

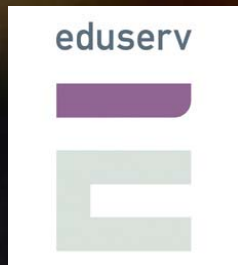
JISC

JISC Conference 2006

Building for the NetGeneration



Sponsored by



Building for the NetGeneration

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www.caledonian.ac.uk

www.realcaledonian.ac.uk

www.intoreal.com

www.learningservices.gcal.ac.uk/synergy

<http://campus.gcal.ac.uk>

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- The Saltire Centre, Glasgow Caledonian University

- 21st century **Library**
- **Learning** space
- Single point of access to **services**

An **Organisational Change** project

Why does it matter?

We shape our
buildings,
and afterwards,
our buildings
shape us

Winston Churchill

Why is it different?

The truly
successful
businessman is
essentially a
dissenter

J.Paul Getty

What's important?



What's important?



What's important?

“When we fail - and we do fail - very often you can trace that failure back to the fact that we became too focused on internal priorities. We've been thinking too much about what's good for Carphone Warehouse and forgetting what it's like to be a customer”

Charles Dunstone
CEO Carphone Warehouse
NewBusiness Spring 2005

What's important?

“When we fail - and we do fail - very often you can trace that failure back to the fact that we became too focused on internal priorities. We've been thinking too much about what's good for the University and forgetting what it's like to be a student”

Charles Dunstone
CEO Carphone Warehouse
NewBusiness Spring 2005

What's important?

Design

Design is but a language.
If you have nothing to
say
it won't help you

Bang & Olufsen

- Learning
- Expectations
- Society
- Technology
- Service

“To induce students to think for themselves, work on their own, and to contribute to the work of groups”

Report of the Committee on University Teaching -
Hale Report 1964 (UGC HMSO) para. 249

60%

52%

Learning globally is moving from
Reactive
Stable
Instruction
Quality controlled
Content delivery
Fit into the system
Individualised
National
One to many
Interactive
Curriculum centric
Teaching
Pieces
Piaget
Mundane

Learning globally is moving to
Creative
Agile
Construction
Quality assured
User generated content
Fit for the student
Personalised
Global
Peer to peer
Participative
Learner centric
Learning
Projects
Vgotsky
Engaging

Personalised Learning

“ ..to what extent should the
individual fit the **system** or
the **system** the **individual**?”

John West-Burnham

Employers are complaining that academic programmes from schools to Universities simply don't teach what people need to know and be able to do.

They want people who can think intuitively, who can communicate well, work in teams, and are flexible, adaptable and self - confident.

Ken Robinson
Out of Our Minds p.52

The Creative Class

Creative Professionals

- management
- Business and financial
- legal
- healthcare practitioners
and technical
- high end sales and
sales management

Super creative core

- computer and mathematical
- architecture and engineering
- life, physical, and social science
- education, training, and library jobs
- arts, design, entertainment, sports
and media

Richard Florida
The Rise of the Creative Class (p.328)

The Creative Class

“Experiences are replacing goods and services because they stimulate our creative faculties and enhance our creative capacities. This active, experiential lifestyle is spreading and becoming more prevalent in society...”

Richard Florida
The Rise of the Creative Class
(p.168)

The Creative Class

“The death-of-place prognostications simply do not square with the countless people I have interviewed, the focus groups I’ve observed, and the statistical research I’ve done. Place and community are more critical factors than ever before... the economy itself increasingly takes form around real concentrations of people in real places”

Richard Florida
The Rise of the Creative Class
(p.187)

Divergent thinking - a measure of creativity

3 - 5	98%
8 - 10	32%
13 - 15	10%
25+	2%

Breakpoint & Beyond (p.153)

George Land & Beth Jarman

The Creative Class

“It is inherent in the creative mindset to want to maximise choices and options, to always be looking for new ones, because in the game that Einstein called combinatorial play, this increases your chances of coming up with novel combinations”

Richard Florida
The Rise of the Creative Class
(p.187)

Personalised Learning

“In times past, schools have been uniform, in the sense that they taught the same materials in the same way to all students, and even assessed all students in the same ways. This procedure may have offered the illusion of fairness, but in my view it was not fair, except to those few blessed students strong in the linguistic and logical domains. If one seeks an education for all human beings, one that helps achieve his or her potential, then the educational process needs to be conceived quite differently”

Gardner H.

