

USER GUIDE

THE IMPACT OF
LIBRARIES
AS CREATIVE
SPACES



PREFACE

Ready access to information through digital media has challenged the perceived societal roles of public libraries. Since the mid-1990s, libraries have reoriented themselves towards public participation beyond lending and reading. Libraries offer an increasing range of community focused creative activities. Library spaces are transforming, becoming flexible and activity oriented in addition to housing archival and loan materials, desks, reading spaces and computing facilities. Given these transformations, understanding and demonstrating the contributions of public libraries to their communities is critical.

This user guide forms part of a wider package of materials aimed at allowing libraries to demonstrate their value as creative spaces. These materials, including a project report and rich media content, can be found here: <http://www.plconnect.slq.qld.gov.au/manage/research/libraries-as-creative-spaces>

This user guide is an abridged version of content provided in the project report and is presented in a brief and readily accessible format for everyday use. The full evidence base for this work is detailed in the project report and users should consult this if they wish to understand the underpinnings of the framework in any further detail.

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INTRODUCTION

PURPOSE OF THE CREATIVE SPACES IMPACT FRAMEWORK

The Creative Spaces Impact Framework helps libraries to plan and evaluate creative activities. These activities:

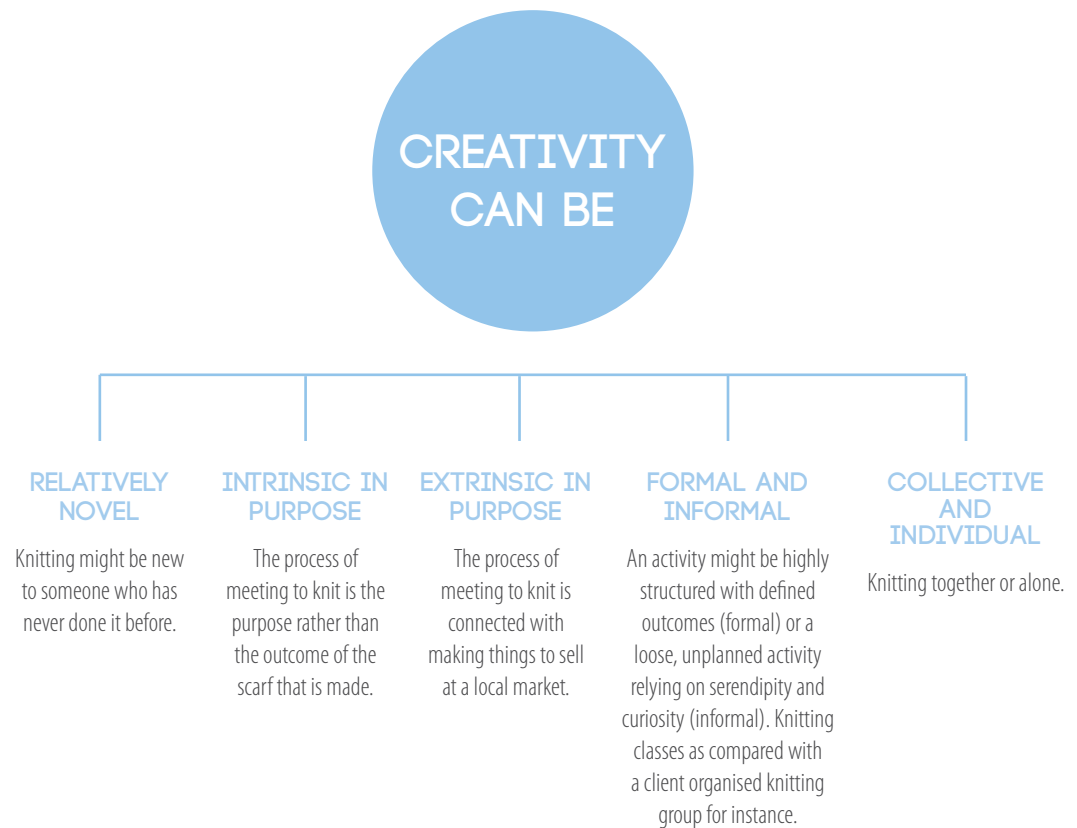
- May be formally organised by the library
- they may be informally enacted by library clients
- or they may involve a combination of both approaches.

The contents of the framework represent a range of impact potentials, some of which will be relevant to certain library creative space activities more than others, if at all.

WHAT IS CREATIVE ACTIVITY?

Creative activity can be thought of in a variety of ways, with often, the role of novelty being brought to the fore. We can illustrate this using the example of knitting (Figure 1). Therefore, it is important to consider the wide variety of activities that might involve elements of creativity and which might demonstrate impact in this respect.

FIGURE 1
*Illustration of
Creative Activity*



USING THE FRAMEWORK

The framework can be used to:

IDENTIFY AND GENERATE CREATIVE ACTIVITY BY:

- Thinking through what a creative activity might be
- Reconsidering activities currently offered to communities (including those not necessarily thought of as 'creative')
- Prompting new activities by considering a broader range of creative objectives and outcomes
- Preparing for and delivering creative activities to deliver maximum impact.

IDENTIFY OBJECTIVES AND OUTCOMES FOR CREATIVE ACTIVITY BY:

- Using the framework to develop objectives and outcomes for creative activity
- Articulating the creative impact of an initiative as it is developed, enacted and reported
- Securing support and resources (e.g. for grant applications)
- Evaluating activities and planning improvements.

ALIGN CREATIVE ACTIVITY WITH COMMUNITY NEEDS BY:

- Building creative library programs that represent the needs of the communities
- Connecting with broader discussions and data about (and help to identify) community needs
- Using the framework to identify the kinds of activity that might aid a community with very specific needs
- Researching other programs in other areas that have used the framework.

MONITOR TRENDS AND STRATEGIC PLANNING BY:

- Gathering longitudinal and comparative qualitative and quantitative data regarding the impact of libraries as creative spaces
- Helping demonstrate their value as creative spaces
- Assisting in decision making regarding how resources are allocated.

