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Seeking Symbiosis: Designing LibGuides that Bring User-Centered Design and Learner-Centered Practice into Harmony

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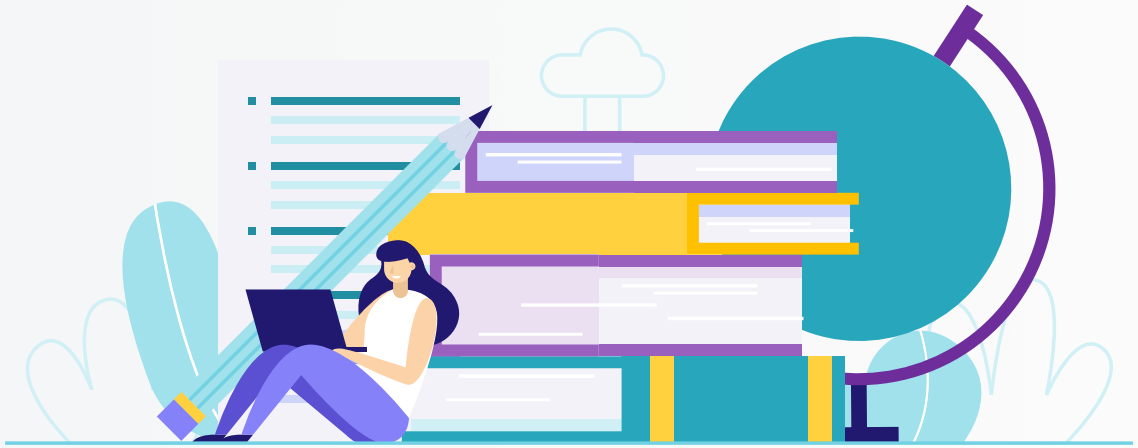
SEEKING SYMBIOSIS:

Bringing User-Centered Design & Learner-Centered Practice Into Harmony



Vanessa Garofalo, Adrienne Button, Anne Le-Huu Pineault, Paige Crowl

EMORY LIBRARIES | Oxford College Library

- Introduction
- Learner-Centered Design
- Accessibility
- Usability
- Assessment
- Break-out Discussion

About
Oxford College Library

- Oxford College of Emory University
  - First and Second-Year Students
    - Small Liberal Arts College
      - R1 Research University
- Library = Academic Hub on Campus

