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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

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- 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](https://guides.library.harvard.edu/libguides_best_practices)

The screenshot shows the Emory Libraries Anthropology Research Guide page. At the top, there is a dark blue header with the Emory Libraries & Information Technology logo and the text "Emory Libraries". Below the header, a breadcrumb trail reads "Main Library / LibGuides / Oxford / Anthropology / Welcome". The main title "Anthropology" is displayed in a large, bold font. To the right of the title is a search box labeled "Search this Guide" with a "Search" button. Below the title, a sub-header reads "Use this guide to find books, articles, databases, and other resources for research in Anthropology." A vertical navigation menu on the left contains several blue buttons: "Welcome", "Start Here", "Primary Sources", "Books", "Articles", "Cite Sources", and "In-class activity". The "Welcome" button is currently selected. The main content area features a large heading "Welcome to the Anthropology Research Guide!" followed by the text "This guide is your starting point for research in anthropology. Need additional help? [Schedule a research consultation.](#)". Below this text is a photograph of various colorful pigments in small wooden trays. Underneath the photo, a caption reads "Pigments for sale at a market in Goa, India." and the image source is cited as "Image Source: [https://en.wikipedia.org/wiki/Dyeing#/media/File:Indian\\_pigments.jpg](https://en.wikipedia.org/wiki/Dyeing#/media/File:Indian_pigments.jpg)". Further down, the section "Best Bets" is introduced with the text "If you're short on time, these resources are your best bets for this topic!" and a bullet point listing "Anthropology Plus". At the bottom left of the page, there is a portrait of Paige Crowl, with her name "Paige Crowl" written below it.

