



The Development of NMC-Creative Human Library Model

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Abstract

“Human library” is an innovation of academic service founded in Denmark in 2010. “Creative human library” can be defined as the latest kind of human library which provides readers with human beings as creative living books who tell creative stories for interested readers and “NMC-Creative Human Library Model” refers to the ideal pattern including five components as mentioned below for organizing a creative human library. The purposes of this research were to develop a creative human library model in Nakhonratchasima College, Thailand, and to study its results. The procedure used was the combination of quantitative and qualitative research. It was divided into 3 phases. First, it was to study the context and to construct NMC-Creative Human Library Model. Second, it was to develop the model using a cycle of action research. Third, it was to study its results by using another cycle of action research. The target groups included 18 students who studied 0003210 and 15 students who studied MED61208 with the researcher in Semester 1 of Academic Year 2018. The instruments used were (1) the NMC-Creative Human Library Model documents, (2) a human library behavior observation form, (3) a borrow-return form including satisfaction evaluation, and (4) an interview form. Mean, standard deviation, and typology were used to analyze the data. The results were concluded as follows; 1) NMC-Creative Human Library Model in Nakhonratchasima College, which included 5 components; (1) Background; (2) Purposes; (3) Basic thoughts and theories; (4) Strategic process; and (5) Applications, was considered very good in quality ($\bar{X} = 4.73$) by human library specialists, and 2) most participants (55.56 % and 53.33 %) were satisfied with the advantages on gaining creative learning and on creating learning culture and learning communities from NMC-Creative Human Library Model at very much or very good level.

Key words: Human library, NMC-Creative Human Library Model

Background

In Thailand, the first human library was organized by Khongsak Sangkhamanon as a new idea in learning promotion in libraries for supporting learning culture development on May 25, 2010, at Office of Academic Resources and Information Technology in Rajamangala University of Technology Isan (RMUTI), Nakhon Ratchasima. More than 30 human library events have been done there since 2010. However, there have been some problems occurred during organizing human library events, such as in telling lessons, some living books used different patterns that might lead to a little or not much learning. Thus, a human library model in RMUTI was developed in 2011-12 to standardize playing the roles as quality living books. However, up to these days, that model has revealed some weak points, for example, several living books have not been able to transmit meaningful knowledge and interested readers have not been able to apply their new learning.

NMC-Creative Human Library Model has been inspired by the researcher after having concluded the results of NMC-Human Library 1-9 events done during 2014-2017 which were similar to those in RMUTI and from studying related literature and the context in Nakhonratchasima College. This model is to provide creative living books who transmit how to apply their creative knowledge to interested readers by means of learning by doing or practice. It includes five components, i.e., 1) Background, 2) Purposes, 3) Basic thoughts and theories including (1) learners' service learning through NMC-Creative Human Library Project, (2) cooperative learning, and (3) knowledge management, 4) Strategic process using creative action research including (1) Plan-prepare, (2) Act-create, (3) Observe-assess, and (4) Reflect-revise (Khongsak Sangkhamanon, 2018, adapted from Kemmis and McTaggart, 1990), and 5) Applications.

Purposes

1. To develop 'NMC-Human Library Model' in Nakhonratchasima College
2. To study its results in terms of participants' satisfaction and opinions towards creative learning advantages obtained and promoting learning culture and learning community development

Procedure

1. Research design

Quantitative and qualitative research paradigm was used.

2. Target groups

The target groups included 18 students who studied 0003210 and 18 students who studied MED61208 with the researcher in Nakhonratchasima College in Semester 1 of Academic Year 2018, excluding some library users who acted like observers.

3. Instruments

The instruments used were (1) ‘NMC-Creative Human Library Model’ documents including the NMC-Creative Human Library Model’ guidelines, living books catalog, a living books registration form and a borrow-return form including satisfaction evaluation, (2) a human library behavior observation form, and (3) an interview form.