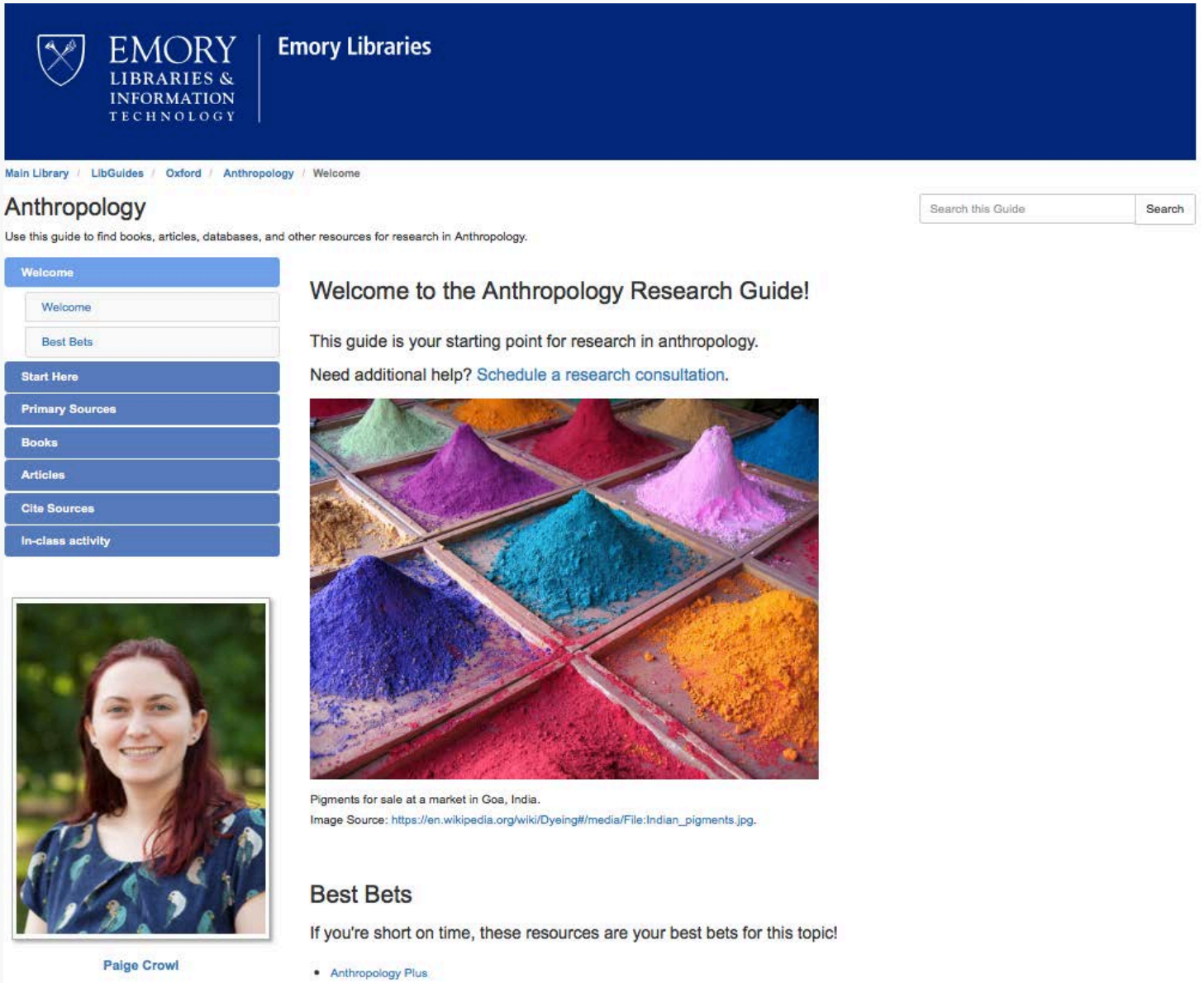
How We Got Started

- Upgraded to LibGuides CMS in 2019
- User-Centered Focus vs. Learner-Centered Design
- LibGuides Task Force Formation
- Subject Guides vs. Course Guides
