Evaluation of Floor 1
Library Space

Authors: Denise Turner and Anne Llewellyn
Contributors: Adam Howe and Richard Sober

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<td>7</td>
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INTRODUCTION AND METHODOLOGY

This evaluation is part of a wider action research approach to the design, refurbishment and evaluation of the Library, in which students, library staff and academic staff work together with estates and the architects. The first stage involved the collection of data to inform the design phase of Floor 1. This evaluation forms the second phase of the process, evaluating the usage and impact of the 1st Floor refurbishment. A mixed methods analysis was used, providing both quantitative and qualitative data.

This involved four stages of research: first impressions survey; headcount data; observational study; student narrative accounts.
FIRST IMPRESSIONS SURVEY

This was conducted by the Students Union through post it notes and by Library staff by the use of an online survey and graffiti boards within the library. Over a period of four weeks, students were asked 4 different questions and asked to provide key words to reflect their initial feelings about the Floor 1 library space. The findings were amalgamated and the prominent words picked out, which are presented below.

Question 1
Which words would you use to sum up what you think about the collaborative space on Floor 1? (341 responses):

![Word Cloud 1]

Question 2
What do you like most about Floor 1? (247 responses):

![Word Cloud 2]
Question 3

Is there anything that you would change about Floor 1? (189 responses)

From 189 responses, the most prominent answer was about the need for more computers (38), followed by the need for more bins (11), more refreshment areas/water fountains (9), more space for working (6) and better signage (5).

Figure 1: Issues that respondents would change.

- More computers
- More bins
- More refreshment/water
- More space for working
- Better signage
- Other

Question 4

How are you planning to use the new learning spaces on Floor 1? (177 responses)

From 177 responses, 51 respondents said that they would use the space for group work and 31 for individual study. Respondents also identified that they would use different areas for group or private study and 7 respondents noted the relaxed atmosphere that would help their study.

Figure 2: How respondents plan to use the new learning space

- Individual
- Collaborative
HEADCOUNT STUDY

Simple headcount data was collected over a period of 14 days to identify occupancy levels of the different areas of Floor 1 of the Library at different times and on different days.

All areas are used, but the areas with the highest occupancy are the North and South Studyville areas with fixed PCs and the collaborative booths on both sides of the Floor.

The data is presented in the following graphs and mapping documents.

Figure 3: Headcount data for week commencing 7.11.16

Figure 4: Headcount data for week commencing 14.11.16

The data shows that Floor 1 of the library is used throughout the day, with peak times of usage between 11.00 and 15.00 hours. There tends to be a dip in occupancy after 19.00 hours. Occupancy is highest on Monday and lowest on Wednesdays during days when the Library is open until midnight.
Figure 5: Occupancy by time, on the busiest day 14\textsuperscript{th} November 2016 (08.00-13.00)

Figure 6: Occupancy by time, on the busiest day 14\textsuperscript{th} November 2016 (15.00-23.00)

See also Appendix 2 for detailed figures for 14\textsuperscript{th} November 2016.
Students from the BA (Hons) Interior Design and BA (Hons) Interior Architecture Programmes carried out non-participant observations over the week of 7th November 2016 to collect data on how the different spaces were used. The Research Ethics Committee in School of Design, Culture and the Arts granted ethical clearance on 19th October 2016.

Students were randomly assigned to observe different areas of Floor 1 of the library at different times of the working day to establish a richer picture of how the spaces were used. In total, 30.5 hours of observations were conducted.

Students were asked to observe whether people were working independently or in groups, whether they were using technology and whether they appeared to be working formally or in a more relaxed manner (See Appendix 1 for observation template).

City Park

Over the 2-week period, 422 students used this area. It was always in use during the periods observed and some students left and returned leaving possessions. Students often customised this space, changing furniture around to create spaces for their group. During the period of observation, the window seats were well used by people using their laptops and the deckchairs were also popular.

This space was mainly used for:

- Independent and small group working
- Using laptops, mobiles and charger points
- Working and relaxing
- Eating and drinking.
Green Retreat

Over the 2 week observation period, 433 students used this space and it was always used during busy periods. Students used all the furniture in this area during the observation period, although the window seats seemed to be particularly popular, especially by people working independently on laptops. Some people used headphones whilst working in this area.