GUIDE EXIT SURVEYS BY:

- Guiding questions for an exit survey of library clients
- Assessing whether they have been involved in creative activity or practice (ranging from formal activity or book borrowing about creative works)
- Drawing comparisons over time and across library services by using common framework questions
- Building an overall picture of the impact of libraries as creative spaces.

INTRODUCING THE CREATIVE SPACES IMPACT FRAMEWORK

The following section details each of the eight criteria specified in the Creative Spaces Impact Framework, it also identifies the impact indicators and clarifies what each means.

The framework is summarised below and illustrated graphically in Figure 2. It is important to remember that not all of the criteria will be relevant for every creative activity that libraries facilitate.

1 PROVIDES ACCESS TO RESOURCES

Providing assistance and enabling access to information and materials such as craft supplies, historical records and digital media.

2 HELPS TO BUILD IDEAS

Exposing the public to new ideas and facilitating the development of curiosity, experimentation and risk taking.

3 CONNECTS PEOPLE TO CIVIC ENGAGEMENT

Engaging the public in democracy, citizenship, rehabilitation and collaborative work with other public and private institutions.

4 SUPPORTS THE DEVELOPMENT OF COMMUNITY

Providing a place for community development to happen by encouraging cultural diversity, equality, equity and social capital.

5 AIDS CULTURAL PARTICIPATION

Facilitating public culture by organising and delivering formal and informal events that allow people to participate in diverse ways.

6 SUPPORTS HEALTH AND WELLBEING

Providing relaxation, entertainment and leisure activities that promote physical and mental wellbeing.

7 PROVIDES FOR EDUCATIONAL ATTAINMENT

Making possible, through creative practice, continuous learning and informal approaches to education that offer an alternative to formal institutions.

8 ENCOURAGES ECONOMIC PRODUCTIVITY

Enabling access to mentoring and networking for business and occupational purposes, and generating income through creative practice.

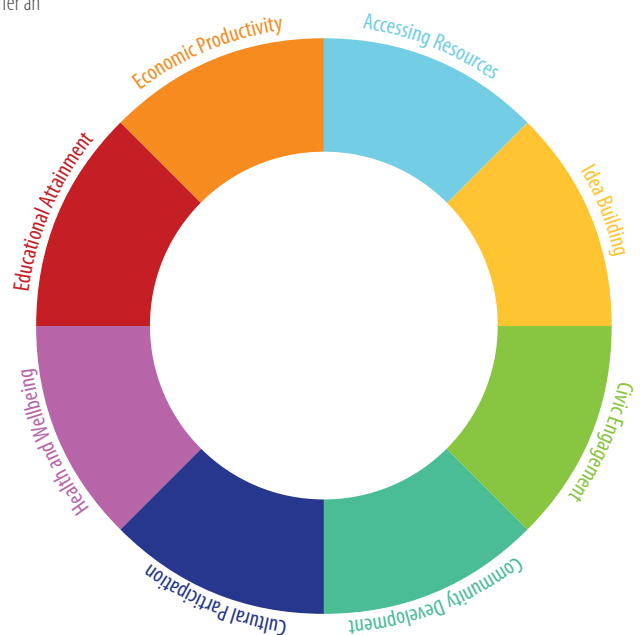


FIGURE 2

The Creative Spaces Impact Framework



1 ACCESSING RESOURCES

Libraries have transformed themselves beyond their traditional roles of lending and reading to include activity-orientated, flexible spaces. This criterion considers a range of methods to store, generate and access resources that might facilitate creativity. Impact would be demonstrated by articulating how these resources enable different forms of creativity and how the library space facilitates access, enabling it to be thought of as a creative space.

IMPACT INDICATORS



- > **Affording access to digital technologies** – Providing the knowledge of or access to new technologies (e.g. software, services and devices) through courses, onsite access or loans.
- > **Affording access to creative resources** – Providing the knowledge or use of creative resources (e.g. materials and equipment) through courses, onsite access or loans.
- > **Idea storage/archive** – Supporting traditional activity to store and archive information including those generated by and related to creative activity. This includes diverse and evolving range of storage and retrieval including rich digital media.
- > **Heritage, history and legacy** – Accessing local information for heritage, family and local history.
- > **Access, filter and sort information** – Enabling access to information through collections and assistance from library staff. Library clients can access and filter information into what is useful and relevant.



2 IDEA BUILDING

As incubators of ideas, learning and innovation, public libraries offer places to generate knowledge and exchange ideas outside formal education. This criterion considers the role of libraries in idea building as absolutely novel or relatively novel. Impact would be demonstrated by articulating how different elements of idea building are present in a given activity, and therefore how a library exists and can be thought of as a creative space.

IMPACT INDICATORS



- > **Exposure to ideas** – Exposing library clients to previously unknown ideas or concepts through books, computers and a variety of sessions/workshops.
- > **Development of client curiosity, interests, appreciation** – Creating or developing the curiosity of library clients in new ideas or concepts, new ways of doing things or thinking about things, new hobbies and interests.
- > **Culture of discovery** – Developing or encouraging discovery as a way of thinking for library clients and visitors.
- > **Idea initiation, generation** – Supporting creative thinking and development by providing inspiration and initial direction.
- > **Risk taking and experimenting** – Involving both critical thinking and problem solving, and providing a space in which it is safe to ‘have a go’, take a risk and try something new.
- > **Repertoires of practice** – Exposing people to a range of different creative styles, modes, mediums and creative people which increases all participants’ (library clients and creatives) range of methods and repertoires.

3

3 CIVIC ENGAGEMENT

Libraries have long been regarded as places of civic engagement (Burgess 2006; Siddike 2014; Goulding 2009). Civic engagement implies an interest, knowledge and involvement in civic matters, including but not limited to discussion and participation. This criterion considers how any given creative practice might afford some kind of civic engagement.

