

Listening, Learning and Leading: Transforming Curtin students' library experience

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Curtin University Library's program *Listening, Learning and Leading: Transforming the Curtin Student Library Experience* directly enables Curtin University's *Learning for Tomorrow* strategy and aligns with students' experiences of a transformed learning approach, focusing on expanding support and access for very diverse student groups. Initiated in 2013, the program supports students on their learning journey by increasing physical and virtual access to library services and resources. It provides customised information literacy support at point of need and by developing innovative hands-on learning activities. It uses mobile app technology such as augmented reality in games based learning, to develop a 'maker community' and 'library makerspace'. The paper outlines how *Listening, Learning and Leading* has contributed to enhancing students' overall learning experience.

Introduction

Early in 2013 Curtin University introduced a University-wide strategic initiative to transform learning. Titled *Learning for Tomorrow* and still in progress, the initiative is based on a teaching and learning model that is interactive, collaborative and personalised, where students learn at their own pace through active participation and inquiry (Transforming Learning @ Curtin, 2015). The aim was to provide a contemporary student experience aligned with students' graduate outcomes and the expectations of employers. In response to this initiative, in 2013 Curtin University Library introduced the program *Listening, Learning and Leading*, designed to support students' experiences of transformed learning (Listening, Learning and Leading: Transforming Curtin students' Library experience, 2015).

With over 1.5 million visits to Curtin's Robertson Library per year, and with around 230,000 hits per year on the top level Library Study and Research Support webpage, both the physical and virtual aspects of Curtin Library provide an important learning environment for students. *Listening, Learning and Leading* focussed on supporting students' learning journey by providing a safe, supportive and social learning space, helping students "develop social networks which lead to greater engagement in active and collaborative learning that facilitate the sharing of knowledge to meet academic challenges" and fostering a "sense of belonging and community amongst students in broad discipline based programs" (Matthews, Andrews, & Adams, 2011). Numerous studies, such as that by Soria, Fransen and Nackerud (2014), have demonstrated that using the library helps student retention and success. Haddow and Joseph (2010, 2013) showed that Curtin students' library use was associated with retention, and suggest that carefully targeted programs and services can contribute to this outcome. Guided by these findings, the Library designed projects that would increase access to library services and resources, provide customised information literacy instruction at point of need, and increase engagement through developing innovative hands-on learning activities.

The program has three main objectives with specific projects implemented under each objective, as indicated in Table 1.

Inspired by Scott's 2005 findings that all aspects of university life influence students' learning journeys (SLJ) (Scott, 2005), and Weaver's 2013 study, which highlights the importance of the library's role in the SLJ (Weaver, 2013), the Library aimed for an holistic approach in designing the program. The program is underpinned by concepts of universal design in relation to access to

resources and facilities, with digital literacy a key component of the learning content provided by the Library. It is designed to be timely, relevant, customised, flexible and adaptable to individual student experiences, delivering support at points of need. This paper tells the story of how *Listening, Learning and Leading* has contributed to enhancing students' overall learning experience.

Table 1: Objectives and projects comprising the *Listening, Learning and Leading* program

Objectives	Projects
Objective 1: Increase access to library services and resources, both physical and virtual	Expand Library opening hours to 24/7 Employ Library Student Assistant (LSA) support Increase availability of course readings Redesign the Curtin Library mobile app Apply universal design principles to Library facilities
Objective 2: Provide customised information literacy instruction at point of need	Implement online reference FAQ system (<i>LibAnswers</i>) Create customised instructional videos Customise and tailor online guides (<i>LibGuides</i>) Embed the Library in student learning environments
Objective 3: Increase engagement through developing innovative hands-on learning activities	Create game-based learning activities Create a Library Makerspace and maker community

Listening: Increasing access to library services and resources

Social learning spaces such as the Library enhance student engagement by fostering active learning, social interaction and a sense of belonging and community amongst students, outcomes that are associated with retention and better student learning. In particular, students consider “just in time and on demand access to spaces and their resources and services” – including long opening hours and access to IT resources - to be important (Harrop & Turpin, 2013). To support these extended opening hours and to provide point-of-need study and learning support, the Library employed sixty-five Curtin students as Library Student Assistants (LSAs). Increasing access to course readings, one of the most important library resources for undergraduates, was another priority, as was redesigning the library mobile app.

