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## Library learning commons

Common learning inside the library of Tec de Monterrey, Mexico City Common Learning, is also recognized common intellectuals, common or common digital information, learning space, similar to libraries and classrooms that share space for information technology, remote or online education, lessons, collaboration, content creation, meeting, socialization, game play and study. [1] [2] Common learning is increasingly popular in academic and research libraries, and some public libraries and schools are now adopting the model. [3] Architecture, furniture and physical organizations are particularly important to the character of a common learning mantra, as spaces are often designed to be rearrange by users according to their needs. [4] Common Learning may have tools, equipment, makerspaces, and/or publishing services available for borrowing or use. [5] Along with the so-called libretore template, which is focused on customer service, books or digital libraries, The commons learning or common digital learning have been cited as a model for the library in the future.[6] History and Development Students learning in work with the Common Learning Sy in Tec de Monterrey, Mexico's Common Learning has been developed throughout the United States and other countries in academic libraries since the beginning of the 1990s, when they were most commonly called Common Information. [7] Two early examples were the Information Arcade of the University of Iowa (1992) and the Common Information of the University of Southern California (1994). [8] By 1999, Donald Beagle noted his urgency as ... a new model for service delivery in academic libraries, and proposes that the model could be characterised by offering a service continuum in the hands of retrieval information of the original knowledge creation. This approach, often called one-stop shopping, might be facilitated, Beag suggests, even if the implementation of strategic alignment, a management approach adapted from IT enterprise planning. [9] Increasing use of Common Learning themes became apparent by 2004, when the University of Southern California hosted a national conference titled Common Information: Learning Spaces Behind the Classroom. Beagle's white paper for this conference proposed a development path in Common Learning Commons, based on a typology of changes adapted to research by the American Council on Education. This white paper defines a Common Common Information as a library-center... group of network access points and associated IT tools located in the context of physical, digital, people, and social resources organized in support of learning. A common Learning, by contrast, was no longer library-center, such as... when the resources of the common information are organized in collaboration with learning initiatives by other academic units, or aligned with through a cooperative process. [10] These definitions were later adopted with elaboration on by Scott Bennett, Yale University's Librarian Emeritus. [11] Since the end of 1990s, hundreds of Common Learning have developed and morphed in response to web 2.0 technologies and the ongoing evolution of libraries and library functions. 2.0 Web technologies such as blogs, social networking sites, video sharing sites and web apps, are radically affecting the way that information is exchanged and engaged in. A common learning takes these technologies into consideration and then adapts to provide the best possible services to the new 2.0 users and students. A driving force for the institution in place various services in the library is caused by two major reasons. The first reason is the reduction in space used to house print materials that are of little use to students and faculty compared to digital resources rapidly accessible to internet-based internet services. The second reason for common advance is the first place on the most library courts have managed to secure them. The library often frees up the weed space of the print collections. A senergil service can develop student support with other service departments. Why a Common Student Learning appears to have natural capabilities to use emerging technologies. But the reality is, while students easily entertainment in entertainment and value communication of devices they use, they need to be taught how these tools can be used in learning and critical thinking. This is a task for the Common Learning. There is growing consensus among educators that students need to learn transferable skills in order to work efficiently and successfully in our next world. They will require skills and abilities to flow and shift. And most of all, students will need to understand that these transferable skills give them the ability to make a difference in this world.. Personally, [12] A Common Learning provides unlimited opportunities for growth. It is based on a cross-curriculum perspective that recognizes literacy, digitally, knowledge, thinking, communication, and implementation as the foundation for learning how to learn. [12] A Common Learning becomes the physical and virtual catalyst where investigations, imagination, discovery, and creativity come alive and become central to growing - personal, academic, social and cultural. [12] The Role of Differentiating Instruction an effective common learning will accommodate all students learning and address multiple learning styles and learning levels. In working together, teacher-libraries in partnership with others can modify the process, content, products and settings needs a population of diverse students. The result will become students who are learning. The common learning pattern creates an ideal environment for the teacher library to use teaching methods that allow for both formal and informal learning to