# The Library in the Life of the User:

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcements</td>
<td>2</td>
</tr>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Lorcan Dempsey – some contextual remarks</td>
<td>2</td>
</tr>
<tr>
<td>Aaron Shaw – Beyond Access in Online Communities can Empower Libraries</td>
<td>4</td>
</tr>
<tr>
<td>Andrew Asher – Why Ethnography?</td>
<td>6</td>
</tr>
<tr>
<td>Paul-Jervis Heath – Designing the Experience: Applying Human-centered</td>
<td>7</td>
</tr>
<tr>
<td>design strategically to libraries at the University of Cambridge</td>
<td></td>
</tr>
<tr>
<td>Shirley Dugdale – Learning About Future Users</td>
<td>9</td>
</tr>
<tr>
<td>Afternoon Q&amp;A</td>
<td>10</td>
</tr>
<tr>
<td>Morning Sessions</td>
<td>11</td>
</tr>
<tr>
<td>Mega Subramanian</td>
<td>11</td>
</tr>
<tr>
<td>Rachel Fleming-May – The Academy Library</td>
<td>13</td>
</tr>
<tr>
<td>Session Q&amp;A</td>
<td>15</td>
</tr>
<tr>
<td>Margaret Burri – Getting to Know You: Tales from the Field</td>
<td>16</td>
</tr>
<tr>
<td>Denise Hersey – Understanding the Research Practices of Humanities</td>
<td>18</td>
</tr>
<tr>
<td>Doctoral Students at Yale University</td>
<td></td>
</tr>
<tr>
<td>Andrea Twiss-Brooks - A Day in the Life Mapping Project</td>
<td>19</td>
</tr>
<tr>
<td>Session Q&amp;A</td>
<td>20</td>
</tr>
<tr>
<td>Afternoon Session</td>
<td>21</td>
</tr>
<tr>
<td>Lynn Silipigni Connaway &amp; William Harvey – Visitors and Residents:</td>
<td>21</td>
</tr>
<tr>
<td>A Mapping Exercise</td>
<td></td>
</tr>
<tr>
<td>Lynn Silipigni Connaway – Findings from the Visitors and Residents</td>
<td>23</td>
</tr>
<tr>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Joan Lippencott – Beyond Ethnography</td>
<td>24</td>
</tr>
<tr>
<td>Q&amp;A</td>
<td>25</td>
</tr>
<tr>
<td>Stanley Wilder – Mixed Methods and Mixed Impacts: What’s next for</td>
<td>26</td>
</tr>
<tr>
<td>library-based user needs research</td>
<td></td>
</tr>
<tr>
<td>Wrap up</td>
<td>28</td>
</tr>
</tbody>
</table>
Day 1

Announcements:
Wireless: oclc15
#orlp
Meeting is being recorded, slides and videos will be posted afterward

Introduction
Today is about how we can look at users beyond what we see as they’re working in the library. Why this is important and worth our time.

Lorcan Dempsey – some contextual remarks
@lorcanD

Libraries are not ends in themselves…
The major long term influence on libraries is how those needs (of users, of universities, of learning and research practices) change.

Over the past few years there’s been a lot of interest in anthropological/ethnographic styles of research and investigation into user needs/behavior

Susan Gibbons’ work at Rochester was pioneering, as was Ariel Project (see College Libraries and Student Culture: What we Now Know) in Illinois


Over the years we’ve seen a shift in seeing the library as a collection to a library in terms of how to support learning and research in new ways.

1973 PhD diss “In effect, they have looked at the user in the life of the library rather than the library in the life of the user.” In other words, this isn’t a particularly new idea

Noted that universities are re-evaluating how to provide education in a changing environment. Many are moving from bureaucratic model to enterprise model, see: http://president.asu.edu/node/1220

- What this means is that as universities change their direction and say “we want to be in the top group and now to do this we want our library to be in the top 20 group”
- We need to ask what is the role of the institution, particularly in terms of changing research and learning workflows, the network, and the personal
  - Not to mention the shift from consumption to creation
To see shifts in research and learning workflows, see: [http://innoscholcomm.silk.co – 101 Innovations in Scholarly Communication: The changing research workflow (chart)]

