

# Evolution or revolution: Libraries at the turning point!

## 进化还是革新：图书馆的转折点

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The University of Hong Kong

8 June 2009



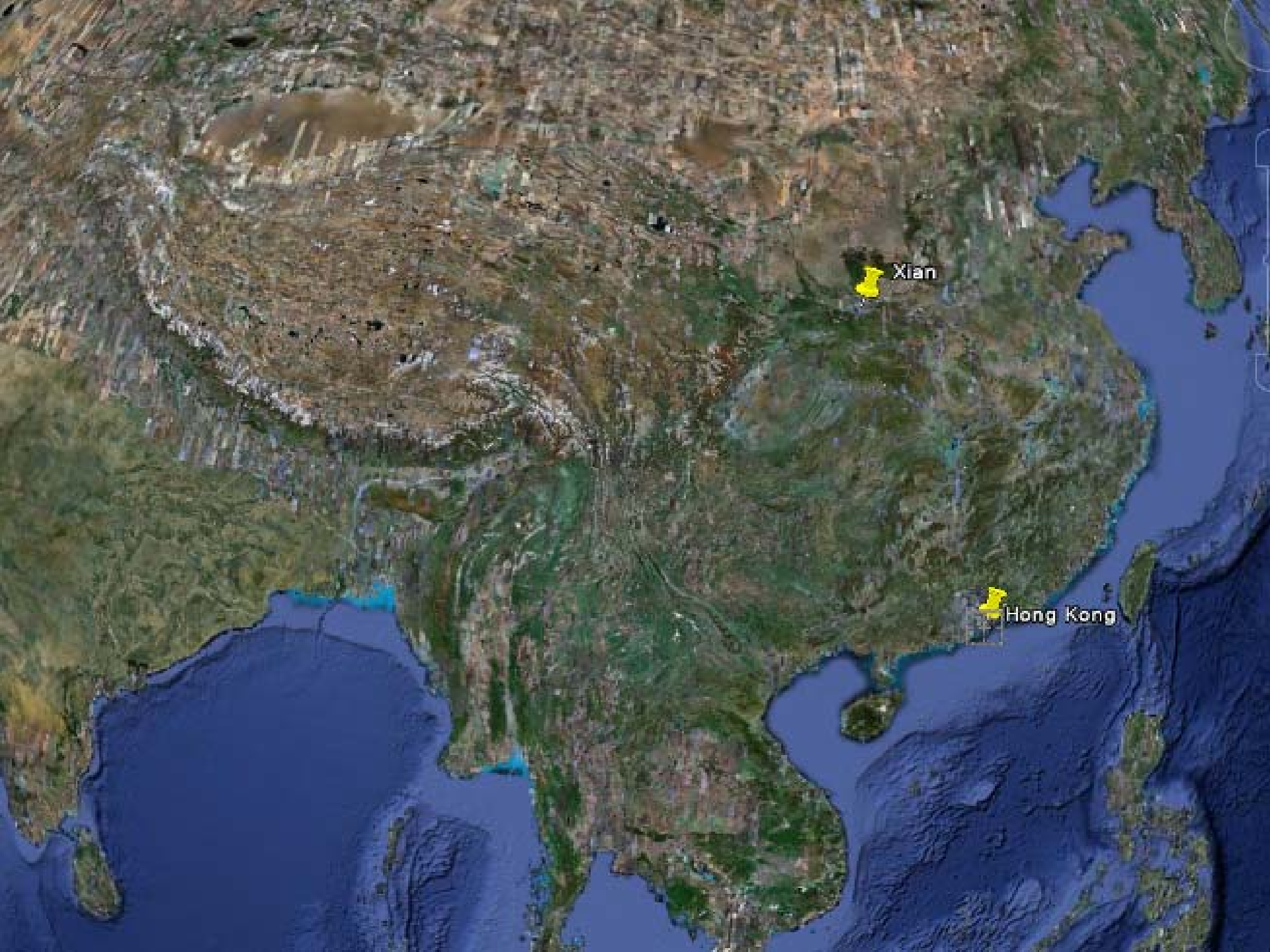
# Outline

## 概要

1. **Introducing HKU Libraries**  
香港大学图书馆简介
2. **Changing users: Digital natives and beyond**  
转变中的读者：数位及超时代的新世代
3. **A New scholarship environment**  
新的学术环境
4. **Evolving collections, people and spaces**  
进化的馆藏、人与空间
5. **But how do we get there?**  
如何到达彼岸？
6. **Key trends for a 21<sup>st</sup> Century Academic Library**  
二十一世纪学术图书馆的主要趋势

# 1 Introducing HKU Libraries

## 香港大学图书馆简介



Xian

Hong Kong



hong kong

HKU



HKU

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Main Library

HKU

# HKU







# The University 大学



- Evolved from the Hong Kong College of Medicine, founded in 1887  
前身为1887年建立的香港医学院
- Founded 1912  
于1912年奠基
- Multidisciplinary/comprehensive - undergraduate & postgraduate  
多元化及综合化的学科供本科生及研究生选择



# The University 大学



- 22,000 students (Government & self funded)  
22,000 名学生(由政府资助及自费)
- 111,000 students (Continuing education school)  
111,000 名学生 (持续教育学校)
- Ranked **26<sup>th</sup>** in the world's **top** universities (THES, 2008).  
世界排名第26位 〈2008年世界大学排行榜〉
- Ranked **No 1** University in Asia (Quacquarelli Symonds Survey, May, 2009)  
亞洲排名第一 (Quacquarelli Symonds Survey, May, 2009)

## Main Building -- the Library 1915



# The Library today

## 今日的图书馆

- 1 Main Library (arts, architecture, humanities, science and technology, social sciences)  
1 所总馆 (文学、建筑、人文、科技、及社会科学)
- 6 branches (Dental, Education, Law, Medical, Music and Chinese)  
6 所分馆 (牙科、教育、法律、医学、音乐及中文)
- ca 230 staff including 32 professionals  
约230名员工，包括32名专业馆员



Main Library



KNOWLEDGE  
NAVIGATION CENTRE





余允彥醫學圖書館  
YU CHUN KING MEDICAL LIBRARY

CUHK  
The Chinese University of Hong Kong  
New Faculty Center  
3/F, 389, Queen's Road East, HONG KONG



# Content

## 內容

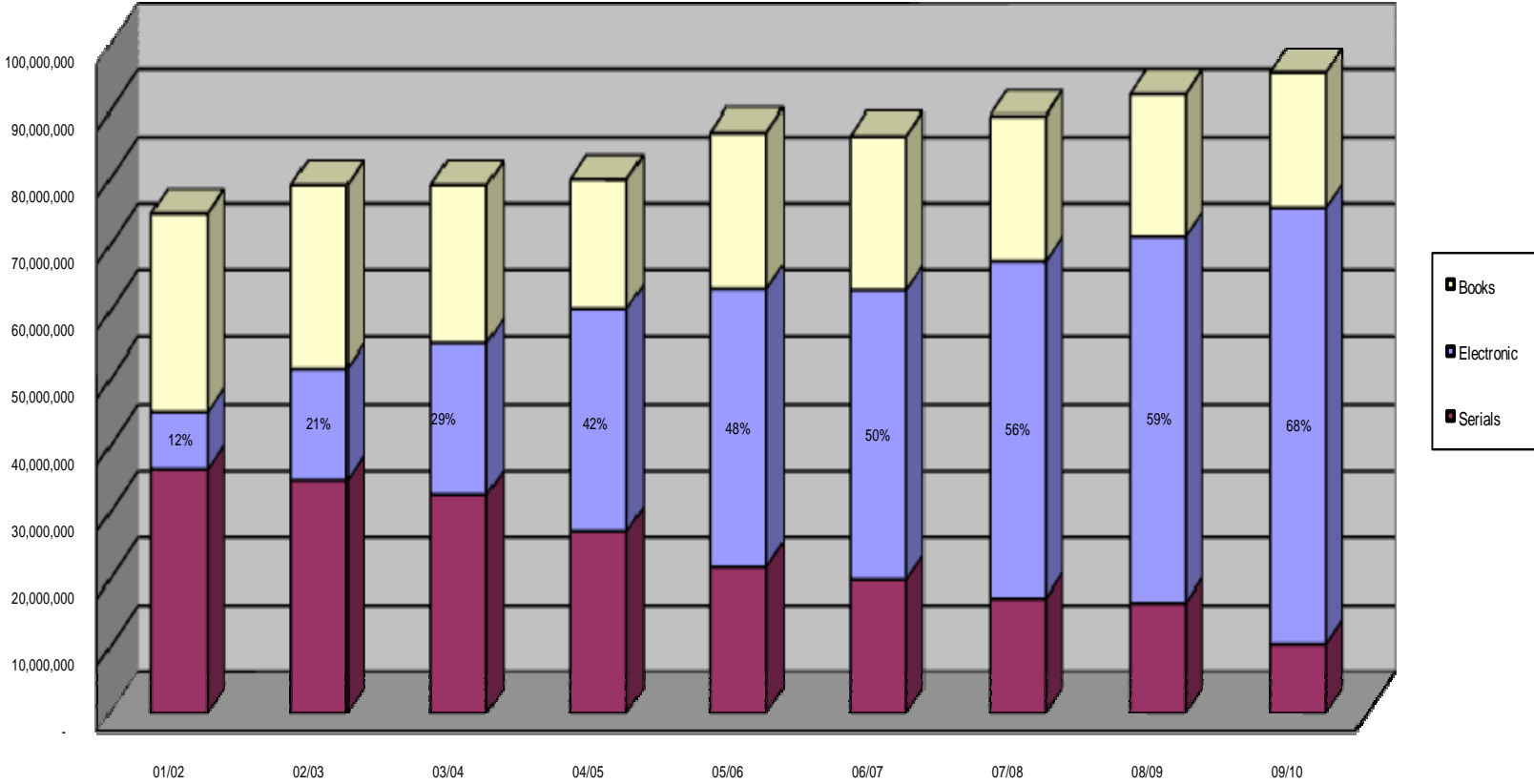
- **2.64 million physical volumes**  
二百六十四万册纸本书
- **1.57 million e-books**  
一百五十柒万册电子书
- **52,841 e-journal subscriptions**  
订购了五万二千八百四十一册电子期刊
- **639 databases**  
六百三十九个数据库
- **Locally created databases**  
自建数据库

The HKUL Digital Initiatives, through its digitization projects, has opened up online access to local collections originally in print format. The first HKUL Digital Initiative, ExamBase, was launched in 1996 and other projects of scholarly interests were subsequently introduced. More digital projects are being developed to provide continuous access to digital content and services.