Expanding Library opening hours to 24/7

For some time the Library had been aware of student demand for expanded opening hours to deliver a safe, well supported study environment and responded in 2014 by trialling 24/7 opening during semester in the Robertson Library on the Bentley campus. Throughout the overnight period students have support from LSAs backed up by a Security Officer stationed in the building. During this time students can borrow print resources through the Self Check facilities, use group study rooms and computers, access all the print collections including the Reserve and Reference Collections and collect hold requests. Students can choose from the full range of study environments from a casual, social area where they can eat, through to silent areas. They can also access the wealth of online resources from the Library computers or their own devices.

It is evident that the increased opening hours have improved the level of support the Library provides for students. Attendance numbers during the extended hours indicate an average of 3,555 student overnight visits per week over semester 1, 2015. Student satisfaction with Library opening hours has improved by 6% to 94% over the life of the program, with students providing much positive feedback and ranking opening hours almost as important as the Library information resources.

Employing Library Student Assistant (LSA) support

The Library also provides students who choose to study overnight in the Library with more than a study hall environment. This is made sustainable through the appointment of LSAs, who assist with:

- locating library collection items
- using library equipment such as computers, scanners, printers and AV equipment
- logging onto the wireless network
- using personal mobile devices for accessing library collection items
- accessing virtual Library services.

The service the LSAs provide is well-utilised by the students as demonstrated by usage rates which show that, in the year to April 2015, student assistants attended 1,855 requests for assistance in the overnight period. This strategy of providing learning support through the engagement of student assistants also provides safe and reliable daytime, evening, overnight and weekend employment opportunities for Curtin students. In addition to receiving an extensive training program, a knowledgebase and Intranet site have been created specifically to support the LSAs. The LSAs have influenced a positive student experience by the informal aspect of their role involving relationship-building with students, an aspect which is emphasised in their training. They are encouraged to take advantage of their acquired transferable skills and experience by recording them in their CVs and ePortfolios.

Increasing availability of course readings

Previous studies conducted by the Library revealed a problem in a lack of availability of many course readings, with no mechanism to resolve the issue. In 2014, the Library developed strategies to undertake gap analyses between existing book collections (physical and eBooks) held at Curtin Library and learning resources cited in the Unit Outlines that are made available to students. This project is unique in that it targets 'recommended' readings, ensuring they are provided by the Library and thus complementing other services that make 'essential' readings available. It is now possible to generate reports directly from the Unit Outline Builder and export lists of essential and recommended readings that can be analysed and checked against Library holdings. Loan statistics demonstrate that the project had a direct impact on the student experience, with 85% of items entering the collection being used during Semester 1, 2015.

Redesigning the Library mobile app

Analytics of Curtin Library usage statistics shows that, over the past five years, the number of online visits to the Library via a mobile device has grown from 131,351 to 3,904,229, an incredible increase of 2,872%! As students increasingly use their smart phones to support their learning, a mobile enabled library is essential. While the library had originally developed a mobile app in 2011, the library wanted to redesign it to be more personalised and provide easier access to the information most relevant to students.

Originally developed in 2011, the now redesigned app provides quick access to library resources and facilities from iPhone, iPad or iPod Touch, allowing students to search the catalogue to discover the availability and location of items and save details to their phone; quickly check due dates of items on loan; access *LibAnswers* for Library help; and stay up-to-date with library news. It also incorporates the 'virtual bookshelf' (a web-based carousel for browsing library books) that won the 2014 WA State Library Board of WA Award for Excellence. Featured in the international NMC Horizon Report: 2014 Library Edition (p. 37), to our knowledge the app is the first of its kind among Australian university libraries, an achievement which was recognised when it won the VALA Award (VALA Award 2014, 2014).

The Library app has supported student learning by providing a popular means of accessing library resources and services. Statistics from the iTunes App Store indicate version 2 of the app has been downloaded to over 3,738 devices since it was released in May 2014. More than 7,600 devices using the previous version upgraded to version 2. The app is used on average 34.4 times per day. It has an overall 4-star rating in the App Store, reflecting its quality and usefulness. Typical user feedback includes: “Excellent tool, especially when on the go”. The new version of the Curtin Library app is available as a free download from the iTunes store.

Applying universal design principles to Library facilities

Our approach to developing the program was based on Universal Design, a set of principles based on concepts of inclusion, full participation, and social equity, extending beyond accessibility to include everyone by promoting integrated and mainstreamed products, environmental features, and services (Duncan, 2014). Incorporating the notion of ‘circumstantial disability’, we wanted to cater for students who, in the course of their everyday life, move or operate differently because of their particular circumstances. Based on an audit undertaken using the Web Content Accessibility Guidelines (WCAG) 2.0, the changes instituted included making screen reading technology available on every computer, installed height adjustable tables, and removed entrance barrier gates.