take place. [13] Common Learning, Student Services, and the Institution A common learning allow for academic libraries to provide wider range and services wider to students and users. Many meshing services maintain the traditional reference and research components of the classic library while adding new exciting services that support new technologies and services in a larger and more integrated environment. [14] The common learning reflects a marked change in our design of the library, a change that is driven by understanding the highlighting of the role of libraries in supporting student learning. [15] Common Learning Emergencies as a central component of contemporary library design offer an opportunity to transform the library role on the courtyard from a supplier of information to a facilitator of learning. [15] Often, libraries and common learning share responsibility for delivering college-wide results: develop effective research strategies, find and assess the appropriateness of resource materials for a particular subject, honor effective oral and written communication skills, and promote good study and learning habits. [15] The purpose of a Common Learning Library should encourage all students to engage in substance ways and multiple services within the organization. A coherence with goals among the diverse components of the library enables both the library and the school to run more smoothly and efficiently and the students need to be satisfied in an environment designed to provide multiple services in one place. [14] The Digital Dividend and Learning Common Digital Divide is a very real problem in academic libraries now and will remain so for the foreseeable future. This can be an issue in a highly technological library model but when the common learning works efficiently, the needs of these students are provided for across library orientation, research classes/references, technology courses, one-on-assistance, efficient and in-library assistance. These services should be developed online as well as face-to-face for the user's maximum benefits with the school. [14] The importance of physical space A dedicated learning space can improve new learning experiences or renovated library spaces is now often repurposed to bring students together in work, study, and socialize. The common learning typically offers comfortable furniture for both individual studies and groups, modular furniture that allows users The environment to suit their needs, access to wireless networks and electrical outlets, multimedia laboratories and support, and often a coffee accompanied by relaxed restrictions and drink restrictions. The common learning seeks to expand and integrate the real and virtual learning have to share their experience. Safe, inclusive and welcoming throughout a school are imperative to meet diverse capabilities and people's learning styles, teams and groups. Virtual learning space increases this potential. Common Learning promotes Learning-Based Research Through the process of investigation, constructing many of the understandings of the natural worlds and people born. Investigation involves a need or want to know local. Investigation is not so much seeking the right answer--because often none--but rather seeking appropriate resolutions for questions and problems. For educators, investigation implies emphasis on the development of investigation skills and the nourishment of insulting attitudes or habits in mind that will allow people to continue the demand for knowledge throughout life. [16] The challenge of learning the common challenge will discover how to recognize our current space both inside and beyond a school and a school library wall reflecting this new reality. Access to the technology that makes it possible, obviously, is critical. Roles in the school library, a key component of a Common Learning, have an integral and transformative role to play in applying this fresh and innovative vision for education. Every member of a school's population will eventually participate in the creation of a Common Learning, but the early coordination concept and leadership will rest with the school library's expertise. Where properly developed, a school's library is already the hub for networking and information access. As the Learning Concept grows, school library collection facilities will continuously change and expand, creating school-based access services assigned to the needs of a school community. This process will mean changes to a school's library operations. Resource collections will need to be recharge even more quickly and are readily passed to them now to reflect their communities as well as the world at large. It is the only way an access library to the global, connected and interactive communication network in the future.[12] Common Transformative Learning Model (LCTM) Wikimedia Commons has media related to Common Learning. Developed by Dr Alexander Jones, the LCTM sets clear objectives and specific criteria of importance to measure the correlation and teaching results and use of space and technology. [17] The LCTM Model includes Building Knowledge, Collaborative Engagement, Integral Learning, Literacy Fostering, Creativity and Expression, Development of Positive Social Maturation, use of Space and Teaching Ameridable. [18] Reference^ 7 things you should know about modern learning (PDF). Educing Learning Initiative. April 2011. Archived from the original (PDF) on 3 September 2013. Retrieved 1 August 2013. ^ Waters, Audrey (23 November 2011). Libraries and Museums become hands-on Learning Laboratories. KQED MindShift. Retrieved 1 August 2013. ^ Lastly, Steven (21 July 2013). Download the: Digital Common, the library in the future?. Retrieved 1 August 2013. Somerville, Mary M.; Harlan, Sallie (2008). 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