The Disciplined Mind: What all Students should Understand 1999

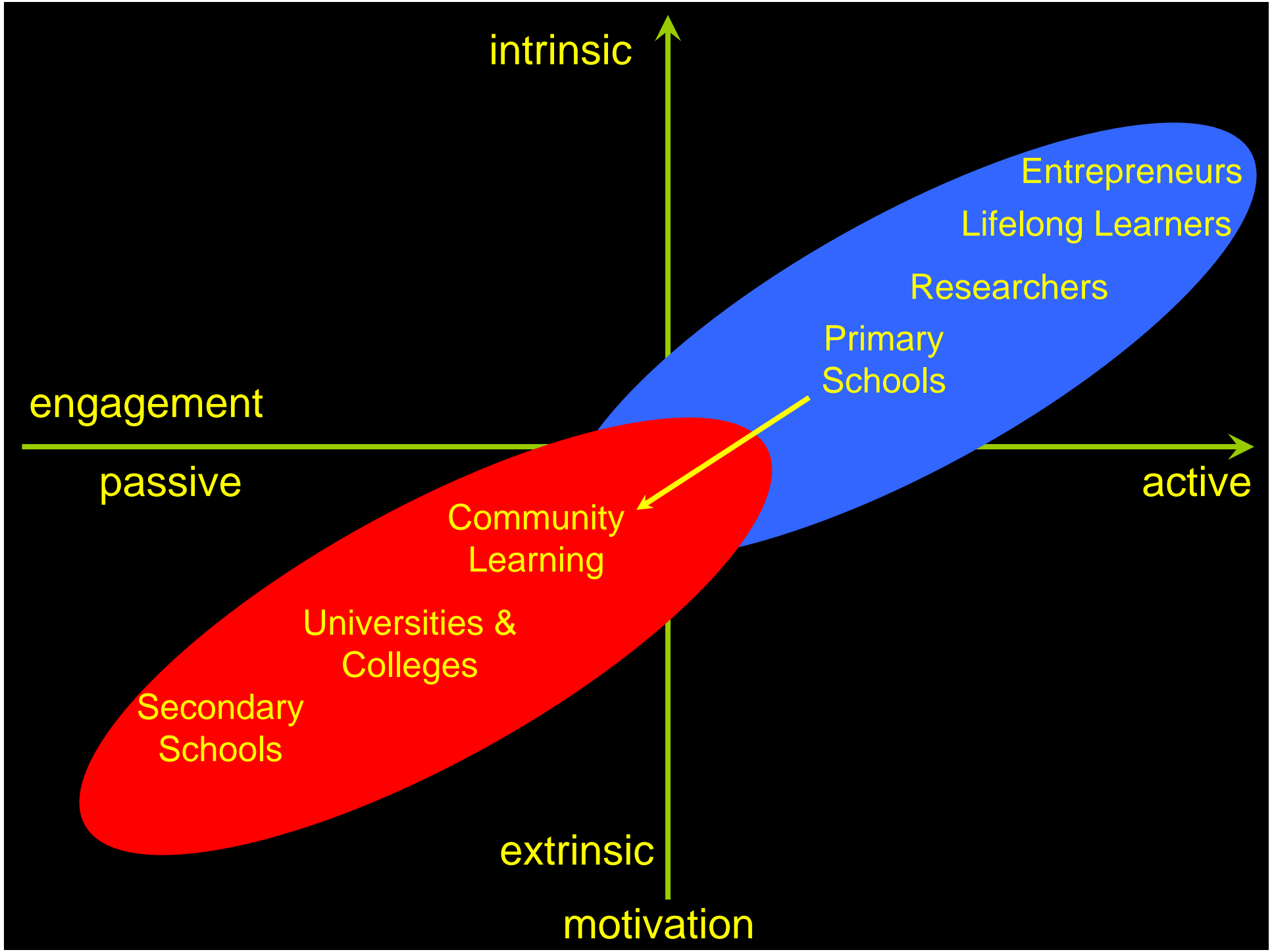
We need to rethink our ideas
about what it means to be
educated

