# Discover:

## Survey, Usability Testing and Focus Group Report

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## Executive Summary

The University of Liverpool's Library Service recently undertook a 3-part study to better understand how library users were engaging with their resource discovery platform, to help identify any usability issues and to assess the extent to which it currently meets their information needs.

## Overview

Survey responses were collected on site by staff equipped with iPads roving the social areas of the two main libraries. An online version was also created and distributed via the Library's news blog, Twitter and Facebook accounts. The usability testing consisted of 3 semi-structured search tasks, one of which involved an alternative version of Discover developed by the Library in conjunction with EBSCO. These would be followed immediately by focus group discussions to provide further contextual feedback not possible from the observational data alone.

## Findings

In total, 725 students took part in the study, providing a relatively healthy representation of the wider student population. 85% of the survey respondents advised that they used Discover to some degree, the majority of which considered it to be both an easy to use and effective tool in locating the information required. The observational data and feedback from the group discussions appeared to support this with references to the intuitive nature and familiar feel of the interface. Of the 15% who didn't use Discover, just 2% appeared to have made an informed decision not to do so.

Although the survey indicated that the use of the refining facets within Discover was widespread, this was not borne out to quite the same degree within the test sessions. Furthermore, very little use was made of the *Advanced search* feature or any other, more sophisticated search techniques. Likewise, there appeared to be very limited or no use at all made of most of the additional features, tools and functionality available within Discover.

The study highlighted a number of usability issues, some of which were isolated incidents. However, the most problematic area was the evident confusion caused by the multiple full text linking options that were often being presented and/or inconsistencies with the positioning of these links within the detailed record.

## Recommendations

Although we have limited control over the changes we can make to the interface, the feedback received on the alternative interface was for the most part extremely positive. These along with other evidence from the test sessions and focus group discussions have informed the following recommendations:

**Changes to interface**

- Reduce the layout on results page to two columns (removing third column containing *Newswire* feeds, *Images* and the *QR code*) and strip out the initial line of abstract.
- Top bar to be cleaned up, minimising the number of links displayed.
- Banner to appear when too many/few results returned to highlight the use of limiters.
- Change wording on different facet descriptors using less technical/plainer language, e.g. 'Limit to …' and 'Limit by …'.
- *Available@liverpool* limiter to remain as default setting but re-named 'Library collections'.

- *Advanced search* appears to be too complicated for most users, investigate whether this can be made more intuitive and user-friendly
- The search limiters currently remain unless users clear them incrementally, investigate possibility of providing a permanent '*Clear all*' option to remove all applied limiters with a single click.
- Visually indicate if limiters still being applied when searching from Discover home page
- *'Request it'* ArticleReach/ILL option to be switched on but consider re-branding to avoid confusion with *Request* function in Classic Catalogue.
- Both *Autocomplete* and *Research starter* features to remain on.
- '*Show more*' function (to expand display of item availability on results page) to be changed to '*More copies*' to ensure consistency with same function within the detailed record.
- *Bookmark to Reading Lists@Liverpool* link to remain on the results page but explore possibility of changing the current icon/logo.
- Remove *QR codes* from detailed record.
- Explore possibility of indexing LibGuides/LibAnswers into Discover.
- Ensure we are as mobile friendly as possible.

**Accessing resources/full text linking options**

- Maximum 2 linking options – one for direct link to the full text (when available) and one offering all other access options (leading into link resolver interim page).
- Consistent positioning of the full text linking options within the detailed record.
- *isit@liverpool?* link resolver to be re-branded to something that better defines purpose.
- Remove citation/referencing options from the link resolver interim page.
- Remove networked resource item records from results list in Discover.
- Remove Location and Class Mark hyperlinks from networked resources in the Classic Catalogue and/or make the actual full text link more prominent/obvious.

It is felt that these will ultimately result in a more user-friendly, intuitive, effective and efficient resource.   In doing so this will not only improve the Library service but will also enhance the student experience in line with the Library's strategic plan.

"Usability is a quality attribute relating to how easy something is to use … specifically it refers to how quickly people can learn to use something, how efficient they are while using it, how memorable it is, how error-prone it is, and how much users like using it"

<div align="right">Nielsen and Loranger (2006, xvi)</div>

## Project introduction

In September 2010 the University of Liverpool Library Service implemented its version of EBSCO's resource discovery platform, branded locally as 'Discover'. Since then, the platform has recorded year on year increases in use. In 2013-14 alone, the average number of sessions and searches per FTE showed real term increases of 16% and 29% respectively to the previous 12 months. However, the statistics alone can only tell us so much - they don't tell us exactly how and to what extent our users are engaging with Discover. Nor do they tell us how easy they find using it or how efficient and effective they are in locating and accessing the content they need.