- Implemented a Rough Template

Starting Point: **Subject Guide**

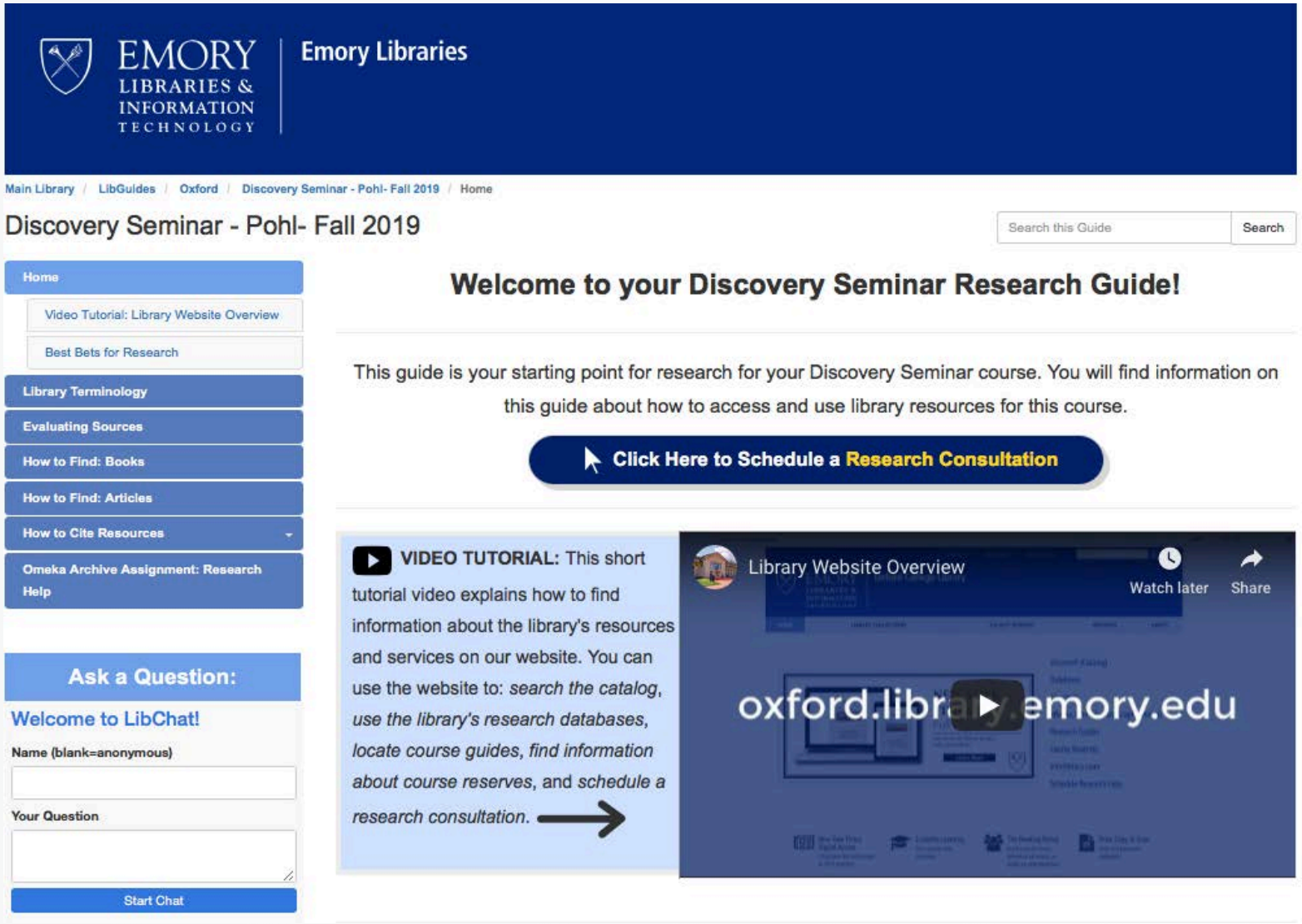
- Based on Original ***Harvard LibGuides Best Practices***
- Starting Point – Built on this Design

