

The Learning Centre model integrating services to meet the changing expectations of students

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LONDON

Kingston upon Thames

M25





Summary

- Challenges for universities
- Students and learning
- The Learning Centre model
- Integrated support for students
- Impact
- Reflections

Challenges for universities

The changing higher education landscape

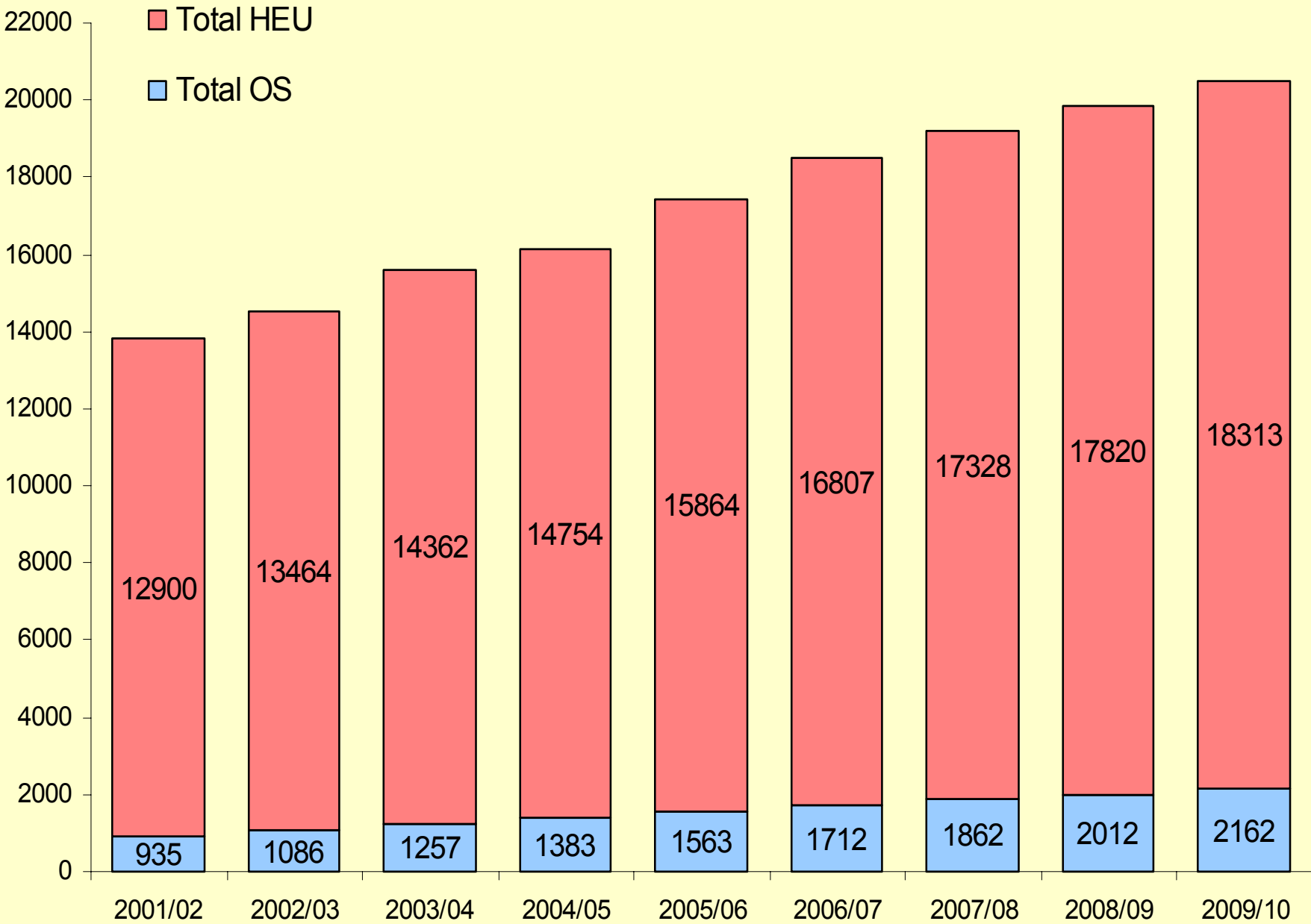
- more students and more diversity
- competition in higher education 'market'
- financial pressure
- employers' expectations
- quality and accountability



Demand for higher education

- *Individuals*
 - personal aspirations
 - financial benefit
- *Employers*
 - demand for skilled employees
 - global competition
- *Government*
 - skills underpin knowledge economy
 - 50% participation target in UK

KU Student Number FTE - 2001/02 to 2009/10



Lisbon target

Agreement made in March 2000 among the EU Heads of States and Governments to make the European Union

'the most competitive and dynamic knowledge-driven economy by 2010'.