Core Components of a Firm:
- Infrastructure (building)
- Customer relationship management
- Product Innovation

Today corporations are splitting these three components apart. However, libraries are doing all three of these things! This is why understanding our community of users and their needs. But let’s reconfigure how libraries approach this tripartite relation:
- Big shift of resources to Engagement (rather than infrastructure: customer relations, supporting new research, new needs
- Shift to institutional innovation: redesign, collaboration, and services – how can we do this better to meet needs
- Focus on Right-scaling infrastructure: moving to shared systems, shared printing, and general “groupiness”

This paradigmatic shift also applies to collections, which have traditionally fallen into the realm of infrastructure: shifting from the owned collections (stuff in the library) to a facilitated collection (resource sharing, shared print collections, free web-based collections, etc.)

“workflow is the new content” – “in a digital world, the library needs to organize itself around the workflows of research and learning”
- Historically, libraries are interested in the outcomes (the memorialize the research)
- Today, the process (methods, evidence, and discussion” as well as the aftermath (discussion, revision, and re-use) is increasingly relevant to libraries (Figure: evolving scholarly record framework)
Aaron Shaw – Beyond Access in Online Communities can Empower Libraries
aaronshaw@northwestern.edu

What are the missions of libraries and librarians:

- Group think:
  - Not just being responsive, but anticipating what people will need
  - Building the community
  - To empower learners
  - Supporting research and the university mission
  - Serve as a safe and engaging space (physical and digital) of intellectual inquiry

- Examples Shaw gave:
  - OCLC
  - ALA
  - Andromeda Yelton “Libraries are really about transforming people through access to information”
  - David Lankes “The mission of libraries is to improve society through facilitating knowledge creation in their communities”
  - See also: “What is your library mission statement or manifesto?”
      http://hangingtogether.org/?p=5440

Aaron’s 2-part mission of free culture communities:

- Access to knowledge
- Empowerment

Progress report:

- Access: good and getting better in the communities he studies (particularly in free culture communities [e.g., Wikimedia]
  - Readership curve is skyrocketing
  - Use of CC license in Flicker is continuing to rise
- Empowerment: maybe not so good and not improving
  - Number of active Wikipedia editors (making 5 or more edits per month) has been dropping since about 2008.
  - The percentage of readers who are also becoming editors is also dropping

Why is empowerment so hard?

- Access has to come first (think access to participate)
- Requiring account login to edit lead to:
  - 55% decline in probability of reverted (low quality) contributions
  - 62% decline in number of persistent (high quality) contributions
- 2nd order digital divides (See Eszter Hargittai’s work on this) – beyond who has the devices to who has the skills to use their devices and web-based tools
  - The Wikipedia Gender Gap: 23% of English Wikipedia editors are women
  - Which means articles of interest to women are not represented or of lower quality
  - Need to understand who did not participate from the beginning! Research suggests this comes down to difference in web-use skills between men and
women. What they found if you had skills on scale of 1-4, predicted likelihood of editing Wikipedia. By about scale rate of 2 men overwhelming said yes whereas women said no. Equally skilled men and women: Men 50% yes, women 25% yes.

How do we move toward empowerment:

- Nothing is not an option
- Make empirically-informed compromises
- Remove institutional/cultural barriers – perhaps with user-centered design and evaluation tools that help to orient new users and provide mechanism for feedback.
- Educate and include – for example via edit-a-thons

So what about libraries –

- they are a bit of a parallel world with same interests and objectives
- Just as this presenter is looking at users, we also need to understand our users and communities
- Return to your mission(s) –what is the purpose of our institution, what are the broader goals that we care about?
- Is critical to create user-centered strategies to solve some of these challenges coming up.
Interested in the question why are libraries so keen on ethnography.

There are a lot of continuities between ethnography and libraries in terms of studying people and how they move through space and action

Pierre Bourdieu and Monique de Saint Martin’s 1965 study of libraries: asked what patrons were doing in the library and found patrons using ~36% of services/resources available. This is still largely true today.

What are libraries:

- Libraries are about relations, social institutions, social relationships
- Libraries are also technologies
- Libraries are symbols and symbolic systems
- Libraries represent beliefs about the world and how information/knowledge should be organized
- Libraries are about practices

In sum, libraries are really the stuff of ethnographic/anthropological study.