Are the figures growing because it meets their needs and is increasingly being used in preference to alternatives..? Or is it the opposite, do they find it difficult to use and/or aren't utilising it to its full potential and need to perform multiple searches to locate the content required..? Indeed, as Betz warns "the biggest problem we are facing today is discovery and access" and that how large our collections are "is really irrelevant if your students and faculty can't find it, or … they find it impossible to use" (Lindahl, 2014).

The purpose of this study then was to help gain a better understanding of how our users actually engage with Discover. To find out exactly what they like and dislike about the platform and to assess to what extent it currently meets their information needs. Doing so will enable us to make informed, evidence-based changes to the interface, improving its overall usability and helping to make it a more user-friendly, intuitive, effective and efficient resource. This in turn will ultimately result in an improved Library service and enhanced student experience in line with a number of strategic objectives (LSO 1:11, 7:7 and 7:13) identified in the 2014-16 Library Plan.

## Methodology

Time was a major factor as there was a need to get the project completed in time to allow for any recommendations to be implemented during the summer vacation. It was therefore agreed that for the purposes of this study we would employ the same methodology used in a recent usability study undertaken by Manchester Metropolitan University Library in 2014 (in which several members of the current project group were involved in). This in itself had been informed by a similar, earlier study undertaken at the University of Huddersfield (Philip, 2010). The study would consist of a three part approach involving an initial survey, usability testing and focus group sessions.

### Survey

A survey was the simplest and quickest way to capture key information from a large sample of the student population regarding their information seeking behaviour and, in particular, their experiences of using Discover.

The survey was initially created using the QuickTap software application and responses were collected by staff equipped with iPads roaming the social areas of the Library's two main sites. Some concerns were raised that this method alone probably wouldn't capture a representative sample of those students who rarely used the physical library. It was therefore hoped that creating a separate but identical online version of the survey using the Library's Survey Monkey account would not only help increase the total number of responses, it might also go some way to helping address this potential imbalance.

## Usability study and focus group sessions

Following the survey, the next stage of the project involved a number of usability test sessions which would be followed immediately by focus group discussions.

Participation in the session was to be was enlisted by following up earlier expressions of interest both from survey respondents and within the newly formed Library-Student Partnership. The Library news blog and social media accounts were also mobilised. Students were also directly approached in the social areas in both the main libraries. Admittedly this made for a somewhat ad hoc sample which simply consisted of those students we were actually able to recruit. All expressions of interest were e-mailed a copy of the project information sheet providing full details of exactly what the study would involve (see Appendix H).

In short, the usability test involved three semi-structured search tasks which would each last ten minutes:

- For the first task participants were asked to research a topic related to their current studies using Discover and starting from the Library homepage.
- The second task involved a number of known item searches from a set list of citations made up of journal titles, journal articles, electronic book titles and print book titles. Participants were asked to select one from each category and search for it using either Discover or the Library Catalogue - whichever they would normally use.
- The third and final task was a repeat of the first but using an alternate version of Discover currently being developed by members of the Systems and CCD team in conjunction with EBSCO.

Headsets with microphones were provided and each participant was asked to 'think aloud', providing a running commentary of their thought processes as they performed each task. In particular, they were asked to describe …

- what they were doing or trying to do
- what they were looking at or for
- why they were using a particular feature or function
- whether there was anything they found confusing or frustrating or didn't do what they thought it would, and so on.

CamStudio screen recording software was used to capture both the on-screen activity and the accompanying audio narrative of each participant whilst performing the tasks.

The participants were asked to carry out each task in a manner that was as naturalistic and representative of their usual information seeking behaviour as possible. In order to further promote

and preserve the realism of their responses this would be a non-participant observational study. Thus, beyond framing the sessions and being on hand in case any problems arose the facilitators did not observe or interact with the participants as they went about each task.  Instead, members of the project team would later analyse the recordings using an observation checklist (see Appendix K) to record the occurrence of particular behaviours, the use of specific features and functionality and to also note down anything else they thought of interest.

Focus group discussions would immediately follow the exercises.  Here, the participants would be asked to reflect on their typical information seeking behaviour and their experiences of using Discover and the Library Catalogue both during the sessions and in a wider, general context.  The focus groups would allow us to explore individual responses in more detail, to request clarification on particular aspects or issues and ultimately enable us to build an enhanced, more comprehensive picture than would be possible from simply analysing the recordings alone.  Again, the audio from the focus group discussions would be recorded, transcribed and analysed.