https://guides.library.harvard.edu/libguides_best_practices



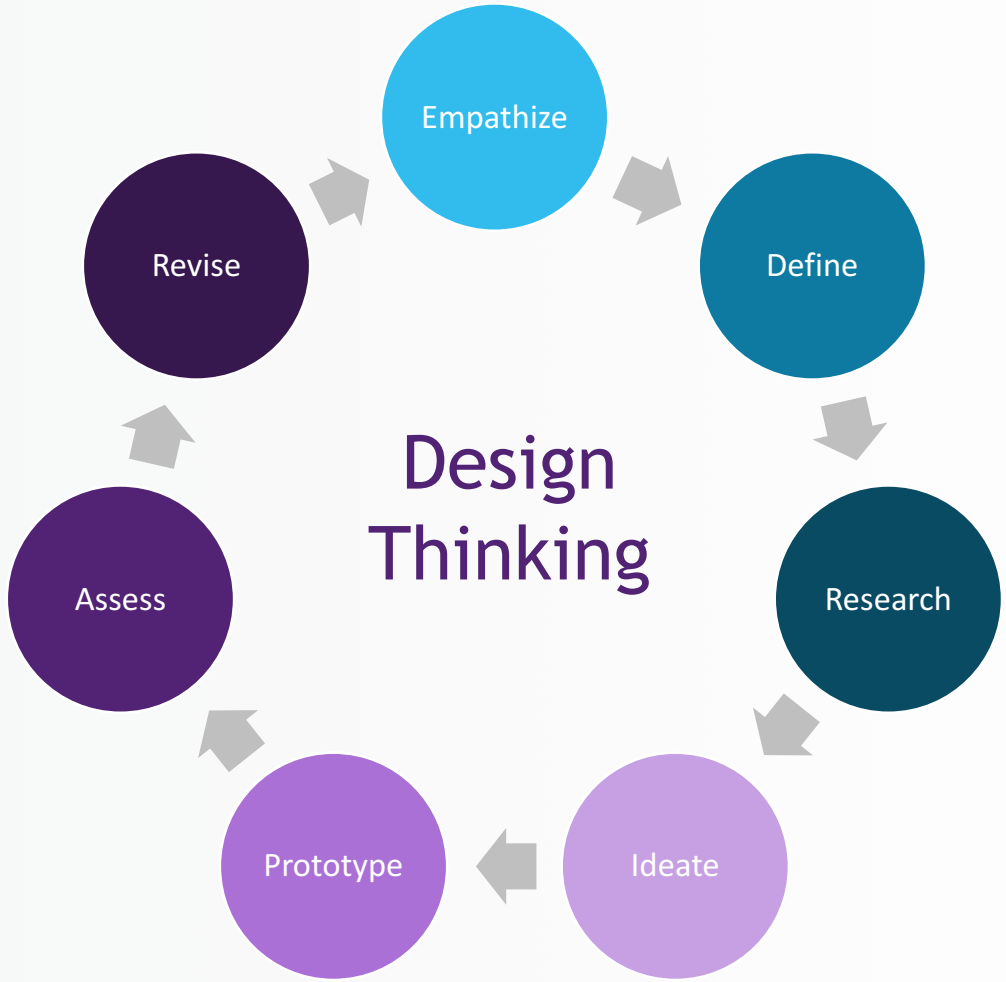
Prototype:
Course Guide

- *Rough* **Prototype**
- Incorporating Learner-Centered Elements
- **Teaching Students** How to Use Resources