# HKUL Digital Initiatives

- Basic Law Drafting History Online
- Beijing Historical Geography Database 北京歷史地理數據庫 **HKU ONLY**
- China Through Western Eyes
- Chinese Collectanea in Japanese Libraries 日本見藏中國叢書目錄
- Community Health Projects **NEW**
- Digital Editions from HKU Press **HKU ONLY**
- e-Video **HKU ONLY**
- Electronic Gallery of HKU
- ExamBase **HKU ONLY**
- Fung Ping Shan Library Rare Book Catalogue
- Historical Laws of Hong Kong Online
- HKU Scholars Hub **NEW**
- Hong Kong and the West until 1860
- Hong Kong Government Reports Online (1853-1941)
- Hong Kong Journals Online
- Hong Kong Listed Company Papers Online
- Hong Kong Newspaper Clippings Online
- Hong Kong Oral History Archives **NEW**
- Hong Kong Stock Market Archives and Artifacts Collection
- Hong Kong Tourism Board Collection
- Hong Kong Table of Contents Database
- Hong Kong University Theses Online
- The Last Governor Online **HKU ONLY**
- Sun Yat-sen in Hong Kong 孫中山在香港
- Translations from Chinese
- Union Catalogue of Overseas Chinese Collection in HKU and JU 華僑華人研究書目庫

# Budget Shift towards ER



# Budget Shift towards Electronic

## 经费运用趋向电子资源

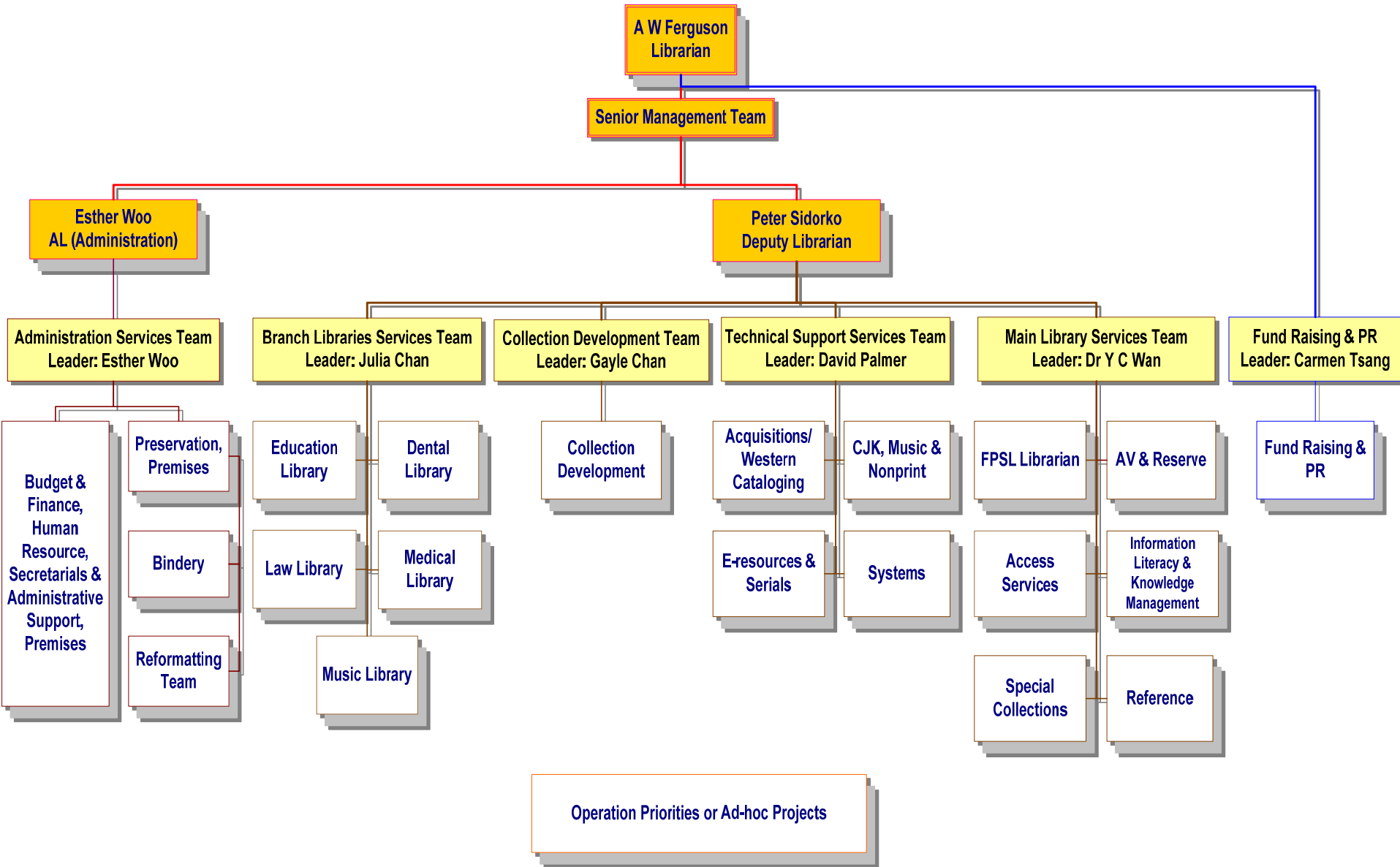
Year	% of LRF
01/02	12%
02/03	21%
03/04	29%
04/05	42%
05/06	48%
06/07	50%
07/08	56%
08/09	59%
09/10	68%

# Services and usage

## 服務及用途

- 100,085 registered users including 46,891 alumni  
100,085登记用户，包括46,891名校友
- 1.9 million physical volumes re-shelved last year (1.3 million checked out)  
去年重上架的纸本书数目达一百九十万册(借出一百三十万册)
- 193 million hits on our website last year  
去年本馆网页有一亿九仟三百万的登入记录
- E-resources accessed 2.2 million times  
电子资源使用量达二百二十万次
- 14,000+ enrollments in our information skills classes  
报读信息技巧课程的读者达14,000以上人次
- Answered 40,000+ reference questions including 2,881 sent in by email  
回答了40,000个以上的参考咨询查询，包括2,881个电邮查询
- 24,124 sqm  
24,124平方米

# Organisational structure



# Major challenges

## 重要挑战

- Lack of **collections space**. Annually have to store 90,000+ volumes in remote storage (Hingwai and Main Storage)  
缺乏储存馆藏的空间。每年需将90,000册以上的书籍储存至离校存仓 (兴伟及总存仓)
- Lack of **library resources fund** budget increases. Annually in deficit situation. Relying upon rapidly dwindling carry over funds from previous years.  
购书经费没有增加。年复一年的赤字。依赖早年携带下来的经费，而这笔经费正在迅速缩减
- Insufficient **overall funding** for the Libraries once our carry over funds are exhausted  
当早年携带下来的经费耗尽后，图书馆整体经费将出现短缺

# Major challenges

## 重要挑战

- Complications related to our **moving from print to digital** world  
由纸本迈向数字化的复杂性
- Need for better **trained library staff** (now have 32 professionals – down from 44 seven years ago)  
需要更完善的人才培训 (专业馆员由7年前的44名缩减至现时的32名)
- Introducing **RFID**  
引进无线射频识别设备技术



## 2 Changing users: Digital natives and beyond

转变中的读者：数位及超时代的新世代

# Digital natives

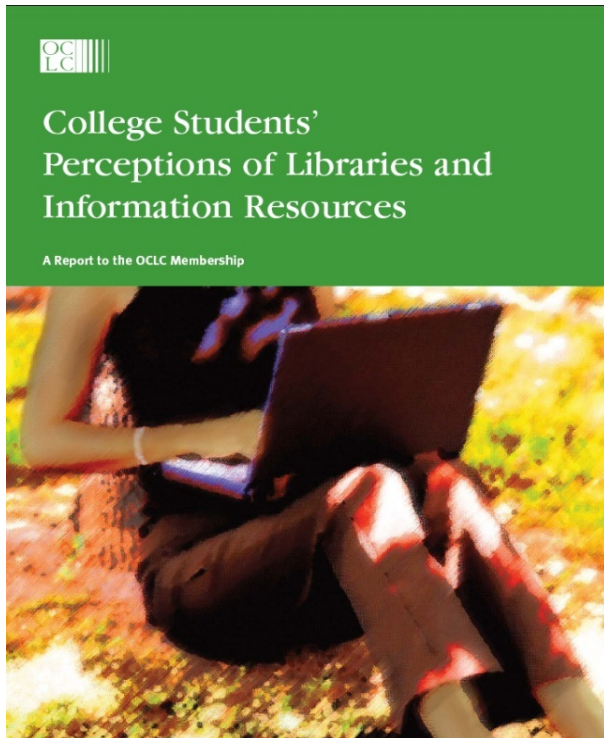
## 數位新世代

- over 10,000 hours playing videogames  
玩电脑游戏超过10,000小时
  - over 200,000 emails and instant messages sent and received;  
收取或寄出超过200,000封电邮或即时消息
  - over 10,000 hours talking on digital cell phones;  
在数字电话交谈超过10,000个小时
  - over 20,000 hours watching TV (a high percentage fast speed MTV),  
观看电视超过20,000小时(主要为高速音乐电视网)
  - over 500,000 commercials seen—all before the kids leave college.  
观看广告片超过500,000条 — 均在孩子们离开大学前
  - *And, maybe, at the very most, 5,000 hours of book reading.*  
以及，或许，顶多5,000小时的阅读时间
- Prensky, M. (2001) Digital natives, digital immigrants, *On the Horizon*, 9(5), 1-6,  
<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>

# Where do you start your information search? 你从哪里开始搜寻信息？

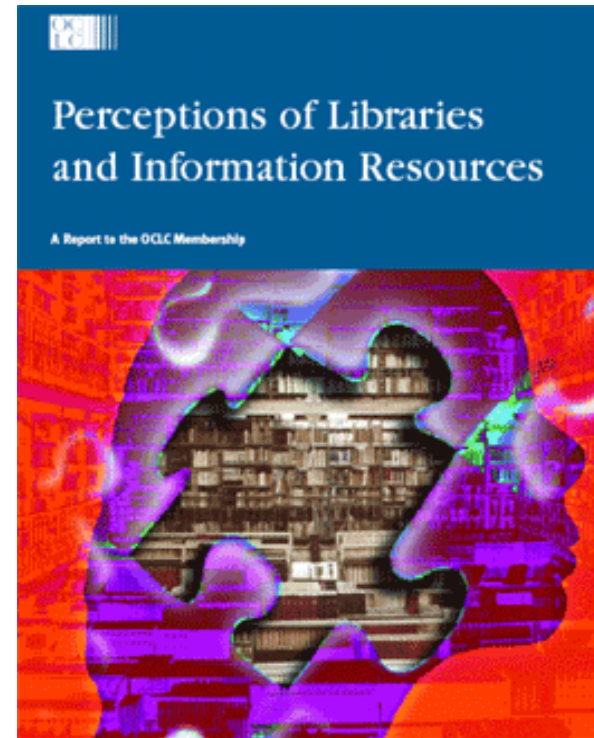
## College 大学生

- Search engines 搜寻器(72%)
- Library web site 图书馆网站(2%)



## Everybody 所有人

- Search engines 搜寻器 (84%)
- Library web site 图书馆网站(1%)



# Perceptions and habits

## 观念与习惯

- **Quality and quantity** of information are top determinants of a satisfactory information search. Search engines are rated higher than librarians.

信息的质量与数量是令人满意的信息搜寻的主要决定因子。搜寻器被看成比图书馆员更重要。

- The criterion selected by most information consumers to evaluate electronic resources is that the **information is worthwhile. Free is a close second. Speed has less impact.**

大多数信息客户选择电子资源的准则是信息要有价值。免费是第二准则。而速度则较为次要。

- Respondents **do not trust** purchased information more than free information.

回应者不相信购买的信息多于免费信息。

# Perceptions and habits

## 观念与习惯

- Library users like to **self-serve**. Most respondents do not seek assistance when using library resources.

图书馆读者喜欢自助服务。大多数回应者使用图书馆资源时不会寻求协助。

- The survey results are generally **consistent across the geographic regions** surveyed.

调查结果普遍地持续跨越受调查的地理区域。

# Libraries

## 图书馆

- Are ***used less and people read less*** since they began using the Internet.

自从开始使用互联网后，读者减少阅读，图书馆使用量降低

- ***Borrowing print books*** is the library service used most.

借阅纸本书是使用最多的图书馆服务

- ***“Books” is the library brand.*** There is no runner-up.

「图书」是图书馆的商标。没有亚军存在。

- Most information consumers ***are not aware of, nor do they use, most libraries' electronic information resources.***

大多数信息客户并不知悉或不会使用大部分的电子资源

# Libraries

## 图书馆

- **College students have the highest rate of library use and broadest use of library resources**, both physical and electronic.  
无论是纸本或电子资源，图书馆的使用量以大学生为最大，而且使用的资源最广泛。
- **Only 10 percent of college students indicated that their library's collection fulfilled their information needs** after accessing the library Web site from a search engine.  
仅一成的大学生表示以搜寻器查阅他们的图书馆网站能满足他们的信息需要。
- **Library in community. Most agree *library is a place to learn.***  
图书馆在社区中的作用。大多数人同意图书馆是一个学习的地方。

# Alternatives to libraries

## 图书馆的取替者

- ***Self-service. They use personal knowledge and common sense to judge if electronic information is trustworthy. They cross-reference other sites to validate*** their findings.

自助服务。他们用个人的知识及基本常识去判断电子资源是否可靠。

- ***Ninety percent of respondents are satisfied with their most recent search for information using a search engine*** (quality and quantity).

