Reinvent!
Developing the skills needed to reinvent a Library

**Workshop Leader: Carl Grant,
Associate Dean / Chief Technology Officer**

May 2017

Intellectual Crossroads of the University

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The UNIVERSITY of OKLAHOMA

Agenda

10:00-10:15   **Topic Introduction and Workshop Overview**

10:15-11:15   **Listening**

a. Interview your neighbor using questionnaire and taking notes (10 minutes talking, 5 to compile notes)

b. Introductions–Each person introduces to everyone the person they interviewed. (3 min each, 45 total)

11:15-11:50   **Understanding knowledge creation.** (4 items/4 min each x 2) + 2 minutes for correct answers = 34-35 minutes)

11:50-12:15   **Break**

12:15-12:45   **Re-inventing a Library.** Introduction of table topic & address 2-4 of the identified topics and brainstorm with colleagues about how to implement and measure results.

12:45-1:15   **Table report-outs** (3 tables/10 minutes each)

1:15-1:30   **Wrap-up / Review**

Interview Your Colleague

- **What do they consider their area of expertise?**
- **What would they like to do that they haven't?**
- **Where do they want to go that they've never been to?**
- Where did they grow up?
- Favorite memory of all time?
- How many books do they read/year?
- What is their favorite book?
- Do they prefer e-reader or paper books?
- Their favorite hobby?

- If they could have a free trip or the cost of that trip in money, which would they choose?
- How many computing devices do they have with them right now?
- Prefer to read or go to a bar?
- What's the most athletic thing they've ever done?
- How would their friends describe them?
- Ask them to tell you about their parents.
- Their children?

Introduce Your Colleague To Us
In three minutes

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Why did we do that exercise?

https://www.brainscape.com/blog/2011/04/why-using-flashcards-does-not-have-to-mean-learning-out-of-context/

Whether it's the context of the person we're working with or the information we give them, it matters when you're re-inventing.

Context is everything

We must ground our work in a rich understanding of the context of use, or else we run the risk of creating well meaning rubbish

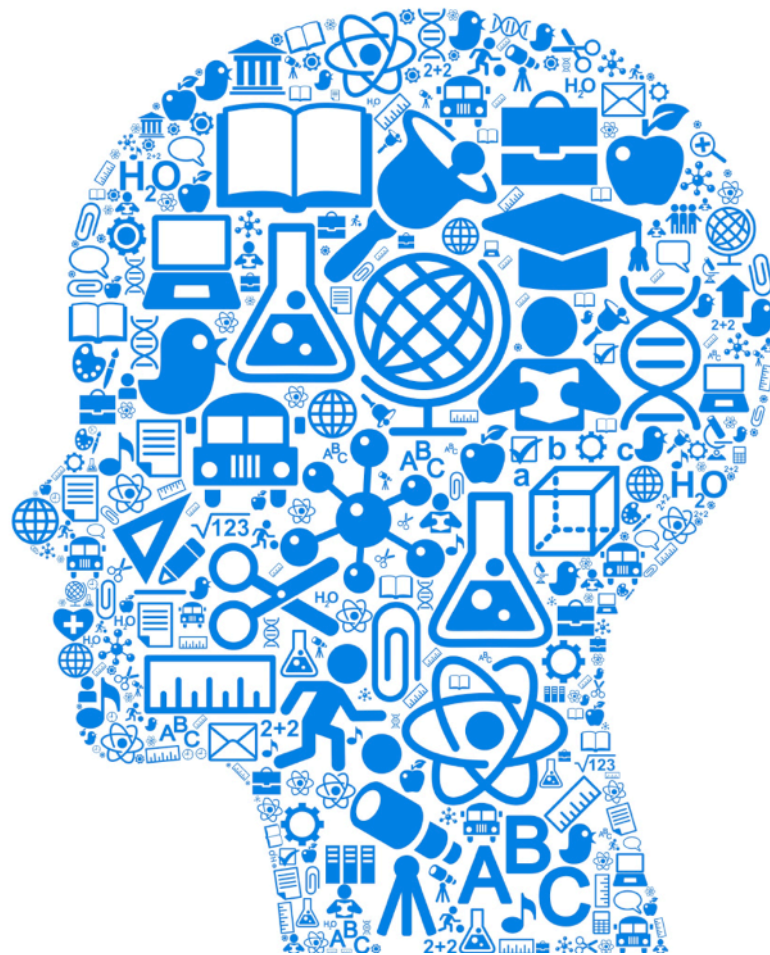**Iain Barker**
iain.barker@gmail.com
http://www.simplerisbetter.wordpress.com

