Work on Standards for the public library as a learning arena.
learning.arena
Desire for Numbers
Need for Numbers
Collaboration
Room/Facilities
Competencies
Collection
Sought help in Taxonomies
Taxonomies alone felt Rigid
We wanted something else
BUSKERUD MEASURING MODEL
Step 1
POTENTIAL

Low  Medium  High

1       2       3
Collaboration

1.1.1 Brochures and material available in the library
1.2.1 Learning facilitators using the library for its activities
1.3.1 Formal education available in/via the library
1.4.1 Interaction with other learning facilitators and students
1.5.1 The library’s presence (physical) in educational settings outside its own facilities
1.6.1 The library’s visibility as a learning arena in PR and on the internet

Room/facilities

2.1.1 Basic technical equipment
2.2.1 Workspace for students
2.3.1 Publicly available software
2.4.1 Study room available for the public
2.5.1 Facilitating of a social learning environment

Competencies

3.1.1 Plan for own improvement of knowledge
3.2.1 Knowledge about digital educational tools
3.3.1 Knowledge about learning platform software
3.4.1 Database searching
3.5.1 Practical-technical skills
3.6.1 Sharing of knowledge
3.7.1 Guiding skills

Collection

4.1.1 Literature related to studies
4.2.1 Access to databases of relevance
4.3.1 Internet resources made available
4.4.1 Communicating the collection
1.2.1 External facilitators of learning using the public library for its activities - potential

1.2.1.1 External facilitators of learning using the public library for it’s activities - low potential

There exists no learning facilitators in the library's surroundings, or some exist but they are inactive. Or the library's facilities are in such a bad state that learning activities can not be held there.

1.2.1.2 External facilitators of learning using the public library for its activities - medium potential

There exist active facilitators of learning and/or study programs (e.g. long-distance studies) in the library's surroundings. The library's facilities do not hinder the library from being a potential place for the facilitators to hold their courses/running their programs.

1.2.1.3 External facilitators of learning using the public library for its activities - high potential

The assortment of facilitators of learning that are potential collaborators for the library are many, and their programs complement eachother and therefore reach a large number of the community’s inhabitants. Also, the library's facilities can be adapted to atractive and versatile enough to meet the needs of all the different facilitators of learning.
Step 2
PERFORMANCE

Low  Medium  High
<table>
<thead>
<tr>
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<th>Collection</th>
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1.2.2 External facilitators of learning using the public library for it's activities - performance

1.2.2.1 External facilitators of learning using the public library for it's activities - low performance

*There is non or very few arrangements organized by an external facilitator of learning in the library. Those that do take place are not part of any planned activity.*

1.2.2.2 External facilitators of learning using the public library for it's activities - medium performance

*Different facilitators of learning organize different arrangements in the library. The library is also involved in planning the arrangements.*

1.2.2.3 External facilitators of learning using the public library for it's activities - high performance

*All the arrangements and activities organized by an external facilitator of learning taking place in the library, are part of the library’s strategy and plans. The library also collaborate with the facilitators and can influence on what themes/courses that will put on the schedule.*
Step 3
GRID

High

Medium

Low

POTENTIAL

PERFORMANCE

BUSKERUD MEASURING MODEL
Pre-measurement: Collaboration
Ringerike library, april 2012

TOTAL SCORE: 26 / 54

GRID

POTENTIAL

PERFORMANCE

1.1 Brochures and material available in the library
1.2 Learning facilitators using the library for its activities
1.3 Formal education available in/via the library
1.4 Interaction with other learning facilitators and students
1.5 The library's presence (physical) in educational settings outside its own facilities
1.6 The library's visibility as a learning arena in PR and on the internet

BUSKERUD MEASURING MODEL
Step 4

PRIORITY

6–9 pts.

Reconsider!

Keep on doing!

1–5 pts.

Watch this!

Act immediately!

Low importance

High importance

BUSKERUD MEASURING MODEL
PRIORITY

6–9 pts.

1.2 Learning facilitators using the library for its activities
1.3 Formal education available in/via the library

1.1 Brochures and material available in the library

1–5 pts.

1.5 The library’s presence (physical) in educational settings outside its own facilities

1.4 Interaction with other learning facilitators and students
1.6 The library’s visibility as a learning arena in PR and on the internet

Low importance
High importance

BUSKERUD MEASURING MODEL
Step 5
STRATEGY

Step 6
ACTION PLAN
Pre-measure and Post-measure
Thank you for your attention.

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bibarena.wordpress.com

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The Road to Information Literacy: Librarians as facilitators of learning
IFLA-satellite Meeting in Tampere, Finland
August 9th 2012