

Source Documentation Practice: In text and References

In the excerpted introduction section from a former student's primary research paper, use the information provided in the comments to write proper in-text citations according to APA format.

Students' Preferences and Possible Aspects of Improvements of Informal Learning Spaces at Georgetown University

Introduction

Since education is the main purpose of higher education, space in which learning takes place is of utmost importance. Over the years, the concept of the classroom has been changing and evolving because a series of new factors and opportunities has emerged. Since new learning activities have become possible, students have looked for spaces other than classrooms where they can complement their learning. Libraries have always been the standard learning space at universities. Decades ago, students visited the library to consult print books, journals, and related materials to supplement their classroom learning. However, changes in technology have altered the way in which students approach learning and have lead traditional libraries to change the way they manage, structure, and design learning spaces [redacted]. Students can now access library content electronically from places other than the library; therefore, librarians have taken action to restructure and build new spaces in response to the changes in the way in which students access information and to the evolution of the students' needs. According to [redacted], the library is considered an "informal learning space" where students are in charge of their own learning _____. Other informal learning spaces at universities include dorm rooms, lounge areas, patios, or even hallways. In contrast to formal learning spaces, where people other than students typically control the use of the space, in informal learning spaces, students determine their learning needs and goals and are responsible for their own learning [redacted]. Nowadays, in the higher education sector, there are many examples of redeveloped informal learning spaces, where students can meet, learn interactively, and work in groups. These spaces should encourage learners, foster learning as an activity, and adapt to the students' changing needs in their process of learning [redacted]. Therefore, learning spaces should be designed to

Comment [A1]: Forrest, C., & Hinchliffe, L. J. (2005). Beyond classroom construction and design: Formulating a vision for learning spaces in libraries. *American Library Association*, 44 (4), 296-300.

Comment [A2]: Montgomery, S. E. (2013). Library space assessment: User learning behaviors in the library. *The Journal of Academic Librarianship*, 40 (1), 70-75.

Comment [A3]: Bennett, S. (2006). First question for design higher education learning spaces. *The Journal of Academic Librarianship*, 33 (1), 14-26.

Comment [A4]: Walton, G., & Matthews, G. (2013). Evaluating university's informal learning spaces: Role of the university library? *New Review of Academic Librarianship*, 19(1), 1-4. doi: 10.1080/13614533.2013.755026

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motivate students to spend the appropriate time on their learning and to work efficiently [redacted].

Comment [A5]: Bennett, S. (2006). First question for design higher education learning spaces. *The Journal of Academic Librarianship*, 33 (1), 14-26.

More learning is taking place outside of class than ever before. With an increased emphasis on teamwork and group projects, the current learning methodologies require informal learning spaces. Students are learning in small groups outside the classroom as they accomplish work related to their courses [redacted]. As the use of informal learning spaces is becoming more pervasive and common in students' lives, the people who manage libraries are dedicating their time to think about how these spaces should be developed and enhanced to effectively meet the needs of 21st century students [redacted].

Comment [A6]: Brown, M. B., & Lippincott, J. K. (2003). Learning spaces: More than meets the eye. *EDUCAUSE Quarterly*, 26 (1), 14-16.

Several researchers have studied the characteristics of successful higher education learning spaces. The studies focused on different factors or attributes that affect students' preferences in their learning spaces. [redacted] and [redacted]

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suggested that learning spaces should support different kinds of learning activities (discussion, experimental learning, reflection) as well as informal group meetings. These spaces need to be comfortable and flexible to support individual and collaborative work [redacted]. [redacted] found that, as their first choice, learners looked for spaces that allowed them to collaborate and communicate in groups. Students mentioned that the exchange of opinions and ideas was important for their learning; therefore, learning spaces should be conducive to interpersonal communication, social interaction, and collaborative work [redacted].

Comment [A8]: Oblinger, D. (2005). Leading the transition from classrooms to learning spaces. *EDUCAUSE Quarterly*, 28 (1), 14-18.

Comment [A9]: Forrest, C., & Hinchliffe, L.J. (2005). Beyond classroom construction and design: Formulating a vision for learning spaces in libraries. *Reference & User Services Quarterly*, 44(4), 296-300.

Comment [A10]: Forrest, C., & Hinchliffe, L.J. (2005). Beyond classroom construction and design: Formulating a vision for learning spaces in libraries. *Reference & User Services Quarterly*, 44(4), 296-300.

Comment [A11]: Harrop, D., & Turpin, B. (2013). A study exploring learners' informal learning space behaviors, attitudes, and preferences. *New Review of Academic Librarianship*, 19 (1), 58-77.