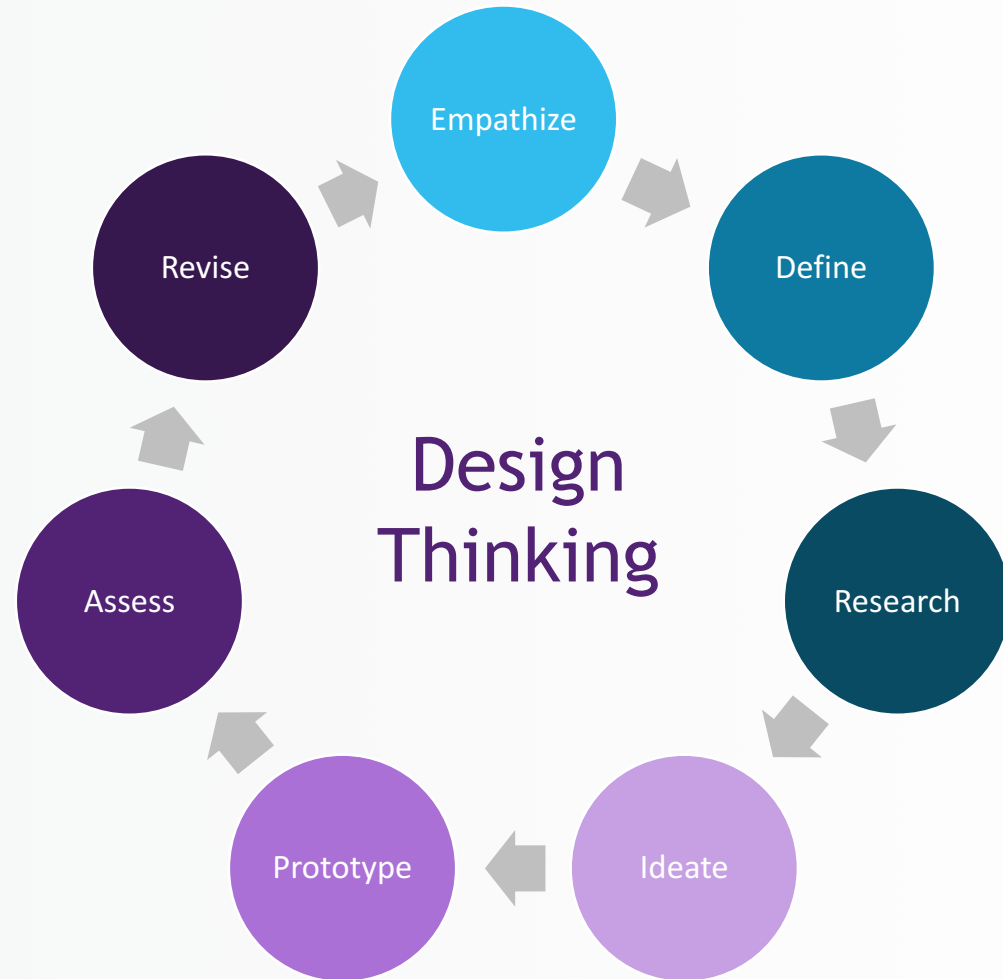
# Prototype: Course Guide

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

The screenshot displays the Emory Libraries website interface for a Discovery Seminar course. At the top, the Emory Libraries & Information Technology logo is visible. The page title is "Discovery Seminar - Pohl- Fall 2019". A search bar is located in the top right corner. The main content area features a "Welcome to your Discovery Seminar Research Guide!" message, followed by a paragraph explaining the guide's purpose and a prominent button labeled "Click Here to Schedule a Research Consultation". Below this, a video tutorial section titled "VIDEO TUTORIAL: This short tutorial video explains how to find information about the library's resources and services on our website..." is shown. To the right of the video is a thumbnail for the "Library Website Overview" video, which includes a play button and the URL "oxford.library.emory.edu". On the left side of the page, there is a navigation menu with links such as "Home", "Video Tutorial: Library Website Overview", "Best Bets for Research", "Library Terminology", "Evaluating Sources", "How to Find: Books", "How to Find: Articles", "How to Cite Resources", and "Omeka Archive Assignment: Research Help". At the bottom of the left sidebar is a "LibChat" form with fields for "Name (blank=anonymous)" and "Your Question", and a "Start Chat" button.

# Moving Forward

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

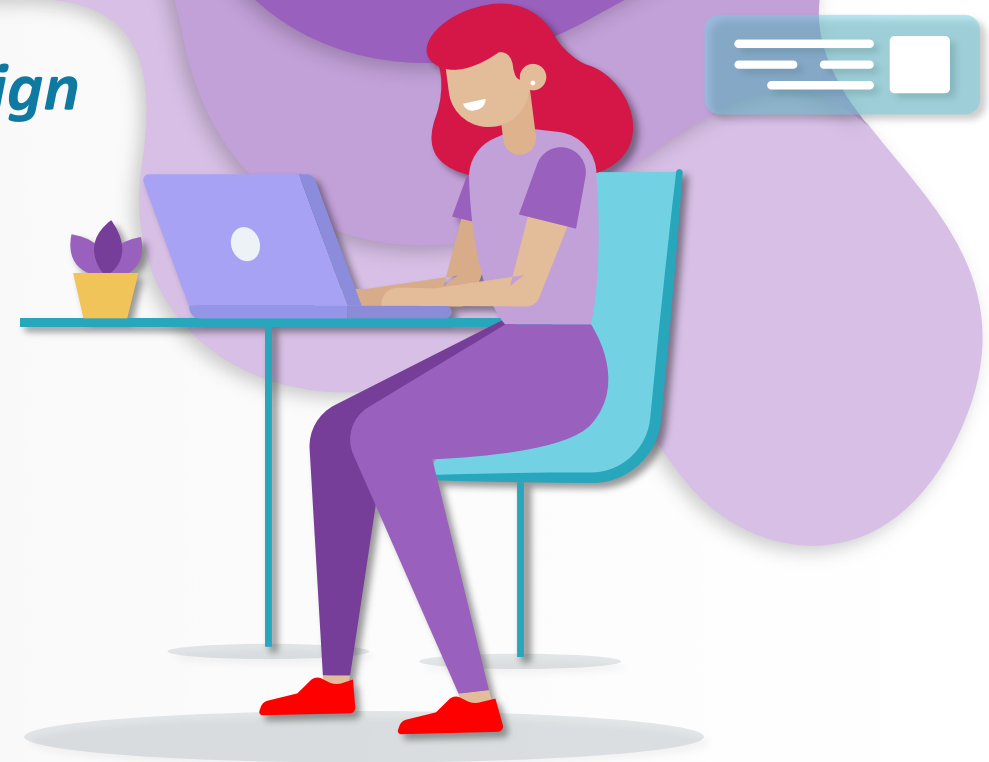




# Key Things to Consider

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



# Learner-Centered Design

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- **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