## Survey

In total 728 responses were collected of which 719 were valid (9 of the online survey respondents failed to fully complete the survey). Of those completed, 671 were collected on site and 34 were received through the online version.

Of the respondents who completed the survey, 705 described themselves as being either an undergraduate or a postgraduate with the remaining 14 respondents classifying themselves in the other category (Staff, Alumni, etc.). Further analysis of the sample showed it to be a relatively healthy representation of the wider university student population (see Appendix E).

## Information seeking behaviour

When asked where they typically sought information when carrying out research for their assignments, Google was the most popular with 70.4% (496) of all respondents advising that they used it as part of their research strategy.
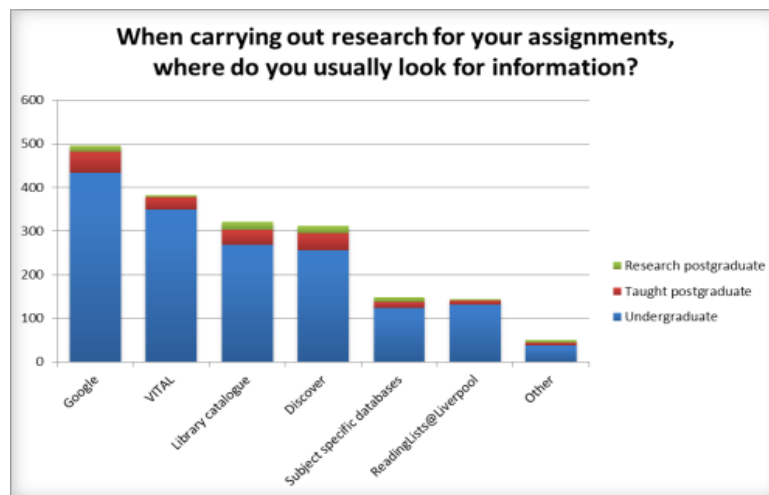


Here, 7.1% (50) of the respondents selected *Other* when responding to this question – with hindsight it would have been interesting to have asked them to specify what these actually were.

## Library webpages

When asked to rate how they found accessing information through the library webpages, 96% (677) expressed no difficulty in doing so.
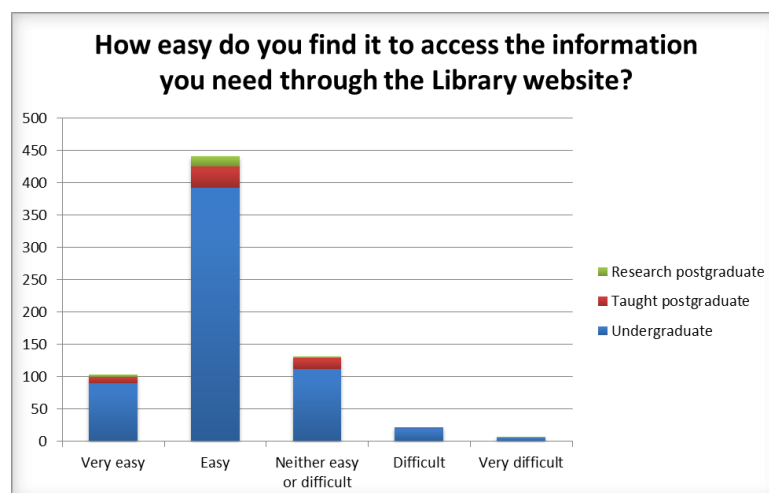
## Use of Discover

For the next question, respondents were asked to state how often they used Discover.
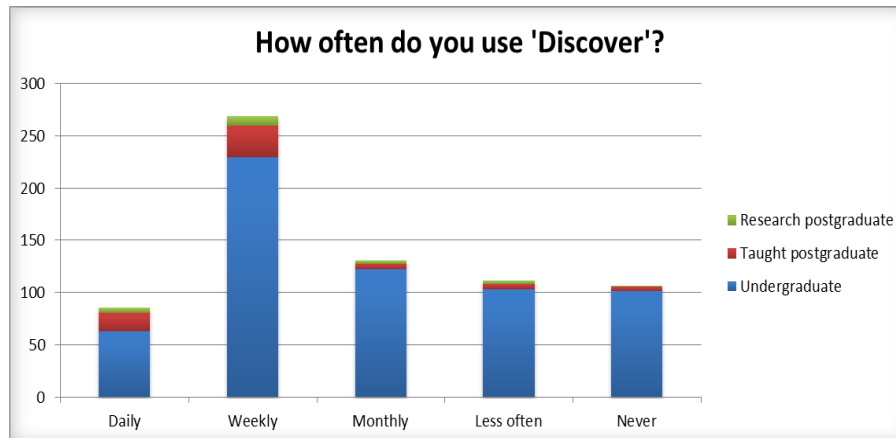


Weekly was the most popular choice with 38% (269) of all respondents selecting this option.