Curtin Library has long had a special adaptive technology room designed for use by students with disabilities. To improve accessibility the screen reading technology previously only available in that Room was made available on every computer in the Library. Students with visual impairments are able to join their peers and contribute to group assignments and, students whose first language is not English can hear words as well as read them which enhances their English acquisition and comprehension. For students new to a subject, hearing new terms significantly enhances their learning. We have also installed height adjustable tables and changed our entrance gates making moving into and using the Library significantly easier not only for clients with disabilities but also for many other clients. These changes have been very well received. One client commented that the “library staff are phenomenal, particularly in their support of students with disabilities. The ongoing improvements to the library make it a great environment for study”. These changes have also enhanced the Library’s reputation within the broader University community as a leader in adopting Universal Design (Vautier, 2014).

Learning: Providing customised information literacy support at point of need

An important way to support students’ learning journeys has been to increase the number of customised online learning materials, moving away from the concept of ‘one size fits all’ that characterised our earlier methods of information literacy instruction. This scalable approach enables the Library to reach off-campus students, fit more easily with students’ schedules, and help non-traditional student populations in ways that meet their own learning styles. Indeed, online tutorials “accessed at point of need fill a service gap by providing self-service instruction at a place and time when students need it most” (Dewan & Steeleworthy, 2013). By implementing *Libanswers*, an online end-to-end reference platform with a knowledge database, we have been able to provide students with instant answers to their queries, and more customised answers to submitted questions. Other learning materials created include sets of instructional videos requested for specific purposes or as a response to a recognised need and curated collections of library resources for particular courses, units or specialised topics. We also aimed to provide point-of-need assistance and access to these online learning materials through embedding resources in the student’s own learning environment, rather than that of the Library.

Implementing an online reference FAQ system (*LibAnswers*)

LibAnswers is a 24/7 online reference platform to assist students to locate information for their study. Students can pose reference questions and find an answer, as well as a list of related questions, without having to contact Library staff. If the answer to a student’s question is not found in the database, they

can submit the question, which will be answered by a reference librarian within 24 hours. If the Q&A is considered suitable for the knowledge base, it is then added. The use statistics show that *LibAnswers* has been effective in addressing students' questions. For example, in 2014 – April 2015, of the 7,509 questions posed through *LibAnswers*, 41% were answered using the auto-query function, with a further 40% of clicks made on a related question. 19% (1,402) of the questions submitted received a personalised response from a reference librarian within 24 hours.

Creating customised instructional videos

We have created a number of instructional videos in various styles to cater to different experience levels, audiences, forums and classes. For example, a series of one to two minute videos, each with their own playlist on the Curtin Library *YouTube* channel, can be easily embedded in course materials (Curtin Library *YouTube* Playlists , 2015). With a total of 21,528 views, the high use of these videos shows they have benefited students by being available for students at any time, anywhere.

eBooks at Curtin: This series of five videos provides information about eBooks and visual step by step instructions on how to access eBooks from the Curtin Library, download them to mobile devices, and print and copy chapters. As of May 2015, these videos have had a total of 871 views.

Research Skills: Using a cartoon style, these five videos are a fun, accessible introduction to the concepts behind using the internet to find, evaluate and reference information. As of May 2015, these videos have had a total of 6,484 views.

Getting help from Curtin Library: These eight videos feature librarians discussing the benefits of using the Library, explaining databases and scholarly journal articles and demonstrating how to search to find eBooks and journal articles and help from the Library. As of May 2015, they have had a total of 12,223 views.

Customising and tailoring online guides (*LibGuides*)

LibGuides are sets of webpages that enable the Library to curate resources and information for particular areas of study. First used in 2011, the initial *LibGuides* were mainly generic discipline-wide guides. As part of the Library's program, we began creating customised *LibGuides* for specific groups of students, such as those enrolled in a particular unit or course. These are made available on the Library website, and incorporated in the relevant *Blackboard* units. For example, *Foundations of Health Practice*, which has the highest views of all the Library's 78 subject-based *LibGuides*, attracted 50,797 hits in 2014. Feedback from academics and tutors who run the unit is very positive particularly around the engagement of students with the resources, which included *The Amazing Library Race*, a library-created quiz-based activity which is a compulsory assessment component of the unit. In general, the customised *LibGuides* receive a significantly higher proportion of hits than our generic guides, confirming the efficacy of tailoring and targeting online resources to students' specific needs and relevant to their courses of study.