This space was mainly used for:

- Independent and small group working (groups of 3 mainly)
- Using fixed computers, laptops, mobiles

Hilly Banks

Over the 2 week observation period, 381 students used this space and it was always used during busy periods. Students used a variety of furniture in this area with observers noting that beanbags were particularly well used. There was constant movement around this area during the observations. No use of technology was observed.

The space was mainly used for independent and small group working.
Oasis

Over the 2 week observation period, 426 students used this space and it was always used during busy periods. All furniture including the stools was used during the observation period and some people used headphones when working independently. The cactus, window seats and green seats were particularly popular during the period of observation and people working by the windows were frequently looking out. The hut was also well used. It was generally quiet in this area.

This space was mainly used for:

- Independent and small group working
- Using fixed computers, laptops, mobiles

Low Tech/Cube Area (both sides)

Over the 2 week observation period, 734 students used this space (approximately 367 per side). Students who used the space mainly stayed for a short time only and there was constant movement around the area. The desks with the moveable backless seats were well used during the period of observation.

This space was mainly used for:

- Independent working in blocks and booths, using fixed PCs
- Small group working
- Eating and drinking
- Using whiteboards
Collaborate Area (both sides)

Over the 2 week observation period, 1516 students used this space, mainly using the fixed seating and stools on wheels. A friendly atmosphere was observed in this area with students using the area for relaxing as well as working. Students mainly stayed for a short time only during the observation period.

This space was mainly used for:

- Small groups (3+)
- Social interaction as well as working
- Eating and drinking
- Using computers, laptops, mobiles and TV screens
- Independent working
To get a picture of how the different spaces were used for learning, students were asked to volunteer to complete a reflective narrative of their learning during the week commencing 7th November 2016. Although 12 students volunteered to be involved in this research, only 6 completed the narrative. These were drawn from the different Schools within the University and all committed to reflect on at least one hour’s duration of their learning in the library. In the following discussion, names have been changed to protect anonymity and confidentiality (brief cameos can be found in Appendix 3). The Research Ethics Committee in School of Design, Culture and the Arts granted ethical clearance for this phase of the research on 19th October 2016 (The consent form and participant information sheet can be found in Appendices 4 and 5).

Thematic analysis was used to analyse the data, using the themes from the design objectives of the refurbishment:

- The Library will be a place for 21st Century learning.
- The library will be a visually impressive space
- The library will be a technology-enabled environment.
- The library will be a flexible learning space
- The library will drive and enhance the student experience

21st Century Learning

Data from the observations and the narrative accounts demonstrates that the new library space supports a range of learning styles, from independent working to collaborative working, formal working and more informal working, technology-enabled learning and more traditional ways of learning. Different areas were seen to facilitate different types of working. The cabin, beanbag and deckchair areas were seen to facilitate relaxed and informal working, whilst the collaborative booths promoted group working with enough space for 6 people. The more informal areas were seen as places that people could pop into in between lectures, which supports the finding from the observation study about the more transient use of these spaces. The group booths were seen to promote a more formal working atmosphere. These spaces were also seen to be inclusive, as the large screens were accessible to all.

“The fact that the screen was large made it really accessible and easy for everyone to read and contribute.” (Katie)

The siting of the collaborative booths in the centre of the space was also seen to promote group working, as students felt that they could talk together without disturbing people who were working in quieter spaces towards the periphery of the floor.

“...the fact that the booths are in the middle of the floor means that you are not disturbing anyone on the single computer or in the seating area around as you cannot hear anyone so that is a good place to put more booths on the second and third floor.” (Katie)

Gill felt that there was not enough group working space and the shortage of space was compounded by the fact that people were using these spaces for individual working.
Throughout the narratives, the students referred to the ability to work independently as well as collaboratively and how the collaborative learning spaces provide an inclusive learning environment.

“I like that because there is a big space for group study and also wall hanging big monitor. It helps me and my friends during to do our group project etc. It is visible to everybody. So, anybody can suggestion quickly within the team.” (Ahmad)

This collaborative learning was seen to extend to more informal ways of working through the development of little communities working together or people providing support to each other, even though they did not know each other. This is encapsulated in the following quote from Sarah

“I’ve made friends with the guy next to me, he’s in the dissertation boat too for physiotherapy. He comes in handy when I need to run to the toilet or re fuel on coffee without packing everything up. My table is like a little community, we feel each others’ stress and anxiety and give each other peace and space but with that occasional smile that says ‘hold on your going to make it’.”