Ethnographic methods = and methodological tools and practices
Ethnography = thick description of culture

See erial toolkit available for free download online - http://www.erialproject.org/publications/toolkit/

Quick review of heat maps, activity interviews (having students go through their information seeking process while watching), map sketching (have students map out current library space, change pen color every few seconds so you can see the order they drew things – the blank spaces are more informative than the filled in spaces)

- They discovered social spaces are heavily marked out while places that are considered the anchors of a library (i.e., librarians, journals, etc.) are not.

What might a library ethnology look like?

- Should go further to develop opportunities for comparative and longitudinal work
Most of what we think about with design is about the visual, but design also includes (in reverse order):

- Information
- Interaction (how will people find it? How will people interact with it?)
- Structure (
  - Concept (how do you deliver value to a user?)
  - Proposition (what is this thing going to do?)

Have to make product understandable, interesting and useful (libraries do this). But really great products also have to be compelling and indispensable. These latter two also tend to positively alter user behavior (think Spotify)

Design can be 4 overlapping phases: - can be strategically applied to choreograph the library experience.

Phase 1: Immersion: understanding what people’s latent needs are
Phase 2: Inspire: sense-making, turning “making due” behaviors into something that makes sense
Phase 3: Imagine: generating, testing ideas, creating prototypes
Phase 4: Invent: create product and put it in the hand of a user

Human centered design can be used to develop a single product or to a set of products/services to define cross-service library strategy.

Must be careful not to accept the first workable solution! Must force and allow ideas to compete by moving beyond the first workable solution.

A concept is a clearly articulated central idea around which the features and benefits of a product or service combine.

- For example, at Cambridge there are hundreds of places students could work in, yet they still prefer to work in their dorms, mostly because they were unaware of the multitude of spaces. Their solution was Spacefinder (see also: https://futurelib.wordpress.com/category/spacefinder/) – this included multiple ideas.
- For example, student finding and downloading images from web to a Word doc because this is what he knew, even though he had built-in software on his machine that was better able to do what he needed. Their solution: Appstore, a curated collection of software tools and apps tailored specifically to academic and student use.
Your design is a hypothesis, which is why you must prototype so you discover unintended consequences before it’s too late!
Shirley Dugdale – Learning About Future Users
Dugdale Strategy

Case study 1 – vision for Crerar Library in a Data Driven Future
Tasked to look at the changing nature and needs of scientific research, particularly as relates to the library
  • Looked at current and potential collaborations/partnerships
  • Listened to extreme users
    o Talking with users in many different areas and trying to gain insights
  • Recognizing unmet needs (people using work-arounds because they didn’t know a service existed and people turning to external resources because that service didn’t yet exist locally)
  • Exploring what future services with partners might be (how to support the research cycle)

Case Study 2 – Synergies in future services at Milton S. Eisenhower Library
Tasked with looking at space redesign and the role of the library in supporting teaching and pedagogy

Case Study 3 – Use cases for collaborative design thinking
Tasked with taking close look at how students work together today and what kinds of affordances of spaces should be supplied in their new building.

Looked at team workflow discovered lost data and communication breakdowns. Led to looking at typical interactions about how to bridge across these interactions to minimize breakdowns.

Insights from emerging models, looking at benchmarking in terms of where are the indicators for future trends and developments.
Afternoon Q&A
Large academic libraries are not organized well to continuously engage in this research. Are there any examples of libraries who are organized to do this?

- Johns Hopkins has user experience director (an urban anthropologist) – this was a choice they made to invest resource in this area.
- Also training staff to integrate it into their job
- NYPL is writing into new hire job descriptions that they will participate in an existing R&D group
- Northwestern has user experience department, all members also wear other hats. Each member has part of their role defined to do assessment, user experience, user engagement activities. The creation of this department was intentional choice as was selecting of appropriate people to add to this department
- Modern Human: if you’re going to make default process questioning what needs to be improved and how to improve it, don’t say who is going to do user centered design, say user centered design is our process (this allows you to spread skills and practice around)

Someone else said ethnography is not assessment. What are your thoughts on that?

- I think of it all as different approaches, one piece in a mixed methods approach that we need to use

What are some of the generalized skills, experiences, and knowledge-bases you are looking for in selecting your research team members?