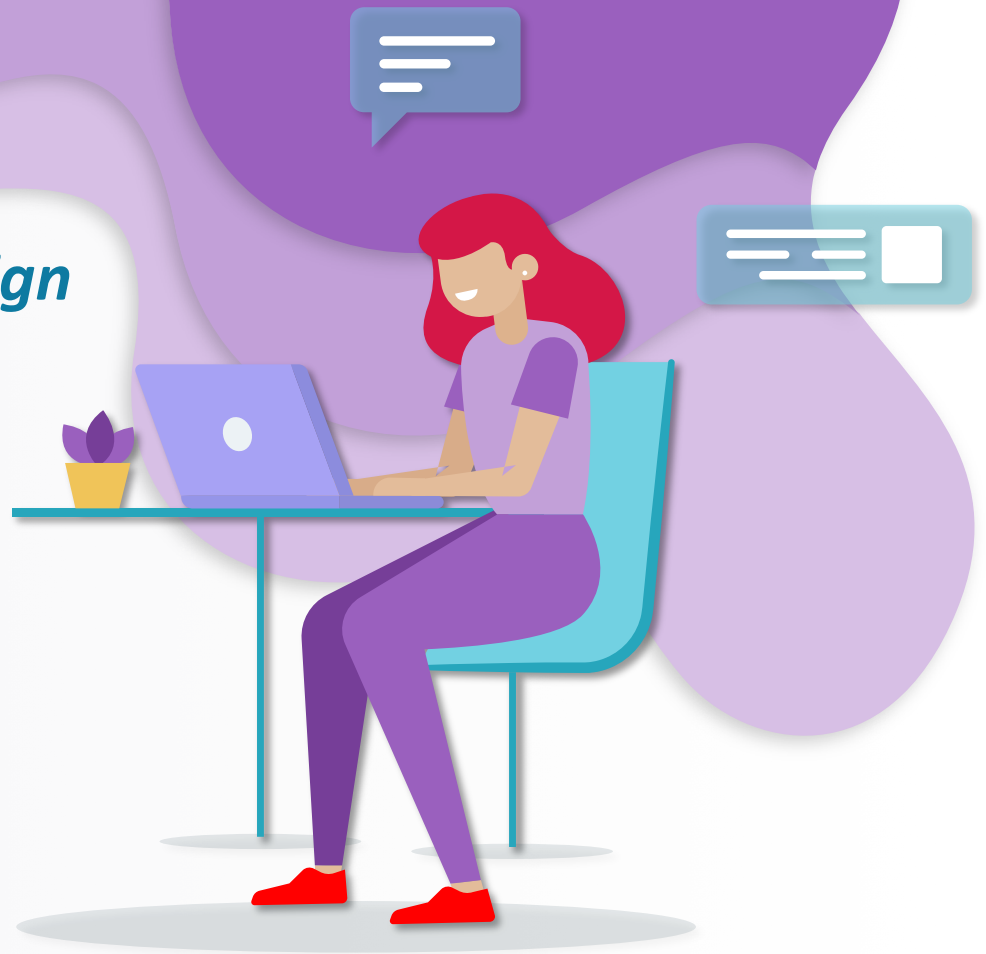
Moving **Forward**

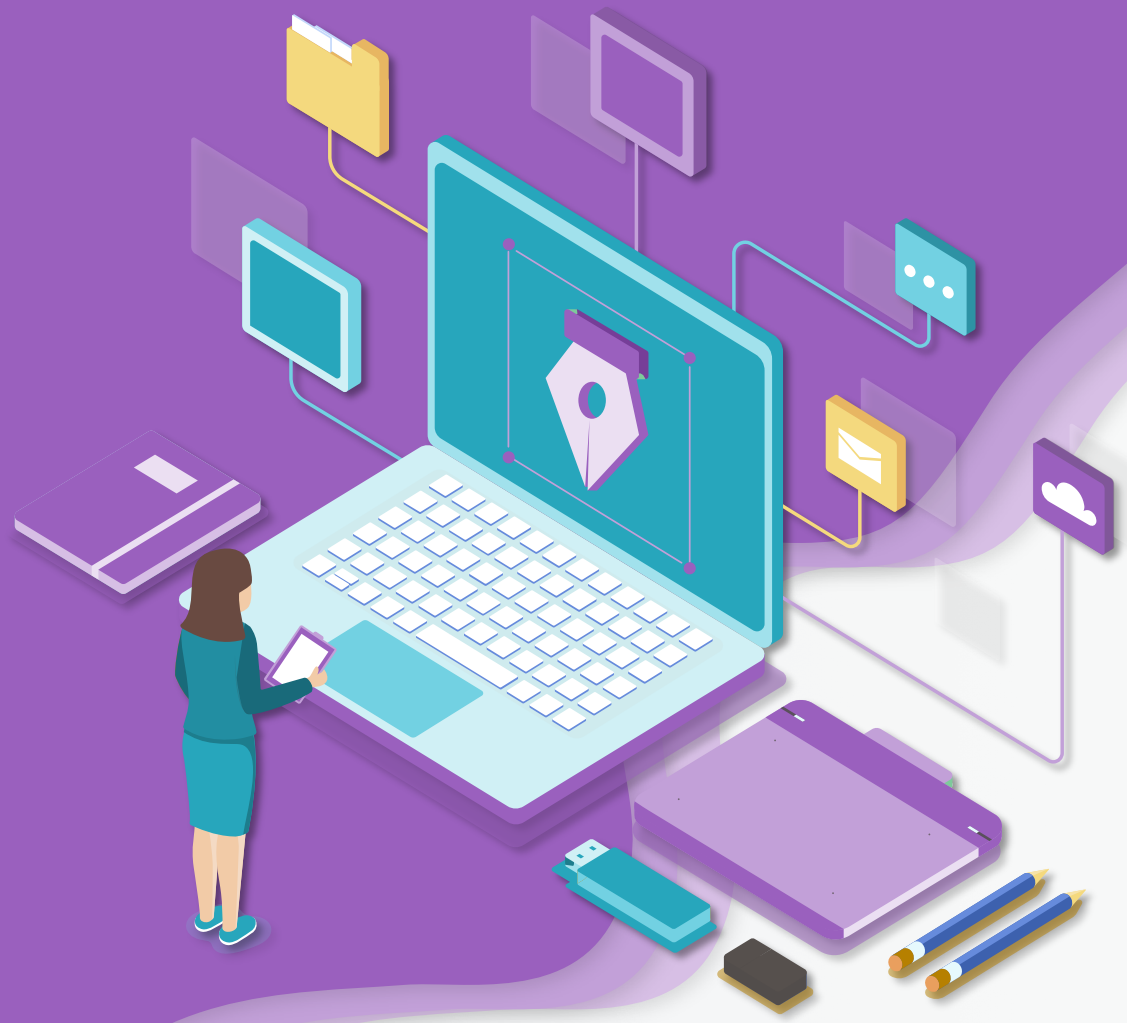
- **Iterative** Design
- Don’t Rush (*like we did*)
- Put **Students** in the **Center** (*always!*)
- **Assess**!



Key Things to Consider

- Are Students Learning? ***Learner-Centered Design***
- Is it Accessible? ***Accessibility***
- Is it Usable? ***Usability***
- How Do You Know? ***Assessment***





Learner-Centered Design

- **Understanding** is the goal
- **Motivation** is the basis
- **Diversity** of learners is the norm
- **Growth** of learners is the challenge

Soloway, E., Guzdial, M., & Hay, K. E. (1994). Learner-centered design: The challenge for HCI in the 21st century. *interactions*, *1*(2), 36-48.