While providing targeted support for equity student groups has underpinned the three main objectives of the program, a specific example of the way in which we have improved access to resources and services beyond 'one size fits all' is to create customised *LibGuides* that cater to diverse groups of students. To support Curtin University's commitment to Indigenous education the Library designed a Cultural Competence *LibGuide* (Indigenous Cultural Competency , 2015). It is used in the University's *Ways of Working Program* and is recognised by Reconciliation Australia. Again, to support students from non-traditional entry pathways the Library provides support to the University *UniReady* and *Pathway* programs with intensive Library sessions, providing quizzes and other resources, and creating a customised *LibGuide* (*UniReady* , 2015).

Embedding the library in student learning environments

The 'embedded librarian' concept enables librarians to pro-actively engage students in their learning and research, so that library resources become integrated parts of the whole and students can receive timely assistance that is most relevant to them, in their own learning environment. Typically, this involves embedding links to learning resources, interactive learning activities or videos within the learning management system, and communicating with students through e-mails, discussion board postings, and one-on-one interactions. The embedded librarian model has shown that students are more willing to seek help when they know that a librarian is an integral part of the class, and has produced positive results in the form of student/faculty feedback and improved academic achievement (Becker, 2010).

We adopted different approaches to embedding librarians across the Faculties through negotiation and collaboration with unit coordinators to better reflect the particular needs of the students. For example, both librarians and library resources were embedded in the online environment of particular *Blackboard* units, and librarians have joined in with face to face tutorial classes, and run customised workshops. Recognising the importance of supporting the first year student experience, we focussed on large enrolment foundation units thus providing assistance to many students at the same time.

The 'embedded librarian' project began in 2014 with a Humanities foundation communications skills unit, which has a large cohort of first year online students. The Humanities Library team host a discussion forum called 'Ask the Librarians' in the *Blackboard* unit, where students can post questions, thus receiving timely and relevant information or instruction that corresponds to specific curriculum requirements. The team also run regular real-time online information literacy classes through Blackboard Collaborate and provide library resources through a dedicated 'library resources' page. The project has been running for eighteen months, with overall enrolments over this period of around 2,500 students. In this time, the librarian team have responded to 408 queries or comments on *Blackboard*, and published 75 posts relevant to course assignments.

This program enhanced the student learning experience by its ability to reach many students in their first year of study. As the feedback indicates, the assistance provided was both personalised and customised.

I wouldn't have coped the first few weeks without you! The librarians really helped get my head around not only searching for information but how to reference things (and I had lots of weird ones). The response time was wonderful so I wasn't left 'hanging' with any section of an essay or assignment.

A benefit of the project was the way in which answers to specific questions posed by a student could be seen by all the students. They were able to build upon their knowledge by asking further questions or seeking clarification, and relate the library skills they develop to their other learning. It has enabled the Library to cater to different skill, experience and knowledge levels among the students, and was particularly beneficial for those with little experience of online study.

I would just like to say thanks for all your valuable help and information over this study period. As it was my first foray into university online study, the how-to videos and forums were fantastic. Even when I needed to ask a question, I found that one of you had answered it already on the forum. I found the libguides a great help and consequently had no trouble finding scholarly texts for my assignment. Thanks again and I guess I'll be looking out for your advice over the next few years.

Another benefit was the way it enabled the librarians to engage with online students over the whole semester and build an ongoing relationship, in contrast with the more impersonal one-off encounters of our previous approach. As one student responded:

You didn't make me feel like Student 184xxxxx, the service you provided made me feel like I was Jackie not Jacqueline because it was so friendly and I felt I could ask 'dumb' questions and not feel completely stupid asking them.

The real time online Blackboard Collaborate sessions also received positive feedback, with one student indicating that:

My favourite thing was the Blackboard collaborative session, I had been searching completely wrong before then. Another student wrote: I think you guys did a great job... I am a teacher and it was my first experience in a virtual classroom and very rewarding! A fantastic experience.

Using a flipped classroom model, librarians were embedded in a Business Foundation unit and attended on campus tutorials facilitated by the unit coordinator as drop-in sessions. The team produced a library skills video tailored to the students' specific assignments, and then worked with students to assist them with their research. The video was well utilised with 405 unique views and 510 cumulative views. The sessions were very well attended: of the 5 sessions, a total of 157 students attended, making an average of 30 students per class; figures which contrast starkly with the team's independently organised drop in sessions which averaged 3 per class.