- Modern human usually has research team of minimum 3:
  - Research
  - Detail design
  - Directs the above
  - The key is diversity, people with different experiences and backgrounds
- Dugdale – depends on the assignment.
- IU Assessment Librarian works principally with librarians, this includes training them in areas they are short on (e.g. social sciences assessment methods)
  - Social sciences skills are things he specifically looks for

What are people’s experiences in taking your findings to provosts or deans in drawing successes in these areas?

- IUB works closely with these areas and have had fruitful partnership
- There will be a presentation topic on this Thursday
Day 2

Morning Sessions

Mega Subramanian
mmsubram@umd.edu
@mmsubram

Case 1: Sci-Dentity
http://scidentity.umd.edu
To encourage tweens (middle schoolers) about thinking elements of science in their everyday lives via afterschool program in library where researchers work with school librarians in implementing program (30 years!).

Encourages students to write science-infused stories after reading, watching, playing science-infused content. Through the writing process they gain science information literacy skills.

Librarians as co-designers of STEM identity development program
- design-based research (dDBR) method; allows in-process program tweaking rather than waiting for year’s end
- Methods to engage librarians: Cooperative inquiry method (blue sky brainstorming); heavily used in designing technologies for children.

Benefits of DBR:
- Allow to continuously seek librarian input
- Librarians see how their input is being used, leads to sense of commitment and motivation
- Allows participating students to see that changes are made with no delay to attend to problems as they arise. This motivates student participation because struggle with specific issues is minimized.

In SCi-Dentity, librarians are innovators of cyberlearning
Developed a site with Librarians where students could upload their stories.
Methods to engage librarians:
- Cooperative inquiry Methods (love your sticky notes!) for librarians to critique wireframe of website.

Case 2: HackHealth
In 3rd year
http://hackhealth.umd.edu
Very similar work to Case 1 but librarians have somewhat different role.
Librarians run the program while researchers collect data. After school program in which children collect information about how to manage own health or family health and then take action after finding information by imagining themselves as health professionals/experts.

Librarians worked with researchers in finding the best ways to find health information in the open-web.

Librarians as digital literacy informants

- Methods to engage librarians: cooperative inquiry methods (persona exercises) asking librarians how would you teach me assessing health information credibility

Challenges in researcher-librarian collaboration:

- Had to find librarians that could work with researchers toward a shared goal and remain committed to it
- Understanding that librarians are part of the researcher team, not just someone simply executing the program or opening the door for them to come in, do their thing, and leave.
- This is also a time investment

Benefits to LIS Research:

- Scholarly contributions informed by practice fuel more research problems
- Data is collected even if researcher is not at the library (Because librarian is and can pass on the week’s happenings)
- Research impact beyond impact factors and h-index (making a difference in the community) is increasingly important
- Funders look for projects that demonstrate strong collaborative relationships between researchers and librarians.

Benefits to LIS Practice:

- Adoption of research methods
- Librarians become more research conscious
- Co-authored publications and presentations at both researcher and practitioner venues
- Dissemination through communities-of-practice and practitioner
LibValue: value and return on investment of research: a suite of tools librarians can use to demonstrate value of their library to their institution.

When speaking of Library in life of faculty, generally comes out as support of research with little or no notice of library in support of teaching (well that’s silly)

Surveyed faculty asking how they use library to find materials for students to use and other reading to support their pedagogical development.

Findings:
- Strong percentage (40-41%) ask students to meet with a librarian
- Low percentage (11%-28%) asking for assistance developing assignments
- Reported saving time, money,
- Reported improvements in their own teaching, in their courses, in student performance

This type of survey is great outreach opportunity because it also informs survey takers about services they may not already know about.

In instruction portion of their survey did experimental/longitudinal study via three-session workshop series with students from given class
- Pre-/post/session assessment looking at:
  - Skills
  - Awareness
  - Emotional status (how comfortable did they feel conducting research)

  Asked what was their experience in libraries when using them for research.
  Asked what was the best part of the session as post-session question

Study of the Learning Commons
Looked at student-reported usage and affective data paired with demographic and progress toward degree (PTD) data

How do they tell their story?
Existing data included gate count and other usage data, demographic data, student exit surveys
Needed student-reported data
They were able to get demographic and admissions data but had to work to get PTD data
To gain more student reporting did in person survey and in class survey (done in classes that hard target group of underclassmen)
- Questions they asked: To what extent does the learning commons increase your creativity, help you feel more involved, help you feel included and part of a community?