Authentic

Problem-Based

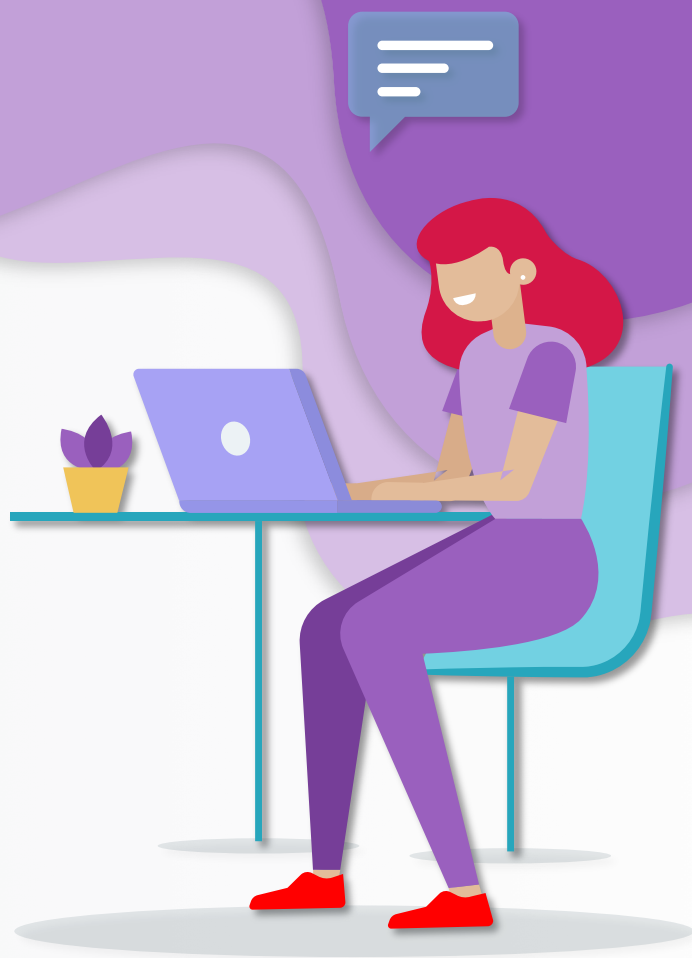
Transferrable

Real-World

Situated

Key Things to **Consider**

1. Context
2. Tasks
3. Construction
4. Collaboration



Zaharias, P., & Poulymenakou, A. (2006). Implementing learner-centered design: The interplay between usability and instructional design practices. Interactive Technology and Smart Education, 3(2), 87-100.

Learner-Centered Design Principles

Let learners **construct** their own plans

Coach learners to expert performance

Encourage **multiple perspectives**

Situate learning in **real-life activities**

Prompt learners to **think about their thinking**

Guide learners to **think like an expert**

Evaluate learners' thinking **processes**

University of Wisconsin – Madison. (2017). *Instructional Materials*. Retrieved from https://courses.dcs.wisc.edu/design-teaching/PlanDesign_Fall2016/2-Online-Course-Design/3_Learning-Assessments/7_assessments-CATs.html

Planning **Questions**

- What is the **overall objective** of the LibGuide?
- Why is the LibGuide being developed?
- Who are the **users** and what are their **needs**?
    - What are their **prior knowledge** and **experiences**, **preferred learning styles**, **metacognitive skills**, **emotional responses**, and **motivations** to learn?
- Who are the **librarians**, what are their general **characteristics**, **expertise**, **experience**?
- What are the **technical** and **environmental constraints**?
- Task analysis: What will the users be asked to do in terms of **actions** and **cognitive processes** in order to successfully use the LibGuide?

Accessibility:
What is It?

subtitle

Accessibility

Building accessibility into everything we do, as early into the process as possible, is the best way to make sure that we're serving the most people.

Accessibility Tips

- No need to reinvent the wheel:
  - Look online for good lists of best practices
  - Plugins like the ***WAVE Evaluation Tool*** can help you identify problems on the fly
- Make use of “plus-one” to gradually make your existing LibGuides accessible

Illinois Library's **Best Practices**

- Use **easy- to- read** fonts (sans serif)
- Use **real text** when possible, not text within graphics
  - Always provide an **alt-text** version if you want to include a graphics-based object, like an infographic
- Write in **plain language**
- Headings on tables
- Avoid click here and "mystery links"
- **Caption** and include transcripts for other media

University of Illinois at Urbana-Champaign. (n.d.). Best Practices: Accessibility. Getting Started with LibGuides. Retrieved February 4, 2020, from https://guides.library.illinois.edu/libguides_intro/accessibility

Turner's Five Laws of **Document Design**

1. Design is for use.
2. Every document its design.
3. Every design its purpose.
4. Save the time of the user.
5. Documents are changeable organisms.

Turner, J., & Schomberg, J. (2016, June 26). Inclusivity, Gestalt Principles, and Plain Language in Document Design –In the Library with the Lead Pipe. In the Library with the Lead Pipe. http://www.inthelibrarywiththeleadpipe.org/2016/accessibility/

User-Centered Design, User Experience, Usability:
Are They the Same?