The European higher education market

- Common qualification framework
- Free movement of students and staff
- English language
- Collaboration
- Competition
- Multi-national employers



The higher education funding gap

Funding
+2%

GAP

Costs
+ 4%

Additional funding from student fees

University priorities for expenditure

- Bursaries and grants
- Staff salaries
- Investment in facilities

Student priorities for expenditure

- Libraries
- Campus security
- Staff salaries

Students and learning

Changes in student expectations



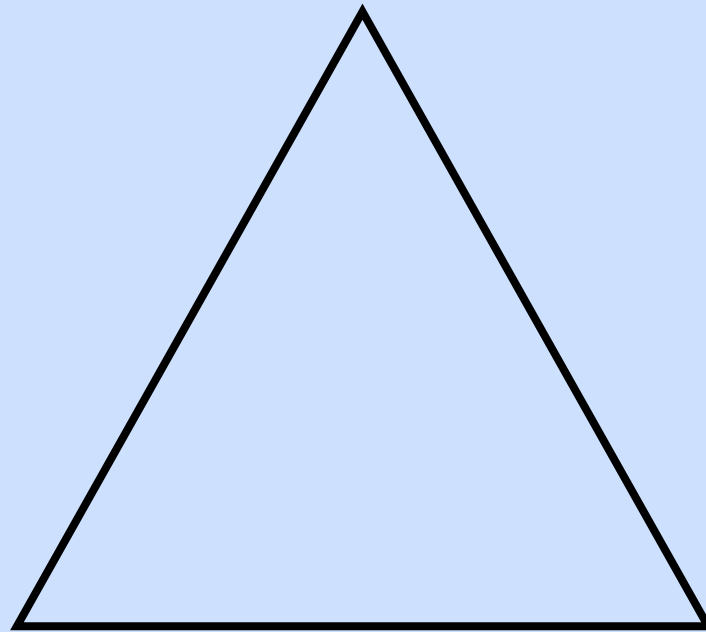
- Students behaving as consumers
- The need to actively engage students in learning
- The demand for flexibility in when and where people study
- New generations of students and their use of technology and multimedia
- The learning needs of each individual

A distinctive style of learning?

The focus on the learning experience of the student is a key feature of British education. It nurtures the critical and creative skills which underpin the UK's most successful industries. Books and other information resources play a key role in this educational model, and this places libraries at the heart of the learning process.