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Understanding Knowledge

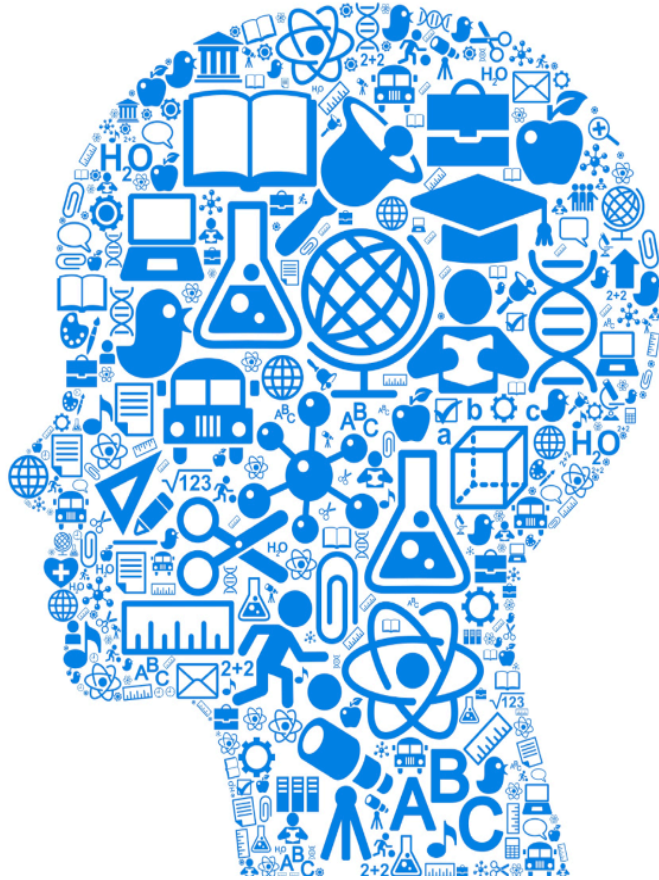http://www.riseresearchproject.com/helping-students-remember-subject-knowledge/

Understanding Knowledge

How smart are we?

Rank yourself on a scale of 1-5 as to your knowledge of everyday things, items you encounter in life frequently? Note your estimate.

http://www.riseresearchproject.com/helping-students-remember-subject-knowledge/
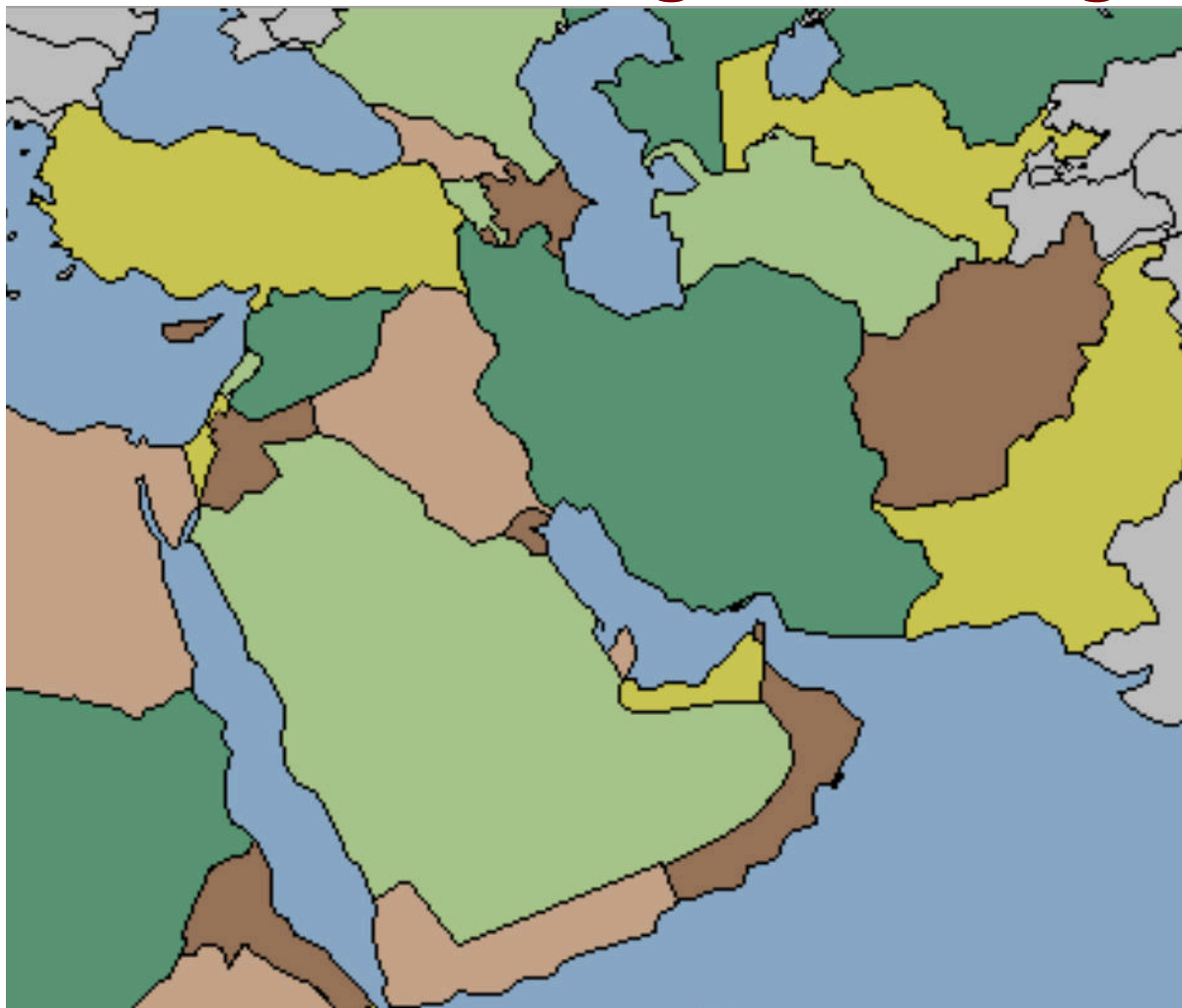
Understanding Knowledge