These figures demonstrate the efficacy of having librarians embedded in the course curriculum, as part of the unit's tutorial series rather than separate information literacy sessions. Working more closely with academics to provide assistance to students and embedding in the curriculum in ways directly related to completion of assignments has had greater impact on student learning journey at the time and point of need. As the Lecturer commented:

I just wanted to say thank you again for a really fantastic Library research session. I got a lot out of the session and I know the students did too. The session was perfectly targeted for tax and in particular the assignment I had set. The key words and potential articles you found were exactly what I was hoping the students would locate for their assignments. Thanks again for a very informative and relevant session.

Leading: Increasing engagement through developing innovative hands-on learning activities

An important aspect to the *Listening, Learning and Leading* program was to take an experimental approach to some projects which would open up the opportunity for us to learn about new learning technologies and innovative approaches to teaching and learning. This meant exploring, and being informed by, new concepts of information literacy that are redefined to empower learners as well as changes in technology, encompassing emerging literacies such as digital literacy, mobile literacy and visual literacy within an overarching and unifying framework of 'metaliteracy' (Mackey & Jacobson, 2011). The program was underpinned by a constructivist approach which holds that effective learning occurs by involving the learner in the primary construction of knowledge through hands-on enquiry based learning. It also applied connectivist learning theories, emphasising learning through doing in a socially networked environment that recognises the student as a creator of information, not just a consumer (Dunaway, 2011).

Creating game-based learning activities

In recent years, games "have enjoyed increasing attention and support as a powerful medium for teaching and learning" in higher education. In particular, mobile devices "offer many services that can enhance a game-based learning experience" (Epper, 2012). A tangible way we explored this new learning approach was by creating games-based learning activities that involved using augmented reality (AR), a technology that can impose a digital layer of video, audio or visual content over the real world. AR has for the past five years, been mentioned in the NMC Horizon Reports as a key emerging visualisation technology.

For example, we developed several iterations of an orientation game called '*Pace the Space*' to introduce new students to the Library services, resources and facilities. In the game students use the Aurasma app on their mobile devices to access maps, challenges and clues to find information about

the library's resources and services. *Pace the Space* ran as a pilot in 2014, and has since been adapted for different student groups.

The Library's most significant work with games-based learning has been with the Curtin AHEAD in School (Addressing Higher Education Access Disadvantage) program, which introduces students from low SES backgrounds to campus life and encourages them to aspire to a university education. Working with years 8, 10 and 11 across twelve schools, the Library designed three game-based activities that were fun, engaging and aimed at developing the students' digital literacy skills by teaching them to use a range of educational apps, helping the students learn information literacy and research skills, and introducing them to the Library's learning spaces, resources and services (AHEAD in School LibGuide , 2015).

Publish or Perish is a 60 minute challenge based session for Year 11 students where points are earned for working in small groups. Students use iPads to watch videos that were created specifically for the game, and then complete activities involving searching, evaluating and referencing information on a particular topic, thus putting the learning into practice. The students then create an eBook using the Book Creator app, with correctly referenced information and illustrations, which they then 'publish'.

Place, Space, Race is an activity for Year 10 students which involves competing to explore the Library to complete challenges. Using QR codes, the students access floor maps to help find particular resources, facilities or spaces. The students then use Aurasma, an augmented reality app, to find a hidden message behind the images provided, before progressing to the next challenge with the overall aim of being the first to finish.

What a Kahoot! is designed to introduce Year 8 students to Australian war time politics. Utilising the wealth of educational resources from the John Curtin Prime Ministerial Library, the Library created ten large posters and ten short videos showing artefacts from the archives. In small teams, students use AR to uncover hidden information and stories in digital formats such as video, text, or graphics. Each team then creates a quiz using the information from one of the posters. The quiz is delivered to the class using Kahoot, a fun app which displays the questions, results and answers as well as a leader board with scores showing the teams' progress.

As the video of our session shows, the activity had a very positive impact on the students (*What a Kahoot!*, 2014). The formal feedback from the AHEAD program showed around 65% of students indicating that the library activity had positively impacted their desire to attend university. In addition, the anecdotal feedback has been overwhelmingly positive. As the AHEAD team wrote:

We can't thank you enough for all the amazing effort you have put into our program. The activities you have created and delivered have been outstanding – our students have absolutely loved them, as have we working with you all.

