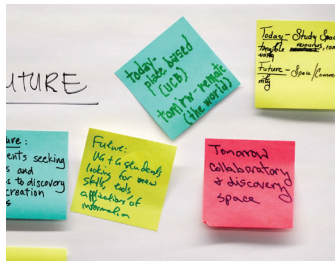


THE CENTER FOR CONNECTED LEARNING

A CAMPUS CONVERSATION ON REIMAGINING MOFFITT LIBRARY



In the spring of 2018, campus leaders, thinkers, and creators came together to imagine a new type of learning, teaching, and making space for Berkeley scholars.



The values and ideas discussed in three working sessions will set the vision for the Center for Connected Learning at Moffitt Library. **Here's what we learned.**



THE CENTER FOR CONNECTED LEARNING

VALUES AND CULTURE



HUB FOR UNDERGRADUATES

The Center for Connected Learning is an active, dynamic undergraduate hub where students engage in multidisciplinary, multimodal inquiry and creation. Students learn from interactions with peers and experts as they ask questions and seek answers in an environment unbound by disciplines or domain expertise.

‘We don’t know where we’re going, but we’re going to colonize some planet with our creativity.’

FRANCISCO PERALTA '18,
CO-FOUNDER, ENABLETECH

LAUNCHPAD FOR DISCOVERY

The Center for Connected Learning shows students at the beginning of their education what’s possible for learning and research in the digital age. Students can discover and experiment with new methods and tools. The services and spaces provide deep connections to the Library’s wealth of scholarly resources and the many other services across Berkeley’s campus.

‘It ought to be a place to start but not to end.’

CATHY KOSHLAND, VICE CHANCELLOR
FOR UNDERGRADUATE EDUCATION

STUDENTS AT THE CENTER

The space is for students, by students. They are empowered to influence service and space design, structure, and policies. It is a place students want to be because they can collaborate with novices and experts to make things happen. Students are creators of information, not just consumers.

‘(It’s) a chance to meet up with someone you know — a chance to meet up with someone you don’t know.’

CARLA HESSE, EXECUTIVE DEAN,
COLLEGE OF LETTERS & SCIENCE

THE CENTER FOR CONNECTED LEARNING

BEHAVIORS AND ACTIVITIES



‘The thing that interests me about connected learning is that when I look at the most integrative and transformative learning experiences for undergraduates, it’s because they’re moving across lots of physical or virtual campus boundaries.’

SEAN BURNS, DIRECTOR, OFFICE OF UNDERGRADUATE RESEARCH AND SCHOLARSHIPS



LEARN

The Center for Connected Learning supports the full range of learning activities and behaviors. Learning can be individual or collective, formal or informal, and can take many forms. Spaces can include active and serendipitous learning spaces, classrooms, labs, and areas for focused learning and study.

‘They might get fooled into learning, in some ways.’

JOEY GOTTBRAH, TECHNICAL LAB LEAD, JACOBS INSTITUTE FOR DESIGN INNOVATION

COLLABORATE

The space brings together people, information, and technology to inspire new, unexpected collaborations. Spaces can include peer-to-peer and expert mentoring stations, group study spaces, and collider spaces for spontaneous idea sharing and generation.

‘I envision a place where people come in contact with the great thinkers.’

ALIX SCHWARTZ, DIRECTOR OF ACADEMIC PLANNING, UNDERGRADUATE STUDIES, LETTERS & SCIENCE

MAKE

The environment supports experimentation and tinkering and invites curiosity and creativity. Spaces are flexible so students can switch modalities. Technology will evolve over time. The processes, products, and even failures of scholarship are shared and celebrated.

‘How do we allow students to incubate their ideas, take leadership roles?’

SHAILA KOTADIA, STEM EQUITY PLANNING DIRECTOR, DIVISION OF EQUITY AND INCLUSION

REFLECT

Students seek connections with nature in both the structure and aesthetic of the building. Places for introspection and reflection support students throughout their day. The culture should emphasize well-being and mindfulness. Spaces could include welcome and wellness zones and outdoor learning spaces.

‘The feeling of home is very, very important.’

ALLEN YANG, CHIEF SCIENTIST, FUNG INSTITUTE FOR ENGINEERING LEADERSHIP