IMPACT INDICATORS



- > **Democracy** – Providing safe and open access to knowledge and expression, allowing citizens to participate in civic affairs. Providing information and opportunity for intellectual freedom and social justice.
- > **Participation in citizenship** – Enabling involvement or input in local governance activities and participation in civic discussion.
- > **Crime reduction/rehabilitation** – Redirecting negative behaviour or reconnecting potential offenders with their community.
- > **Institutional trust in government due to perception of libraries** – Developing a level of trust within the community for the library and (by extension) the level of government that provide the libraries.
- > **Development of capacity** – Combining groups and sectors (e.g. library and art gallery or library and childcare centre) working together to strengthen each other.
- > **Societal discussion** – Providing a place discuss social issues formally (e.g. through talks and presentations) and informally (e.g. through meetings and conversation).

4

4 COMMUNITY DEVELOPMENT

Creativity in libraries can involve building connections with community, within the community and across different levels of government. This criterion considers how creative practices associated with libraries might support community development.

IMPACT INDICATORS



- > **Community ownership, strength and identity** – Developing a sense of belonging, connection and involvement with community, social cohesion and collective ownership.
- > **Cultural diversity and inclusiveness** – Facilitating active inclusion for all groups of the community.
- > **Social capital** – Maximising value of who people know, and what can be achieved through these networks (ie when people are more inclined to do things for each other).
- > **Social interaction and socialising** – Providing a place to meet with people (both known and unknown) and an alternative place to hang out and simply 'be' – somewhere that isn't home, work or school – but another place.
- > **Localised service provision** – Meeting specific needs of local community.
- > **Cooperation, coordination, collaboration, sharing and reciprocity** – Working together and interacting, sharing resources, knowledge and time.
- > **Trust (in community)** – Improving the individual's trust of community.
- > **Self-organisation** – Supporting an activity, group or event that requires minimal or no library staff input.
- > **Resilience** – Developing the ability to cope and regenerate after a setback or change.

5 CULTURAL PARTICIPATION

Cultural participation may include both informal and formal activities within the community, reflecting quality of life, traditions and beliefs. Cultural participation is inclusive. It includes everyone – from the person listening to the concert to the person playing music. This criterion considers how libraries as creative places provide opportunities for many forms of cultural participation.

IMPACT INDICATORS

- › **Audience engagement** – Measuring the number of attendees participating in a culturally-based event and their reaction to that event.
- › **Artist/performer/maker involvement** – Assessing the involvement and opportunity of the artist, performer or maker to participate, the value and benefit they receive from the event.
- › **Sharing of public culture** – Providing a means to share and highlight culture that is localised and public.
- › **Emotional connection and experience** – Considering the emotional response or connection to events or activities being conducted.
- › **Play and leisure** – Including a wide range of activities – how time is spent away from business, work, domestic chores and education.
- › **Celebration** – Supporting positive and enjoyable experiences that celebrate local achievement, cultural events and festival.
- › **Creation and dissemination** – Making or producing things and distributing them via a range of means.

6 HEALTH AND WELLBEING

Engaging in creative practice contributes positively to how well people feel mentally and physically (Bungay & Vella-Burrows, 2013; Clift, 2012; Greaves & Farbus, 2006). This criterion considers the impact of library-based creative practices on health and wellbeing. (It's important to note that health and wellbeing doesn't need to be the direct aim of the activity).

IMPACT INDICATORS

- › **Relaxation, entertainment and leisure** – Supporting activities that fall outside the context of work or study and provide for relaxation and entertainment.
- › **Self-expression** – Enabling expression of one's own personality, feelings or ideas through speech, art or other medium.
- › **Emotional health** – Providing access to programs and initiatives with specific benefits around emotional health. The aims of these may target health and wellbeing directly (e.g. art for mindfulness) or indirectly (e.g. a seniors knitting group).
- › **Physical health** – Enabling access to programs and initiatives with specific benefits around physical health. The aims of these may target health and wellbeing directly (e.g. yoga classes) or indirectly (e.g. a local oral history walking tour).
- › **Access to health information** – Sharing health information and resources.

7

7 EDUCATIONAL ATTAINMENT

Libraries traditionally support other education institutions and provide means of informal personalised learning. Creativity as an idea, and creative practices themselves, have educational potential. This criterion considers what educational opportunities are possible when library clients engage with libraries in creative activities.

IMPACT INDICATORS

- > **Continuous education, learning opportunities and enrichment** – Providing education beyond formalised primary, secondary or tertiary education. Opportunities may be ongoing and life-long; formal and informal; or self-education.
- > **Literacies** – Supporting library clients to be able to interpret and use traditional literature forms and digital technologies.
- > **Address disadvantage** – Providing education and learning opportunities for free or at low cost.
- > **Provision of alternative education space** – Providing a place where people who feel disconnected from formal education can use the library for alternative learning. Allows for play, fun and non-academic outcomes.
- > **Exposure to different types of jobs and skills** – Developing interest in various types of occupations.

8

8 ECONOMIC PRODUCTIVITY

The Library Dividend research report offers detailed evidence for the general economic impacts of libraries (SGS Economics and Planning Pty Ltd 2014). This criterion considers the contributions that creative activity in libraries can make to this agenda. This includes direct and indirect economic benefits, bringing people together or facilitating networks and access to information.

IMPACT INDICATORS

- > **Business innovation** – Assisting business in improving their activities or processes.
- > **Business incubation and mentoring** – Supporting business incubation programs and industry talks.
- > **Employment levels and opportunities/skill** – Providing new skills that increase employability through courses, information or practical work experience.
- > **Networking** – Meeting other people for the purpose of business development or some other related economic activity.
- > **Partnership** – Developing partnerships to mutually benefit parties.
- > **External resource investment (attract visitors)** – Including impact on tourism by attracting visitors (local and external) to the area.
- > **Generate spending** – Encouraging or promoting activity which will result in spending.
- > **Technology equipment support** – Offering 3D printing facility, broadband access in rural locations and access to expensive software for small business use.

USING THE FRAMEWORK

The components of the Creative Spaces Impact Framework are geared towards demonstrating the value of libraries as creative spaces. As introduced earlier, the framework is useful in five ways and offers potentials for advocacy and lobbying in respect of libraries as creative spaces.