1. Save each answer separately!

2. First attempt – work by yourself.

3. Second attempt – work with others at your table.

4. At the final step, we'll look at the actual answers.

Understanding Knowledge Creation

http://extraextraproject.weebly.com/middle-east.html

- Uzebekistan
- Egypt
- Sudan
- Ethiopia
- Israel
- Jordan
- Syria
- Iraq
- Iran
- Afghanistan
- UAE
- Qatar
- Pakistan
- Palestinian Territory

Understanding Knowledge Creation

Draw a bicycle showing all of the major components that make a bicycle work.

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Understanding Knowledge

How does a zipper work?

Image source: https://marketplace.secondlife.com/p/Zipper-Personal-Teleporter-Click-To-Zip-Every-Avatar-Needs-A-Zipper/1634572?
id=1634572&slug=Zipper-Personal-Teleporter-Click-To-Zip-Every-Avatar-Needs-A-Zipper

Understanding Knowledge

How does a toilet work?
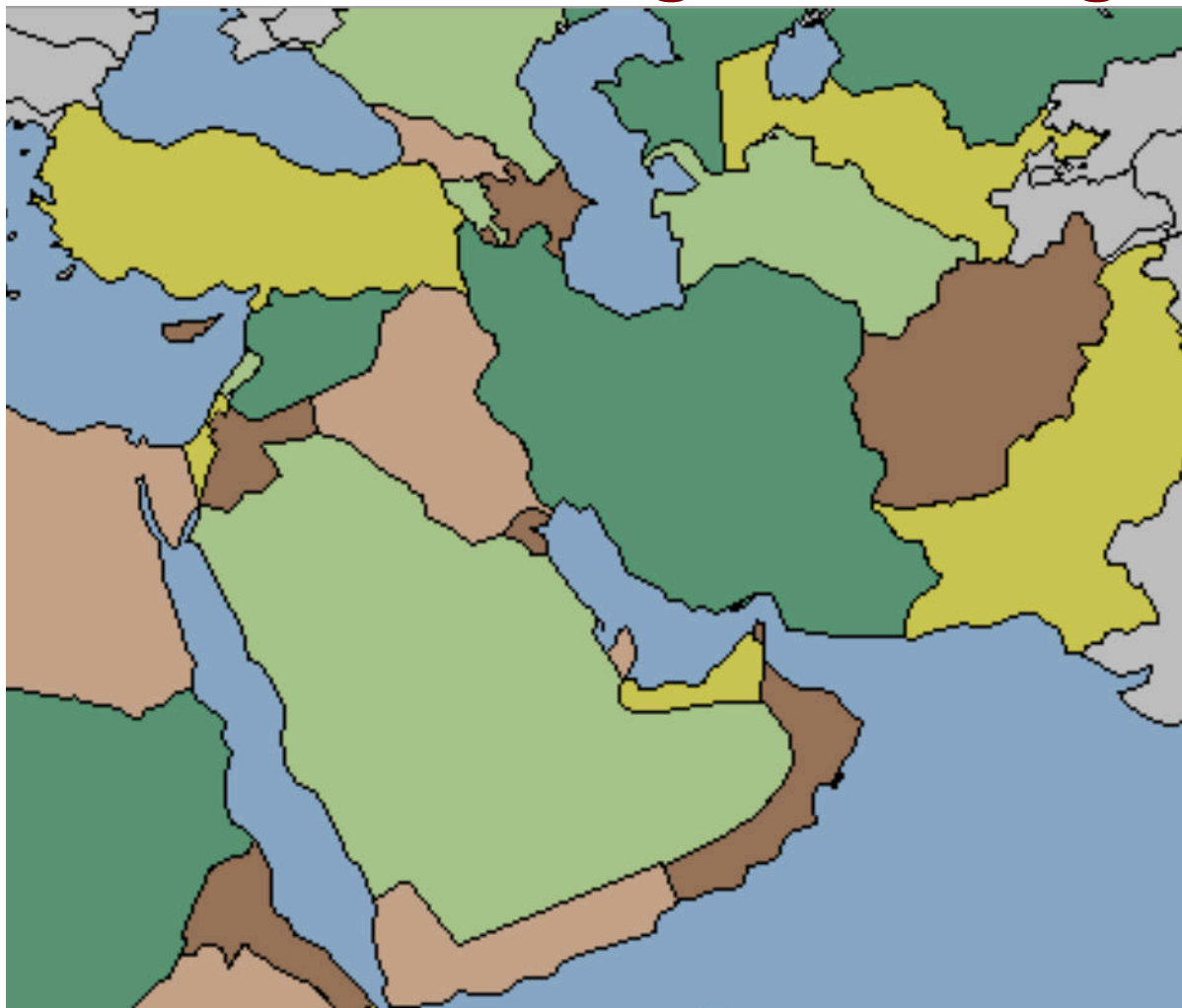
FLOW-3D

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Understanding Knowledge

