all. Is that really what we want to do?

2. Changes in library-as-place

Scott Bennett: We ask if libraries are places. The higher ed community acts as if this is a rhetorical question; I suggest we act as if it's a real question. We spend $500 million every year on library buildings! Our communities think there's no question at all that libraries are places.

If you want to know what motivated all this building of place, check out CLIR's report *Libraries Designed for Learning*. Look at Harold Schill and Sean Tonner's fine essay to see what was actually built (referenced in CLIR text).

If you ask me what the outcome of this past decade of building was, I'd say first we built a lot of shelving. But many librarians who have just built a lot of shelving think they'll never have to

build it again. If true, that's an historic change, first time ever in human history libraries will not be driven by need for more shelves! Second important thing that has happened is we've broken the taboo of food in the library. Third, we've met the challenge of technology in the sense that – when primary library technology was shelving, that's what you needed, you could design libraries over a 20 year period.

When the principal of a library is digital, you can't design over 20 years, not even the five years it takes to build a library building! But we've met that challenge, building [technology] investment cycles are much shorter than typical investment cycle for capital expenditures. A CFO at a large institution said his job now is to sell to the institution's Board of Trustees that they must make frequent investments in libraries just as they do on the same cycle as for scientific institutions.

3. **Concierge model of service**
   John Richardson: Staff member as "concierge" … The one phrase that's a firing offense is, "it's not my job." As opposed to specialization, if we create staff members as concierges, we get the welcoming environment. … Customer service. To me, it's the concierge concept. Whatever resources you need we can support you or lead you to them.

4. **Faculty and librarians collaborate**
   Aileen McHugh: Faculty are always telling students they can't cite anything that's online – afraid students will just use Google – faculty themselves don't understand.

5. **Library as change agent**
   Aileen McHugh: Language is important. John, you spoke of a vision and Naomi, you spoke of moral philosophy. The library is the creator of change, not just a respondent. The library should be not a reactor, but it should be a change agent and making sure that learning is at the center of things.

6. **Value proposition:**
   Naomi Baron: A little more than a century ago every college had a course all seniors took on moral philosophy taught by the president. It was a way of bringing closure and integration. The thing missing from most universities today is that sense of coherence. Students have departments, majors, and some are more engaged than others. But the faculty teaching individual courses don't feel it's their role to bring closure to the entire experience. There's no feeling for the student to really bring together pieces. To redefine libraries as not the teachers of moral philosophy but as that place on campus where the coherence buck stops. If there's some way our library here at AU, as it's taken technology and labs as part of its purview, but if faculty could be given the option of seeing the library as "their place" and students feel it's "their place," we could put it together. Can the library be socially, intellectual coherence-generating mechanism? Intellectual ombudsman?

7. **Integrating the library into the campus**
   Naomi Baron: The next step would be intellectual integration reaching from the library through the curriculum and university constituencies.
   Cathy DeRosa: But how do you do that? Is there a way to articulate that? Infiltration is a better word, I think.
   Naomi Baron: Building bridges across university constituencies. Faculty, students, administration.

John Richardson: It's not always necessary to have all the elements when framing a vision. An example is JFK's saying, "We're going to place a man on the moon." Sometimes it's useful to frame a vision even if you don't know how you're going to get all the way. The framing creates the power to get there.

8. Library and learning

Aileen McHugh: I struggle with, what is a library? What's the relationship of the library to all this? Is it a place where people come to interact? They can interact in the cafeteria. What IS a library, what's its role, is it necessarily a place or is it where someone decides what info everyone needs to have that's available online? … Does a person do work in lab, on their desktop, where do they access info? How much is at a library?

Patricia Wand: Nancy talked about defining the skill set and knowledge set that we expect from students at graduation from their institution. What that says to me about libraries is the library has to be integral to planning those skill sets. The library needs to be integral to learning both formally and informally, but particularly it can be powerful in informal modes. We know people, depending upon the discipline, do research in labs, on street corners, in the social environment of games. The library needs to be involved in creating mechanisms that allow access to information in any of those environments.