Figure 3 shows the overall applicability of the Creative Spaces Impact Framework in an evaluation cycle of library activities. This cycle illustrates each of the areas in which the framework can provide support and a cycle for strategic planning.

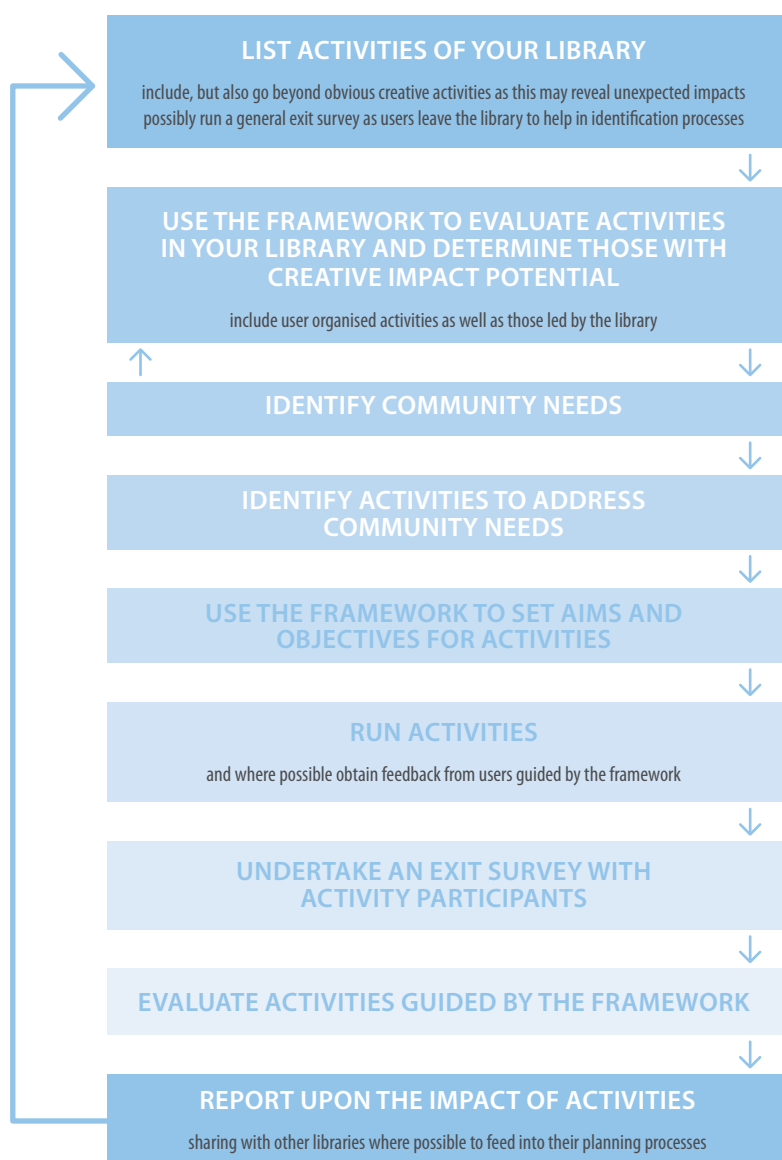


FIGURE 3
*An Evaluation Cycle for
Libraries as Creative Spaces*

The next five parts of this guide explain in more detail each of the ways that the framework can be used.

1. IDENTIFYING AND GENERATING CREATIVE ACTIVITY

The framework details a range of outcomes that flow from creative activities of different kinds. The framework is therefore useful as a tool to help plan creative activities and to assess activities that are currently offered.

- In terms of planning activities, one might look at other activities that libraries have been part of and where the framework has been previously used.

The framework can also be used as a prompt when planning new activities. Activity developers might want to ask the question – How does/could the creative activity I am planning have an impact through providing access to resources, idea building, civic engagement, cultural participation, health and wellbeing, educational attainment, or economic productivity?

- In terms of assessing activities, one might consider existing activities undertaken in a library context that might previously not have been thought of as holding creative potential. Applying the framework to these activities can then show the extent of any impact in creative terms.

Moreover, the framework can be used to reframe an existing area of provision, to increase the range of benefits and expand objectives and outcomes. This can be achieved by adding specific targeted elements to activities. For instance using e-books in story-time would increase access and exposure to digital technologies, or reading books that included or discussed government might improve ratings on civic engagement.

Table 1 demonstrates the use of the table to identify gaps and opportunities in a Library's range of creative activities that are taking place. The table does not articulate the means of addressing each criterion nor does it weight the criteria in any way. It is important to be clear that it would require responses from clients to contextualise these assessments. However, by listing and comparing the areas of impact, additional potential benefits can be identified.

Further classification by age and other demographics would provide an even more detailed analysis. Activities could be grouped by target audiences.

Please refer to Template 1 for a blank version of the Comparative Creative Activity Assessment.