A learning and teaching model

Tutor

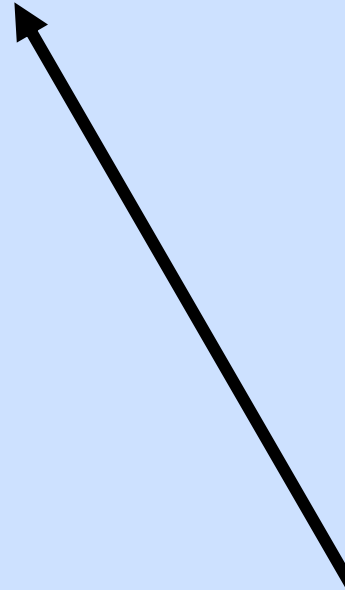


Student

Information

Traditional teaching model

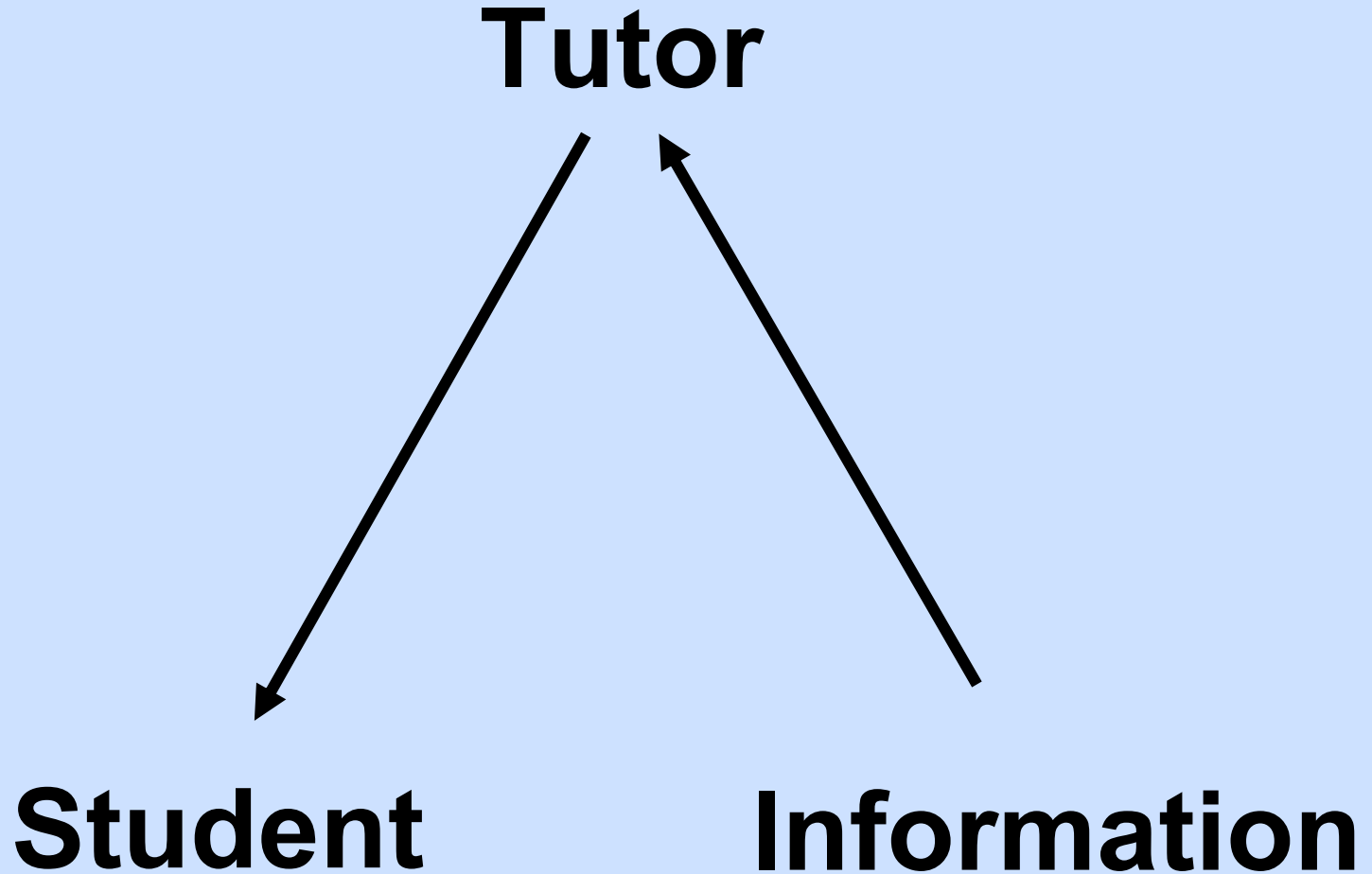
Tutor



Student

Information

Traditional teaching model



Independent learning model

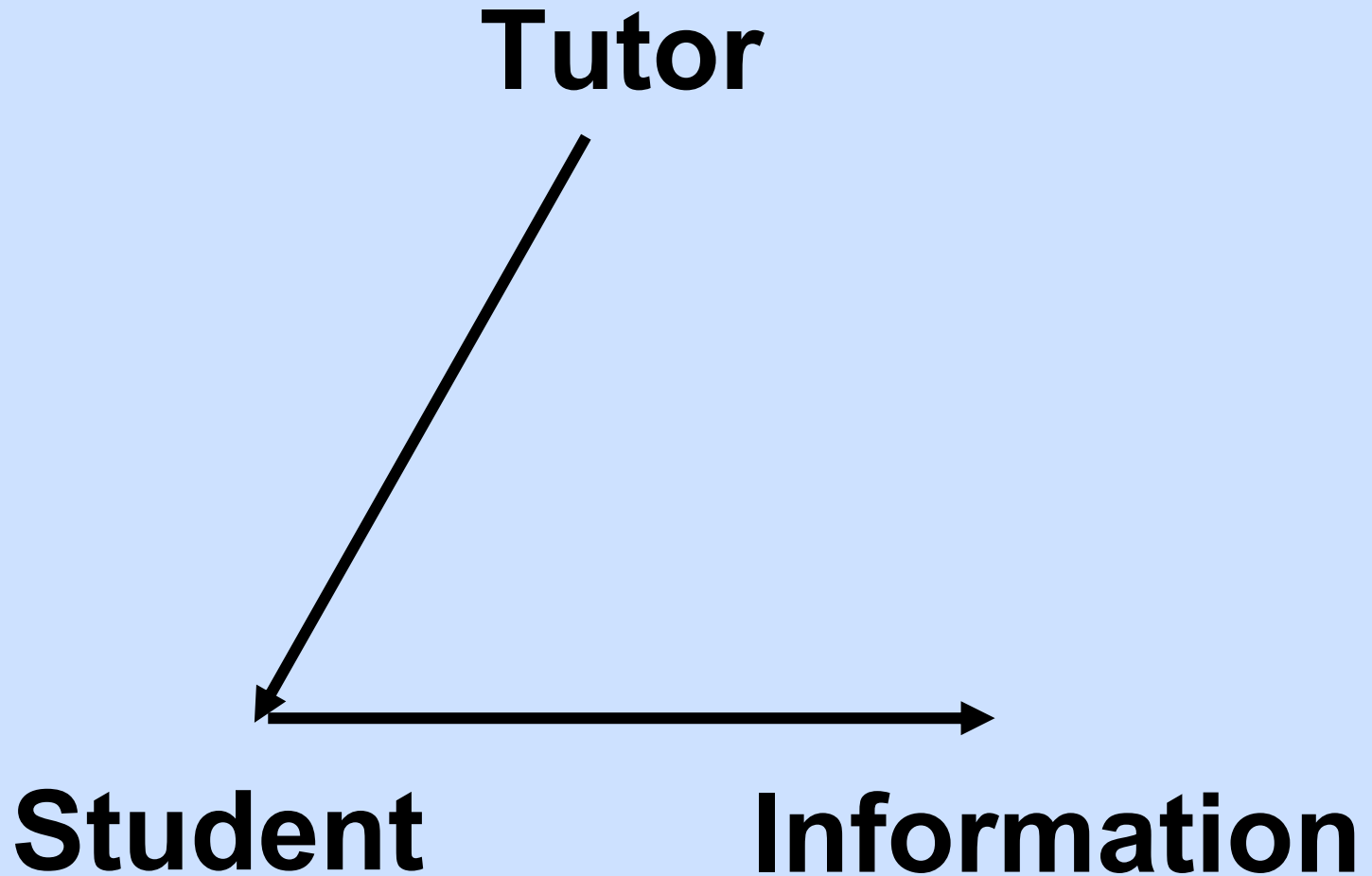
Tutor



Student

Information