Of the 107 respondents who advised that they never used Discover, when asked to state a reason why 77% (82) advised it was because they didn't know what Discover was.
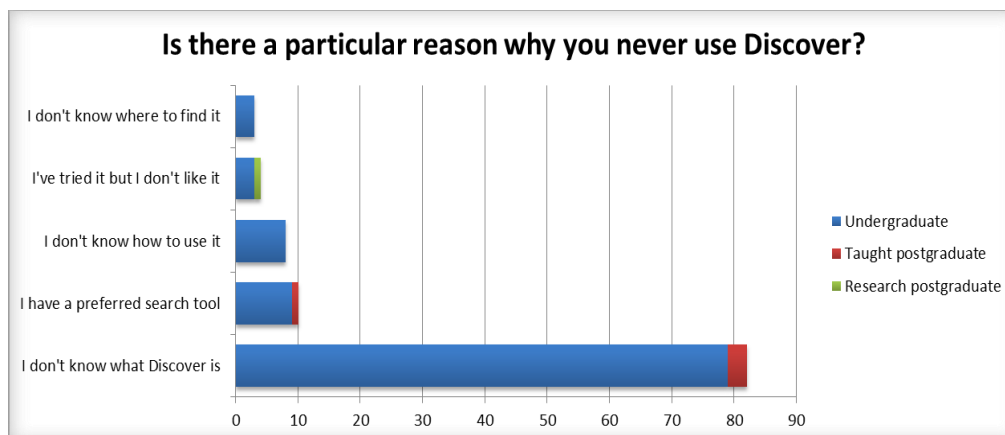


It was reassuring that relatively few users, here just 13 respondents or less than 2% of the total survey population, appeared to have made an informed decision not to use Discover. However, perhaps more of a concern was the surprisingly high number who advised they didn't use it either because they didn't know what Discover was, where to find it or how to use it – 93 respondents altogether representing just over 13% of the total survey population.

## Evaluation of Discover use

The 598 respondents who advised that they used Discover were next asked a series of questions relating to their use of it.

The first of these asked the participants to state what they generally used Discover for. Here, the most popular choice was to 'research a topic or subject' with 58.4% (349) of respondents advising that they used it for this purpose.

What do you generally use 'Discover' for?

To find a specific journal, 197
To find a specific journal article, 221
To find a specific book, 302
To research a topic or subject, 349
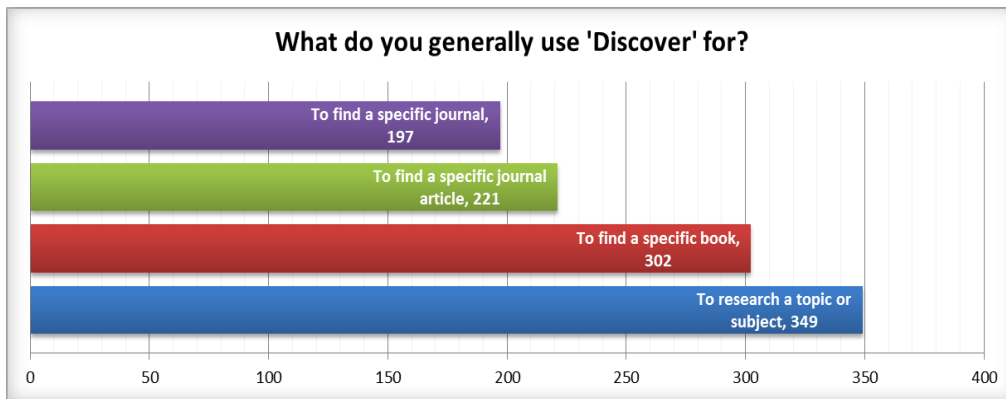
Next, we asked to what extent they agreed with two statements referring to their use of Discover:

- When using Discover I find it easy to use
- When using Discover I can find the information I need