九成回应者满意他们最近用搜寻器所作的信息搜寻(在质与量方面)



# Alternatives to libraries

## 图书馆的取替者

- People trust what they find using search engines. They also trust information from libraries. They ***trust them about the same.***

人们相信他们利用搜寻器找到的信息。他们也相信从图书馆找到的信息。他们对两者持同样的信任。

- ***Search engines fit the information consumer's lifestyle better than physical or online libraries.***

搜寻器比实体或网上图书馆更适合信息客户的生活模式。

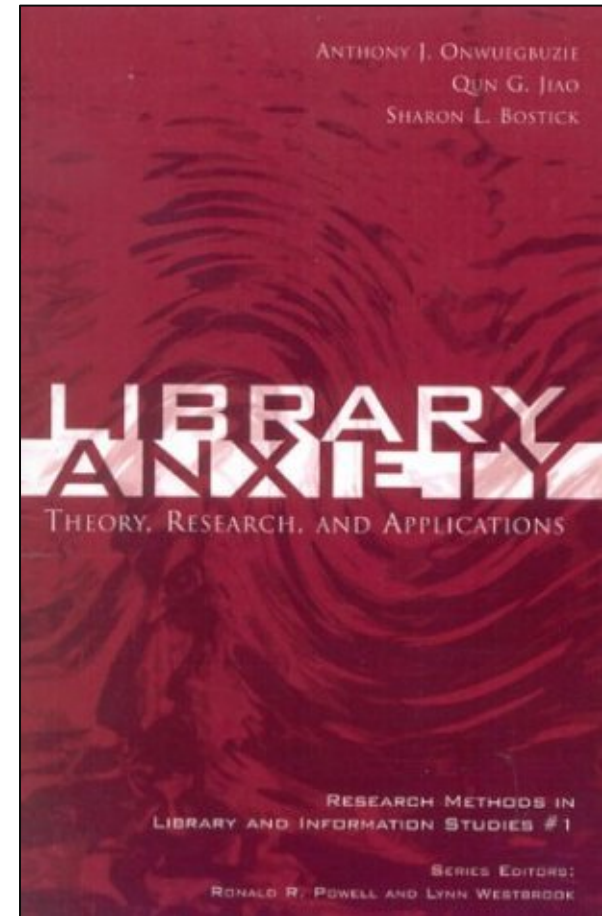
# Library anxiety

## 图书馆忧虑症

- When I first entered the library, I was **terrified**. I didn't know where anything was located or even who to ask to get some help. It was **like being in a foreign country** and unable to speak the language. (p.162)

当我第一次踏进图书馆，我感到害怕。我不知道甚么书放哪里，也不知道可向谁求助。仿似人在异乡，言语不通。

- Mellon, Constance (1986), "Library anxiety: A grounded theory and its development", *College & Research Libraries* 47 (2): 160–165, cited in Onwuegbuzie, A. J., Jiao, Q. G., & Bostick, S. L. (2004). *Library anxiety: Theory, research, and applications*. Landham, Md.: Scarecrow Press, Inc.



Library anxiety

图书馆忧虑症

Library avoidance + Procrastination

逃避图书馆 + 拖延探访图书馆

=

Academic underachievement

低学术成就

# 3 A New scholarship environment

## 新的学术环境

# 2003 OCLC Environmental Scan: Pattern Recognition

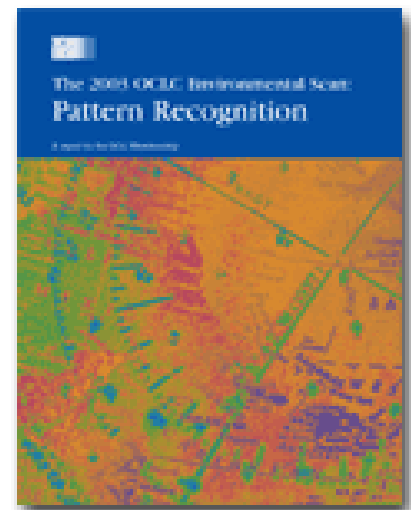
## 2003 OCLC 的环境透视：认清前景趋势

“provides a high-level view of the information landscape, intended both to inform and stimulate discussion about future strategic directions”

「就信息状况发表深入的见解，以期让读者了解未来策略的方向并激发这方面的讨论」

- Research & learning (Political) landscape  
研究和教学〈政治〉状况
- Social landscape  
社会状况
- Economic landscape  
经济状况
- Technology landscape  
技术状况

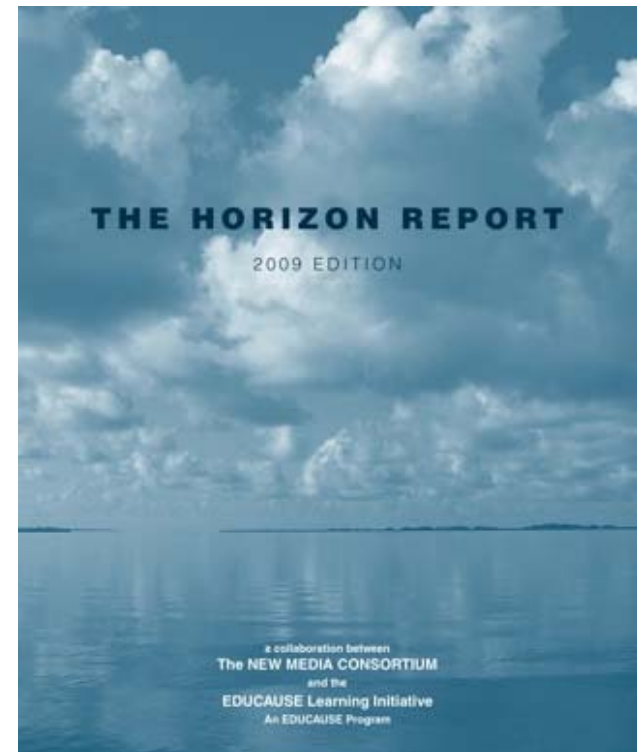
<http://www.oclc.org/reports/escan/>



# The Horizon Report (NMC & EDUCAUSE)

“seeks to identify and describe emerging technologies likely to have a large impact on teaching, learning, or creative expression within higher education.”

「力求找出及描述有可能为高等教育的教学或创意表达带来重大影响的新兴科技」

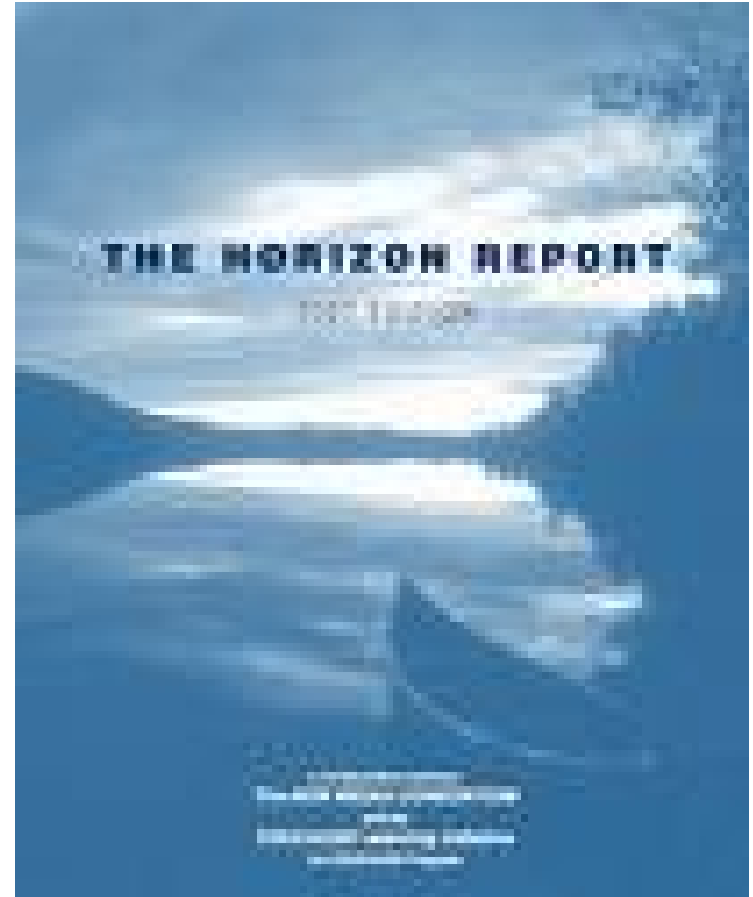


<http://www.nmc.org/horizon/>

# Key trends: 2007

## 主要趋势：2007

- **User-Created Content**  
用户制作内容
- **Social Networking**  
社交网络
- **Mobile Phones**  
手提电话
- **Virtual Worlds**  
虚拟世界
- **The New Scholarship and Emerging Forms of Publication**  
新学术及新兴的出版方式
- **Massively Multiplayer Educational Gaming**  
大型多用户教育游戏

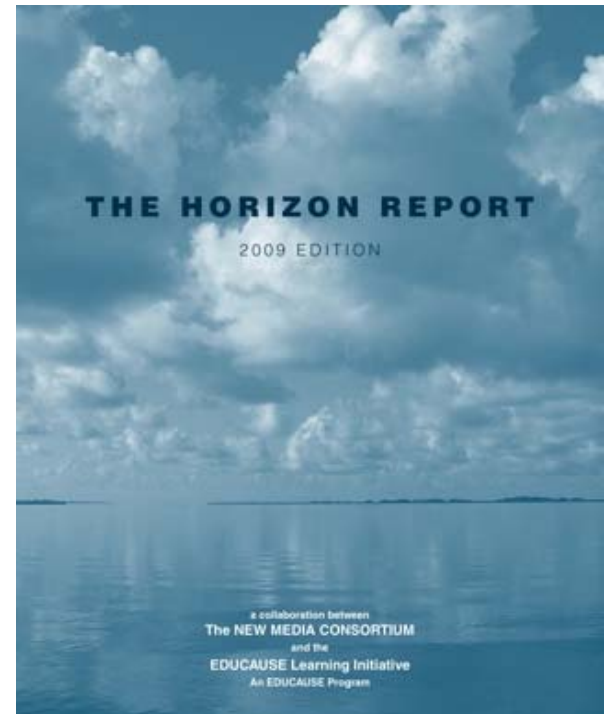




# Key trends: 2009

## 主要趋势：2009

- Globalization affect the way we work, collaborate, and communicate.  
全球化会影响我们工作、合作及沟通的方式
- Collective intelligence.  
群体智慧
- Games as learning tools.  
以游戏作学习工具
- Visualization tools making information more meaningful.  
可视化工具令信息更有意义
- Mobile phones unprecedented innovation, driven by global competition.  
在全球竞争驱动下产生的前所未有的手提电话创新科技

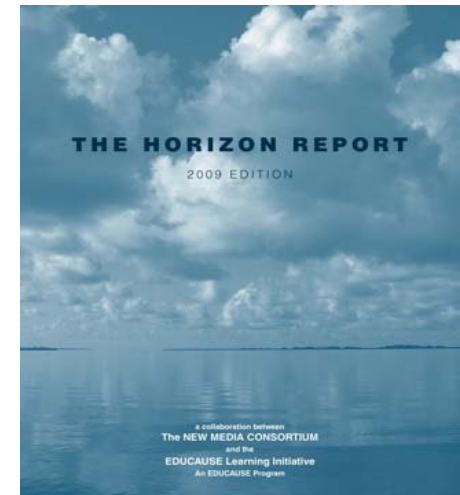




# Critical challenges

## 重要挑戰

- Growing need for formal instruction in key new skills, including information literacy, visual literacy, and technological literacy.  
在新技术上，正规指导的需要增加，包括信息素养、视觉素养及科技素养
- Students are different, educational material is not.  
学生是不同了，但教育材料并无不同
- Significant shifts in scholarship and research, and there is a need for innovation and leadership at all levels of the academy.  
学术及研究上有显著变动，而且在学术的所有层面均有创新及提高领导力的需要
- Need to measure and prove through formal assessment that our students are learning.  
有需要通过正式地评估学生所学作量度及证明
- Growing expectation to make use of and to deliver services, content, and media to mobile devices.  
将服务、内容及媒体传送到流动装置以便利用的期望正在增加



# Scholarly Information Practices in the Online Environment

## 网络环境的学术信息实务

Scholarly Information Practices in  
the Online Environment  
Themes from the Literature and Implications  
for Library Service Development

Carole L. Palmer  
Lauren C. Teffeu  
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Graduate School of Library & Information Science (GSLIS)  
Center for Informatics Research in Science & Scholarship (CIRSS)  
University of Illinois at Urbana-Champaign



A publication of OCLC Research

- Reports on “the state of knowledge on scholarly information behavior”  
「学术信息行为上的知识状态」报告
- “And how they differ among disciplines”  
「在不同的范畴中有何差异」
- Identifies “directions and ... priorities for development of digital information services”  
找出「方向及……数字信息服务发展的优次序」