4. Process

Phase 1 To study the context and to construct ‘NMC-Creative Human Library Model’ The model was constructed after having studied the literature on human library in related websites, for example, “humanlibrary.org”, or formerly “livinglibrary.org” which has been done by Abergel (2010), the creator of the first human library in Denmark and in the world, during December 2009-March 2010. Some information was collected from other websites. Moreover, another resources were the researcher’s direct experiences as a living book and an observer, on Human Library in Festival Belluard Bollwerk International during 25-26 June 2010 at State Library in Fribourg, Switzerland, invited by Sally (2010). Moreover, the results of NMC-Human Library 1-9 events done by Khongsak Sangkhamanon during 2014-2017 were studied and concluded as well.

NMC-Creative Human Library Model can be presented as follows.

Components	Main ideas
1. Background	<p>1.1 Human Library Model in RMUTI was developed by Khongsak Sangkhamanon in 2011-12 to standardize playing the roles as quality living books. However, the model has revealed some weak points, for example, some living books have not been able to transmit meaningful knowledge and interested readers have not been able to apply their new learning.</p> <p>1.2 The results of NMC-Human Library 1-9 events done by the researcher during 2014-2017 were found that their results were similar to those in RMUTI.</p> <p>1.3 NMC-Creative Human Library Model is to provide creative living books who transmit how to apply their creative knowledge to interested readers by means of telling creative stories through learning by doing or practice.</p>



2. Purposes	<p>2.1 To organize ‘NMC-Creative Human Library’ in Nakhonratchasima College</p> <p>2.2 To support and promote learning culture and learning community development in the institution</p>
3. Basic thoughts and theories	<p>3.1 Learners’ service learning – It is to provide academic service through NMC-Creative Human Library Project which learners choose to do as a course project under Creative Project-Based Instruction designed and used by the researcher as the lecturer.</p> <p>3.2 Co-operative learning – It is to let learners do learning in small groups co-operatively.</p> <p>3.3 Knowledge management - It is to let learners do telling creative and applicable knowledge or stories to interested persons.</p>
4. Strategic process	<p>4.1 Plan-prepare: Learners write a project proposal including an action plan, prepare living books catalog including speaking scripts, some media, and related documents – a living books registration form, a borrow-return form, an interview form, a poster or brochure for advertising or doing public relation.</p> <p>4.2 Act-create: NMC-Creative Human Library is opened by projectors on the due date. Learners act as living books who transmit creative knowledge to readers and do as readers who are to learn and to apply creative knowledge.</p> <p>4.3 Observe-assess: Learners as projectors do observe and assess participants’ behavior of NMC-Creative Human Library by using the prepared instruments.</p> <p>4.4 Reflect-revise: Learners do reflection in terms of success, problems and solutions.</p> <p>(Khongsak Sangkhamanon, 2018, adapted from Kemmis and McTaggart, 1990),</p>
5. Application	<p>5.1 Suitable education level: Secondary or higher education is recommended.</p> <p>5.2 Service duration – It should be done in festivals or during breaking periods.</p> <p>5.3 Supporting things: Institution administrators’ supporting policy announcement and budget subsidizing should be done.</p>

Phase 2 To develop NMC-Creative Human Library Model The “NMC-Creative Human Library Model” was researched and developed through a 4-stage creative action research (Khongsak Sangkhamanon, 2018 adapted from Kemmis and McTaggart, 1990); 1) Plan-prepare, 2) Act-create, 3) Observe-assess, 4) Reflect-revise. There was a creative human library event called ‘NMC-Creative Human Library 10’ organized by the researcher and 18 students who studied the course 0003210 in Nakhonratchasima College in Semester 1 of Academic Year 2018

Phase 3 To study its results The “NMC-Creative Human Library Model” was examined its quality by using another 4-stage creative action research (Khongsak Sangkhamanon, 2018 adapted from Kemmis and McTaggart, 1990); 1) Plan-prepare, 2) Act-create, 3) Observe-assess, 4) Reflect-revise. The creative human library event called ‘NMC-Creative Human Library 11’ was organized by the researcher and 15 students who studied the course MED61208 in Nakhonratchasima College in Semester 1 of Academic Year 2018.