Now, working with others at your table, run through the questions again and write down your answers as a collaborative effort

Understanding Knowledge Creation

- Uzebekistan
- Egypt
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Understanding Knowledge Creation

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Understanding Knowledge

How does a zipper work?

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Understanding Knowledge

How does a toilet work?

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Understanding Knowledge

And the correct answers are???

Understanding Knowledge Creation

Image source: https://mybookselfdotorg.files.wordpress.com/2015/12/img_4354.jpg

Understanding Knowledge Creation

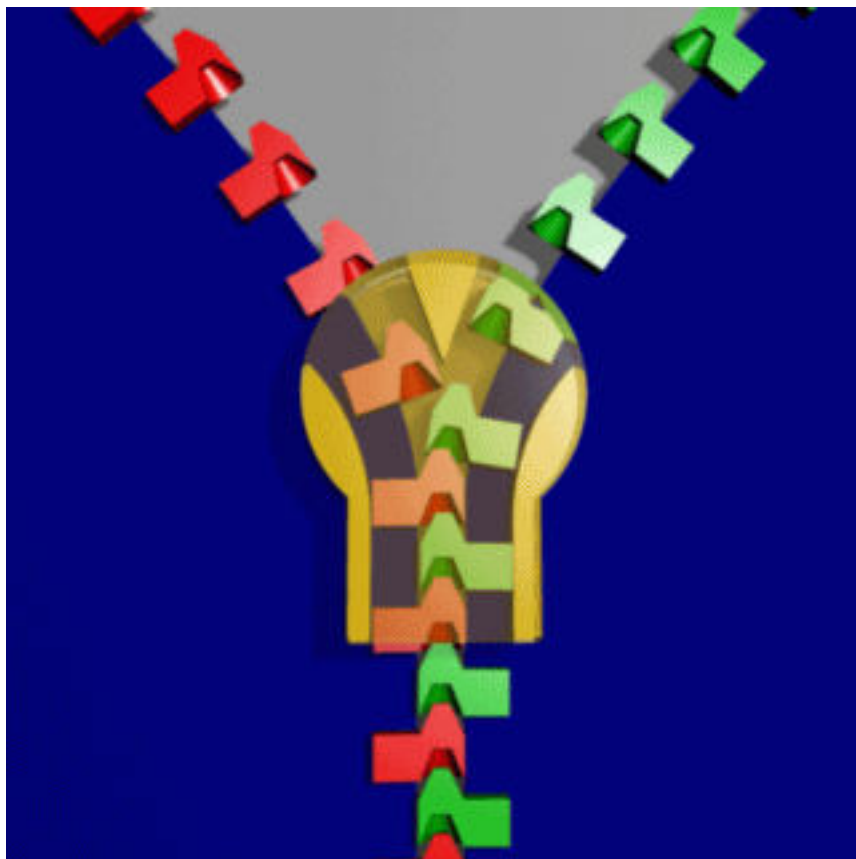**Draw a bicycle showing all of the major components that make a bicycle work.**

Listening

Image source: https://www.quora.com/How-do-zippers-work

How does a zipper work?