CODE CLUB	THE GARDEN CLUB (BEE KEEPING)	DIGITAL MEDIA LAB 3D PRINTING			
✓		✓	1.1	Affording access to digital technologies	ACCESSING RESOURCES
✓		✓	1.2	Affording access to creative resources	
✓	✓	✓	1.3	Idea storage/archive	
✓		✓	1.4	Heritage, history and legacy	
✓	✓	✓	1.5	Access, filter and sort information	
✓	✓	✓	2.1	Exposure to ideas	IDEA BUILDING
✓	✓	✓	2.2	Development of user curiosity, interests, appreciation	
✓	✓	✓	2.3	Culture of discovery	
✓	✓	✓	2.4	Idea initiation, generation	
✓	✓	✓	2.5	Risk taking and experimenting	
✓	✓	✓	2.6	Repertoires of practice	
	✓		3.1	Democracy	CIVIC ENGAGEMENT
	✓		3.2	Participation in citizenship	
	✓	✓	3.3	Crime reduction/rehabilitation	
✓	✓	✓	3.4	Institutional trust in government due to perception of libraries	
	✓		3.5	Development of capacity	
	✓		3.6	Societal discussion	
✓	✓	✓	4.1	Community ownership, strength and identity	COMMUNITY DEVELOPMENT
✓	✓	✓	4.2	Cultural diversity and inclusiveness	
✓	✓	✓	4.3	Social capital	
✓	✓	✓	4.4	Social interaction and socialising	
✓	✓	✓	4.5	Localised service provision	
✓	✓	✓	4.6	Cooperation, coordination, collaboration, sharing and reciprocity	
✓	✓	✓	4.7	Trust (in community)	
✓	✓	✓	4.8	Self-organisation	
✓	✓	✓	4.9	Resilience	
✓			5.1	Audience	CULTURAL PARTICIPATION
✓		✓	5.2	Artist/performer/maker	
✓	✓	✓	5.3	Sharing of public culture	
✓	✓	✓	5.4	Emotional connection and experience	
✓	✓	✓	5.5	Play and leisure	
✓		✓	5.6	Celebration	
✓		✓	5.7	Creation and dissemination	
✓	✓	✓	6.1	Relaxation, entertainment and leisure	HEALTH AND WELLBEING
✓	✓	✓	6.2	Self-expression	
✓	✓	✓	6.3	Emotional health	
			6.4	Physical health	
✓	✓		6.5	Access to health information	
✓		✓	7.1	Continuous education, learning opportunities and enrichment	EDUCATIONAL ATTAINMENT
✓		✓	7.2	Literacies	
✓		✓	7.3	Address disadvantage	
✓	✓	✓	7.4	Provision of alternative education space	
✓	✓	✓	7.5	Exposure to different types of jobs and skills	
✓	✓	✓	8.1	Business innovation	ECONOMIC PRODUCTIVITY
	✓	✓	8.2	Business incubation and mentoring	
	✓	✓	8.3	Employment levels and opportunities/skills	
	✓	✓	8.4	Networking	
	✓	✓	8.5	Partnership	
	✓	✓	8.6	External resource investment (attract visitors)	
	✓	✓	8.7	Generate spending	
	✓	✓	8.8	Technology equipment support	

TABLE 1
Example of Comparative Creative Activity Assessment

2 IDENTIFYING OBJECTIVES AND OUTCOMES FOR CREATIVE ACTIVITY

Library staff can use the framework to assist in the development of objectives and outcomes for creative activity. Objectives may be thought of at the level of the Creative Spaces Impact Framework criterion with outcomes flowing from eight such areas as those outlined by the impact indicators.

A staff member can use the framework to consider how they might articulate the creative impact of an activity or initiative as it is developed, enacted and reported upon (see Table 2). This process may also be useful in the process of applying for funds to support creative activities in libraries.

EXAMPLE FROM FRAMEWORK CRITERION 5: CULTURAL PARTICIPATION

	Impact Indicators	Aim of Activity	Outcomes
5.1	Audience engagement: Measuring the number of attendees participating in a culturally-based event and their reaction to that event.	To provide opportunities to witness and observe cultural practices of local groups	Irish Dancers concert/ performance event
5.2	Artist/performer/maker involvement: Assessing the involvement and opportunity of the artist, performer or maker to participate, the value and benefit they receive from the event.	To provide workshop sessions to allow hands on involvement in cultural activities	Workshops to learning to dance or play Celtic music Storytime around Irish theme
5.3	Sharing of public culture : Providing a means to share and highlight culture that is localised and public.	To involve community with events through social media and library events with the popular culture and details of St Patrick's Day	Links with social media and information about popular culture connected to St Patricks' day celebration using library displays
5.4	Emotional connection and experience: Considering the emotional response or connection to events or activities being conducted.	To Promote emotional connection and experience through involvement and participation	Through dance performances and workshop sessions
5.5	Play and leisure: Including a wide range of activities – how time is spent away from business, work, domestic chores and education.	To provide opportunities for play and leisure within the local community, supported by specific events	Links with social media and information about popular culture connected to St Patricks' day celebration using library displays
5.6	Celebration: Supporting positive and enjoyable experiences that celebrate local achievement, cultural events and festival.	To support local minority groups in the celebration of significant cultural events	Through dance performances and workshop sessions – Heightened through involvement Provision of concert and workshops for play and leisure. To coincide with St Patrick's Day
5.7	Creation and dissemination: Making or producing things and distributing them via a range of means.	To provide opportunities for creation and dissemination of creative works, capturing and sharing the event broadly	Video record and include on Council/Library website. Displays before and after the events within the library public spaces

TABLE 2

Example of Identifying Objectives and Outcomes for Creative Activity

3 ALIGNING CREATIVE ACTIVITY WITH COMMUNITY NEEDS

The framework can be used to help build creative library activities that represent the needs of the communities within which they operate. Connecting with broader discussions and data about the communities public libraries operate within will identify community needs. By finding these needs within the framework, and tracing these back to other projects that have deployed the framework, or by looking at other activities, it will be possible to see the kinds of things that might aid a community with very specific needs. For example, a community with a high incidence of newborn babies might refer to the framework to see that other Baby Rhyme Time activities elsewhere have been particularly beneficial in terms of idea building, cultural participation, health and wellbeing and community development.

Useful reference points for obtaining this data can be found in *Creative Spaces in Public Libraries: a Toolkit* (Boyle et. al. 2014) . An extract from this report is provided in 4.

Australian Bureau of Statistics – Census Data

Doing a 'Quick Stats Search' on the ABS Census site (<http://www.abs.gov.au/websitedbs/censushome.nsf/home/Census>) will give you a snapshot look at a suburbs key statistics such as population, income, age - range breakdowns and language from the most recent census. This is an important first step to help form the base of your demographic picture.

SocialAtlas

Atlas id (<http://altas.id.com.au>) is a website which further interprets census data into thematic maps, and a very useful resource to build on the raw data you have gathered from the ABS.