A common theme running through the narratives was about the comfort and ambience of the library 1st floor and how that supported learning. The space was described as interesting and a place where students wanted to study.

“The space is interesting and nice to be in with the felt wall cut outs hanging up, it creates a more enclosed atmosphere which is good for individual learning.” (Emily)

Emily for example commented on the usefulness of having enough space to spread her work out. Ambience and atmosphere was seen as conducive to positive working, with students particularly commenting on the colours and lighting within the space and the library as an inspirational place to study.

“even though it is only just one floor at the minute it has really inspired me and made me want to come and study in here more often.” (Katie)

The bold colours were described as giving a homely feel to the library, enhancing the notion of comfort, whilst not being so vibrant that they detracted from learning.

“I feel the bold colour choices for the furniture promote creative work as they provide a relaxed environment.” (Gill)

Similarly, students referred to the fact that the library was quite noisy, but that this gave the sense of vibrancy and it was easy to manage the noise through use of different furniture or headphones. Emily also described the ways in which students demonstrated mutual respect in relation to the noise levels with a sense of self-policing. In addition, this was seen to facilitate relaxed and collaborative working. As Katie said

“I actually really enjoyed it because I felt like I wasn’t in the library. I couldn’t hear anyone around me. I was able to speak to my friend without disturbing anyone and still managed to do my work.”

“The noise didn’t affect me that much though as I put my headphones on and listened to music while doing work. As the desk was very spacious it allowed me spread out all my work next to my laptop without encroaching on anyone else’s space.” (Gill)
Lighting and natural light was an important theme running through the narratives, with all students referring to the importance of the lighting for creating an ambient working environment.

“In lighting part, most I saw that students are sitting near to the windows. Even, I am also use natural light. It makes me feels good.” (Ahmad)

The notion of connecting the indoors to the outdoors was important in terms of helping students to feel connected to a wider community, whilst working independently, which was seen to increase productivity.

“I like being able to look up from my work and have a view of the outside…” (Gill)

“What I also love is the fact that there are now windows!! now this is just amazing it makes such a difference! I don’t feel confined into a space with other people all around me, I feel like I have my own space and that I can actually see the world go by outside” (Katie)

Similarly, the space was seen to enhance 21st century learning through the ability to individualize and customize the space, enabling private working within a communal space.

“I found I achieved a lot of work in this environment as it is divided off but still has a general chatty atmosphere on the floor, I tend to work better when it’s not fully silent in the area so this is perfect for me.” (Emily)

“I was very pleased with how productive I was today and felt very comfortable working in the small space I made for myself. I used one of the individual workspaces by the front window. I like how it was separated from the rest of the library in the corner and would not be disturbed by any other noises around me or by other people walking around the library.” (Gill)

Lighting was also seen to facilitate this through the use of adjustable lighting to create a bespoke learning environment in some of the areas of the library.

The library will be a visually impressive space

Related to the notion of the library as an ambient working environment, students commented on the space as a playful and visually impressive space that made them want to go there to study. Katie referred to the playful feel of the space and how that helped her to be more creative, whilst Sarah likened the space to a scene from the film, Charlie and the Chocolate Factory.

“It reminds me somehow of my favourite childhood movie scene in Charlie and the Chocolate Factory when the doors open to an edible world, it’s kind of magical and at the same time festival! I think it allows the mind to wander to the likes of the viewer a little world that you can create yourself.

As discussed above, the bold colours of the furniture and accessories were also seen to create a visually impressive space, which stimulates creativity and productivity.
The library will be a technology-enabled environment.

All the students reflected on their use of technology within their narratives, finding the library to be a space where they could use mobile devices as well as fixed computers and a good balance of spaces to facilitate the use of both. In line with the observational data, the fixed computer areas were seen to be very busy, with students sometimes unable to find a computer to work on, especially round the busy lunchtimes. However, they did also comment on the fact that there were plenty of charging points, so that they could charge mobile devices within their chosen area of study.