5. Statistics used

The statistics used in analyzing the data included mean, standard deviation and typology.

Results

Phase 1 To study the context and to construct NMC-Creative Human Library Model
After having studied related literature on human library in websites and the context of human library events organized in Thailand which some weak points were found, NMC-Creative Human Library Model was constructed. It comprises 5 components; (1) **Background** – To develop NMC-Creative Human Library Model which is important and necessary because it could upgrade organizing human library events in Nakhonratchasima College; (2) **Purposes** – they are to construct a creative human library model in NMC and to support and promote learning culture and learning community development in the institution; (3) **Basic thoughts and theories** – they include service learning - participants learn how to contribute their useful or applicable knowledge to others as academic service to community, knowledge management - they learn how to transmit their creative knowledge to others, and cooperative learning- ones learn how to learn, work, and create some good things together; (4) **Procedure** – from using 4-stage creative action research including *Plan-prepare*; to write a project proposal including an action plan; to prepare living books catalog including speaking scripts; some media; and related documents – a living books registration form; a borrow-return form; an interview form, a poster or brochure for advertising or doing public relation, *Act-create*; to open



the creative human library event on the due date, **Observe-assess**; to observe and assess the creative human library event all the time of service using the prepared instruments, **Reflect-revise**; to conclude its results in terms of success and problems and then to improve some weak points found in the event, (5) **Application**– for level of participants – it is suitable for secondary and tertiary or higher education students, for service duration – it should be done during breaking periods, for example, during lunch time, after class time in the evening and on holidays, and for supporting things - Institution administrators’ supporting policy announcement and budget subsidizing should be done. This model was considered very good in quality by 3 human library specialists.

Phase 2 To develop NMC-Creative Human Library Model It was conducted by means of research and development using a cycle of creative action research. It was found that most participants (55.56 %) were satisfied with the event at very much or very good level. The answers from observation and interview were related to the ones in the reflection, that is, most users were very happy in both being living books and in reading them. Several users said that they were very proud of themselves when they gave someone else creative knowledge or ideas. Some said the project should be continued more often so that learners could come to find interesting creative living books and some suggested that there should be more creative living books. In terms of supporting and promoting learning culture and learning community, most participants (55.56 %) agreed that NMC-Creative Human Library Model played that role at very much or very good level.

Phase 3 To study its results Another creative action research was used to examine the quality of the model. It was found that most participants (53.33 %) were satisfied with the event at very much or very good level, similar to the above finding. From the answers in observation and interview, most users were very satisfied with both being creative living books and reading them similar to Phase 2. Several users said that they were so proud of themselves that they would ask their relatives to be creative living books in the future. Some said they would come to join again to be creative living books and readers in the next event. Moreover, some suggested that there should be more public relations or advertisements so that interesting learners could come to read creative living books that are very new to them and others.

Discussion and Recommendation

1. Discussion

Phase 1 To study the context and to construct NMC-Creative Human Library Model According to 3 human library specialists, the model has got suitable components at very good level of quality ($\bar{X} = 4.73$). They are 1) the background, 2) the purposes, 3) the basic

thoughts and theories including service learning, knowledge management, and cooperative learning, 4) the procedure with a strategic process using creative action research, and 5) the application. The main reason might be because the researcher has got enough basic information and direct experiences as living books and as an observer in a well-organized human library event in Fribourg, Switzerland, during 25-26 June 2010, and has kept organizing human library events since 2010.