Comment [A12]: Harrop, D., & Turpin, B. (2013). A study exploring learners' informal learning space behaviors, attitudes, and preferences. *New Review of Academic Librarianship*, 19 (1), 58-77.

Balancing community and independent learning was an important aspect that benefited students in their learning process (Gee, 2006). While some students asked for quiet, private, distraction-free, and comfortable learning spaces, other students preferred more animated environments for studying [redacted]. Students claimed not only that silence benefited their concentration, but that the movement of people in the noisy areas also kept them alert (Bennett, 2006). "[T]he presence of other people stimulate[s] a person to greater activity" [redacted]. Because learning can occur in both quiet and individual environments as well as in social surroundings, learning spaces should provide a range of private and interactive spaces (Gee, 2006).

Bennett, S. (2006). First question for design higher education learning spaces. *The Journal of Academic Librarianship*, 33 (1), 14-26.

Comment [A13]: Harrop, D., & Turpin, B. (2013). A study exploring learners' informal learning space behaviors, attitudes, and preferences. *New Review of Academic Librarianship*, 19 (1), 58-77.

Comment [A14]: Webb, K. M., Schaller, M. A., & Hunley, S. A. (2008). Measuring library space use and preferences: Charting a path toward increased engagement. *Libraries and the Academy*, 8 (4), 407-422.

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Not only should learning spaces combine quiet and animated areas to stimulate students' learning, but these spaces should also be comfortable, offering adequate space to place laptops, books, notebooks, papers, drinks, food, among others [redacted]. According to [redacted], "[l]arge personal work spaces were common preference expressed by learners in the form of a desire for large tables and space to spread out" [redacted]. [redacted] explained that a feature that students favored when studying was "having everything needed for study ready at hand, [and] being able to spread out one's materials" [redacted]. Furthermore, tables and chairs should be comfortable and adaptable, and the furniture should be easy to move [redacted]. Consequently, "[c]hairs should roll and stack, and tables should move" [redacted].

Technology also plays an important role in 21st century learning spaces. As [redacted] claimed, technology should be included in the learning space to support learning. PCs, printers, large screens, and access to the Internet and software were important resources to the majority of the learners [redacted]. Additionally, the accessibility of computers, WiFi, and power points was also valued by students [redacted]. PCs were used to print out assignments and to check email before class; therefore, it was important that resources and facilities were easily accessible.

Finally, food service areas have become important elements to create informal learning [redacted]. Coffee shops and food courts, which offer easy access to food and drinks, were attractive aspects of learning spaces because they helped students to focus while studying preventing them of having to interrupt their study to eat [redacted].

It is important to know and be aware of students' needs and preferences in informal learning spaces because "the better [the University Facilities and Planning staff] understand[s] the design elements that afford college students opportunities to learn and the spaces in which students may act on these opportunities, the more likely [the staff is] to design successfully and get value from [the] investment in learning spaces" [redacted]. In other words, the University Facilities and Planning staff should be aware of the characteristics that define the informal learning spaces to develop them as most integrated educational spaces as possible.

Comment [A15]: Oblinger, D. (2005). Leading the transition from classrooms to learning spaces. *EDUCAUSE Quarterly*, 28 (1), 14-18.

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Comment [A18]: Gee, L. (2006). Human-centered design guidelines. In Oblinger, D. (Ed.), *Learning spaces* (pp. 10.1-10.13). Vancouver: EDUCAUSE.

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However, no research has been conducted on students and their preferred learning spaces at Georgetown University. Professors at Georgetown University require students to complete numerous tasks outside the classroom, so informal learning spaces at this university play a very important role in the students' education process. Therefore, the purpose of this study was to determine Georgetown University students' preferences for learning spaces and possible improvements of the learning spaces available in Lauinger Library, the central library on the main campus, and the Leavey Center, the prime student center on the main campus. The hypotheses of this study are the following: 1) Georgetown University students are satisfied with the space and facilities of the Leavey Center in terms of study purposes; 2) Georgetown University students think that the Library needs some improvements; 3) students prefer to complete short and simple assignments in the Leavey Center, and complex and long assignments, such as research and written papers, in the Library, and 4) students prefer to complete group assignments in the Leavey Center instead of in the Library.

The study may be useful for the Facilities and Planning staff at Georgetown University to enhance the Library and the Leavey Center as higher education learning spaces, filling them with all facilities and comfort that students claim are necessary in their informal learning spaces.

Now arrange the References in the proper order.

References

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