“All learning starts with conversation”

John Seely-Brown

Much of our of job competence is
learned from colleagues
in the workplace

..... to move
learners from
dependence to
independence
enabling their
lifelong learning



intrinsic

Entrepreneurs

Lifelong Learners

Researchers

Primary
Schools

engagement

passive

active

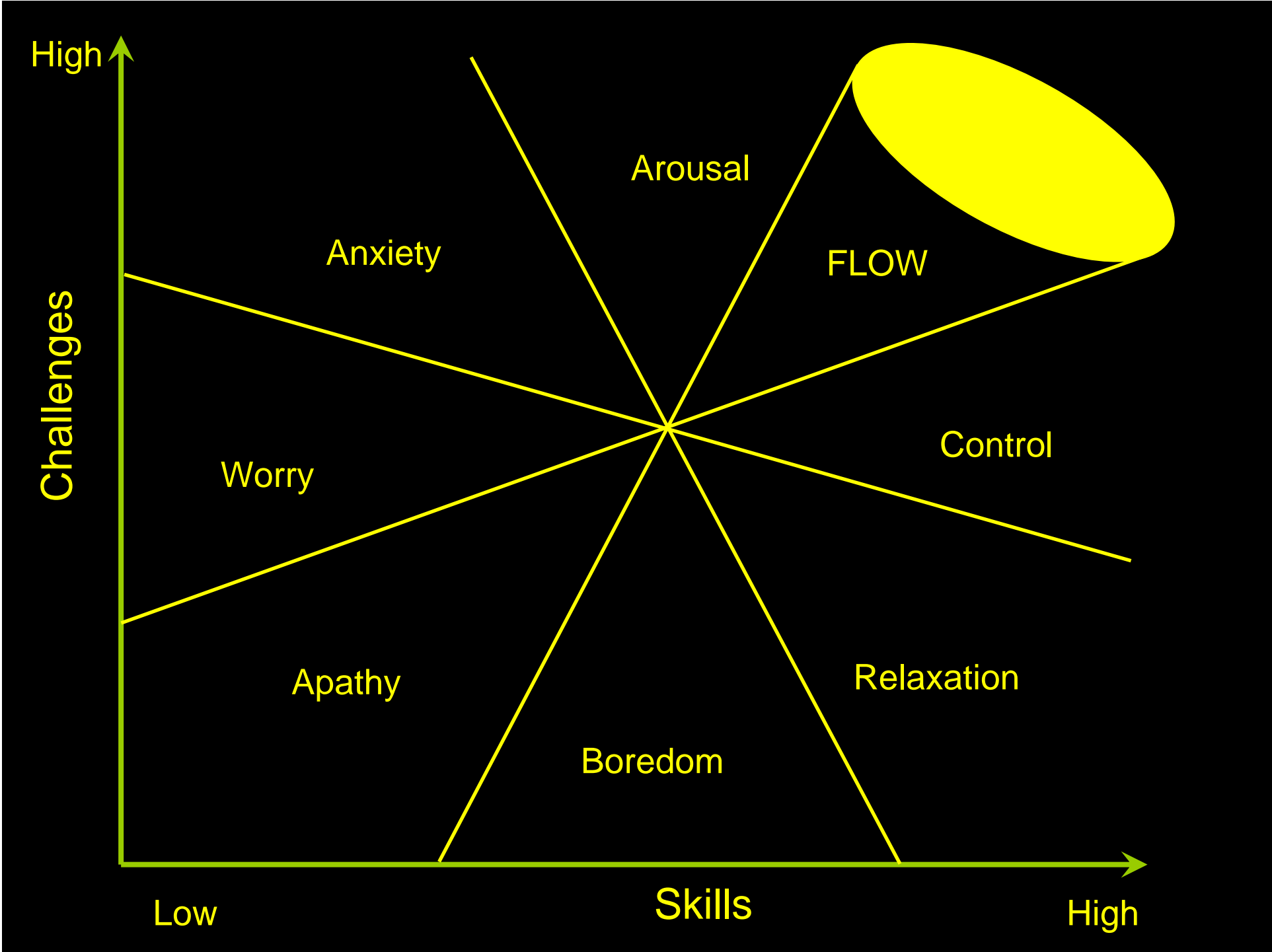
Community
Learning

Universities &
Colleges

Secondary
Schools

extrinsic

motivation



..... Creating the
conditions to
enable flow
experiences that
motivate and
engage learners

Our response?

View the Learning Café video at
www.realcaledonian.ac.uk

Find out more about the Saltire Centre at
www.caledonian.ac.uk/thesaltirecentre

Service Design

We have not designed our services - we have inherited them and modified them over time when what we really need to do is transform them. Our services are:

- Too complex
- Organised in self protecting silos
- Based on a supply driven model
- Dedicated to students and their support

Service Design

Student Access to Services Project

Students should not have to understand how the University is structured in order to access its services

Service Design

Student Access to Services Project

- excellent membership services
- a systems approach to delivery
- providing a 'heart' to the real & virtual campus
- making best use of technology
- focusing the efforts of people

Service Design

Student Access to Services Project

Services designed with:

- Single point of access
- Simple integrated interface
- Demand based referral
- Delivered in a social setting

Technology

Our response?

In the car park stood the black ship, closed and silent.....

As they approached the limoship a hatchway swung down from its side, engaged the wheels of the wheelchair and drew it inside.....