# The five core scholarly activities and their primitives

## 五种核心学术活动及他们的本体

### 1. Searching 搜寻

1.1 Direct searching 直接搜寻

1.2 Chaining 链接

1.3 Browsing 浏览

1.4 Probing 探针

1.5 Accessing 存取

### 2. Collecting 收集

2.1 Gathering 搜集

2.2 Organizing 组织

### 3. Reading 阅读

3.1 Scanning 扫描

3.2 Assessing 评估

3.3 Rereading 再读

### 4. Writing 写作

4.1 Assembling 汇编

4.2 Co-authoring 合作

4.3 Disseminating 宣传

### 5. Collaborating 合作

5.1 Coordinating 协调

5.2 Networking 网络

5.3 Consulting 顾问

### 6. Cross-cutting Primitives

剪接原稿

6.1 Monitoring 监控

6.2 Notetaking 笔记

6.3 Translating 翻译

6.4 Data Practices 资料实务



## 4 Evolving collections, people and spaces 进化的馆藏、人与空间

*Books are for use, Every reader his book, Every book his reader,  
Save the time of the reader, The library is a growing organism.*

书尽其用，读者有其书，书有其读者，节省读者时间，  
图书馆是成长的有机体

(S.R. Ranganathan)

# Evolving collections

## 进化的馆藏

- Books, journals, microforms, audiovisual etc, 书籍、期刊、缩微印刷品、视听馆藏等
- e-everything 任何电子馆藏
- Print vs digital 纸本与数位馆藏
- Open Access 开放存取
- Institutional repositories 机构典藏
- Research data 研究数据
- Interoperability 互操作性
- Digital preservation 数位保存
- Mass digitization 大规模数字化

# Evolving collections

## 進化的館藏

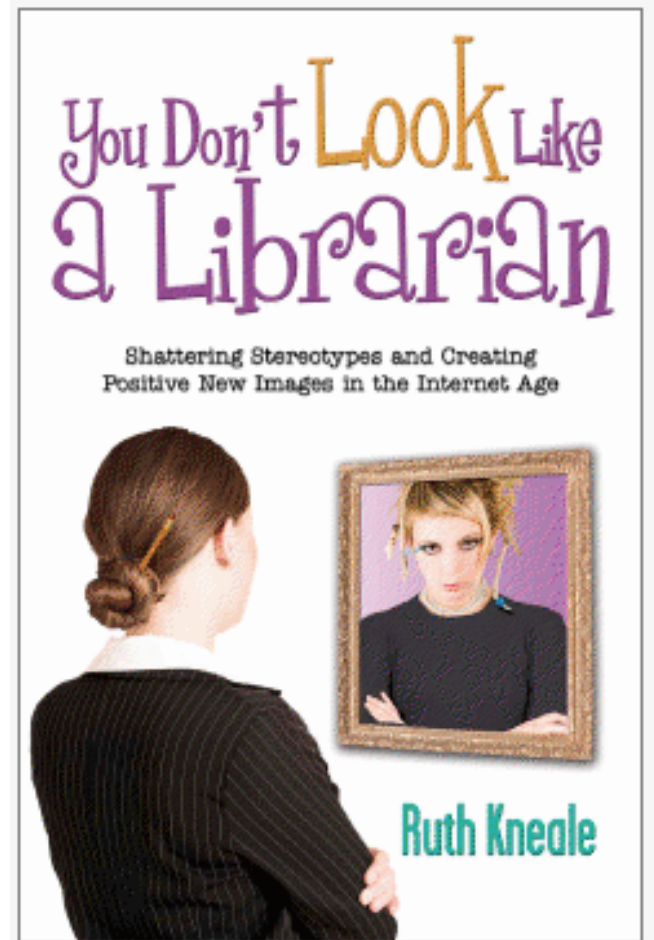
- Collaborations – collecting and creating 合作—收集及建立
- Print on demand 随选打印
- Learning focus 学习重点
- Technology based services 以技术为基础的服务
- Speed 速度
- Access 查阅
- Funding 经费
- Space utilization 空间运用
- Remote archives, etc etc 遥距馆藏

# Defining the profession

## 专业的定义

- Stereotyped but changing  
已定型的但正在转变
- Passionate but about different things  
对不同的事情有热诚
- Homogeneous or maybe not  
相似的又或是不相似的
- Value of formal library education  
正规图书馆教育的价值
- Books are for use, Every reader his book, Every book his reader, Save the time of the reader, The library is a growing organism.

书尽其用，读者有其书，书有其读者，节省读者时间，图书馆是成长的有机体  
(Ranganathan)



# Re-defining the profession

## 专业的重新定义

- “... the librarian of the future ... will be expected to be quite a versatile creature ... able to *imagine futures and work towards them.*”

「……未来的图书馆员……将会是相当多才多艺的人才……具有预测及迈向未来的能力。」

- Feret, B and Marcinek, M. (1999), The Future of the Academic Library and the Academic Librarian: a Delphi study. *Librarian Career Development*, 7(10), p91-107.



# Re-defining the profession

## 專業的新定義

### Skills

- Interpersonal
- Communication (listening, writing, presenting)
- Financial management
- Spatial design
- Team working
- Team building
- Negotiating
- Customer orientation
- Cultural awareness
- Political awareness, etc

### 技巧

- 人際關係
- 溝通(聆聽、書寫、表達)
- 財政管理
- 空間設計
- 團隊工作
- 團隊建立
- 談判
- 顧客主導
- 文化意識
- 政治意識等

# Re-defining the profession

## 专业的重新定义

### Characteristics

- Initiative
- Empathy,
- Adaptability
- Persuasive
- Personable
- Creative
- Entrepreneurial
- Passionate
- Trustworthy
- Intelligent (on multiple levels), etc.

### 特征

- 主动性
- 同理心
- 适应能力
- 说服能力
- 外表得体
- 有创意
- 有企业精神
- 有热诚
- 可靠
- 智慧 (在不同层面)，等等

# Multiple intelligences

## 多种商数

- Intellectual (IQ) 情商
- Emotional (EQ) 智商
- IQ gets you the job, EQ makes you successful

智商令你找到工作，情商令你成功

Emotional intelligence is twice as important as all other factors for success in jobs at all levels.

情商的重要性是所有层面工作的其它成功因素的两倍。

90% of the difference between outstanding leaders and average leaders is due to emotional intelligence.

杰出领导与一般领导的九成区别在于情商

Daniel Goleman

- Adversity (AQ) 逆境商數

# Five components of emotional intelligence

## 情商的五種因素

- Self-awareness 自我意识
- Self-regulation 自我管制
- Motivation (to achieve) 自我激励
- Empathy 同理心
- Social skills  
(friendliness with a purpose) 社交技巧

# Emotional Intelligence (EI)

## 情緒智商

- “The workplace is changing, and changing fast. It is no longer just how smart we are, by our professional training and expertise, which determines success in careers. Today, more than ever, personal qualities like initiative, empathy, adaptability and persuasiveness feature prominently. Whatever the career, understanding how to cultivate these capabilities is essential for success.”

“工作的地方正在转变，而且是快速地转变。事业成功已不单只取决于我们的专业培训及专业知识，或我们有多精明。今天，比从前更需要的是个人的素质，比如主动性，同理心，适应能力及说服能力更显重要。无论任何职业，明白如何培养这些能力才是成功之道”

Tey Tsun Hang, Emotional Intelligence and Careers, *CDTL Brief*, March 1999, Vol. 2 No. 1

<http://www.cdtl.nus.edu.sg/brief/v2n1/sec3.htm>

# Emotional competence and EQ

## 情绪能力及情绪智商

- *Personal competencies* determine how we manage ourselves.  
个人能力决定我们如何管理自己
  - self-awareness 自我意识
  - self-regulation 自我管制
  - motivation 自我激励
- *Social competencies* determine how well we handle relationships.  
社交能力决定我们如何处理关系
  - empathy 同理心
  - social skills 社交技巧
- When measured together they determine our EQ  
一起量度时它们将决定我们的情绪智商

- ...emotional competencies can be cultivated with the right practice. Unlike IQ, they can improve tremendously throughout life ... emotional intelligence tends to increase as we learn to be more aware of our moods, to handle distressing emotions better, to listen and empathise. In the new workplace, with its emphasis on flexibility, teams and a strong customer orientation, this crucial set of emotional competencies is becoming increasingly essential for excellence in every job.

情绪能力可透过练习培养。与智商不一样，它们可在一生中大幅度地增加……当我们学会更了解自己的心情去减低情绪压力，学会聆听及理解别人的时候，情绪智商就会增加。在强调弹性、团队及注重顾客服务的新工作环境，这些决定性的情绪能力对于追求卓越就变得越来越重要。

Tey Tsun Hang, Emotional Intelligence and Careers, *CDTL Brief*, March 1999, Vol. 2 No. 1 <http://www.cdtl.nus.edu.sg/brief/v2n1/sec3.htm>.

# Adversity Quotient (AQ)

## 逆境商數

- The ability to thrive in the face of adversity  
在逆境中成功的能力
- The measure of how an individual perceives and deals with challenges  
量度个人如何接受和面对挑战
- People with high AQ levels:  
逆境商数高者
  - Take greater responsibility to fix problems  
承担更大的责任解决问题
  - Do not blame others for their setbacks  
不会因自己的失败而埋怨他人
  - Feel that the problems they face are limited in scope  
觉得他们面对的问题只在有限的范围
  - Feel the problems they face can be dealt with quickly  
觉得他们面对的问题很快会得到解决



# Adversity Quotient (AQ)

## 逆境商数

- Like IQ, AQ levels can be measured  
像智商一样，逆境商数也可量度
- AQ levels can be improved simply by awareness  
逆境商数可纯粹透过自我意识而增加
- Awareness can help in developing employees to their full potential.  
自我意识可帮助员工尽量发挥潜能

# Library spaces

## 图书馆空间



Bodleian Library entrance, Oxford.

<http://commons.wikimedia.org/wiki/File:Bodleian20040124CopyrightKaihsuTai.jpg>

The Sistine Hall of the Vatican Library

<http://en.wikipedia.org/wiki/File:Salone-sistino.jpg>

# Library as place and space

## 图书馆作为场所及空间

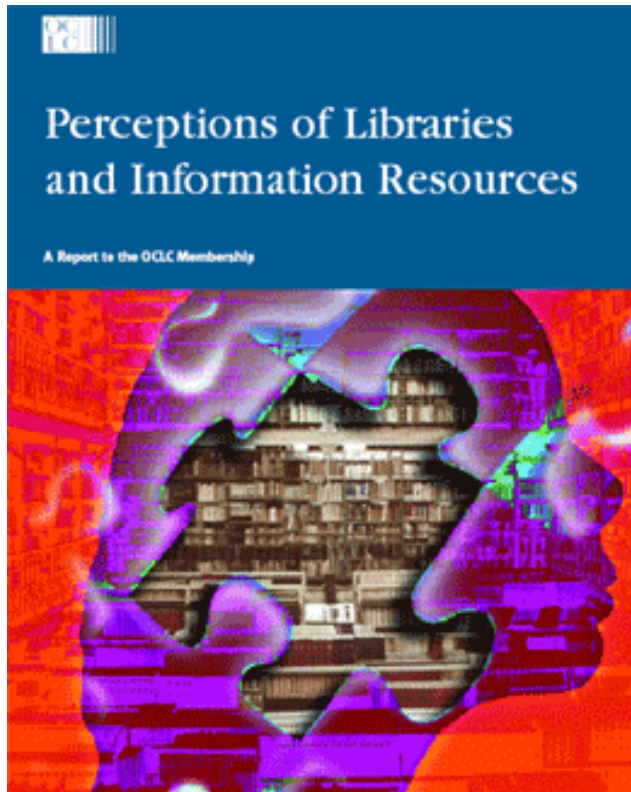
- “Clever, creative and modern are three words that can be used to describe libraries around the world nowadays”

智慧型、富创意及现代化是用于描述当今全球图书馆的三组词汇

– <http://www.smh.com.au/national/the-quiet-revolution-20090212-85zl.html?page=-1>

# Library as place and space

## 圖書館作為場所及空間



- Comments from respondents provide clear directions for physical libraries: be ***clean, bright, comfortable, warm and well-lit; be staffed by friendly people; have hours that fit their lifestyles; and advertise services.*** Find ways to get material to people, rather than making them come to the library.