To what extent does the commons:
- Help you do better in class
- Make studying more enjoyable
• Make you feel more involved in the university
• Promote learning
• Serve as a space to...

Found students who made highest usage of diverse library services had GPA >3.5 whereas students who were not doing this had lower GPAs and were not being retained.

Do you use LC for:
• Class assignments
• Group study
• Individual study

Discovered heavy users were upperclassmen (not underclassmen as they thought!) – led to greater engagement with upperclassmen including hosting a research forum where upperclassmen have poster presentations in library.

This data allowed library to better align strategic plan with university’s plan and to demonstrate impact!

Potential pitfalls in developing studies like this one:
  Instructor survey: they pre-tested and did a small launch before big launch but found it still had some problems.
  • Be as exhaustive as possible during pre-test
  • Be prepared for backseat driving from faculty who survey
  • Identify a comprehensive distribution strategy
  • Secure support

For instruction series:
  • Plan on absentees (this made it difficult to track student improvement)
  • Anonymity is a challenge when dealing with students (gave them code words to become their identifying name that they would use on each pre- and post-session survey.

Data management problems:
  • More pre-testing would have revealed unnecessary conditional logic
  • There is always more data than you think
  • “You will have to enter some of it manually/SPSS laughs at your questions”
**Session Q&A**

Couldn’t hear question but responses noted that relationship building was key to the success of everyone’s research projects; with librarians, with departments within the library, with departments across campus. This fosters interest, ownership, and commitment.

Q – At DePaul they conduct very similar data and assessment. What he finds interesting is the direction the institution is going to collect data to inform institutional direction. What he’s taken from this is to be more open in what data to collect and the takeaways you get from it. (Their library uses Starfish as data collection tool).

Q – Did the learning commons group have to work with OIE?
A – yes and that was the difficult part of the project. Librarians had to provide code words which the OIE then used to compare to their PTD data.
When engaging with users need to be careful and be prepared for the unexpected

Librarians tend to have two views: all users are special, all users need to know the same thing

In project to digitize Lester C. Levy Sheet music collection, IT folks challenged librarians to think about how users would use the collection. This was their first experience in user design

They got to hire a UX Director in Fall 2011!

What it took to get a strong UX program at Johns Hopkins:
- hiring the right person
- UX Director meeting, connecting, and building relationships with internal and external stakeholders
  - First project: Accessing the monograph – I giant flow chart of the process for finding and retrieving a monograph. Discovered problem areas in the process that they’ve since been able to adjust

MSEL Use Study – qualitative and quantitative
A team of 6 undergrads who walked through the library 3 times a day with coding sheets:
- What were they doing
- What were they engaging with
- Were they not engaging (sleeping)
- Stuff (on table with no one there)
Their data was moved into an excel sheet and a grad student ran it through a program to create beautiful charts
Qualitative piece:
- Photo surveys – asked students to take photos in library of technology you love or hate and what you do in the library after dark. (this coincided with approach of exams)

Student web design project
- Students pretty much did all the work
- Lessons:
  - They still use a lot of jargon
  - Students wanted something that highlighted special collections
    - While they followed them on Social media they didn’t want it on the website (different purposes)

Top PhD Project
This developed after re-aligning Library’s strategic plan with University’s strategic plan (included goal of getting PhDs in top 25)
Conducted semi-structured interviews with grad students asking them to tell the story of how they did research (important not to mention the library in their questioning)
Lessons:
  - Students valued a space where they could work quietly but also interact with their cohort
  - Also asked liaison library to draw out what they learned from the above experience.
Denise Hersey – Understanding the Research Practices of Humanities Doctoral Students at Yale University
Yale University

Project had 11 librarians. Her selection criteria included making sure they had time to fully participate