9. Librarians out of library

Aileen McHugh: I strongly agree that librarians need to think of themselves as getting out of location, think of themselves as someone who comes into the classroom. … Businesses can tell when someone's having trouble; for example, Land's End's – popup screen, "I can see you're having trouble, can I help you?" [Librarians need to design] interactive customer service interfaces.

10. Need to use our most expensive resources

James Rettig: What's happening to the social dimension of learning among college students today? They communicate via e-mail with faculty, then [they] work in groups with each other. The faculty and library are expensive, good resources but [they] seem to be separate from each other and from the students.

11. Importance of information literacy

Richard Ekman: [With the] widespread recognition among Chief Academic Officers as well as librarians in the essential role of information literacy, library as learning space becomes quite important.

12. Determine the audience, then frame the message

Gene Spencer: Who benefits from the library?

Raym Crow: Some of these people play different roles. There are different audiences and different ways of looking at them. The administration – the value proposition to those who aren't researchers - is in branding.

13. Libraries provide for the continuum of the learner

Nancy Davenport: Each segment, undergrads through administrators, has a variety of continuums on which they fall. Expert to non-expert subject wise and tech wise, surrogate user to original user, and the users move along these depending on their current state. How can the library meet you where you are to move you to the next level? … Lisa has moved along the

continuum in her specialty, but if she were to start a class in Swahili next week, she would be a neophyte. What adults like least is being incompetent.

14. Learners are driven to universities

Aileen McHugh: I come from Hopkins, where the fastest growing area is continuing education. How many careers do people have in their lifetime? Often what they study after their initial undergraduate education, their four years of a liberal education, is important. Continuing education is in a different stage of life.

Zen Hunter-Ishikawa: To add to that, it seems to me this move towards continuing education is society - driven. It's necessary for students to have increasingly more degrees in order to get a job; the reality is that people need continuing education to be more desirable in the job market. That's why online institutions such as the University of Phoenix are so popular. People feel the need to just get it over with, just get a degree.

Raym Crow: It's appealing to those who already have a degree and to non-traditional students who can't afford a traditional college. I think the choice made by those who attend the University of Phoenix is based often on the belief that it's the most cost-effective way of getting a degree.

15. How students use library resources and services

Lisa Pickoff-White: I've worked at the library for the last four years at the circulation desk. We've added a lot more computers. There are distinct categories of users: Undergrads on campus and undergrads off. Off-campus students tend to use the library as a place to work. AU has a lack of space. As the library adds computers, people use that space to get their work done. Every computer is always used, people plug in laptops and have stacks of books next to them. Generally seniors and grad students can't get work done at home.

Undergrads want in and out as quickly as possible. Undergrads mostly use library resources when librarians come to them. Everything they learn about class is from reference librarians who come to class to tell them about databases, etc. It's a real eye-opener to people that there are online databases. Lots of freshmen and sophomores have no clue. It doesn't occur to them that library information is online.

Students are going to want information more readily available. Libraries need to have a brand, and to a degree that needs to be students can come and ask how to do research as a skill. That's what a lot of employers look for too. One way to do that is to convince students to go to the library other than just to use computers. One way to do this is get faculty involved. Have them bring librarians to classroom. There needs to be more of a coming together if you want students to use librarians. AU has started live-chat reference service. But it needs to be 24 hours because students have off-hours. They want to work at midnight.

During study days AU library is open 24 hours. Very late at night fewer people actually come into library but they do want library resources. For study groups, etc. it's a good meeting place. People like it in the day to get books, do reserve reading, be on a laptop – but at night they want something different. Not necessarily physical building but services.

16. Promoting learning relationships on campus

Scott Bennett: It's more than grades that make authentic relationships difficult [between faculty and students]. Faculty generally claim to be experts and say students aren't yet [experts and] may

never be. The relationship between "experts" and "non-experts" informs this unequal relationship. That is not very healthy [for open, learning relationships]! Collaborative learning could be an alternative.