Independent learning model



The Learning Centre model

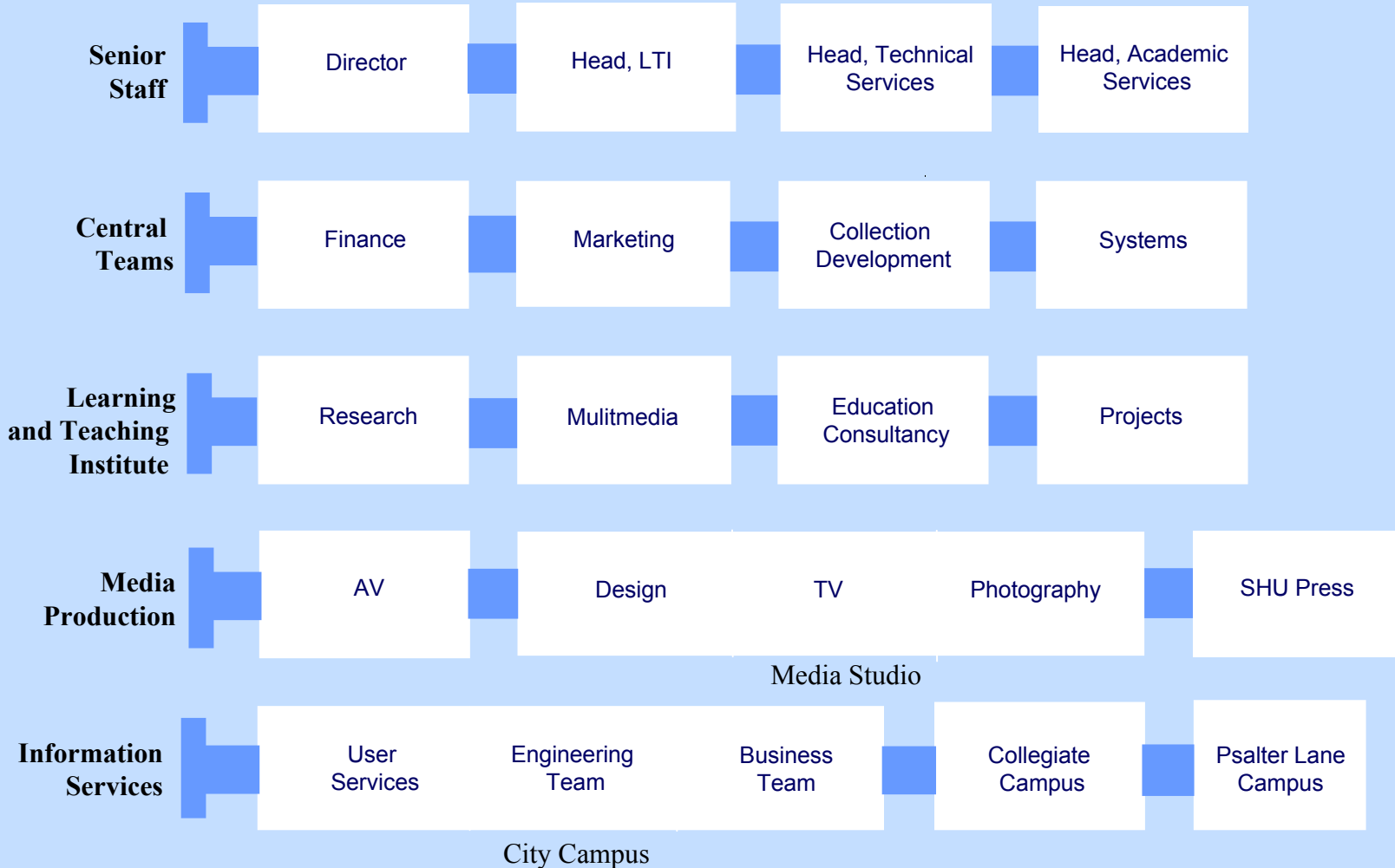


**The Adsetts Centre
at Sheffield Hallam University**

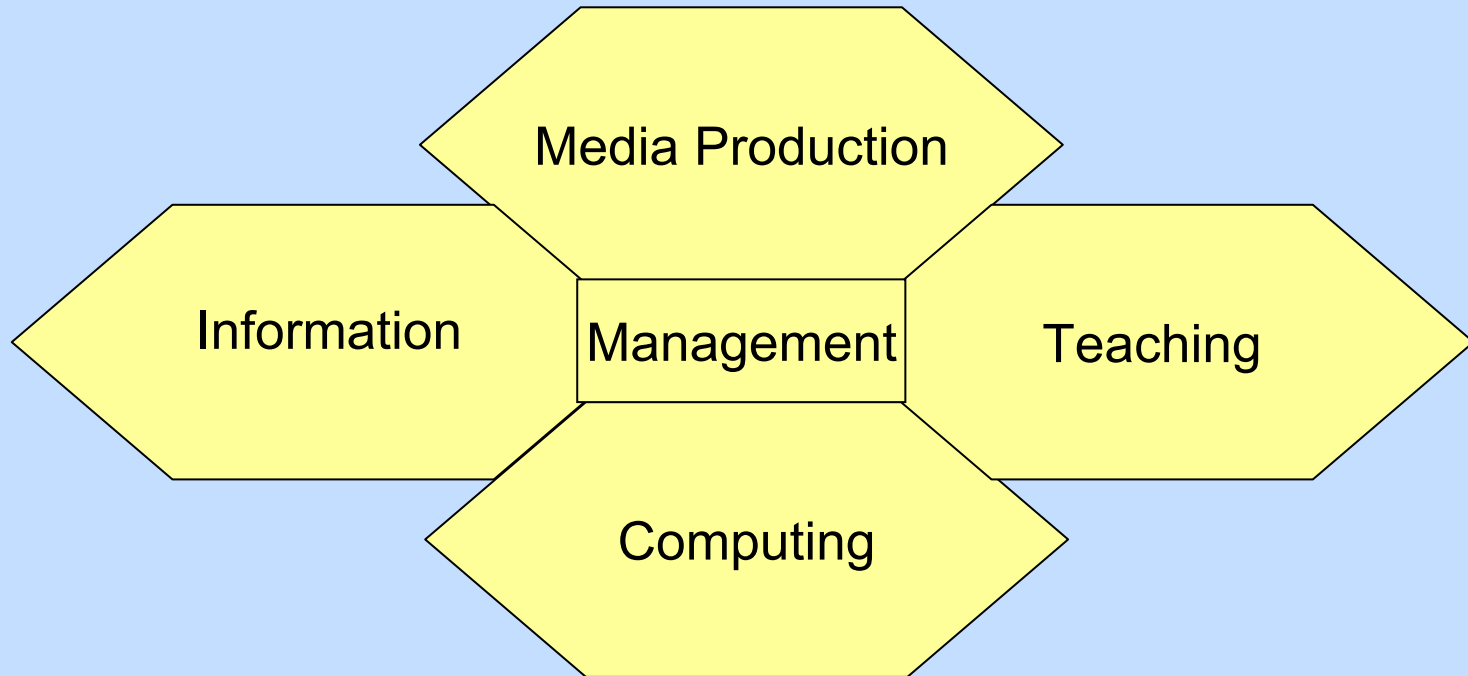
**library and information services
user computing
multimedia production
educational innovation
eLearning development
educational research**

Adsetts Centre

Team structure



Staff development framework



Virtual learning environments

The virtual learning environment

*“ The aim is to create an electronic environment which replicates all the facilities of the real environment...
...allowing students to move seamlessly between the two...in a way which meets their own needs.”*