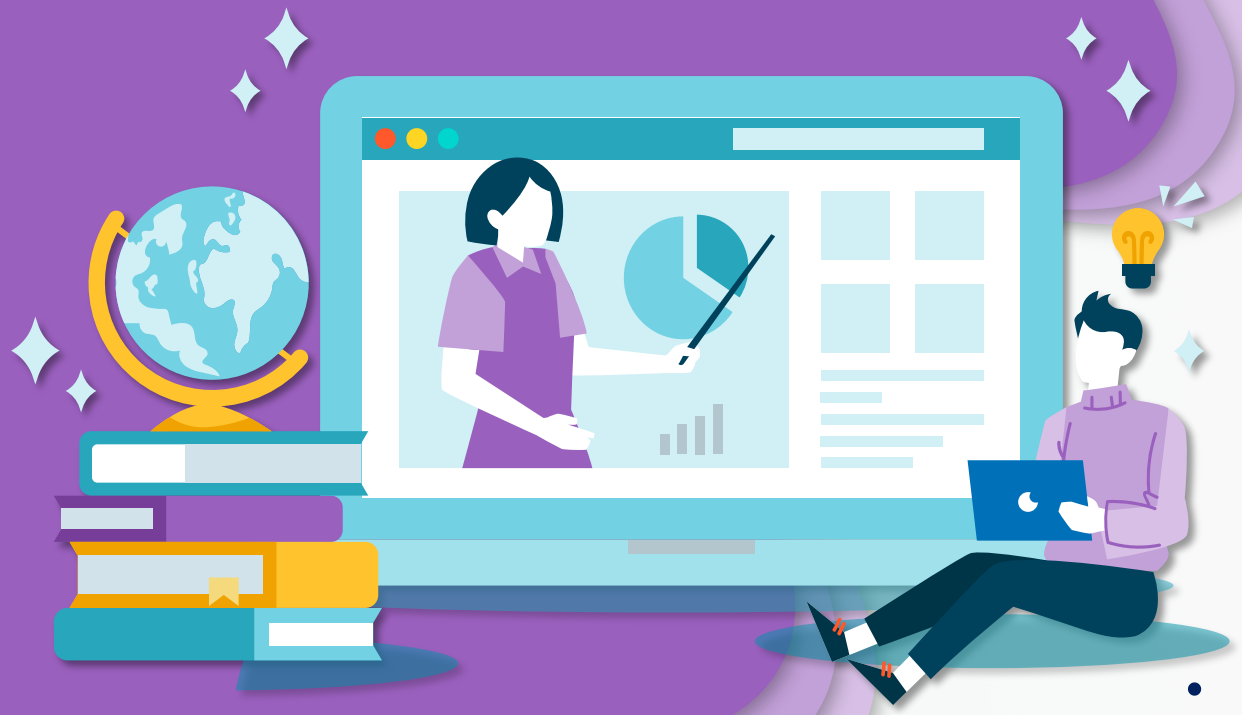
Defining **Usability**

- Learnability
- Efficiency
- Memorability
- Errors
- Satisfaction

Nielsen, J. (2012). Usability 101: Introduction to Usability. Retrieved from https://www.nngroup.com/articles/usability-101-introduction-to-usability/

Usability Testing

- **Before** the product has been designed or implemented:
  - Focus groups, interviews or surveys
  - Card sorting
- **Once** the product has been implemented:
  - Task-based usability testing
  - First-click testing
  - Feedback forms or satisfaction surveys



Creating a **Usable and Accessible Product**

Remembering that **accessible** products are more **usable** for all users.

- Ongoing conversation with team about **diverse** user **needs**
- Involving a **diverse** user group in **testing** phase

Web Accessibility Initiative. (2016).Accessibility, Usability, and Inclusion. https://www.w3.org/WAI/fundamentals/accessibility-usability-inclusion/

Assessment

Is the guide meeting **user needs**? Is it facilitating **learning**?

- Assessment is **key** to the iterative process
- Learner outcomes, accessibility, and usability can be **assessed in tandem**

Assessment: **Next Steps**

1. Task-based usability testing
2. WAVE Evaluation Tool
3. Informal feedback from student employees
4. Focused feedback from Faculty at library-sponsored lunch
5. Feedback from students at First-Year Council