Surveys

Has your library service conducted a recent customer survey? Has another department in your organisation done one? Ask around and see if there are any recent surveys that have been completed that you can analyse the results of to identify community trends. If there hasn't been one recently, see if you can do one in your local library branch, even if it is in a very low key. For instance, you may ask existing program attendees what else they would be interested in attending in the library. There are many ways to run surveys, such as verbally, online, on paper, in focus groups or having a staff member roving with a tablet. Keep your survey as short and succinct as possible, test it out first, and consider offering incentives for those that complete it. It can be more difficult than you think to write a survey that will ultimately provide useful data – some resources to help you on your way are included on page 11 of the Appendix.

Existing services, clubs and groups

There are lots of creative activities going on in the community already, so in determining your community's creative space needs, it's important to do a 'gap analysis' or 'competitor analysis' (bearing in mind your target audience) to try and fill gaps and avoid duplication of service or direct competition with another provider.

You may need to visit or talk to other community groups and creative spaces and see what they're doing and how, make contact with potential teachers, participants, advisers and so on, and promote the fact that you're developing a creative space.

- Local art groups, galleries, studios and art corporations
- Learn Local organisations (<http://www.education.vic.gov.au/training/providers/learnlocal/pages/default.aspx>)
- Community centres (e.g. Sandy Beach <http://www.sandybeach.org.au/>)
- Men's Shed groups (<http://www.mensshed.org/smart/.aspx>)
- Scouts and Girl Guides
- local papers and community newsletters
- Training and facilities provided at local schools, TAFEs (e.g. CAE) and universities (there are definitely opportunities for partnerships here)
- Commercial and for-profit creative services in the area (e.g. dance schools, ceramics classes and quilting shops)
- Facebook: do a quick search for Facebook groups in your area, simply by typing your suburb in the Facebook search bar and clicking 'Find all groups named'. For instance, you may find that there are local parenting Facebook groups where there are discussions around where to take children for local art and craft activities, or you may find that there are local poetry groups looking to grow their group in a physical space rather than just online

TABLE 3

*Ways to Identify
Community Needs (Boyle
et. al. 2014: 14-15)*

4 MONITORING TRENDS AND STRATEGIC PLANNING

If used consistently over time, across a range of activities, the framework can provide longitudinal and comparative qualitative and quantitative data regarding the impact of libraries as creative spaces. This data will assist libraries in demonstrating their value as creative spaces as well as assisting in decision making regarding the allocation of resources in this area.

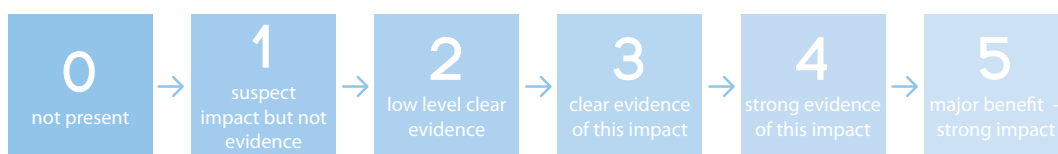
The Libraries as Creative Spaces - Activity Evaluation Form (see Template 2) demonstrates how to maintain consistency through evaluation and also provides a common structure for evaluation. This evaluation form can be used to compare and document the expected and (un)realized benefits of activities.

In the planning stages, the activity organiser will complete the Aim column of the form. Here their expectations for the activity are documented where known. That is the organiser asks "Is this one of the expected aims of the activity? During and/or following the activity, the organiser then rates the impact of each area. A rating of 0 indicates that no benefit was present; a rating of 5 indicates that a major benefit observed or noted by participants (See Figure 4 and Table 4).

As an example (as shown in Table 4), to evaluate the first criterion 'Accessing Resources', add the ratings of the impact indicators to get a total rating (22). This number is then divided by the number of impact indicators (5) to calculate the average value for this criterion (4.4).

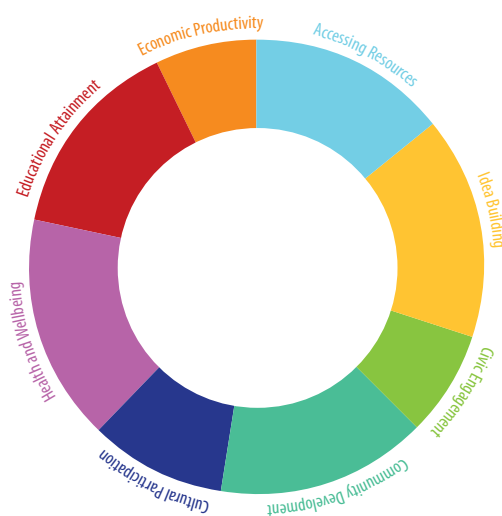
Through this process it is possible to see where impact occurred where expected and where not expected. Also it is possible to see where no impact occurred but where it was expected.

FIGURE 4
Example of
Identifying Objectives
and Outcomes for
Creative Activity



SENIORS' COMPUTING

FIGURE 5
Activity Evaluation
Graphical Illustration
of Impact



The average value of criterion under each impact heading can be used to make the impact areas comparable. Illustrative graphs or charts can be used to demonstrate the impact of each of the eight criterion as shown below for Seniors' Computing (see Figure 5).