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1

Context

2

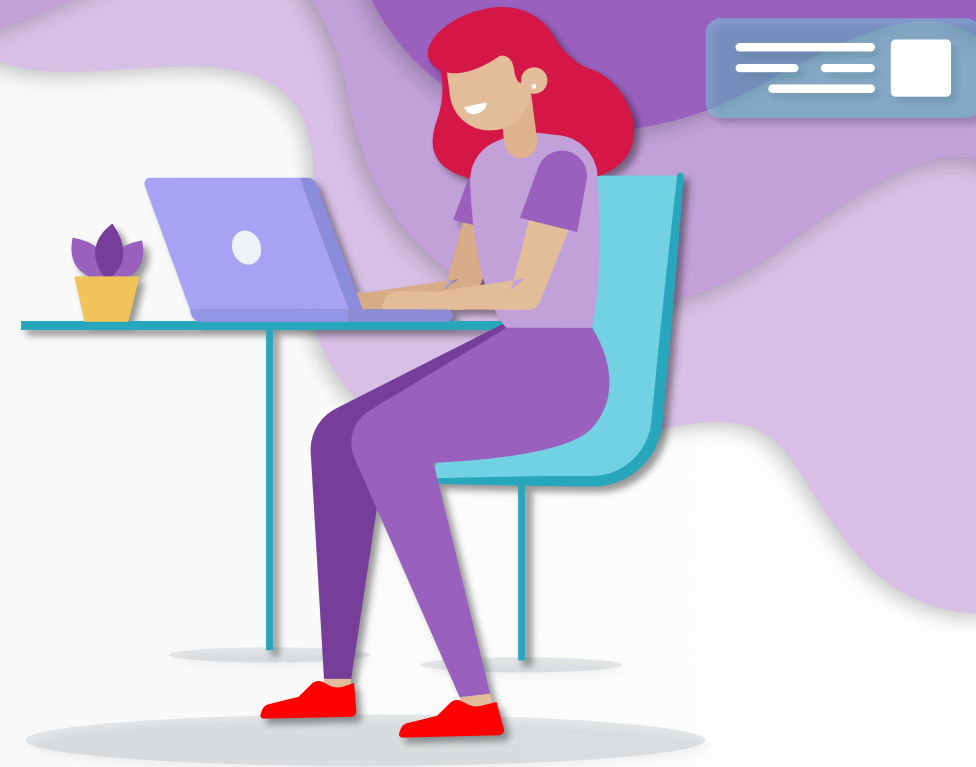
Tasks

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**


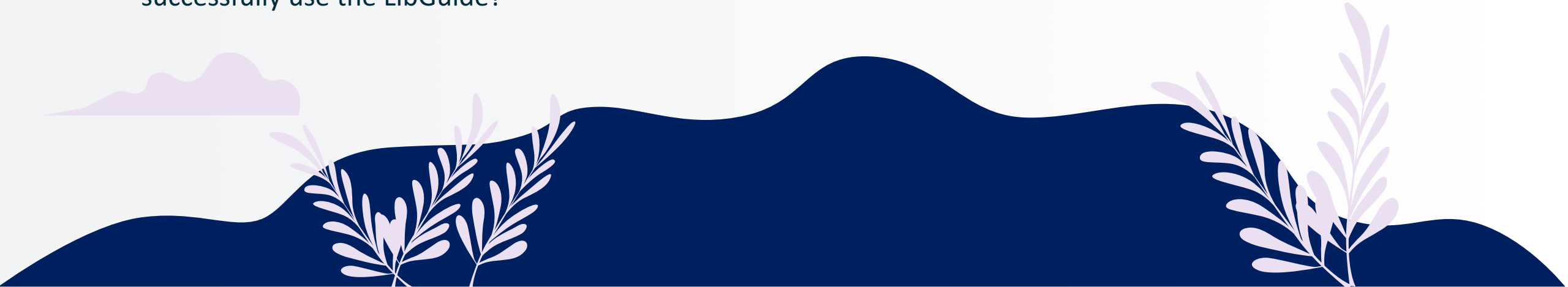
Guide learners to **think like an expert**