“One main feature that I have noticed since the refurbishments is that there are so many plugs available which allow you to charge all your devices nearby.” (Gill)

Conversely, students commented on the fact that there are not enough charging points in the low tech areas, although on the whole they did not see this as an issue, as they chose to use these spaces for relaxation and were less likely to use mobile devices in this area.

The Wi-Fi connectivity and the availability of discipline-specific software were also seen as having a positive impact on learning.

“I also used my IPad connected to Eduroam to read online journals, the Wi-Fi connection is great in the library along with all the plug sockets, it makes using your own devices easy so you don't always have to fight for a computer.” (Emily)

The whiteboards were commented on by most of the respondents as being useful for both collaborative and individual work. The size of the whiteboards facilitated participation as everyone could provide inputs. Ahmad for example talked about how he used the whiteboard with a group of friends.

“It helps me and my friends during to do our group project etc. It is visible to everybody. So, anybody can suggestion quickly within the team.”

Whiteboards were also used for individual work to map out thoughts. Both Gill and Sarah talked about how they used the white boards to mind map ideas, finding them valuable to try out ideas, rub them out and add in. These were used in conjunction with mobile devices or laptops to capture the mind maps.

The library will be a flexible learning space

One of the common themes running through the narratives was about customization of the space to suit different learning preferences and the ability to use different spaces at different times. Gill for example talked about using the outer spaces for more private study, as they tended to be quieter, whereas the noisier areas in the middle of the floor could be quite distracting. Similarly, Dean talked about working privately within the space, sitting near to the books that he wanted to use.

Students felt that the different areas of the library gave them choices about where they would work, and that the different areas changed the atmosphere and culture of learning. Many commented on the areas near the windows being their preferred space to work.

“My preferred space is the benches around the windows on the right hand side facing the front of the library. There is actually a specific place where I can lay out all my
books, take my shoes off and really let me mind go and concentrate on my work. I like the lighting as it’s not too bright but not too dark at the same time, it’s just the right mood for this specific areas” (Katie)

The different furniture was also see to promote a flexible working environment, with mobile furniture being useful for the creation of bespoke working environments to suit the particular context of learning.

The library will drive and enhance the student experience

The discussion above demonstrates how the 1st Floor of the library enhances the student experience through the flexible learning environment and the different spaces to support different approaches to learning. The space was also seen to promote creativity and productivity through the use of lighting, colour and furniture.

Dean also spoke about the transformative nature of the space. In the early part of his narrative, he talked about how he liked to work alone and how the library was too busy, noisy and bright for his learning style. However, later on he discusses how he bumped into someone from his class and spent time working in partnership with them. This resulted in him feeling more confident about his learning and also seeing the atmosphere differently. Instead of seeing the library as noisy and busy, he started to see it as warm and social. This transformation was such that Dean completely changed the way that he learned and on his next visit to the library, actively sought out people to work with.

“Atmosphere: Quiet, I felt somewhat sad after yesterday as I was hoping to bump into someone I knew to further discuss the topic but the floor was pretty dead. It did allow me to read the book in peace however, so it wasn’t a total loss. Although I did feel like I actually wanted to socialise rather than be secluded from learner groups.”
In summary, the feedback on the refurbished space has been very positive and has enabled students to learn effectively and flexibly and reimagine the way that they use spaces for learning. From this evaluation, the visual elements of the space were really important and the bright colours and furnishings inspired creativity and motivation to work. Students also commented on the playful nature of some of the spaces and how this facilitated more informal ways of working. The introduction of more natural light has also been commented on very positively, with both the observations and narratives demonstrating the popularity of the spaces near the windows, providing a more ambient working atmosphere. This raises issues about how these spaces can be used to maximum effect on the other floors.