Understanding Knowledge

How does a toilet work?

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Understanding Knowledge

Q: Who flies an airplane?
A: Ground controllers, air controllers, weather forecasters, mechanics, instruments, computers and oh yes -- pilots.   As a __collaboration__.

https://www.flickr.com/photos/wildhaber/5976264120

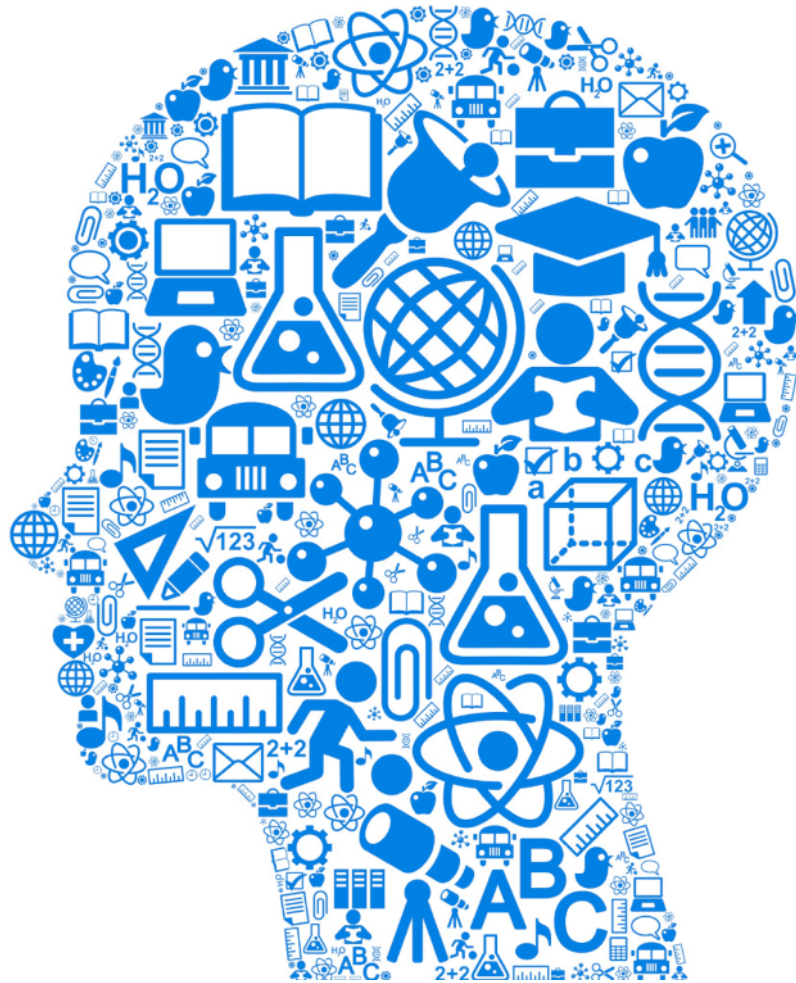**Intellectual Crossroads of the University**

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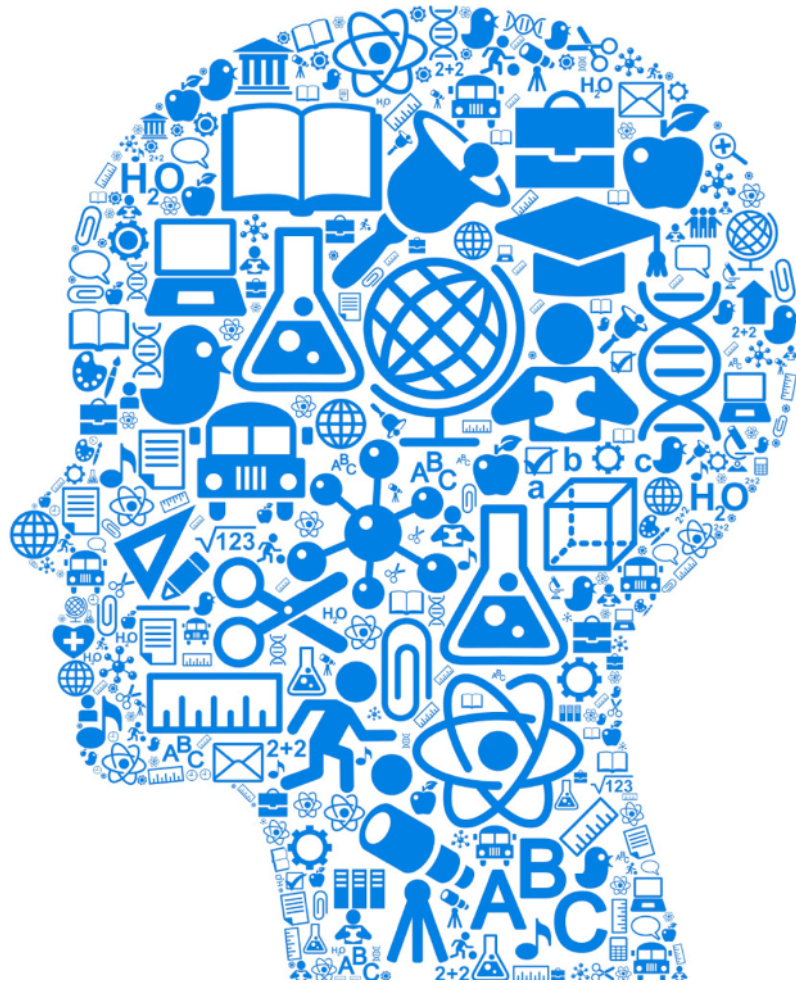
Understanding Knowledge