LIBRARY SERVICE: BURDEKIN SHIRE COUNCIL – AYR LIBRARY

CRITERIA	IMPACT INDICATORS	AIM	RATING 0-5	AVERAGE VALUE	
ACCESSING RESOURCES	1.1	Affording access to digital technologies	YES	5	AVERAGE ACCESSING RESOURCES 4.4
	1.2	Affording access to creative resources	YES	2	
	1.3	Idea storage/archive	YES	5	
	1.4	Heritage, history and legacy	YES	5	
	1.5	Access, filter and sort information	YES	5	
IDEA BUILDING	2.1	Exposure to ideas	YES	5	AVERAGE IDEA BUILDING 5
	2.2	Development of user curiosity, interests, appreciation	YES	5	
	2.3	Culture of discovery	YES	5	
	2.4	Idea initiation, generation	YES	5	
	2.5	Risk taking and experimenting	YES	5	
	2.6	Repertoires of practice	YES	5	
CIVIC ENGAGEMENT	3.1	Democracy	DON'T KNOW	1	AVERAGE CIVIC ENGAGEMENT 2.2
	3.2	Participation in citizenship	DON'T KNOW	1	
	3.3	Crime reduction/rehabilitation	DON'T KNOW	1	
	3.4	Institutional trust in government due to perception of libraries	YES	5	
	3.5	Development of capacity	YES	3	
	3.6	Societal discussion	YES	2	
COMMUNITY DEVELOPMENT	4.1	Community ownership, strength and identity	YES	3	AVERAGE COMMUNITY DEVELOPMENT 4.7
	4.2	Cultural diversity and inclusiveness	YES	4	
	4.3	Social capital	YES	5	
	4.4	Social interaction and socialising	YES	5	
	4.5	Localised service provision	YES	5	
	4.6	Cooperation, coordination, collaboration, sharing and reciprocity	YES	5	
	4.7	Trust (in community)	YES	5	
	4.8	Self-organisation	YES	5	
	4.9	Resilience	YES	5	
CULTURAL PARTICIPATION	5.1	Audience	YES	3	AVERAGE CULTURAL PARTICIPATION 3
	5.2	Artist/performer/maker	YES	2	
	5.3	Sharing of public culture	YES	5	
	5.4	Emotional connection and experience	YES	3	
	5.5	Play and leisure	YES	5	
	5.6	Celebration	YES	2	
	5.7	Creation and dissemination	YES	3	
HEALTH AND WELLBEING	6.1	Relaxation, entertainment and leisure	YES	5	AVERAGE HEALTH AND WELLBEING 3.4
	6.2	Self-expression	YES	5	
	6.3	Emotional health	YES	5	
	6.4	Physical health	DON'T KNOW	1	
	6.5	Access to health information	YES	1	
EDUCATIONAL ATTAINMENT	7.1	Continuous education, learning opportunities and enrichment	YES	5	AVERAGE EDUCATIONAL ATTAINMENT 4.6
	7.2	Literacies	YES	5	
	7.3	Address disadvantage	YES	5	
	7.4	Provision of alternative education space	YES	5	
	7.5	Exposure to different types of jobs and skills	YES	3	
ECONOMIC PRODUCTIVITY	8.1	Business innovation	DON'T KNOW	3	AVERAGE ECONOMIC PRODUCTIVITY 2.3
	8.2	Business incubation and mentoring	DON'T KNOW	2	
	8.3	Employment levels and opportunities/skills	DON'T KNOW	3	
	8.4	Networking	YES	1	
	8.5	Partnership	NO	1	
	8.6	External resource investment (attract visitors)	NO	3	
	8.7	Generate spending	DON'T KNOW	3	
	8.8	Technology equipment support	YES	2	

NAME OF ACTIVITY

Seniors's Computing

ACTIVITY CATEGORY

Digital

TARGET AUDIENCE

Seniors

ACTIVITY DATE

24.9.15

FREQUENCY

Monthly

ACTIVITY AIMS

To provide access and information around digital literacies for seniors, to give senior confidence using digital media and computers.



TABLE 4

Activity Evaluation
Template Example

5 USING THE FRAMEWORK TO GUIDE AN EXIT SURVEY

The framework can be used as a basis for an exit survey (see Template 3). Library clients can be surveyed including questions that pick up whether they have been involved in creative activity or have just returned to borrow books (perhaps on creative practice or simply creative works).

By using a common framework, comparisons over time and across library services can be made, building an overall picture of the impact of libraries as creative spaces.

The questions provided here are suggestions and the most up to date version of the survey is available at:

<http://www.plconnect.slq.qld.gov.au/manage/research/libraries-as-creative-spaces>

The survey would be used to ask clients about their experience as they left the library or directly after participating in some form of creative activity. In this way both formal and informally organised creative impacts may be captured.

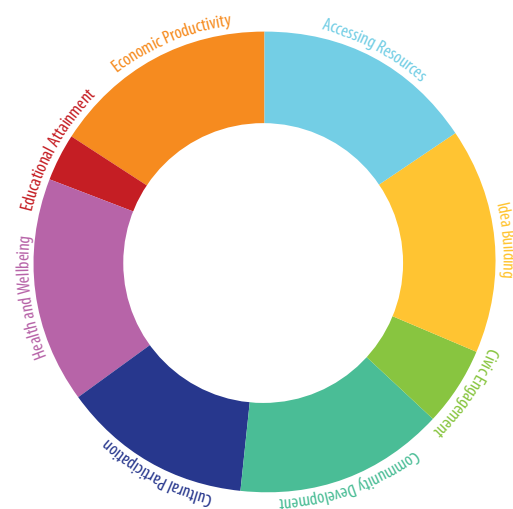
The responses to the questions will be text based / qualitative in nature and concerned with clients' views. Library staff will then, over time, be able to code responses in relation to the framework to develop a gauge of importance based on client feedback.

For example, six months of asking clients about a Code Club might reveal the data shown in Table 5. The Table 5 data can be converted into a community impact disc which graphically illustrates where impact had occurred for that activity over the past 6 months (see Figure 6).

It is important to note that these are based only on criteria level responses and are not coded at the level of impact indicators and then aggregated as per the prior examples of use. This is because it would be too time consuming to administer a survey with clients via that approach and it would also be too negative impactful on Library Staff time in terms of the complexity of coding what could be large numbers of responses.