回应者的意见给实体图书馆提供了清晰的方向：清洁、明亮、舒适、温暖及灯火通明；工作人员友善；开放时间与他们的生活模式配合；以及让读者知晓服务。与其令读者来图书馆，不如寻找方法把数据带给他们。

Reference Counter designed in the early 80s' that restricts interaction  
between librarians and users

八十年代初期设计的咨询柜台限制了馆员和读者之间的互动



Group discussion rooms are not equipped to facilitate  
group presentation or discussion  
小组讨论室没有作小组简报及讨论的装置



Trying to avoid intrusion by collaborative spaces, individual users tend to create private learning space and obstruct fire routes/facilities in some locations  
为了避免受共享空间打扰，个别读者倾向制造个人学习空间，因而妨碍某些地方的走火通道及设施







# New library spaces: why?

## 新的图书馆空间：为甚么

- Changing student/user behaviour 转变中的学生/读者行为
  - Multitasking, always connected, group-work, interactive, experiential, digitally literate  
处理多重任务、常常互相联系、团队工作、互动、从经验出发的、具数字化素养
- Decreasing library entry statistics 进图书馆的人数不断下降
- Rapidly evolving technologies 迅速进化的技术
- Seismic shift in pedagogical practices 因地震而引起的教学方法
  - Collaborative project work, cooperative and supportive, younger students (HK), international student body, encouraging discovery, greater skills emphasis, etc.  
协作项目工作、合作与支持、年轻的学生〈香港〉、国际学生团体、鼓励探索、更多地强调技巧，等等



HKU CENTENNIAL CAMPUS REPORT SERIES (5)

# Learning Commons: Innovative spaces for student-centred learning



The heart of the new CENTENNIAL CAMPUS is the central learning commons, a dynamic teaching and learning environment with the inbuilt flexibility required for the 21<sup>st</sup> century student.

**W**arm and welcoming. Lounge chairs and diner booths. Food and drinks. Late night access. Chatting with friends. Wired and wireless. Does this sound like the newest coffee shop in town? No. It is a fitting description of the centerpiece of The University of Hong Kong's Centennial Campus, the Learning Commons.

But there is more. No matter what your learning style or requirement, you will benefit from this expansive and innovative space: serious study spaces, formal and

6,000m<sup>2</sup> space for 21<sup>st</sup> century learning needs

The idea of a learning "place" is very important for students so, along with the developing concept of the learning commons, the library as such a "place" has also changed. Along with learning commons, libraries are also evolving as places where students not only access resources and study but also where they can meet, work and socialize with other students. The relationship between libraries and learning commons is highly symbiotic.

HKU's Centennial Campus has at its heart the Learning Commons. Spread over three floors, this 6,000 m<sup>2</sup> space will cater to the needs of the learner of 2012 and beyond.

The Learning Commons will comprise three fundamental types of learning spaces. Individual, self-paced learning remains a demand from students and a variety of space will be provided for this learning style. These will include quiet study areas, reading and lounging areas and single computer access stations. Collaborative learning spaces will

also be provided in the form of more traditionally styled work tables as well as diner booth style places that are well suited to group interactivity. In a more formal setting, tutorial rooms, fully equipped electronic classrooms and lecture theatres will also be available. With seating for more than 2,000, the University's additional student intake resulting from the 3-3-4 curriculum will be well catered for by 2012.

Student-centred, full-fledged services

Central to any learning commons environment are the services that are made available within them. Librarians will help students to navigate and effectively utilize

and utilize the vast array of digital information resources that are already now available but which are destined to further expand by 2012. Technology experts will assist students with the latest software that will assist their studies. Experts in a range of academic related skills will also be available to help students to master effective learning and study skills, to craft their assignments and to present their research and learning findings in the most effective and persuasive manner. Career counseling, copying and binding services will also be available.

But students are not the only ones that will gain from the learning commons environment. Teaching and research staff will also benefit from the innovative range of spaces. In addition to the opportunity to meet with their students both formally and less formally, staff will be able to find spaces that will enable them to work collaboratively with colleagues from other fields, to share ideas on new teaching techniques, as well as the opportunity to learn, among other things, new teaching skills, how to compose successful research grant proposals and effective publishing techniques.

Eco-friendly and flexible spaces

Architecturally, and along with the rest of the Centennial Campus, planning for the Learning Commons is taking into consideration eco-friendly and sustainable construction methods and materials. With this in mind the Learning Commons will be a space that will inspire learners and educators alike with ample glass providing optimum natural lighting as well as visually appealing aspects onto leafy courtyards,

## Learning Commons: A Global Phenomenon

They may appear under different names like "library commons", "information commons", "learning center" or "learning grid", but irrespective of what they may be called, the introduction of the learning commons concept is rapidly sweeping institutes of higher learning across the globe. While many of these facilities enjoy their own unique style that is reflective of local requirements, they share in common an approach to learning space that is designed to accommodate a range of learning styles with an array of supporting services.

While a relatively new concept for some, many libraries have grappled with the notion since the early 1950s. The University of Southern California's Leavitt Library celebrated its Information Commons' 40th anniversary in 2004. In the past five years any library renovation that has not included a learning commons component would be in a minority. This has certainly been evident across North America, Europe, Australia, New Zealand and, increasingly, Asia including Hong Kong. HKU's Learning Commons will showcase the most successful elements of both new and older learning commons in constructing its own for the Centennial Campus.

Internationally, the popularity of the learning commons has grown as they tend to bring together a range of services usually found in various places around campus and the convenience of "one-stop shopping" is increasingly important for busy students regardless of their own country of study.



courtyards and the surrounding lush environment.

Design features will accommodate a range of learning and teaching spaces but will also be built with a view to providing maximum flexibility within these spaces. Flexibility of spaces is essential for two reasons. Firstly, the growth of technology makes it nearly impossible to predict what type of spaces will be possible or needed more than four years from now. Secondly, the spontaneous nature of today's students will necessitate that, with little advance notice, groups of students and teachers can gather for a range of activities such as speeches, debates, performances, meetings, exhibitions or even recreation.

As a centerpiece of the Centennial Campus, the Learning Commons will not only serve to enhance the University's status as a world-class institution, it will also serve to showcase Hong Kong's long established reputation as an education hub renowned for its creativity and innovation. Perhaps of greatest significance is that the Learning Commons will provide the University with an academic environment that will generate an even greater sense of community further nurturing students who are destined to be tomorrow's leaders for Hong Kong, Mainland China and the global community.



informal teaching venues, state-of-the-art technology with access to the world's vast digital research collections and people to help you either individually or in groups.

Loosely defined as a shared or common space in which students, teachers and others can come together to interact, the concept of the Learning Commons has evolved as learners' needs have changed. Once confined to the traditional study spaces available in their libraries, university students now seek out a wider range of options for study that will suit their needs at any point in time.

Coffee shops, canteens, dormitories, outdoor spaces are now all fair game for students to gather, share ideas and learn. In an environment that is driven by the ever growing supply of digital resources, by the increasing demands for collaborative and interactive learning, and by varying individual styles of learning, learning spaces have not only changed but have changed dramatically.

*A Community Effort for a Better Future*

# HKU Centennial Campus Learning Commons Preliminary Plan

## 香港大学百周年校园学习共享中心初步设想计划

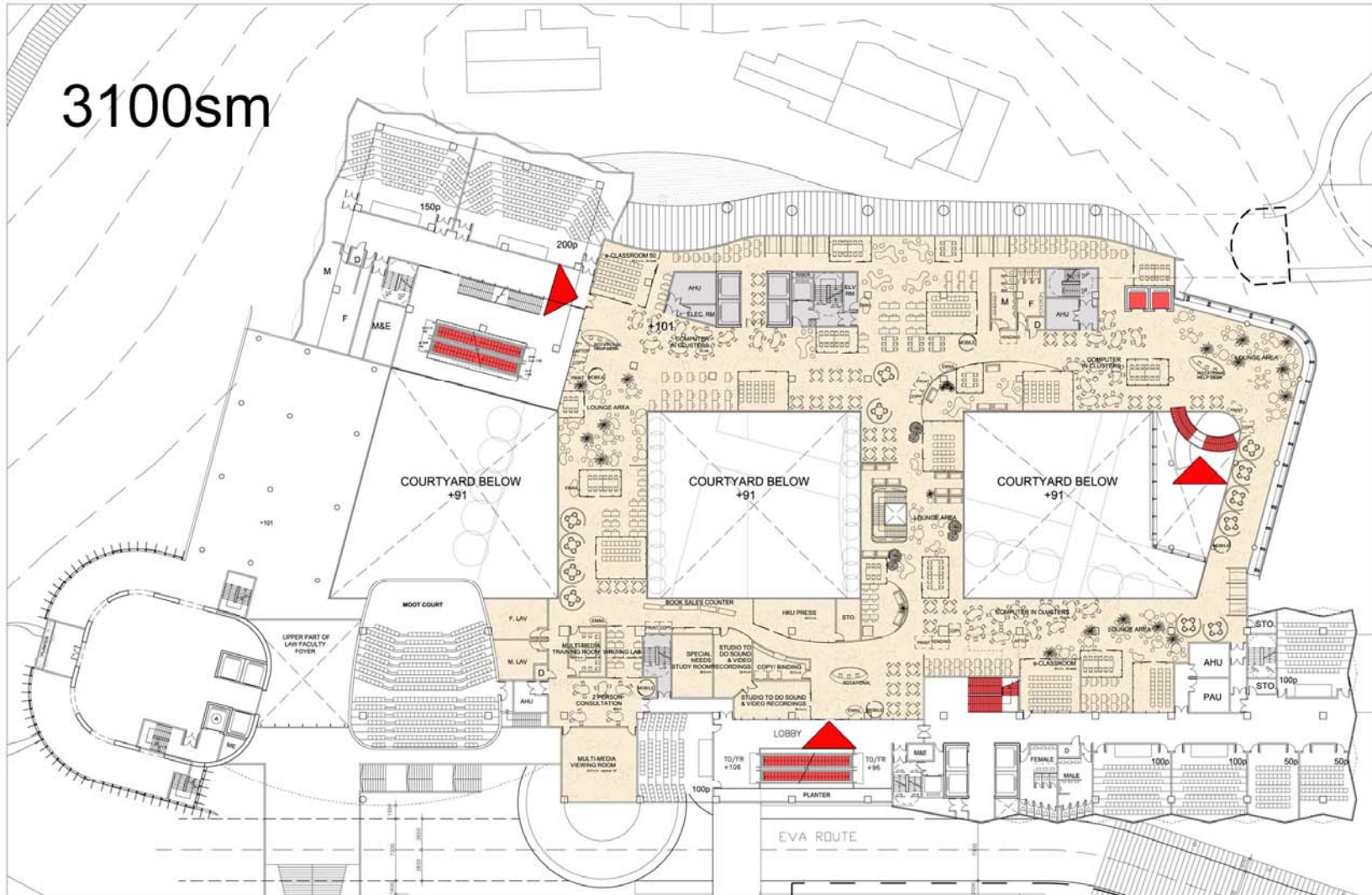
Items		Knowledge Group Brief 2006		Proposed Brief 2008	
		Capacity/Area	Area %	Capacity/Area	Area %
<b>SELF LEARNING</b>	Self Study Area: Quiet Study, Reading and Lounge Areas, Faculty Commons	<b>450 seats</b>	<b>30%</b>	<b>500 seats</b>	<b>35%</b>
	Space with fixed Computer	<b>150 seats</b>		<b>300-400 seats</b>	
<b>INFORMAL LEARNING IN GROUPS</b>	Work Tables: Capacity: 6 & 4	<b>460 seats</b>	<b>20%</b>	<b>500 seats</b>	<b>25%</b>
	Diner Booths: Capacity: 6	<b>60 seats</b>		<b>120 seats</b>	
<b>FORMAL LEARNING IN GROUPS</b>	Tutorial Rooms: Capacity: 25 & 12	<b>430 seats</b>	<b>30%</b>	<b>430 seats</b>	<b>20%</b>
	E-Classrooms: Capacity: 50 & 25	<b>300 seats</b>		<b>300 seats</b>	
	Theatres: Capacity: 50	<b>150 seats</b>		<b>150 seats</b>	
<b>SUPPORT FACILITIES</b>	Entrance: Lobby, Exhibition Space & Open Area for debates and performances	<b>220 sm</b>	<b>20%</b>	<b>300 sm</b>	<b>20%</b>
	Help Desks: Information, Rotational Service Provider & Computer User Help Desks	<b>90 sm</b>		<b>90 sm</b>	
	Support Offices: Backup Offices, Office for Director & Office for full time Staffs	<b>60 sm</b>		<b>300 sm</b>	
	Multi-Media Centre	<b>80 seats</b>			
	English/ Writing Centre, CAUT, HKU Press	<b>N/A</b>			
	Central Resources: Copy/ Binding Centre, Special Study Rooms & Consultation Areas	<b>230 sm</b>		<b>110 sm</b>	
	Lounge for Staff	<b>N/A</b>		<b>30 sm</b>	
	Utilities: Copy Machines, Printers, Email Stand Up Terminals, Lockers, etc.	<b>170 sm</b>		<b>120 sm</b>	