Grad student participants given $25 visa gift cards

Conducted interviews:
- 1 hour long
- Offered gift cards for participants
- Wanted to meet with them in an environment in which they usually work (this meant in library, cafes, apartments, etc.)
- Worked in teams of 2 (one to conduct interview, one to record)
- 27 current students
- 5 former students
- 12 programs of study

Developed a kit for interviewers to take with them:
  - Digital Recorder (barcoded so they had to be checked out)
  - Question list
  - Gift card

Had to find place to put recorded interviews. Used LMS project site feature. All interviews were uploaded here with back up in Box. All students were coded so they were unidentifiable

Used calendar to keep track of interviews and prepare accordingly

Sent recordings out for transcription

Next phase was coding (learn how to do this ahead of time)
  - Method included meeting twice a week for 1 ½ each time
    - All agreed to read certain transcripts for each meeting
    - One person was dedicated to cutting transcript up – identifying different topics that came up and paste the pieces onto color cards
      - This allowed transcripts to guide them to what the categories were rather than librarians pre-determine categories and hammering content in
  - From the coded cards they were able to identify 5 themes

The Yale report is freely available online
Andrea Twiss-Brooks - A Day in the Life Mapping Project  
University of Chicago

Project goals:
- learn how 3rd year med students seek and use information in course of daily activities
- test an ethnographic method in various institutional settings and determining its viability for medical school settings

Protocol idea:
- give everyone a map of location where they’d be doing clinical and surrounding neighborhoods – this didn’t work out due to diversity of locations where students worked
  - Solution: create a grid where you record where and when you arrive and left a location waking to sleeping
- Interview was done the following day (no structured interview questions, just asked them to walk through their maps and asked for clarifying questions)
  - Took limited notes
  - Used 2 recorders simultaneously as fail safe

Coding an analysis
- Student workers transcribed 69 participant interviews (do this in 2 hour chunks of time)
- Consultant provided two day workshop on coding and analysis for team members (also had previous 2 day workshop on interviewing, working with maps, and testing the maps)
- Each institutional team coded their own transcripts
  - Color coded via 6 highlighters
  - Identified different themes
- Analysis using mostly qualitative approaches
- Dedoose – online tool to help with coding [http://www.dedoose.com/](http://www.dedoose.com/)

Lessons learned:
- Critical that they got support from school administration critical for funding and participation
- Incentives were important in recruiting participants
- Build in extra time for navigating bureaucracy (especially in working with IRB)
- Having a project leader was essential
- Services of a professional consultant were extremely helpful (they had 2)
- Use a variety of approaches for project team communication in advance.
Session Q&A

Q – For Denise – how long did it take from start to finish?
A – training to writing took just over a year (IRB took 3 months because it got lost in the IRB office). Andrea’s project took a little bit longer than that.

Q – for Andrea. Curious about how mapping diary didn’t yield too much in terms of variety. Was it problematic then during interviews to get consistent content?
A – They had some differences in approaches among interviewers. Reiterated there was no script but there were about 5 guiding questions interviewers were supposed to hold in back of mind that they brought up if students didn’t bring it up themselves. The goal was to get students talking rather than to ask directed questions.

Q – how did Yale person recruit students.
A – all goes through libraries student employment procedures. Is very clear in job description about what will be required of them. Looks for curiosity and people willing to engage in things that may stretch them a little bit with the understanding that he will be there to walk them through the process.

Q – For Andrea – curious as to the awareness of the students in the medical school about the work she was doing.
A – in the process of applying for funds, one thing that came back from review of early proposal draft. As a result, each participating school went to deans asking for support and clearance. At least at higher administrative levels they were very aware of the project. The Admins definitely understood what they were doing and why, are very interested in results.
Afternoon Session

Lynn Silipigni Connaway & William Harvey – Visitors and Residents: A Mapping Exercise

connawal@oclc.org
@lynnconnway
OCLC Research

V&R Framework (Visitor & Resident)
#vandr
http://goo.gl.uxUMVR
Read this: http://www.oclc.org/research/themes/user-studies/vandr.html

Visitor Mode:
- Look at internet as a tool box

Resident Mode:
- Looks at internet as a place

Educational Stages:
1. Emerging (1st year undergrad)
2. Establishing (2nd-4th year undergrad)
3. Embedding (grad/PhD)
4. Experiencing (faculty)

