



Design for informal learning: The shifting ground of academic library design
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In December 2016, the University of Nebraska-Lincoln Libraries opened the doors to the Adele Hall Learning Commons, which transformed an entire floor previously occupied by over 300,000 books into one of the most popular spaces for students on campus. Building upon findings from the Project Information Literacy (PIL) study on [Academic Library Learning Spaces](#) (2016), which identified a need to “systematically measure how students’ learning needs or successes with learning are being impacted by the creation of new library learning spaces” (p. 26), two UNL faculty members from distinct professions - architecture and librarianship – are seeking to more deeply understand the UNL Learning Common’s effect on students. This presentation will provide detail on this unique, collaborative, and multi-part study, which asks, “How do informal learning spaces assist students in achieving their learning goals?”