Community tools

- Blogs
- Wikis
- Discussion forums
- Instant messaging
- Newsfeeds



The eCampus



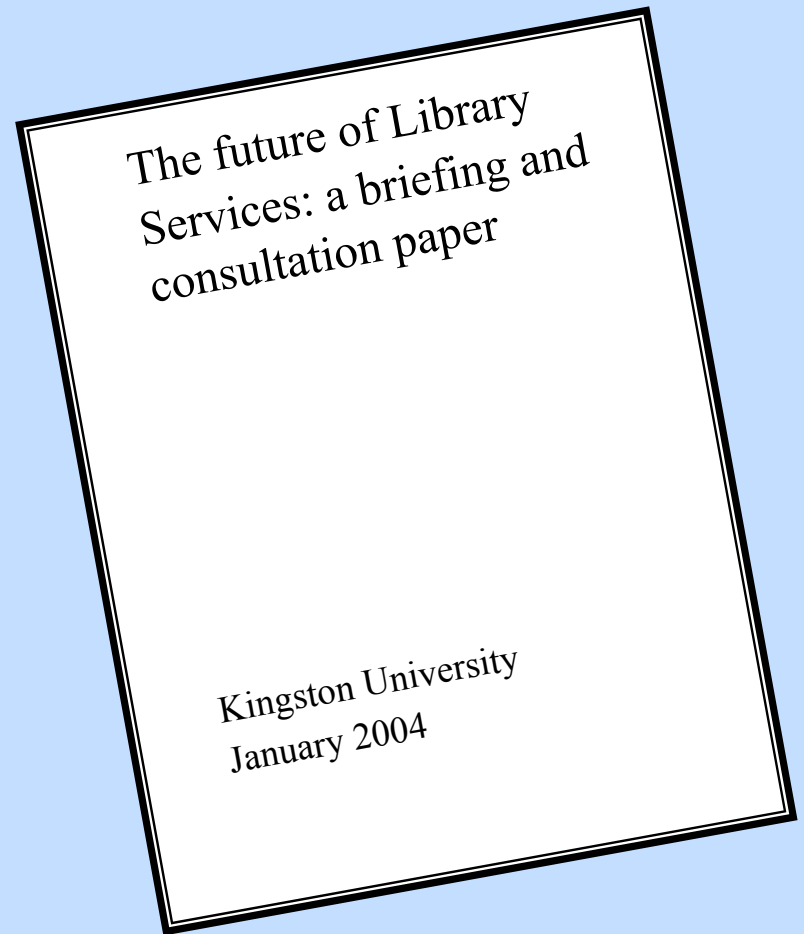
- Course information
- Enrolment
- Fees payment
- Learning materials
- Information resources
- Interaction with staff
- Contact with students
- Assignments
- Assessment
- Feedback
- Certification

“It is the view of the group - and research studies reinforce this - that effective learning takes place in a social environment.”

Foresight. The Learning Process in 2020
Task Force.

The integration of student support

“The level of integration between a library and the work of the University distinguishes a good service from a poor one. Collaboration is the secret of success.”



Integration

‘The key requirements will be for... provision that facilitates the provision of seamless services to students and which is hospitable to collaborative working arrangements by staff who have a variety of specialist skills.’



Extended integration

- Library and information services
- Computing (MIS, telephony)
- Media production
- Educational development
- Student services (counselling, sport, accommodation, health, welfare)

Learner support

- course advice
- generic skills tuition
- counselling, motivation and confidence
- help with information problems
- help with computing problems
- academic support
- subject tutoring



Extended roles for staff

“Since Learning Resource Centres are open for extended periods, library staff are often the first port of call for students who require help. This demand for help often goes beyond traditional library enquiries and it may be appropriate for staff to extend their learning support skills.”

Kingston University. The future of Library Services, 1994.

Staff skills and expertise

- Systems developer
- Metadata analyst
- Project manager
- Librarian
- Teacher
- Business analyst
- Intellectual property rights adviser
- Graphic designer
- Administrator
- Multimedia developer
- Archivist
- Web designer
- Systems engineer
- Accountant
- Photographer
- Web designer
- Records manager
- Human Resources adviser

University of Hertfordshire

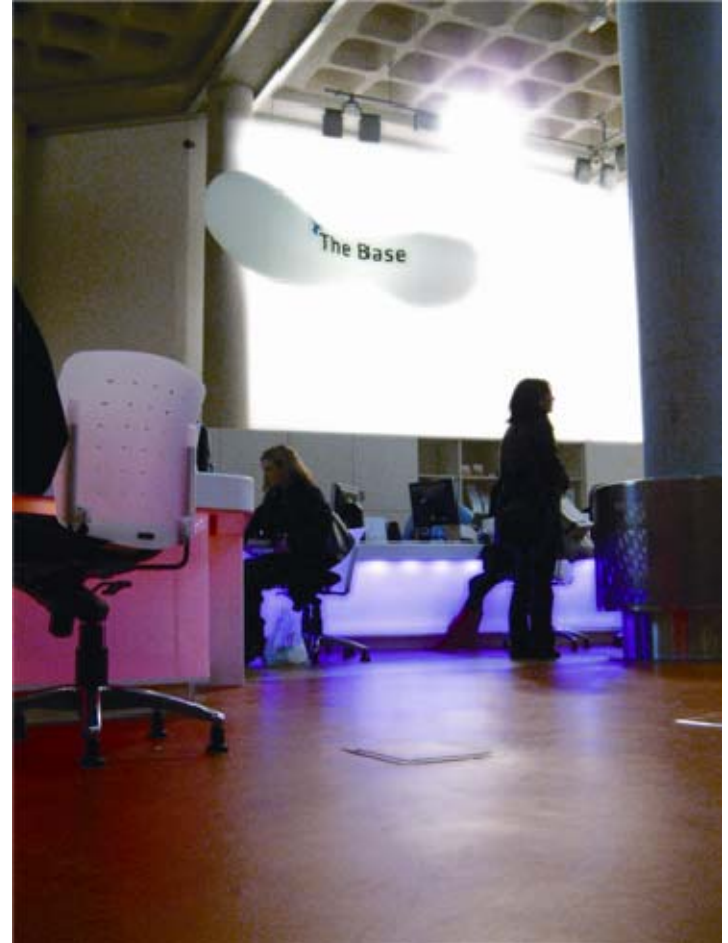
Learning and Information Services



- Library services
- Computing
- Media production
- Management Information
- eLearning
- Graduate Careers Service