The refurbishment has achieved its aim of providing collaborative learning spaces and the design has promoted shared learning opportunities. The flexibility of the furniture in this area has particularly facilitated this, allowing students to customize spaces for different ways of working. However, students also reported more limited spaces for individual and private learning (something floor one was never intended to be primarily designed for) therefore we need to ensure the vision for the whole building is clearly communicated. This also impacted on the availability of PCs as we had not anticipated that students would move the flexible furniture to use the PCs for collaborative working. In the next stages of design, the emphasis will be on designing spaces that allow for more independent working on PCs, whilst maintaining a sense of ownership of spaces through the use of lighting and dividers within the spaces.
**APPENDIX 1: OBSERVATION TEMPLATE**

**Interior Design Student Observations Recording Template.**

Date…………………………………… Time: From………………………… to…………………………

Observer(s) ………………………………………………… Space observed………………………………………………

<table>
<thead>
<tr>
<th>Number of people using space</th>
<th>Independent working</th>
<th>Working in small group (2 or 3 people)</th>
<th>Working in larger groups (&gt;3)</th>
<th>Type of furniture</th>
<th>Type of Technology (none, fixed computers, mobile devices, collaborative computers)</th>
<th>Duration of use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other observations/comments:

...
# APPENDIX 2: HEADCOUNT DATA FOR 14 NOVEMBER 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>8.00</th>
<th>9.00</th>
<th>11.00</th>
<th>13.00</th>
<th>15.00</th>
<th>17.00</th>
<th>19.00</th>
<th>21.00</th>
<th>23.00</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Retreat (rear - Centuria corner)</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>5</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>Oasis (Front - The Curve corner)</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>14</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>City Parks (Front - SU corner)</td>
<td>2</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Hilly Banks (Rear - SU corner)</td>
<td>1</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Low Tech - general study (SU side)</td>
<td>2</td>
<td>9</td>
<td>15</td>
<td>8</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td>Low Tech - general study (Centuria side)</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>37</td>
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<tr>
<td>Mobile shelving (SU side)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Mobile shelving (Centuria side)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>MyPrint/Laptop area (SU side)</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>MyPrint/Laptop area (Centuria side)</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Collaborate (both sides)</td>
<td>0</td>
<td>25</td>
<td>37</td>
<td>29</td>
<td>23</td>
<td>23</td>
<td>19</td>
<td>13</td>
<td>4</td>
<td>173</td>
</tr>
<tr>
<td>Studyville north - Front window</td>
<td>1</td>
<td>15</td>
<td>16</td>
<td>24</td>
<td>19</td>
<td>13</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>106</td>
</tr>
<tr>
<td>Studyville north - PCs</td>
<td>2</td>
<td>25</td>
<td>43</td>
<td>39</td>
<td>45</td>
<td>22</td>
<td>19</td>
<td>16</td>
<td>11</td>
<td>222</td>
</tr>
<tr>
<td>Studyville south - Rear window)</td>
<td>0</td>
<td>30</td>
<td>42</td>
<td>29</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>159</td>
</tr>
<tr>
<td>Studyville south - PCs</td>
<td>5</td>
<td>20</td>
<td>23</td>
<td>34</td>
<td>37</td>
<td>31</td>
<td>29</td>
<td>10</td>
<td>6</td>
<td>195</td>
</tr>
<tr>
<td>Hourly floor total</td>
<td>14</td>
<td>153</td>
<td>239</td>
<td>205</td>
<td>197</td>
<td>129</td>
<td>114</td>
<td>60</td>
<td>24</td>
<td>1135</td>
</tr>
</tbody>
</table>
APPENDIX 3: CAMEOS OF PARTICIPANTS IN NARRATIVE REFLECTIONS

Brief cameos of participants in narrative reflection data (NB: Names have been changed to protect anonymity and confidentiality)

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>School</th>
<th>Year of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah</td>
<td>F</td>
<td>21+</td>
<td>School of Health and Social Care</td>
<td>3rd Year Undergraduate</td>
</tr>
<tr>
<td>Katie</td>
<td>F</td>
<td>21+</td>
<td>School of Social Science, Business and Law</td>
<td>1st Year Postgraduate</td>
</tr>
<tr>
<td>Gill</td>
<td>F</td>
<td>21+</td>
<td>School of Science and Engineering</td>
<td>3rd Year Undergraduate</td>
</tr>
<tr>
<td>Dean</td>
<td>M</td>
<td>21+</td>
<td>School of Social Science, Business and Law</td>
<td>1st Year Undergraduate</td>
</tr>
<tr>
<td>Emily</td>
<td>F</td>
<td>18-21</td>
<td>School of Design, Culture and the Arts</td>
<td>3rd Year Undergraduate</td>
</tr>
<tr>
<td>Ahmad</td>
<td>M</td>
<td>21+</td>
<td>School of Computing</td>
<td>2nd Year Undergraduate</td>
</tr>
</tbody>
</table>
Evaluation of Library Floor 1 Spaces Project