CODE CLUB

FIGURE 6
Community Impact
Disc Illustration
Example (left)



Criteria	Survey Responses
Mentions of Accessing Resources	60
Mentions of Idea Building	60
Mentions of Health and Wellbeing	60
Mentions of Educational Attainment	60
Mentions of Community Development	56
Mentions of Cultural Participation	52
Mentions of Civic Engagement	26
Mentions of Economic Productivity	20

TABLE 5
Example of Survey
Responses (right)

ACTIVITY ONE	ACTIVITY TWO	ACTIVITY THREE		
			1.1	Affording access to digital technologies
			1.2	Affording access to creative resources
			1.3	Idea storage/archive
			1.4	Heritage, history and legacy
			1.5	Access, filter and sort information
			2.1	Exposure to ideas
			2.2	Development of user curiosity, interests, appreciation
			2.3	Culture of discovery
			2.4	Idea initiation, generation
			2.5	Risk taking and experimenting
			2.6	Repertoires of practice
			3.1	Democracy
			3.2	Participation in citizenship
			3.3	Crime reduction/rehabilitation
			3.4	Institutional trust in government due to perception of libraries
			3.5	Development of capacity
			3.6	Societal discussion
			4.1	Community ownership, strength and identity
			4.2	Cultural diversity and inclusiveness
			4.3	Social capital
			4.4	Social interaction and socialising
			4.5	Localised service provision
			4.6	Cooperation, coordination, collaboration, sharing and reciprocity
			4.7	Trust (in community)
			4.8	Self-organisation
			4.9	Resilience
			5.1	Audience
			5.2	Artist/performer/maker
			5.3	Sharing of public culture
			5.4	Emotional connection and experience
			5.5	Play and leisure
			5.6	Celebration
			5.7	Creation and dissemination
			6.1	Relaxation, entertainment and leisure
			6.2	Self-expression
			6.3	Emotional health
			6.4	Physical health
			6.5	Access to health information
			7.1	Continuous education, learning opportunities and enrichment
			7.2	Literacies
			7.3	Address disadvantage
			7.4	Provision of alternative education space
			7.5	Exposure to different types of jobs and skills
			8.1	Business innovation
			8.2	Business incubation and mentoring
			8.3	Employment levels and opportunities/skills
			8.4	Networking
			8.5	Partnership
			8.6	External resource investment (attract visitors)
			8.7	Generate spending
			8.8	Technology equipment support

ACCESS TO
RESOURCES

IDEA BUILDING

CIVIC
ENGAGEMENT

COMMUNITY
DEVELOPMENT

CULTURAL
PARTICIPATION

HEALTH AND
WELLBEING

EDUCATIONAL
ATTAINMENT

ECONOMIC
PRODUCTIVITY

TEMPLATE 1
*The Comparative Creative
Activity Assessment Form*

LIBRARY SERVICE:

NAME OF ACTIVITY	CRITERIA	IMPACT INDICATORS	AIM	RATING 0-5	AVERAGE VALUE
ACTIVITY CATEGORY	ACCESSING RESOURCES	1.1	Affording access to digital technologies		AVERAGE ACCESSING RESOURCES
TARGET AUDIENCE		1.2	Affording access to creative resources		
		1.3	Idea storage/archive		
		1.4	Heritage, history and legacy		
		1.5	Access, filter and sort information		
ACTIVITY DATE	IDEA BUILDING	2.1	Exposure to ideas		AVERAGE IDEA BUILDING
		2.2	Development of user curiosity, interests, appreciation		
FREQUENCY		2.3	Culture of discovery		
		2.4	Idea initiation, generation		
		2.5	Risk taking and experimenting		
ACTIVITY AIMS		2.6	Repertoires of practice		
	CIVIC ENGAGEMENT	3.1	Democracy		AVERAGE CIVIC ENGAGEMENT
		3.2	Participation in citizenship		
		3.3	Crime reduction/rehabilitation		
		3.4	Institutional trust in government due to perception of libraries		
		3.5	Development of capacity		
		3.6	Societal discussion		
	COMMUNITY DEVELOPMENT	4.1	Community ownership, strength and identity		AVERAGE COMMUNITY DEVELOPMENT
		4.2	Cultural diversity and inclusiveness		
		4.3	Social capital		
		4.4	Social interaction and socialising		
		4.5	Localised service provision		
		4.6	Cooperation, coordination, collaboration, sharing and reciprocity		
		4.7	Trust (in community)		
		4.8	Self-organisation		
		4.9	Resilience		
	CULTURAL PARTICIPATION	5.1	Audience		AVERAGE CULTURAL PARTICIPATION
		5.2	Artist/performer/maker		
		5.3	Sharing of public culture		
		5.4	Emotional connection and experience		
		5.5	Play and leisure		
		5.6	Celebration		
		5.7	Creation and dissemination		
	HEALTH AND WELLBEING	6.1	Relaxation, entertainment and leisure		AVERAGE HEALTH AND WELLBEING
		6.2	Self-expression		
		6.3	Emotional health		
		6.4	Physical health		
		6.5	Access to health information		
	EDUCATIONAL ATTAINMENT	7.1	Continuous education, learning opportunities and enrichment		AVERAGE EDUCATIONAL ATTAINMENT
		7.2	Literacies		
		7.3	Address disadvantage		
		7.4	Provision of alternative education space		
		7.5	Exposure to different types of jobs and skills		
	ECONOMIC PRODUCTIVITY	8.1	Business innovation		AVERAGE ECONOMIC PRODUCTIVITY
		8.2	Business incubation and mentoring		
		8.3	Employment levels and opportunities/skills		
		8.4	Networking		
		8.5	Partnership		
		8.6	External resource investment (attract visitors)		
		8.7	Generate spending		
		8.8	Technology equipment support		

TEMPLATE 2

Libraries as Creative Spaces - Activity Evaluation Form

Q1

What have you done at the library in today?

Q2

What was the main thing you got out of what you've done?

Q3

Did you access any materials, equipment or assistance during your activity?

Q4

Did you have any new ideas during the activity?

Q5

Has your visit today affected how you feel about your community?

Q6

Have you participated in something that you would see as a cultural activity today?

Q7

Can you see any health or wellbeing benefits coming from your activity today?

Q8

Has today's activity supported your learning in any way?

Q9

Can you see any links between today's activity and your financial situation?

Q10

Are there any other creative activities you think the library should be involved with?

◀ **TEMPLATE 3**
*Libraries as Creative
Spaces Exit Survey*



AN ONLINE VERSION OF THIS REPORT CAN BE FOUND AT:
www.plconnect.slq.qld.gov.au/manage/research/libraries-as-creative-spaces