The black ship glided smoothly forward out of its bay, turned and moved down the central causeway swiftly and quietly.

Douglas Adams

The Restaurant at the End of the Universe

Technology

- Available
- Reliable
- Beautiful
- Red hot

Our response?

Hybrid technology -
wired/wireless and fixed/portable

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

Hybrid information -
exponential growth of digital
with legacy of paper

SYNERGY:

strategy for people, technology and the campus environment

The Saltire Centre

- A New Library
- More Learning Space
- A focused way of delivering services for students

The Saltire Centre

- Is 10,500 sq. metres
- Over 5 floors
- Has a ground floor mall of 2500 sq. metres
- Has 1800 seats
- Includes a 600 seat cafe
- Houses 350,000 volumes
- 600 computers
- Cost £20.1 million
- £2+ million to fit out
- Had 68,000 visitors in the first 2 weeks
- Is open to the public
- Has fantastic feedback from students, staff and visitors

Is open flexible space

The Saltire Centre

Makes extensive use of compact storage

Uses 'semi private' structures

It is a “Third Place” for our users

“Third places are neither home nor work - the ‘first two’ places - but venues like coffee shops, bookstores and cafes in which we find less formal acquaintances. These comprise ‘the heart of a community’s social vitality’ where people go for good company and lively conversation”

Richard Florida

The Rise of the Creative Class (p.226)
from Ray Oldenberg’s ‘A Great Good Place’

21st Century Learning Space

- Demands flexibility
- Has a social component
- Has embedded technology
- Is inspirational

Why is it important?

What we build today

- Provides a **context** for our **current** activity
- **Determines** our **pedagogy**
- **Defines** the **future** of our institutions