Phase 2 To develop NMC-Creative Human Library Model It can be said that this model have produced purposeful outputs and outcomes well. Those might come from the following six main reasons. First, the researcher has got enough basic information and direct experience as living books and as an observer in a well-organized human event in Fribourg, Switzerland. Second, it might be a new and attractive innovation for giving academic services and promoting learning in libraries. Third, its components and procedure are not too difficult to understand and to implement. Fourth, it has a high possibility or feasibility to deal with which is related to Surasak Sangkhamanon (2010) and Khongsak Sangkhamanon (2010, 2011) who confirmed that the outcomes of human library in terms of learning promotion is amazing because living books and readers can do meaningful learning through active interaction. Fifth, it can respond one of the main missions of the institution that is to give academic contribution to community and society. Finally, the project has appropriate procedure, that is, (1) to have good planning and preparation on staffing, living books development, documents and the place to be used, (2) to have good implementation that is the human library service is done in a convenient, smiling faces, and proper stages from searching, borrowing, returning, and reflecting, (3) to have valid and reliable observation or evaluation, that is, the place can be observed by the organizer or librarian all the time, the reflection form is short and easy to answer, and interview can be done at the counter after returning the book or reflecting, and (4) to have some weak points improved by staff in a short time after the service. Those successful outcomes have related to the findings of human library events organized by Khongsak Sangkhamanon (2014-2017), Rabiab Jantha (2011) and Sawat Jantha (2011). The pictures of the 4-stage service of NMC-Creative Human Library can be seen in Figure 1-4 below.

การประชุมวิชาการระดับชาติ วิทยาลัยนครราชสีมา ครั้งที่ 6 ประจำปี พ.ศ.2562 “สังคมผู้สูงวัย: โอกาสและความท้าทายของอุดมศึกษา”



Figure 1 Stage 1 –Living books register and readers search for creative living books.



Figure 2 Stage 2 –Interested readers borrow creative living books.



Figure 3 Stage 3 -Readers are reading creative living books.



Figure 4 Stage 4 -Readers return the living books & reflect satisfaction.

Phase 3 To study its results It could be said that *NMC-Creative Human Library Model* has met success according to the research purposes might be because of the outputs and



outcomes of NMC-Human Library 1-9 libraries organized since January 24, 2014 which affected some inspiration to the researcher. The reasons for having succeeded in organizing a creative human library in this phase are similar to those in Phase 2.

2. Recommendation

2.1 For applications First, creating living books from colleagues should be done by means of multiple motivation and the ones from students should be included with a micro training and rewards like bonus or extra scores. Doing mind maps and talking script is very meaningful for students to make good self-confidence. Therefore, they should be taught how to prepare the mind maps and scripts. Moreover, there should be as many kinds of books as possible, especially some well-known people in the community or in the country. *Second*, living books catalog should be displayed at least 1-2 week earlier both offline and online or in the homepage of the library. *Third*, some readers should be prepared prior to the event so that they could motivate other learners who might be interested and walk in naturally. *Fourth*, if there are some members of Thailand Human Library Network, they should be invited to have a visit or to participate as living books or readers or both. *Fifth*, a human library should be done as a project using action research approach because it works systematically. *Sixth*, it should be organized as a part of academic event, such as, in a 3-day Learning/Book Fair, in a 4-day Arts Fair, etc. *Finally*, the human library event should be advertised via various media, such as, on line broadcasting, on websites, on bulletin boards, leaflets, brochures, community radios, etc.

2.2 For further research Firstly, the mixed paradigm of quantitative and qualitative approach through research and development using cycles of action research should be used to gain much enough data. Second, the target groups could be experimented more with secondary school students because they are in the period of creativity and seeking meaningful models to develop themselves. This is related to Rabiab Jantha (2011) and Sawat Jantha (2011) who found that organizing a human library in Nonthai Khuru-uppatham School and Phrathongkham Witthaya School brought about new and amazing learning atmosphere in their secondary schools where some children said they would like to be living books like adults. Third, appropriate strategies or a strategic process for developing variety of living books should be studied so that it can be applied by interested administrators who want to develop some creative human library events in the institutions.



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