Data collection tools:
- Semi-structured face to face interviews (73 total)
  - Had to pay them (difficult to get people to participate without giving them something in return)
  - This first batch had to be face to face to create rapport that would carry the relationship over the next year or two
- Diaries/monthly semi-structured interviews
  - Written
  - Video
  - Skype or telephone
    - Only one person used video
    - Most sent in 1 sheet that wasn’t very informative. Had to be more prescriptive in what questions they should be addressing
- Second group of semi-structured interviews
  - This happened 2 years later and interviewed 12 people to see if they had same engagement with technology as the group they interviewed 2 years earlier.
- Online survey
  - Trying to ask same questions in online survey as they did in face to face
  - Goal was to identify any anomalies
  - Discovered the info gained from these surveys was less helpful than interviews

They manually mapped diaries against a grid of Personal v Institutional, Visitor v. Resident
What internet things do you engage in?
How do you use them?

Visitor is “just passing through”
Resident is leaving a record of your activity (such as LinkedIn, personal websites, etc.)

Post-mapping questions:
- How do you feel about this exercise? Or what have you noticed about yourself and web-based technology?

When you think about this as an activity, think about role of prompts in inspiring/limiting/imposing upon participants.

Why do this exercise:
- We can learn about how we engage:
  o Personally
  o Professionally
  o Individually
  o Collectively
- We can better understand our identity and dynamics

So what?
- This helps us identify target audiences:
  o How the engage with tech
  o How they discover and access information
- Modify and develop services and systems (we should be immersing ourselves into their lives)
Lynn Silipigni Connaway – Findings from the Visitors and Residents Project

See slides for interview questions, she was moving too fast.

Think of a time in the past month when you struggled to find an appropriate resource to help you complete your assignment.

What steps and resources did you ultimately use/take

Their code book is online: Digital visitors and residents codebook
http://www.oclc.org/content/dam/research/activities/vandr/resources/vandr-codebook.pdf

They used Nvivo 10 for data analysis. Have to input everything, including your codebook and coding. Once it’s in there (http://www.qsrinternational.com/product)

In first round of interviews, the word librarian was never mentioned
In second round it came up with one participant as “a lady in the library who helps you find things.”

They used factor analysis on their survey questions: they took 2 dependent variables (emerging + establishing) the other 2 variables (embedding and experiencing) took all other topics from survey, mixed them up, the things that were most prevalent were the ones they started looking at for each of the two variables. ???
What are we missing? Ethnographic work is very interesting but is missing things if we focus exclusively on these methods in understanding our communities.

Concerns:
- Are we asking the right questions?
  - What is the breadth and depth of questions?
  - The concern is that libraries are drawing conclusions from shallow probing that will shape their spaces and services.
- Are we looking into the future, not just the present?
  - If our user community doesn’t know what we’re doing now, how can they think about the future?
- Are we aligning our services, spaces, and technologies with the university’s teaching, learning and research aspirations?
  - Need to focus not as the library itself but within the larger frame of the institutional mission.

Asking good questions
- What will you do with this information?
  - Example, looking at LibGuide stats, usability studies. With that info you may redesign, delete un-useful pages. All worthwhile activities, but alternatively, Harvard asked “Are LibGuides serving the research problems our students actually have?” – http://lj.libraryjournal.com/2015/10/academic-libraries/harvard-launches-user-research-center/
- How can some basic analysis lead to next steps in understanding users?
  - Example: asking “how does the use of our chat service vary over the course of the semester?” leads to “can the use of a business-oriented software product that is proactive in reaching users improve the use of our library chat services?”
  - In short – look at what people are doing and then reimagine it.
  - See Proactive Chat Reference study at John Carroll University Library as example

When planning renovated facilities and services:
- Do we ask students about how they like to study?
  - These are all good questions but we already have enough data on this based on existing publications.
  - Instead ask How can you support their learning? Then you get to see actual needs. Can also observe learning patterns/needs.
- If we ask about the need for services beyond the usual, what responses might we get?

Thinking more broadly about services and library as an enterprise:
- Advice on intellectual property issues
- Assistance with developing a poser
- Creating a video
Screens in the life of the user:
- Have any libraries studied why or why not students are not using the large screens in group study areas?
  - If we just do observation, will we be able to make useful decisions?