How smart are we?

Now, rank yourself again on a scale of 1-5 as to your knowledge of everyday things, items you encounter in life frequently ? Higher/Lower/Same?

http://www.riseresearchproject.com/helping-students-remember-subject-knowledge/

Understanding Knowledge

How smart are we in collaboration?

Now rank yourselves when working collaboratively?

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Understanding Knowledge

Leonid Rozenblit and Frank Keil in 2002 termed, *the illusion of explanatory depth* (IOED), stating, "Most people feel they understand the world with far greater detail, coherence, and depth than they really do."
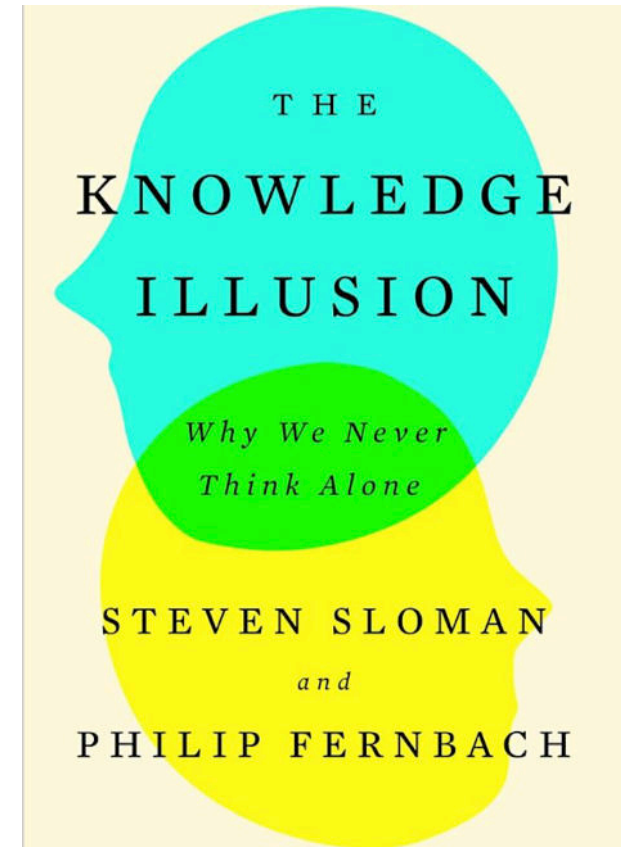
Understanding Knowledge

"Q: How much information people have on hand (in their minds) – what is the size of their knowledge base?
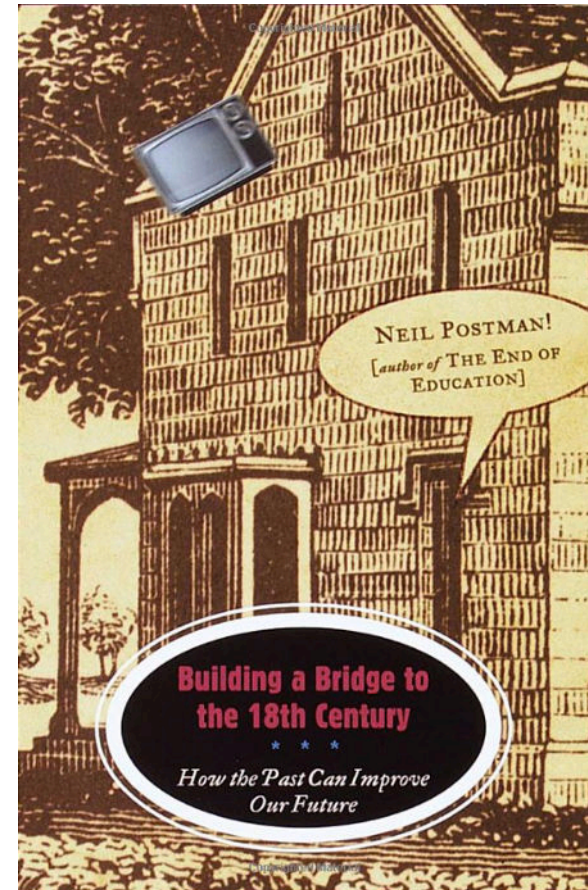
A: 1 Gb"

