

**ARLIS/NA + VRA 3<sup>rd</sup> Joint Conference 2016 | Seattle**  
**Poster Session**

**Eroding Barriers : Creating User-Centered Learning Spaces for Visual Resources** — *Tiffany Baglier*, Assistant Head - Education Library, University of Florida and *Tom Caswell*, Assistant Head - Architecture & Fine Arts Library, University of Florida

As pedagogies and technologies evolve, learning spaces for visual resources in art and design often struggle to keep up with the changes. Budgetary and space limitations, traditional teaching practices, and staid attitudes can hinder active, user-centered learning. There is an urgent need to erode these barriers and provide users interactive equipment meeting pedagogical needs in un-tethered, flexible instructional spaces. In order for art and design collections to connect users with content, two academic librarians embraced the concepts of active teaching and learning and sought to change their immediate instructional environments. The goal became clear: To successfully transform learning spaces in order to provide visual resource professionals with new environments that not only meet their growing accessibility demands but are more engaging, flexible, and easy to manage. Re-conceptualizing these learning spaces familiarizes users with mobile and interactive technologies utilized in 21st century businesses. By breaking down the traditional barriers of classroom hierarchy, visual information professionals will be able to freely move about and connect with each and every user in a relaxed, collaborative environment. A free flow of information and ideas will challenge traditional teaching styles, and it is hoped that lines between instructor and student will become fluid and allow instructors and students to teach and learn from, with, and among each other. This model can be applied to all learning spaces, whether they are in educational institutions, libraries, or museums, and serve all of their users well.