If we showed users examples of what some libraries offer, would they respond differently to our questions? Most likely. Could also demonstrate that librarians have broader set of skills than they may have imagined.

Would some humanities faculty have a better understanding of the potential of digital projects if they heard this story? [http://library.ucalgary.ca/dmc/louis-bird](http://library.ucalgary.ca/dmc/louis-bird) and show them projects like the Digital Media Project at Dartmouth?

She and Kim have an article to look at in Educause.

“Teaching a different Shakespeare from the One I Love” – article by Stephen Greenblatt

Library inn life of user:
- The affective domain is important
- Sense of community is significant

White board prompt: Wouldn’t it be cool. (how obvious! This is great! Use this!!!)

Moving Forward:
- Asking good questions that will yield meaningful, actionable responses
- While studying students who use the library is useful but doesn’t offer full picture
- Who is monitoring strategic directions within your institutions?
- How are you keeping abreast of developments in pedagogy and technology?
- How can the library become a partner with faculty in research activities?

**Q&A**

Q – an issue/barrier that’s come up several times is hours. Librarians are not there when students are. Have people done studies of when people are coming in and realigning their resources? How have people addressed this?

A – yes libraries are getting gate counts, but this doesn’t get at what these people need. Referred to Georgia Tech training students to work late night shifts, this is intense training, including using media lab etc. She’s more interested in having ways to have professional help available remotely to connect better with students.

Q – can you make arrangements with other populations to make use of time zones?

A – OCLC has a service called question point to provide 24 hour coverage, 7 days a week.
Stanley Wilder – Mixed Methods and Mixed Impacts: What’s next for library-based user needs research
wilder@lsu.edu
@sjwilder100

Reference article by Lev Manovich in which he calls out invasion of decontextualized numbers

What is next for UNR:

- **Mixed methods**
  - The contrast between various approaches and how these practices relate to other big data practices. Business intelligence literature could be a good place for examples and conceptual models for how to get from question to data to meaning

- **Broader focus**
  - User needs research to date has been limited in terms of portion of users’ experience in libraries.
  - One way of looking at this is to follow the money, where is budget money going? Collections (how are these collections being used?) Mediation services (what does this even mean now, how do we capture the ways in which librarians are doing this work?) same with facilities – needs better correlations
    - We are already doing much of this work but without the means of documenting, celebrating, and further developing our successes. We have no way to tell this story.
    - And yet, we are doing everything right but all we have to look at are plummeting ARL Circ stats. Circulation is becoming default proxy (a bad and dangerous one) about the utility of our collections. Same goes with reference use stats.
  - Marketing/advocacy
    - Wants user needs research that gets us from the use studies to core message of far from making libraries irrelevant, technology of today is making them more relevant than ever before.

- **Recognizing the privilege**
  - We are splitting into the haves and have nots (using Louisiana as example)
  - How can we make our research results more translatable to resource-stricken institutions?

- **Organizational Integration: working at our relationship**
  - Any time you add a new function to the library that takes resources and changes the way people do things is actually quite disruptive. It can’t simply be about making organizational changes, instead a user needs function group and administrators who are creating and supporting them must commit themselves to a relationship that they work at in a systematic way
    - For admins:
      - Recognize that library culture is not trivial, new roles like this need time and will create friction before settling in
      - Need to be exceptionally clear about expectations and outcomes they expect this unit to produce because it’s so new and broad
• Be vigilant in mining the research results produced for success stories, for justifying expense and trouble of creating this kind of function
  ▪ For researchers:
    • The researchers need to understand that they need to be taking a long view (they’re living and working in a culture after all)
    • Another flavor of mixed method-ness is that user needs do a better job at making space for traditional librarian expertise.
    • Do whatever you can to learn about library admin’s objectives and priorities – what are they trying to do and how can your work move their agenda forward.

Library administrative justification for user needs research function – how user needs research positions the library within its institution in ways that are extraordinarily powerful.
Wrap up

Slides and videos will be posted to website, a couple are already up.

They will issue a summary report that will pull out themes expressed here today.

For institutions in OCLC partnership there may be an opportunity for them to support a group of practice. Let them know if we are interested. Yes! Will leave my card.