# HKU Centennial Campus Learning Commons Preliminary Plan

## Level 3

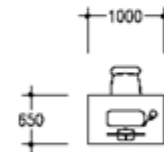
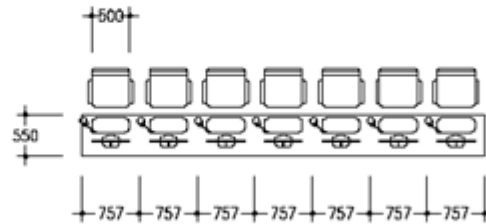
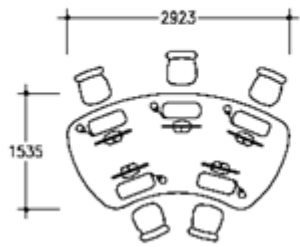


CENTENNIAL CAMPUS LEVEL +101 PLAN

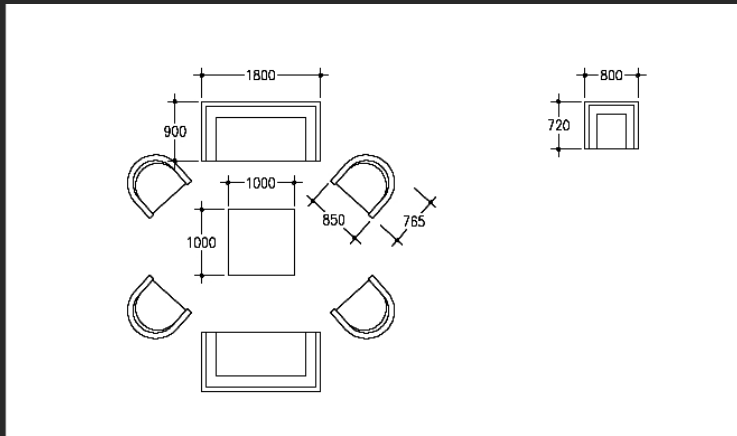
University of Hong Kong, Development of Centennial Campus  
project number: 2131



WONG & OLIVANGI ARCHITECTS  
Dwg no: ASK 1024 rev: 11 FEB 2008

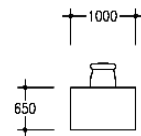
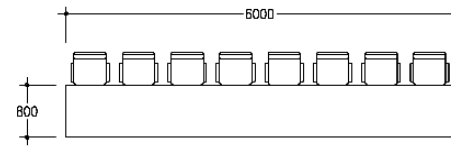
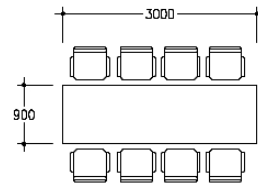
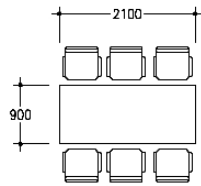
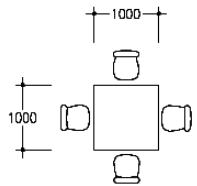


# Computer Clusters

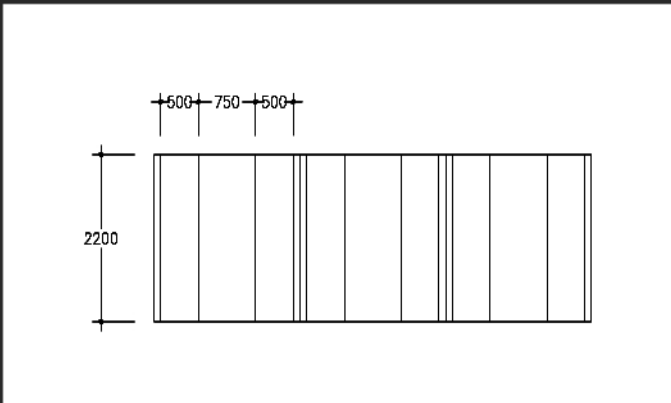


## Lounge and Casual Seating

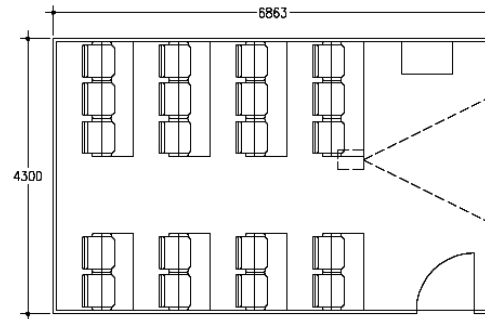
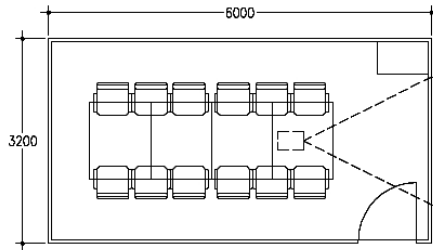




## Study Areas



**Group Study Booths**



**Group Study Rooms for 12 and 20 persons**



**Writing Labs**



**Resource Centre**

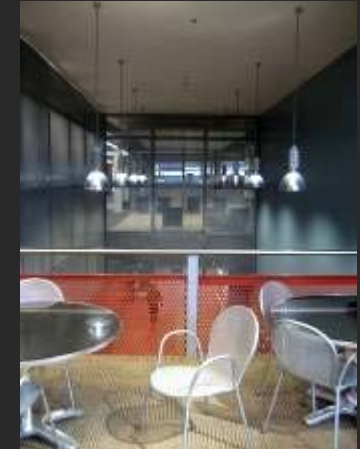


**Multi-Media Room**

**Help Desk**



**Learning Commons – Assisted Learning Facilities 630sm**



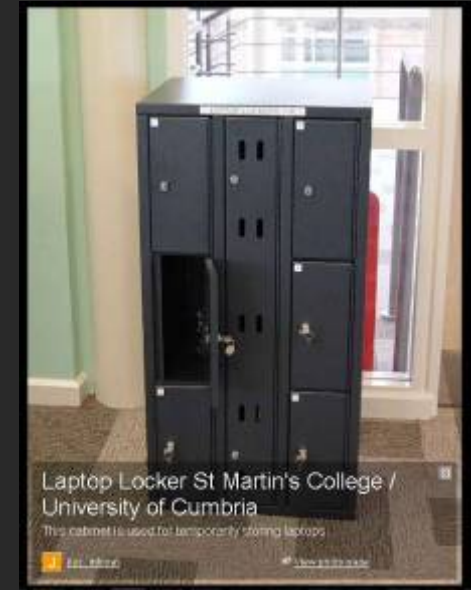
Cafe



Exhibition and Event Area



Help Desk



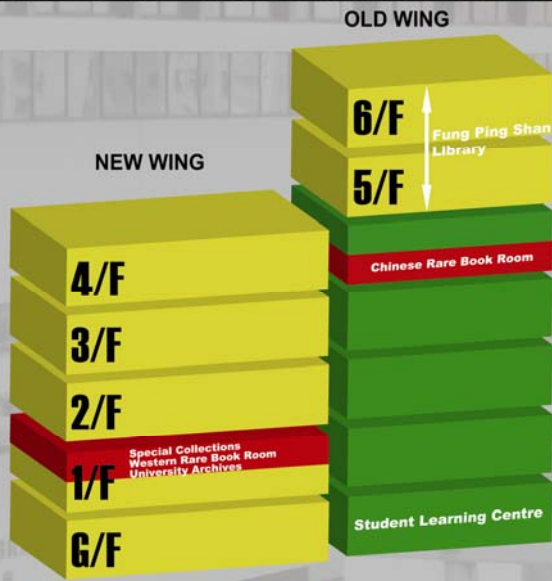
Laptop Lockers

## Support Facilities

# NEW HKU MAIN LIBRARY FOOD AND DRINK POLICY: Six-Month Trial 1/7/08 - 31/12/08

GREEN	YELLOW	RED
 <p><b>LOW VOICE</b></p>	 <p><b>SILENCE</b></p>	 <p><b>SILENCE</b></p>
 <p><b>FOOD ALLOWED</b></p>	 <p><b>NO EATING</b></p>	 <p><b>NO EATING</b></p>
 <p><b>DRINKS ALLOWED</b>  <small>Do not place drinks next to computers or photocopiers.</small></p>	 <p><b>DRINKS ALLOWED</b>  <small>Do not place drinks next to computers or photocopiers.</small></p>	 <p><b>WATER ONLY</b>  <small>Do not place drinks next to computers or photocopiers.</small></p>

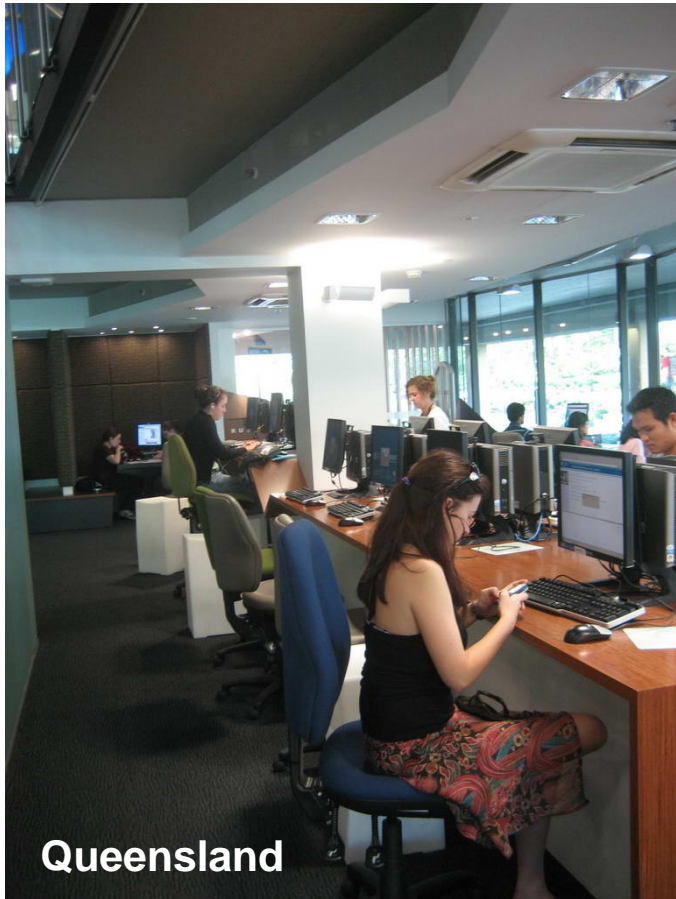
## FLOOR GUIDE TO NEW FOOD AND DRINK POLICY