Pg 26

Understanding Knowledge

"The knowledge we have is a result of our asking questions; indeed, that question asking is the most significant intellectual tool human beings have."

Neil Postman, *Building a Bridge to the 18th Century,* pg 92-93, 98

Understanding Knowledge

"We've all heard young kids ask: why? Children implicitly understand the complexity of things and explaining at a deeper level prompts more questions. Parents answer with: because. We have made a decision to stop probing because we think we understand how things work more deeply than we do." pg. 35

THE KNOWLEDGE ILLUSION

Why We Never Think Alone

STEVEN SLOMAN and PHILIP FERNBACH
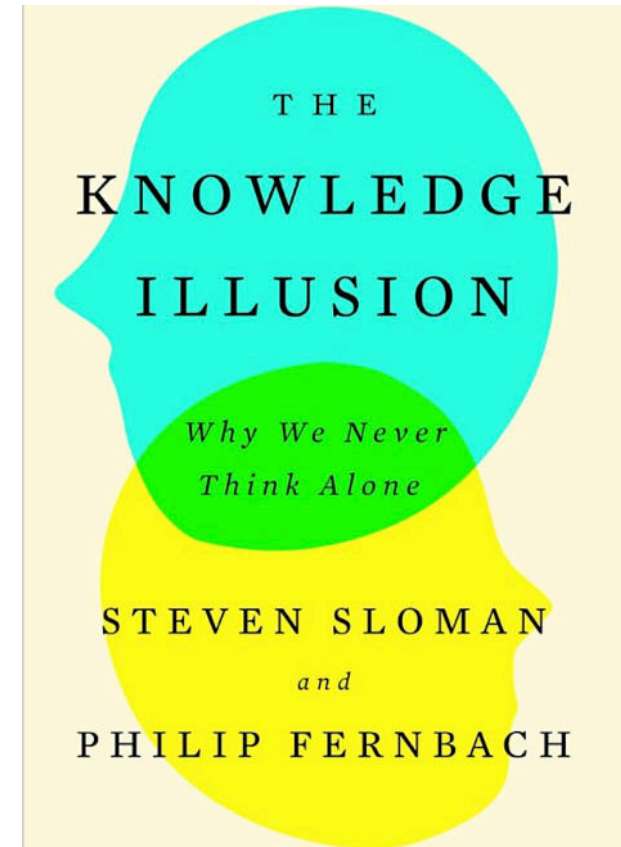
Understanding Knowledge

We need to teach our communities to question <u>everything.</u>

Because questioning, and facts, are at the heart of <u>re-invention.</u>

Why did we do that exercise?

We need to remember:

1. Knowledge is:

   a. Built on existing knowledge

   b. Social/Collaborative

2. All knowledge <u>needs</u> to be questioned

3. Libraries should accommodate these realities in **all** their plans

What are the questions we need to ask before adopting new technology?

Take a moment and write them down.

http://clipart-library.com/images/LTd5rzBAc.jpg

Questions we need to ask before adopting technology?

1. "Technology maybe be life-enhancing or life-diminishing; which is it?
2. What is the problem to which this technology is a solution? Whose problem is it?
3. What problem does it solve for me?"

