

THETA

The Higher Education Technology Agenda

'Let's be brief(ed)': Library design, education pedagogy and service delivery

Academic libraries are re-aligning their focus beyond collection-based facilities to user-centred, service orientated information providers. This shift has required collaboration between built environment design consultants and library professionals in reassessing library design to align with this new service delivery approach. Much discussion has taken place on the drivers of this change and the outcomes produced but little on the manner in which productive partnerships develop with the built-environment design profession in library design.

The design of library facilities holds possibilities of contributing to education pedagogy and learning spaces in a broader context, aligned to this are library service delivery modelling to support education outcomes. This paper explores the experience of the design of a new library facility contained within the new Melbourne School of Design building at The University of Melbourne and the role of designers, the design brief and consultation process in producing architectural responses to pedagogical and library service delivery outcomes. It reviews how education pedagogy and service delivery objectives can be successfully aligned with built environment outcomes and argues for consideration around the relationship between library spaces and academic library's functions and aspirations.

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