The AHEAD project has improved access, participation and outcomes for diverse student groups. In 2014, the Library facilitated 37 sessions, with a total of 805 students from 12 different schools. We provided engaging, fun activities and taught valuable digital and information literacy skills which would not only help the students in their current studies, but assist in their future academic success. We have adapted the program to run sessions for other Curtin AHEAD clients, such as refugee children, and year 6 students from a regional Primary School. In 2015 we are adapting these activities as part of a Prison Outreach Project. Our work with AHEAD in School was recognised in 2015 when it won the State Library Board Award for Excellence (Library Board of Western Australia Award for Excellence, 2015).

Creating a Library makerspace and maker community

One of the most exciting developments in the Library this year has been to establish a 'maker' community and 'makerspace' as a collaborative learning environment where people can come together

to share tools, materials and expertise, and develop skills through hands-on ‘making’ activities. Maker culture incorporates multiple learning styles and allows students to take control of their own learning, providing an intersection between formal and informal learning to include “designing, playing, tinkering, collaborating, inquiring, mentoring experimenting, problem solving and inventing” (Loertscher, 2012).

As a neutral place, the library is ideally placed to encourage cross-disciplinary innovation, creativity, experimentation, exploration, and the sharing of knowledge and experience. Underpinned by constructivist pedagogical principles, our makerspace aims to facilitate opportunities to engage in creative, problem solving activities using technologies such as 3D scanning, modelling and printing, electronic circuitry, robotics, coding, data visualisation, virtual and augmented reality, video-creation, animation and digital storytelling, as well as art and craft.

Fostering community building, the Makerspace enables the Library to supplement its traditional information literacy teaching role to include the development of digital literacy and other skills, not only by providing a creative space for people to use for their own maker projects, but by coordinating and facilitating maker workshops, drop-in sessions and events, as well as by participating in shared projects, including research. A further important role is to be a conduit for the various making facilities that exist within the university, to enable the sharing of the wealth of facilities, equipment, knowledge, skills and experience for mutual benefit.

The Makerspace has run a number of successful events in 2015, including a ‘pop-up makerspace’ for Curtin Festival of Learning in March 2015. The aim was to experiment with providing a temporary creative space for students to learn through making, from ‘low tech’ activities like origami and Lego, to more high tech activities such as virtual and augmented reality, 3D scanning and printing, coding and tinkering with micro-computers and electronics. We ran a series of workshops and discussions which were very well attended and created a sense of community for students and academic staff, by providing a friendly environment where the usual barriers between staff and students disappeared, with people united by a common interest in the ability of a maker culture to inspire creativity and imagination (Miller, 2015).

The idea of building a Makerspace to support learning in the Library has gradually taken shape through collaborative discussions and projects with faculty and Curtin Learning and Teaching. In August, funded by a National Science Week small grant we ran a week long Makerspace event - a week-long series of STE[a]M maker workshops and activities around the theme of ‘light’ which were attended by over 300 members of the Curtin and general community. This year we have created a small Makerspace in the library, enabling Curtin Library to be one of the first Australian academic libraries to venture into this new and exciting area of endeavour in the higher education space. In 2016 we intend to continue to foster the Curtin maker community by developing the space (including acquiring more tools, materials and equipment), and will hold regular maker workshops for the Curtin community, run further programs and events, and facilitate collaborative, interdisciplinary projects and interest groups which will contribute to innovation in learning, teaching and research at Curtin (Curtin Makers, 2015).

Conclusion

At all points of their learning journey at Curtin, students benefit from *Listening, Learning and Leading* as it anticipates and responds to their needs, experience and expectations in what is undoubtedly a dynamic learning environment. Moving from the traditional model of an academic Library to a student focused, technology enabled, inclusive and responsive model is challenging. There is an increasingly diverse student demographic, exciting new modes of learning and a need to support the social inclusion aims of the University while making a worthwhile contribution to student retention. The creative use of technology coupled with a focus on meeting the needs of students in a personalised way at the point of need is what makes the program so effective.

For the Library, this program had a defined beginning but deliberately does not have an end point. The Library sees the future as one based on the idea of the constant challenge of anticipating and responding to the student learning journey and continually asks “how can we do better?”, “what are the needs and expectations of the students?”, and “how can we use technology to excite, support and foster learning for our students?” The success of the program is informing future strategies to ensure the Library will continue in its aim to enrich the learning experience of every Curtin student.

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