Neil Postman, *Building a Bridge to the 18th Century*
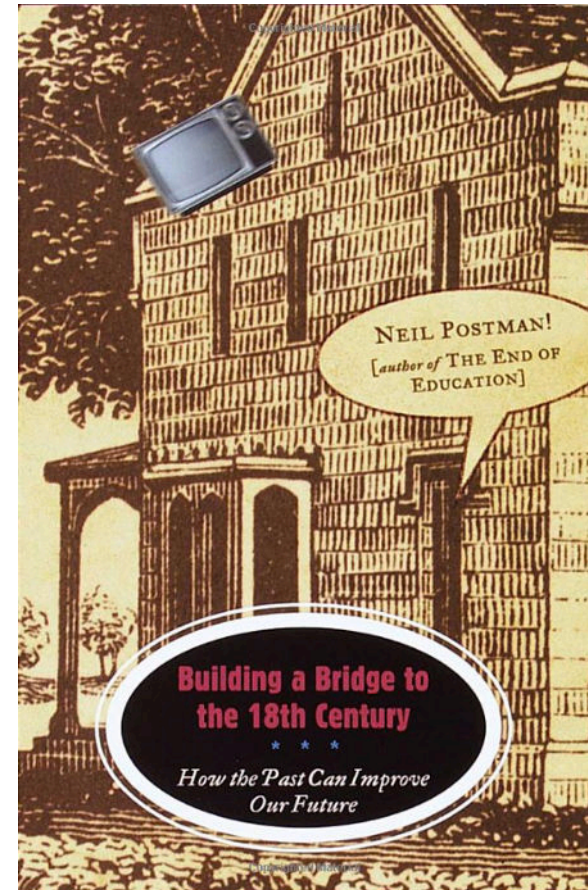
Questions we need to ask before adopting technology?

4. "Will its advantages outweigh its disadvantages?
5. Which people and what institutions might be most seriously harmed by a technological solution?
6. What sort of people and institutions might acquire special economic and political power because of technological change."

Neil Postman, *Building a Bridge to the 18th Century*
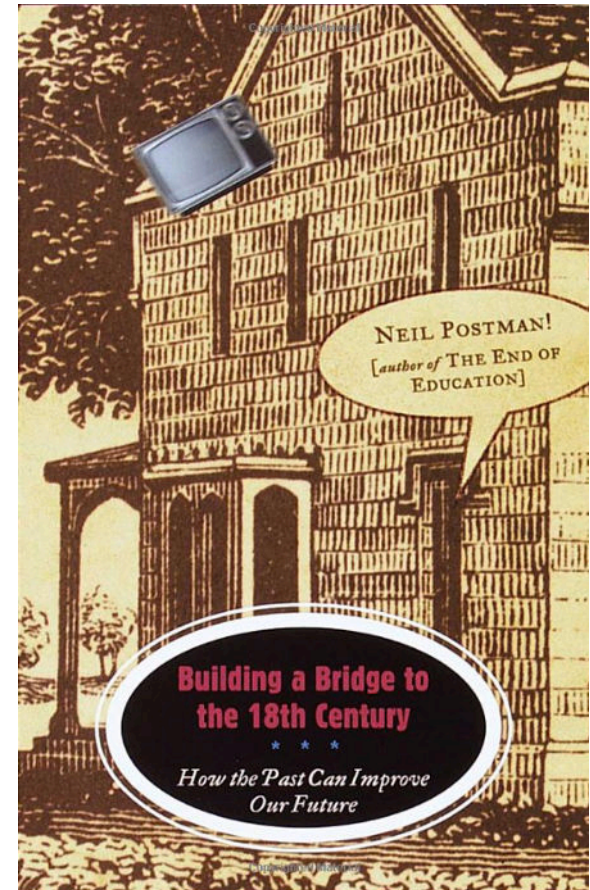
Re-inventing a Library

– Table Topics:

BEFORE STARTING!!

a. Pretend money is a small (not large) limitation

b. Pretend you're the dean/director/head of the Library

c. **Each table must appoint a person to be the note-taker and spokesperson!**

d. Don't forget to talk about how you'll measure the **impact achieved**

e. Do a minimum of 2 topics, no more than 4

Re-inventing a Library

– Table Topics (Take on a minimum 3 per table):

1. How do you think libraries can best collaborate to promote use of known facts in our societies?

2. What could you do to encourage collaborative work by your users, with you library as the hub? (Think outside of the usual!)

3. What programs do you think you could launch at your library that would position your library as the intellectual crossroads of your community?

4. Think of some ways to use the resources of your library to show people how knowledge builds on top of knowledge.

5. Develop a list of the barriers your community users face in using your library. What can you do remove them?

Re-inventing a Library

– Table Topics (cont'd):

6. Suggest ways to get your library teams more engaged and embedded with the communities they serve?

7. What existing products/services do you think you won't be needing to continue in your library in the near future (1-3 years)? (Remember, consider what is happening outside your library when developing this list!)

8. What are your plans for creating new and/or extending the value of librarianship in the future?

9. Describe how you market/promote your library services, how do you make people aware of your services?

Re-inventing a Library

– Table Topics (cont'd):

10. Suggest ways that we can have information seek users, rather than them searching for it?

11. Suggest ways we can better support online learning?

12. How can libraries work together to better support innovation and entrepreneurship both in the libraries and in our communities?

13. What can we do in libraries to help our communities better cope/deal with the rate of change in society?

Wrapup/Review

The End!

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