Photos from a recent trip  
to Australia and  
New Zealand  
by HKU staff





Queensland

Otago

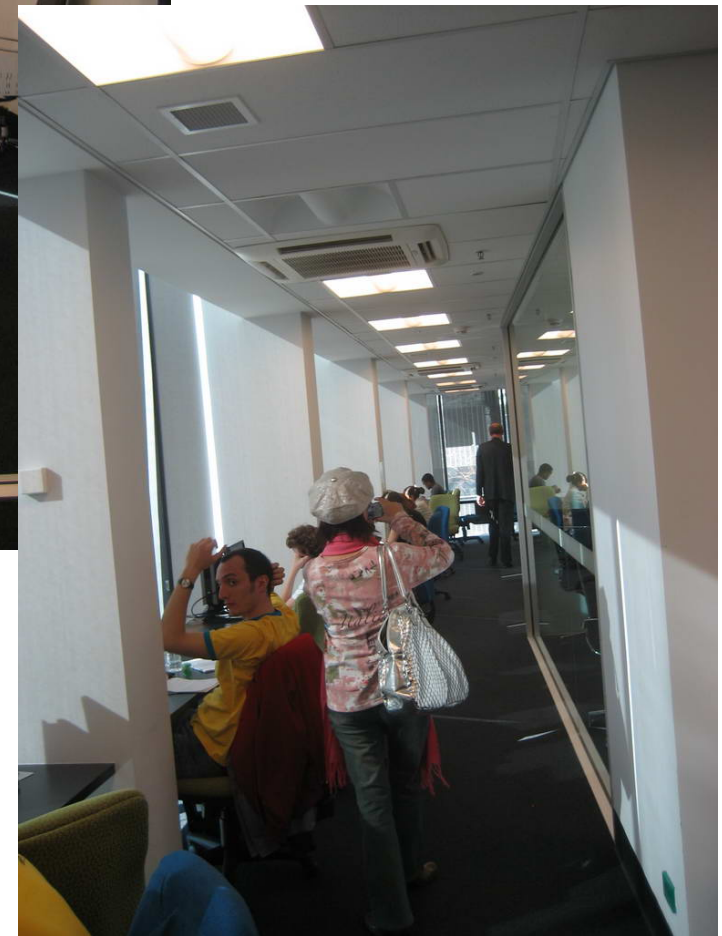
## Open Planned Computer Study Areas





Queensland

**Group Study Rooms**





## Open Plan Group Study Areas



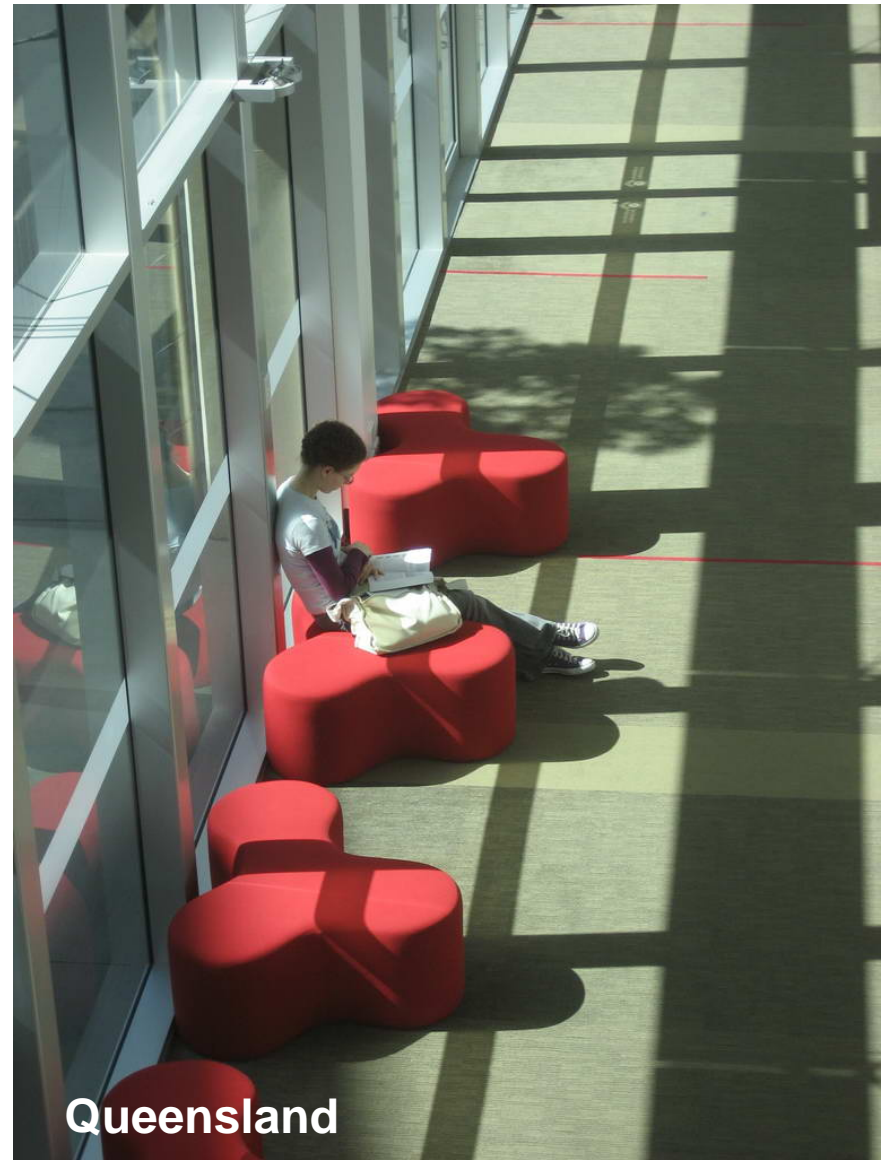
Otago



**Casual Study Areas**



Queensland



Queensland

## Casual Study Areas



Otago



Otago



Curtin

**Casual Study Areas**

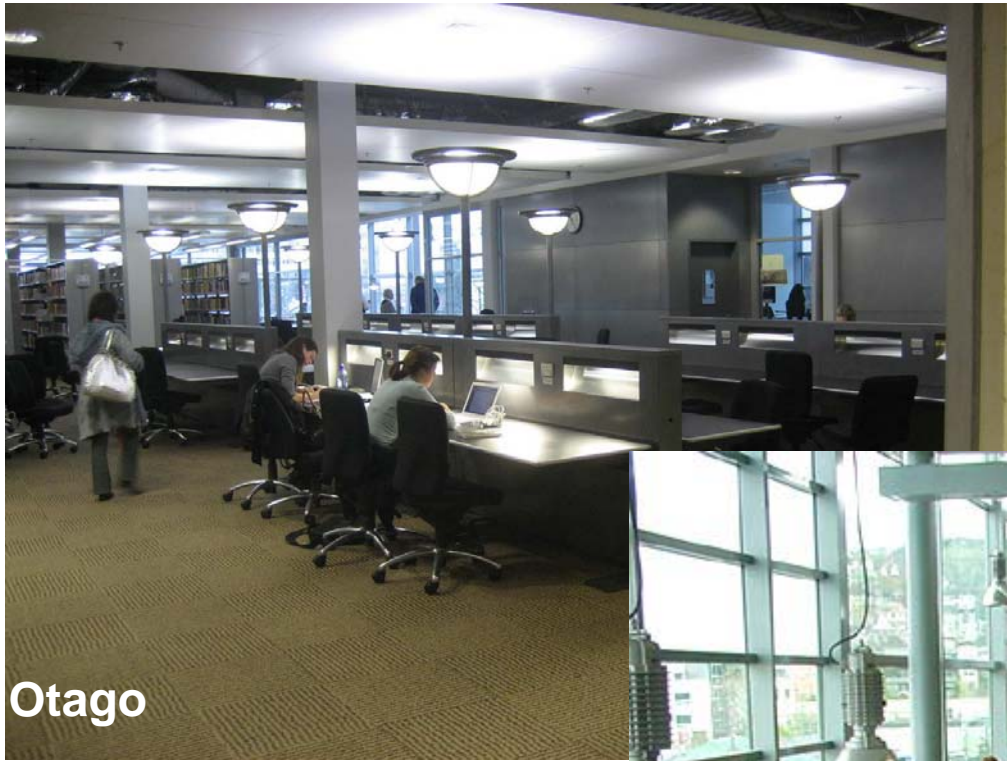


Otago



Individual Study Spaces

Otago



Otago



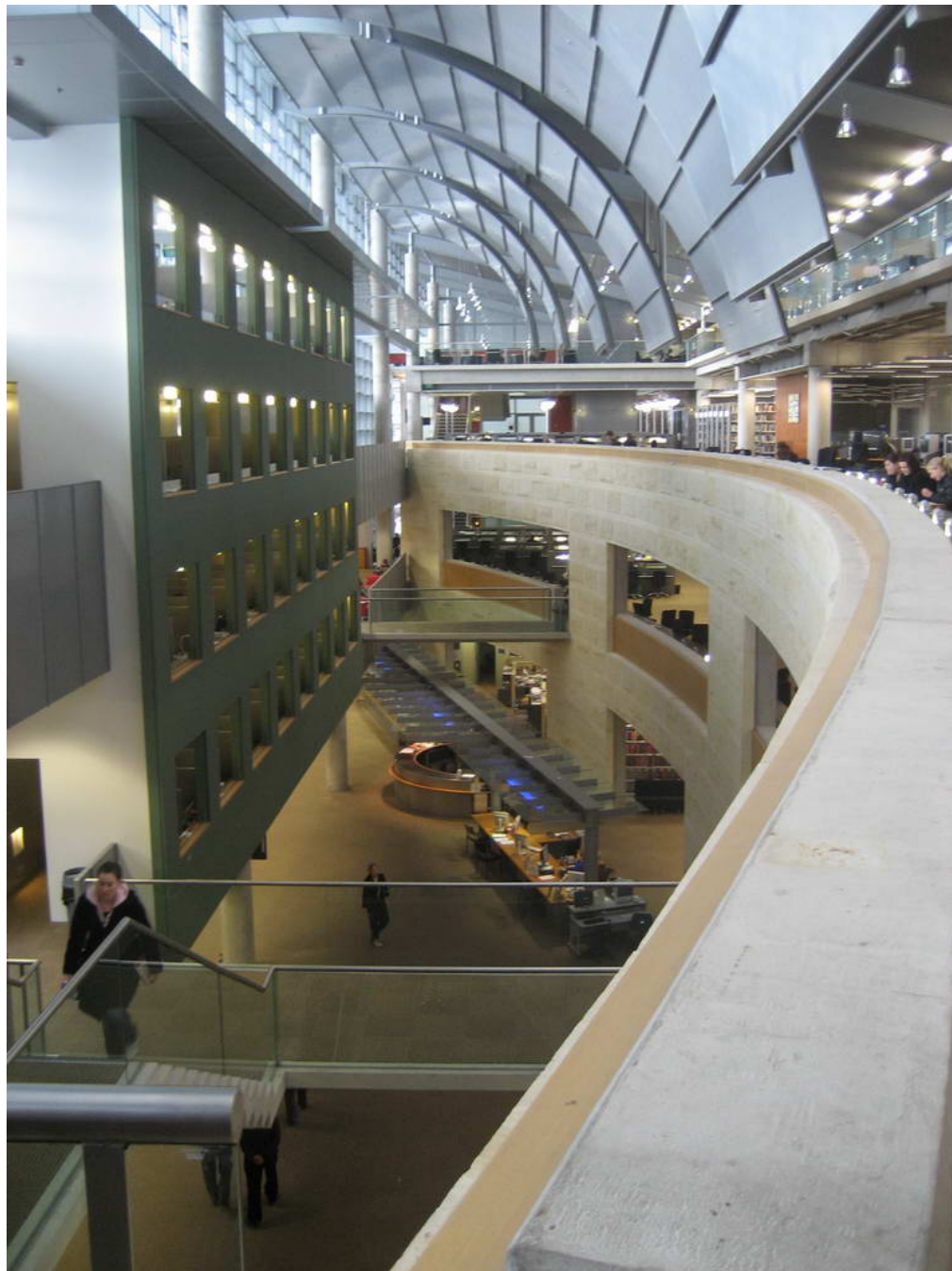
Individual Study Spaces

Otago

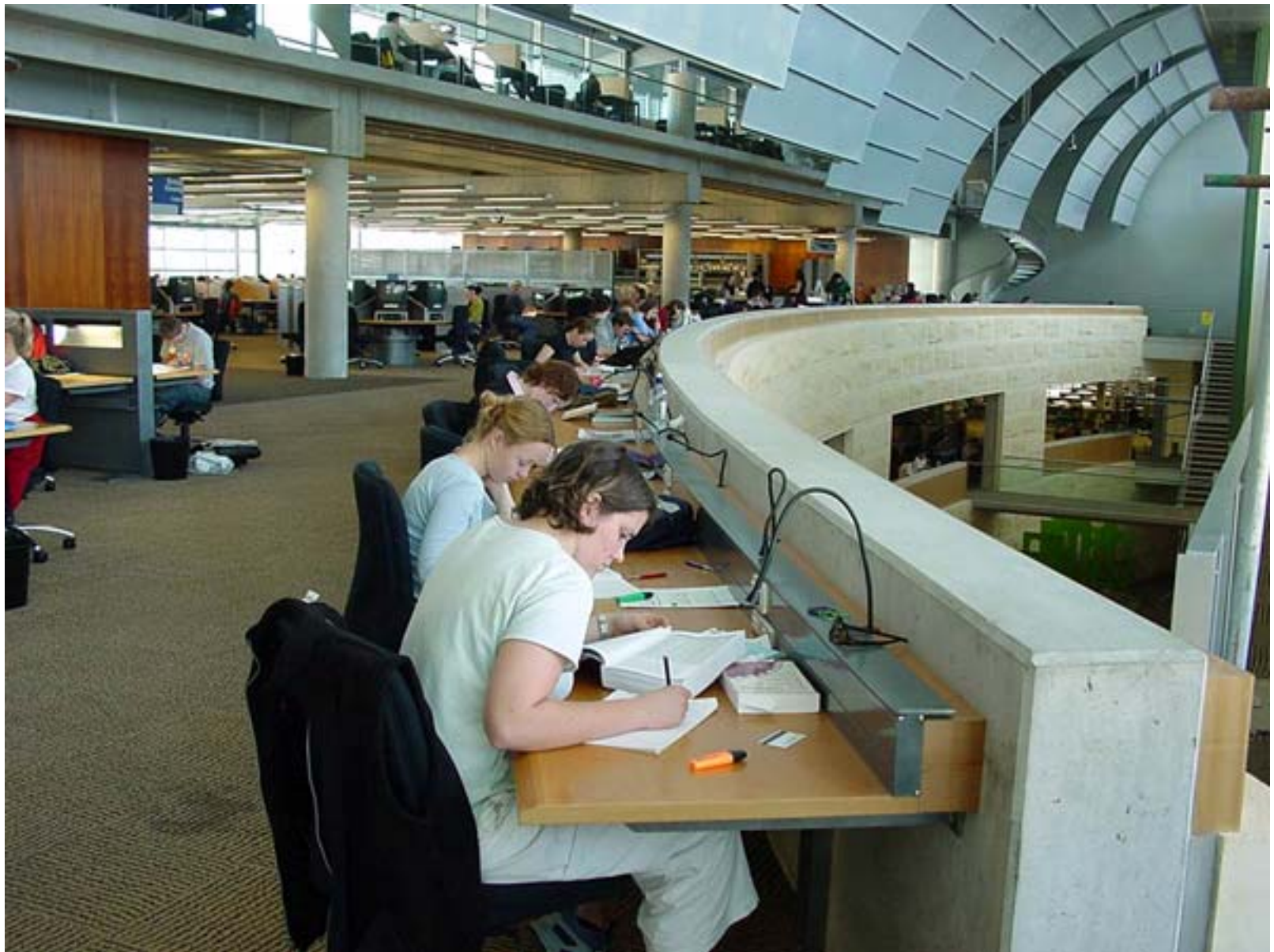


Otago





Otago



Otago



Otago



Otago



Otago



Otago



Otago



Otago





Queensland



**Melbourne**

5 But how do we get there?

如何到达彼岸？

# Organisations and change

## 组织与转变

An organisation:

组织

- is a formal group of people with one or more shared goals  
是由具有一个或以上共同目标的群众组成的正规团体
  - Is a social arrangement for achieving controlled performance in pursuit of collective goals  
是一个社会环境以求在追求集体目标的过程中达到固定绩效
- (Huczynski and Buchanan, 2001, p.7)

# Organisations are:

组织是

- People 人力资源
- Achievement 成就
- Power 能力
- Leadership 领导
- Formal and informal 正规及非正规
- About survival  
(healthy & successful) 关于生存〈健康与成功〉
- Evolution 进化
- Cultural 文化

Management is  
doing things right;  
Leadership is  
doing the right things

管理是正确地做事  
领导是做正确的事

Drucker/Bennis

# Defining “leadership”

## 领导的定义

- The quality of leadership, more than any other single factor, determines the success or failure of an organization. (Fiedler & Chemers *Improving Leadership Effectiveness*)  
领导技术的质量比起其它因素更能决定一个机构的成功或失败。
- A new leader has to be able to change an organization that is dreamless, soulless and visionless ... someone's got to make a wake up call. (Warren Bennis)  
一名新的领导人员必须有能力去改变一个没有梦想、没有灵魂和愿景的机构……得有人去唤醒这一切。
- The only real training for leadership is leadership. (Anthony Jay)  
最实际的领导技术培训就是领导工作
- You do not lead by hitting people over the head — that’s assault, not leadership. (Dwight D. Eisenhower)  
你不会用敲打别人脑袋的方式去领导 — 那是攻击，不是领导。

# Leadership versus Management

## 领导相对于管理

	Management 管理	Leadership 领导
Creating an agenda 建立日程	Planning and budgeting 计划及预算	Establishing direction 建立方向
Developing human resources 发展人力资源	Organization and staffing 组织及员工	Aligning people 团结群众
Execution 实行	Controlling and problem solving 控制及解决问题	Motivating and inspiring 激励
Outcome 结果	Predictable outcome 可预测的结果	Dramatic change 戏剧性的转变



# Organizational change tools

## 组织转变的工具

- Total Quality Management (TQM) 整体质量管理
- Benchmarking 基准评核
- Six sigma 六个标准偏差
- Balanced scorecard 平衡分卡
- Business Process Re-engineering (BPR) 业务流程重组
- **Strategic planning** 策略规划
- Scenario planning 情境规划
- Remote environment analysis (PETS) 远程环境分析
- SWOT analysis 强弱机危分析
- Change models, eg Kotter, *Leading Change* 转变模式

# Why is change so difficult?

## 为甚么转变如此困难？

- Deeply personal responses 个人反应强烈
- One size does not fit all 一种规格并不是处处适用
- Change, death and dying!Kubler-Ross (1969) Shock, Denial, 转变，死亡与临终  
