

**Information Feud
CCUMC Conference
Gainesville, FL
October 19, 2007**

Information Commons
Annotated Bibliography

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Bailey, R., & Tierney, B. (2002). Information Commons Redux: Concept, Evolution, and Transcending the Tragedy of The Commons. *The Journal of Academic Librarianship*, 28(5), 277-286.

Builds on Beagle's structure and offers a model of the organizational, strategic fit of an information commons with five sections (media, instructional services, research data services, reference services, and an information desk reporting directly to the head of the Commons. A Commons Planning Group has representatives not only from the 5 sections but from every section of the library. Warns of the "chauvinist culture of expertise" and other elements of "the tragedy of the commons."

Beagle, D. (1999). Conceptualizing an Information Commons. *The Journal of Academic Librarianship*, 25(2), 82-89.

Applies the concepts of Strategic Alliance theory to examine the re-alignment from the traditional print environment to an integrated, digital one that is fluid, collaborative, and that contextualizes information to its end use. Integration of all resources, such as personnel, administration, with technology maximizes the organization's resources.

Cowgill, A., Beam, J., & Wess, L. (2001). Implementing an Information Commons in a University Library. *The Journal of Academic Librarianship*, 27(6), 432-439.

Colorado State University changed a traditional computer lab into an information commons. Its success is evaluated. Training was a critical issue.

Crockett, C., McDaniel, S., & Remy, M. (2002). Integrating Services in the Information Commons: Toward a Holistic Library and Computing Environment. *Library Administration and Management*, 16(4), 181-186.

USC's Leavey Library's first commons model failed because IT staff within the library were supervised by IT from another building. A new service directive implemented in 2000 called for 1) student computer consultants to no longer work in the library; 2) librarians provided software application and connectivity support in addition to reference service; 3) library student assistants continue to provide reference and computer assistance, but have extensive software application training tailored to student needs. The common knowledge base and training are outlined.

Davis, B., & Shorey, D. (2006). The Information Commons. In D. G. Oblinger (Ed.), *Learning Spaces* (Chapter 30). Educause. Retrieved 24 July 2007, from <http://www.educause.edu/books/learningspaces/10569>

Describes Northwestern University's "InfoCommons." The success of the space lies in the lack

of barriers from the library, the informal furnishings, social amenities, that all contribute to its goal of providing collaborative space for interdisciplinary study.

Ferguson, C. (2000). "Shaking the Conceptual Foundations,' Too: Integrating Research and Technology Support for the Next Generation of Information Service. *College and Research Libraries*, 61(4), 300-311.

Information services must be re-engineered to bring librarians and technologists together. Calls for librarians to accept new roles as integrator of on-site with networked services, as collaborator who transcends administrative lines, as colleague who participates in all aspects of the user community, as "access engineer" to develop gateways, as leader, who brings people and resources together in new ways.

Halbert, M. (1999). Lessons from the Information Commons Frontier. *The Journal of Academic Librarianship*, 25(2), 90-93.

Emory's CLAIR project has integrated the design concepts in Beagle (1999), notably the combination of working areas and functions of librarians and information technologists.

Holmes-Wong, D., & et. al. (1997). If You Build It They Will Come: Spaces, Values, and Services in the Digital Era. *Library Administration and Management*, 11, 74-85.

Describes University of Southern California's Leavy Library's information commons.

Lippincott, J. K. (2006). Linking the Information Commons. In D. G. Oblinger (Ed.), *Learning spaces* (Chapter 7). Educause. Retrieved 24 July 2007, from

<http://www.educause.edu/ir/library/pdf/PUB7102g.pdf> *Author helps wrap your mind around what a commons is all about. Explores the definitions and features of an information commons and the functional links between the common's services and learning. Technology is more pervasive in a commons than in a traditional library. Broader "user services" replace traditional information or reference services. A commons purpose is "to leverage the intersection of content, technology, and services in a physical facility to support student learning."*

MacWhinnie, L. A. (2003). The information commons: The academic library of the future.

***Portal: Libraries and the Academy*, 3(2), 11 June 2007. Retrieved 11 June 2007, from**

http://0-muse.jhu.edu.library.lemoyne.edu/journals/portal_libraries_and_the_academy/v003/3.2macwhinnie.pdf

This is an overview of several commons and explores their missions and features.

Oblinger, Diana G. Editor. (2006). *Learning spaces*. Educause. Retrieved 24 July 2007, from <http://www.educause.edu/books/learningspaces/10569>

"Focuses on how learner expectations influence such spaces, the principles and activities that facilitate learning, and the role of technology from the perspective of those who create learning environments: faculty, learning technologists, librarians, and administrators."

Spencer, M. E. (2006). Evolving a New Model: The Information Commons. *Reference Services Review*, 34(2), 242-247.

History of information commons models and trends. Provides URLs for academic libraries with commons. Historic perspective helps identify future needs and trends.

Tramdack, P. J. (1999). Reaction to Beagle. *The Journal of Academic Librarianship*, 25(2), 92-93. *Author raises concerns of territorial issues among the various constituents involved with the information commons, user requirements, including the need for workspaces that accommodate collaborative learning, and implications for staffing.*