Saltire Centre, Glasgow Caledonian University

- Student Services Mall
- 600 seat learning café
- Learning Support
- Course support
- Library provision
- Computing



The Learning Grid at Warwick University



“actively supports the development of study, transferable and professional skills”



Kingston University Information Services



- Library services
- Computing
- Multimedia
- LRCs focus for student support

Impact

Student experience survey

Most important services

1	Learning Centre resources	94%
2	Access to computers	92%
3	Quality of computing	91%
4	Learning Centre advice	90%
5	Access to Learning Centre	89%
.. 20	

Learning Centre use (1)

- 60% of students used LRCs daily
- 34% of students used LRCs weekly
- 24% of students normally used LRCs at weekends
- 35% of students surveyed used LRCs after 5.30 pm on weekdays

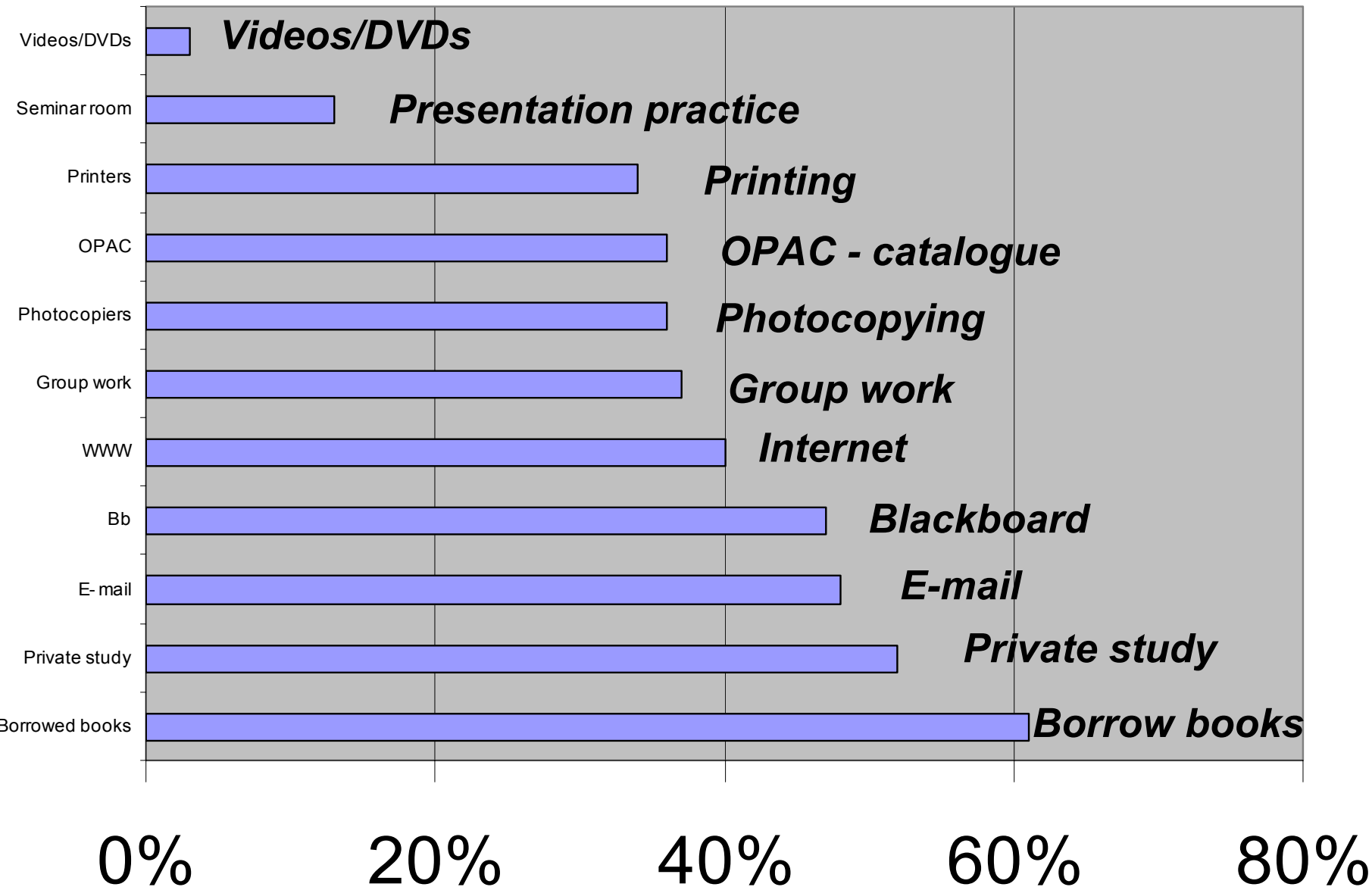
[Kingston University, March 2006]