Isolation, Anger, Hope, 震惊、拒绝、孤立、愤怒、  
Depression, 希望、消沉、接受  
Acceptance
- Kubler-Ross (1969) 转变看成「损失」
- Change as “loss”  
Stuart, R. Experiencing organizational change: triggers, processes and outcomes of change journeys. Personnel Review, Volume 24 (2) May 1995, pp. 3-88(86)  
<http://www.ingentaconnect.com/content/mcb/014/1995/00000024/00000002/art00001>
- Cultural issues (Traditions, values, rituals, affiliations, how we do things to succeed, power brokers). 文化因素〈传统、价值、仪式、关系、达到成功的方法、政治掮客〉

- Change is nonlinear; there is often no clearly defined beginning or end.

转变是非线性的；通常没有清晰定义的开始或结束

- Effective change interweaves multiple improvement efforts
- 有效的转变与多方面的努力改善密切结合

- Change is top-down and bottom-up.

转变是由上而下的

- Organizational change has an important personal dimension
- 组织转变是个人导向的

- Measurement is key to successful and sustainable change.

量度是成功及持续转变要素

- (Moran & Brightman, 2000,

<http://www.emeraldinsight.com/Insight/viewPDF.jsp?Filename=html/Output/Published/EmeraldFullTextArticle/Pdf/0860120203.pdf>)

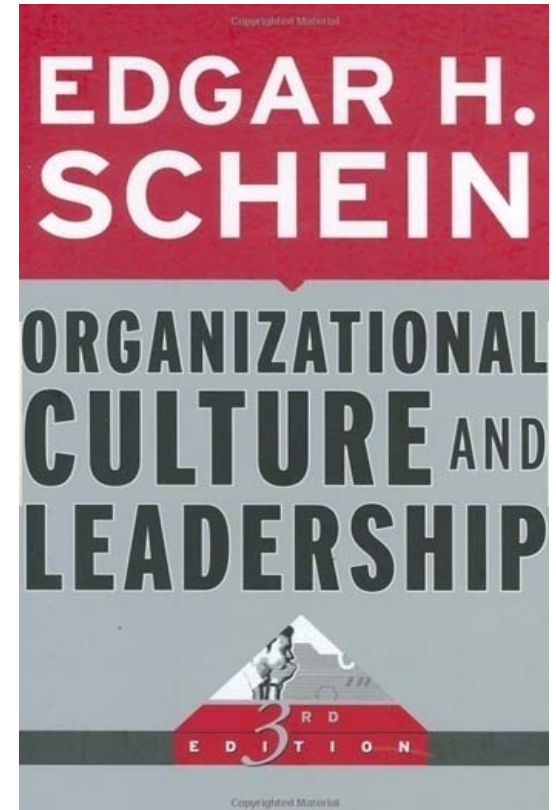
# The Role of Culture

## 文化的角色

Edgar Schein

- Explains irrational aspects of groups and organizations  
解释团队及组织的非理性的方面
- Leaders create culture and cultures determine who will be a leader.  
领导创造文化而文化决定谁是领导
- Great leaders must perceive the functional and dysfunctional elements of existing culture.  
杰出的领导人必须接受良好的及不良的存在文化
- If leaders do not perceive cultures in which they are embedded, those cultures will manage them.

若领导不能领会其自己所扎根的文化，他们将会受制于文化。



# Making change happen

使转变发生

John Kotter

- Preparation

1. Urgency
2. Coalition
3. Vision and strategy
4. Communication

准备

迫切  
合并  
愿景及策略  
沟通

- Action

5. Empowerment
6. Wins
7. Consolidate

行动

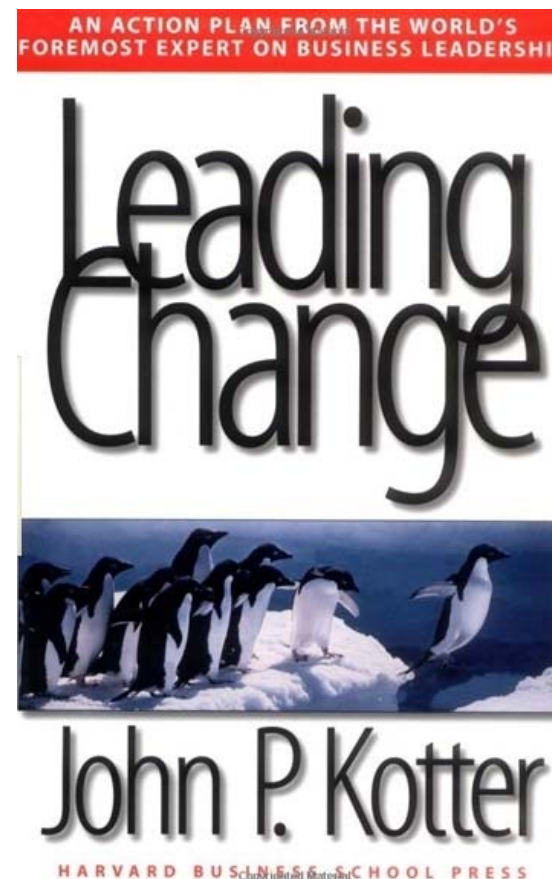
授权  
成功  
整固

- Grounding

8. Anchored!

基础训练

固定



# 6. Key trends for a 21<sup>st</sup> Century Academic Library

二十一世纪学术图书馆的主要  
趋势

# Key trends for a 21<sup>st</sup> Century Academic Library\*

## 二十一世纪学术图书馆的主要趋势

- **Customization and personalization**

个人化及客制化

- **Delivering content, services anywhere, anytime**

内容发送，随时随地的服务

- **Demand for self-service**

自助服务的需求

- **Constant change**, and innovative and hybrid approaches and structures

持续不断的转变，具创意及复合性的方法及架构

- **Successful graduates and productive faculty as key measures of success (RoI)**

以成功的毕业生及有生产力的学系作为衡量成功的基准〈投资回报率〉

- **Expanding social environments**  
不断扩展的社会环境
- **Culture of assessment and accountability**  
评估文化及责任文化
- **Need to market content and services and to raise their awareness and availability**  
需要把内容与服务宣传推广以及提高其知悉度及可获得性
- **Collaboration at all levels**  
与所有层面的合作
- **Competition for funding, for collections, for staff, for donors, for political attention and for visibility**  
为资金、馆藏、人力资源、捐款人、政治注意力及知名度而竞争

\* Neal, J. & Harboe-Ree, C. (2009) *The University of Hong Kong External Review of the University Libraries* [Unpublished Manuscript].





To improve is to change;  
to be perfect is to  
change often

要进步就必须求变；

要完美则更须不断求变

Winston Churchill



Thank you  
谢谢！