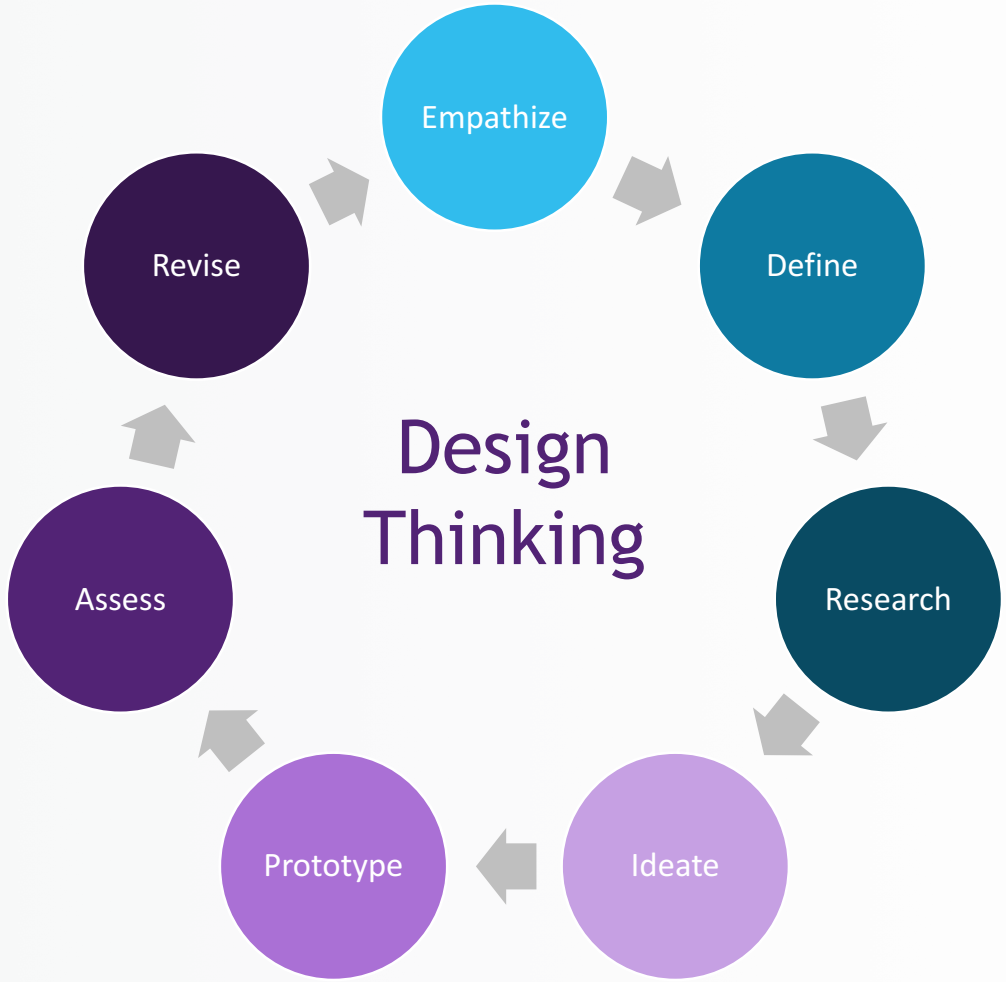
Assessment: Future Plans

We will use storyboarding and prototyping to engage users in **focus groups** and **interviews**. Ask questions related to:

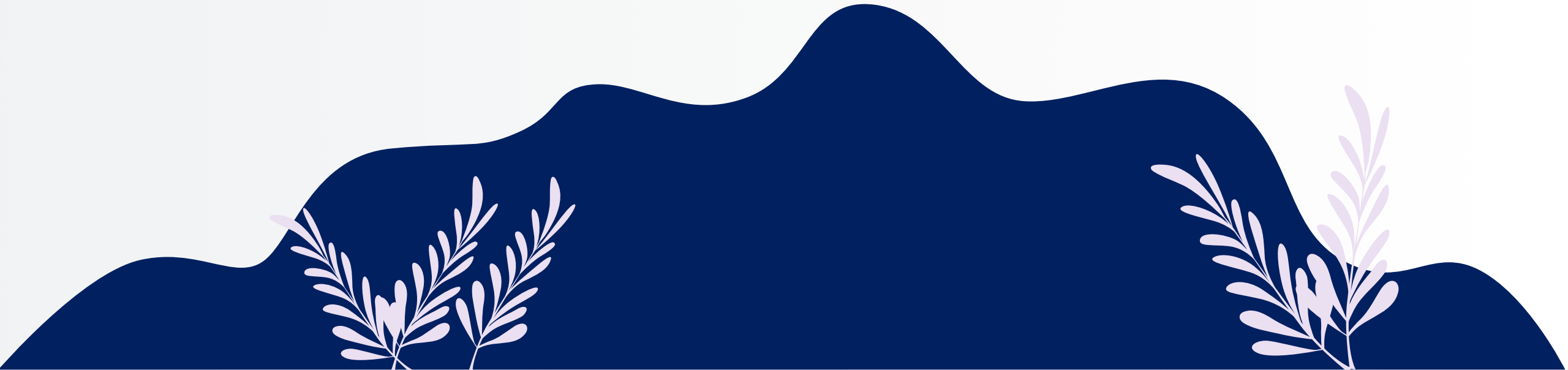
- **Relevance** of the content to the learners' needs - tasks and goals
- Difficulty level of the **content**
- Difficulty level of **navigation**
- Level of **interactivity**
- Clarity of the **learning objectives**
- **General impressions** (what they liked / didn't like)

Just a **Reminder…**

- **Iterative** Design
- Don’t Rush (*like we did*)
- Put **Students** in the **Center** (*always!*)
- **Assess**!



Breakout Discussions

- Divide into Groups
- Evaluate a LibGuide
- Use the Handout to Discuss
- Designate a Group Speaker
- Share Your Group's Ideas!

What Did You All **Learn?**