Learning Centre use (2)

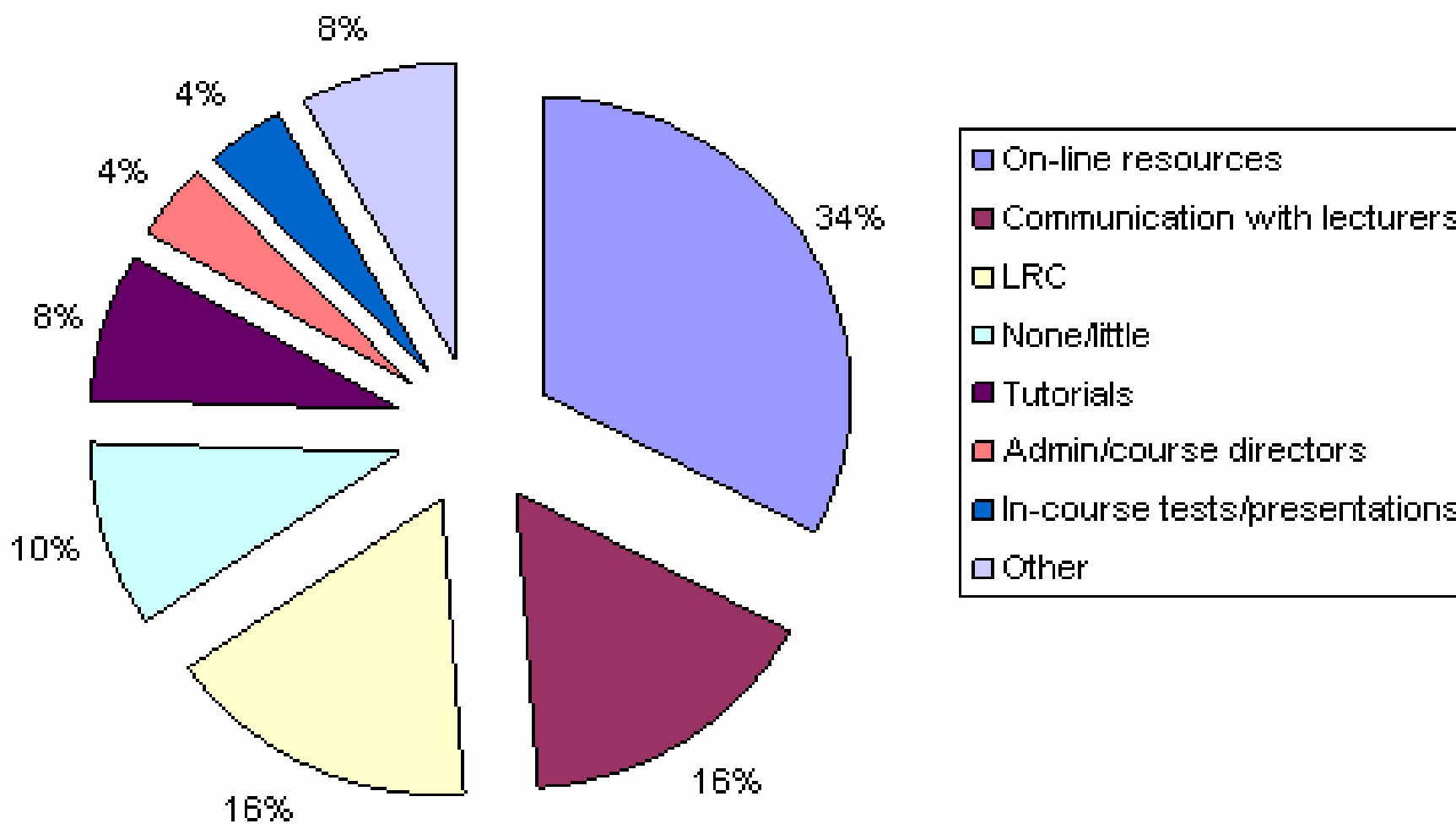
- 10, 000 visits each day
- 1,400 visits between 21.00 and 09.00

[Sheffield Hallam University. March 2005]

Learning Centre activities



Academic support found most useful



Impact on learning

Meeting the needs of individuals through:

- improved access to supported learning environments - real and virtual
- exposure to a wide range of information and learning material
- opportunities to engage in different learning activities

Reflections

Research agenda

- What are student expectations of their experience at university?
- How will interactions between students and tutors change and what space will be required to facilitate them?
- What impact will ICT developments have on student behaviour and patterns of study?
- what are the requirements of students working in supported learning space?

Success factors

- collaborative, multi-professional teams
- academics receptive to others
- educational role of academic services staff
- supportive institutional frameworks
- share good practice
- multiple approach to institutional developments

“I never cease to be amazed by the wonderful facilities that the Learning Centre has to offer..”

Second year Business Studies undergraduate at Sheffield Hallam University profiled in *The Good Uni Guide 2003*

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