Consent Form

<table>
<thead>
<tr>
<th>I understand that I have the right to withdraw from the research at any time without giving any reason, and a right to withdraw my data if I wish. To withdraw from the project please contact <a href="mailto:a.llewellyn@tees.ac.uk">a.llewellyn@tees.ac.uk</a>. Data may be withdrawn before the 1st of September 2015 2nd December 2016. After this date this may not be possible due to the data having been anonymised.</th>
</tr>
</thead>
</table>

<table>
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<th>I give permission for any data to be used (by use of pseudonym).</th>
</tr>
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<table>
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<tr>
<th>I understand that my identity will be protected by the use of pseudonym in the research report and that no information that could lead to my being identified will be included in any report or publication resulting from this research</th>
</tr>
</thead>
</table>

Name of participant: .................................................................
Signature: ...................................................................................
Date: ...........................................................................................

Two copies of this consent form should be completed: One copy to be retained by the participant and one copy to be retained by the researcher

<table>
<thead>
<tr>
<th>I am happy to be contacted for any further follow up studies</th>
</tr>
</thead>
</table>

Phone number ..........................................................................

21
APPENDIX 5: PARTICIPANT INFORMATION SHEET FOR NARRATIVE REFLECTION STUDY

First Floor Library Evaluation

Narrative Research

Participant Information Sheet.

1) Research project title and purpose

The project is called evaluation of Floor 1 learning spaces. The purpose of the project is to gather information about how the different learning spaces are used and help your learning. We want real examples of how students use the different spaces on Floor 1 of the Library and how this contributes to their learning. This will inform the design process for the refurbishment of Floors 2 and 3. We may use some of the data for marketing and publicity, but this will be anonymised and you will not be identifiable.

2) What do I have to do?

You will be asked to record a narrative of how you used the learning space(s) for your learning. We are interested in how the different areas of Floor 1 of the library help you to learn. The sort of things that you might want to include are (although not an exhaustive list):

- Quiet learning space
- Space that allows you to communicate with others.
- Formal seating arrangements
- Informal seating
- Relaxed environment
- Sort of lighting (including natural light)
- Use of technology (fixed or mobile)
- The colours of the space and how these made you feel.

Your narrative can be recorded any way that you wish. Here are some suggestions:

- Word document
- Reflective journal
- Video log (there are a number of free tools which are readily available and easy to use. e.g. Adobe Spark)
- Presentation including photos
3) If I volunteer and then decide that I can’t commit to complete the project, can I withdraw?

Participation is entirely voluntary. If you decide to take part and then change your mind, you can leave at any point. If you wish to withdraw your data after submitting, please contact a.llewellyn@tees.ac.uk. Data may be withdrawn before the 2nd December 2016. After this date this may not be possible due to the data having been anonymised.

Please note that withdrawal of data will result in you being excluded from the prize draw.

4) What are the possible disadvantages/benefits of taking part?

The only disadvantage should be sacrificing your time when you participate. The researchers will compensate you for your time by providing refreshments. All participants who satisfy the minimal commitment for the project will be entered into a prize draw for an Apple Watch.

5) Will my data be kept confidential?

Yes – any information you provide will be kept as confidential, and anonymised so that you cannot be identified in any reports or publications.

6) What if something goes wrong?

If you wish to make a complaint about anything you experience throughout your involvement in the project or following results dissemination, contact the project manager at Teesside University (a.llewellyn@tees.ac.uk or phone 01642 384213). If you feel your complaint has not been handled appropriately you can contact Ian Baird who is independent of this research project via email (i.baird@tees.ac.uk)

7) Will I be contacted again?

Only if you agree to be involved in any further follow up studies. This is entirely voluntary. You will be asked whether you agree to this when you sign the consent form for this project.

8) Contacts for further information

If you require further information, email the one of the project managers at Teesside University, Anne Llewellyn or Denise Turner (a.llewellyn@tees.ac.uk; d.turner@tees.ac.uk)
Thank you for your time and participation in this research.