Aileen McHugh: You have a generation [who are using technology to level the playing field]. If you have a blog, and people exchange information there, in a lot of ways they're saying, "How much does authority matter?" There's a lot of challenge to authority. The *Baltimore Sun* had an editorial about how journalists feel threatened by bloggers.

James Rettig: If we assume Joan's words [regarding students taking the lead with technology] are correct, does the push come from students, or from faculty, or is it either/or?

Joan Lippincott: With the two projects I mentioned on classics, the one at University of British Columbia was totally student-driven. The students said the professor was busy – which was a polite way of saying "clueless"! The students had problems with high-end software and needed help, but they got it from a student. One group member was a tech expert, one was a classics expert.

Zen Hunter-Ishikawa: I would agree with Joan. The methods we use to evaluate how students learn are becoming outdated. Take utilization of technology in the classroom as an example of how students are often on the cutting edge. Students often have to pull along professors in using technology in the classroom.

17. Gamers are learners
Jason Scotti, et al.

Gaming is no longer a fringe hobby. It is now a billion dollar industry and the vast majority of children have spent time playing. It is estimated that 60% of all Americans play video games on a regular basis. Games are being taken seriously and are being studied for pedagogical applications at MIT and University of Wisconsin - Madison, among others.

People game naturally in order to keep their survival skills sharpened. A good video game taps into this [historic, basic] evolutionary drive we all share. Video games also offer people an outlet, they engage us more than other media, they offer interesting stories and characters, allow us to do things we never could in real life and grant us unrealistic power.

There is a disparity between the genders regarding gaming. Because gaming offers a new way to learn, this needs to be remedied. Bridging the gender gap will actually make companies money by expanding their markets.

Because video games are interactive they offer a new way of learning. They present an environment without consequences, allowing for trial and error and creativity that could be costly or deadly in real life. There is a rich history of educational games and they are becoming more useful as educators realize their potential. Video games are an additional tool for education; they will not replace current media. Even games not created for education lead players to learn problem solving within a given system and set of rules, sharpen their ability to manage resources, improve their understanding of spatial relations, and more.

Video games affect not only what we learn but how we learn. Studying the interface and designs of video games can allow us to create more intuitive learning environments.

18. Study the pedagogy of today's learner

Joan Lippincott: At Learning Spaces I've been using a framework for deeper learning developed by EDUCASE fellows. They looked at National Academy studies, UCLA studies, etc. and came up with a matrix of five principles for what they refer to as deeper learning. I thought about these as the students talked about video games and how that can be applied to an information rich context.

1. Learning is active. We saw how the students like to have a vibrant, active experience with their games. They were doing something, not passively watching.
2. Learning is contextual. You must have a framework for learning so you understand basic concepts before moving on to next level, as in biology. As a gamer you learn how characters move, etc. This is how games are structured.
3. Learning is engaging. We can see in games like Sim City that they ask you to really get involved with the character.
4. Learning is locally owned. You become part of it. It is your game, you can do certain things.
5. Learning is social. Gaming is not solo, it is a group activity with interaction.

One of the other things I've tried to do is to map this to the characteristics of NetGen students. Diane Ollinger (EDUCAUSE) observes that NetGen students are always connected, oriented to working in groups, experiential learners, visual, producers as well as consumers.

19. Brand your library

Cathy DeRosa: Any library I've walked into recently, I almost always feel I could be in *any* library. There's no way to distinguish the character of a library to its institution. I often think a big sign saying, "You need it, we'll get it" would be a big step towards accomplishing your mission. There should be some visual cue that says right when you walk in, what the library can do to help you.

20. Universities in a market environment

Richard Ekman: All colleges are now much more market-oriented, more reliant on tuition than they used to be. The real challenge is to formulate the appropriate philosophy of education in light of new conditions. David L. Kirp in *Shakespeare, Einstein, and the bottom line* (Harvard, 2003) explains this very well in several case studies.

Maureen Sullivan: I would add: Another stakeholder is the Board of Trustees in these institutions. They are often deep in discussion about market vs. mission.

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