Evaluate learners' thinking **processes**



# 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?

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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**

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- 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


# Turner's Five Laws of Document Design

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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

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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

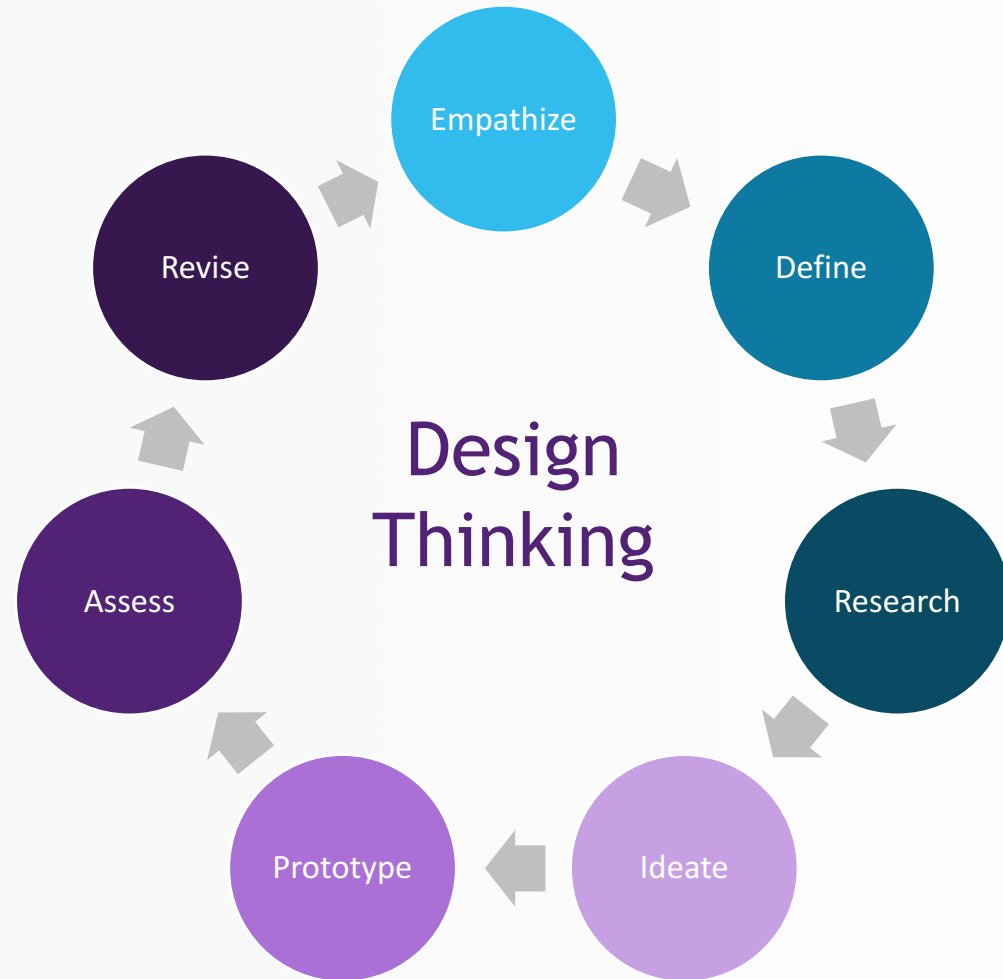
We will use storyboarding and prototyping to engage users in **focus groups** and **interviews**. Ask questions related to:

- **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?