For the first statement, in total 529 (88%) of the 598 respondents questioned agreed with 15% (94) strongly agreeing and 73% (435) agreeing.
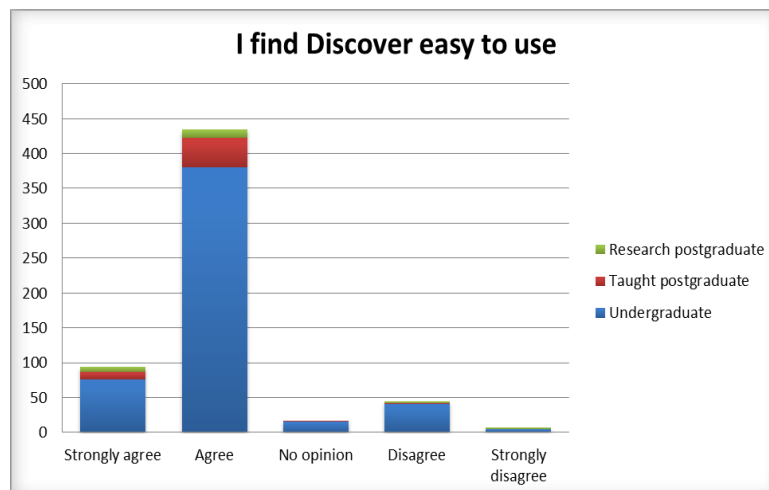


Asked whether they can find the information they need, 82% (489) of respondents concurred, with 72% (432) agreeing and 10% (57) strongly agreeing.
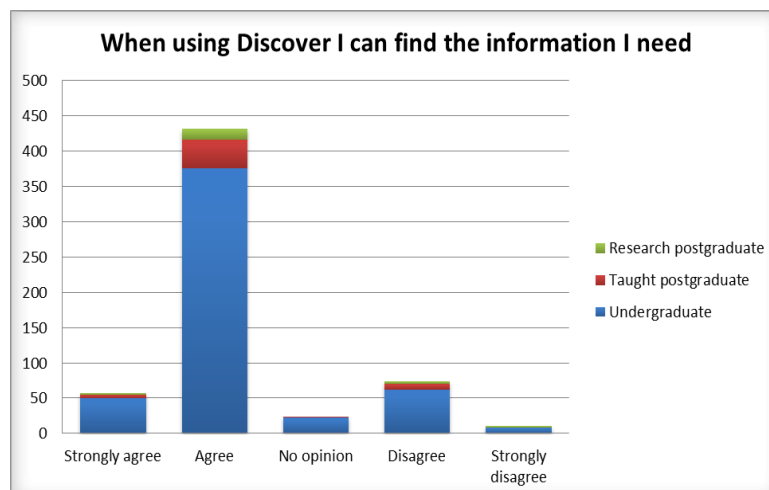
## Use of refiners/limiters

Of those 598 respondents who stated that they used Discover, 96% (574) advised that they refined their results with just 4% (24) stating that they never used these facets.
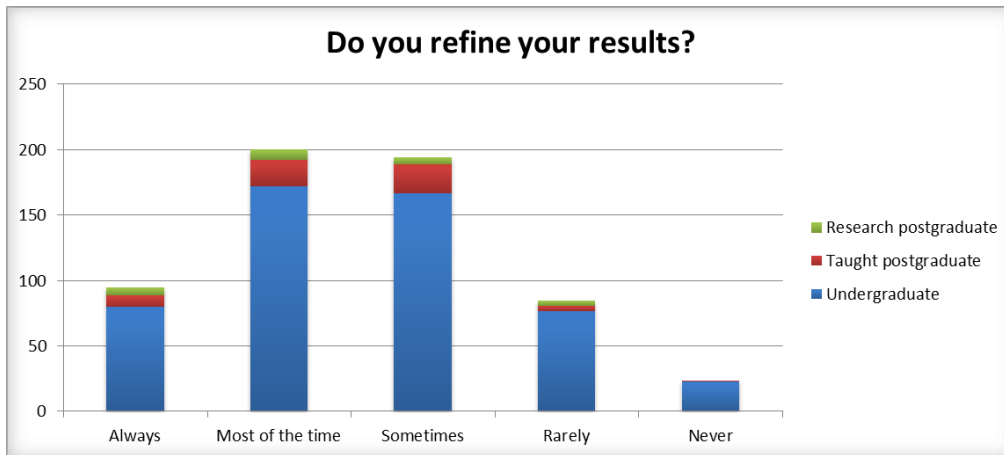


## Most popular refiners/limiters

The 574 respondents who advised they refined their searches were next asked which limiters they used. All the limiters available were used to some degree with *Advanced search* cited as the most popular, being used by 51.7% (297).
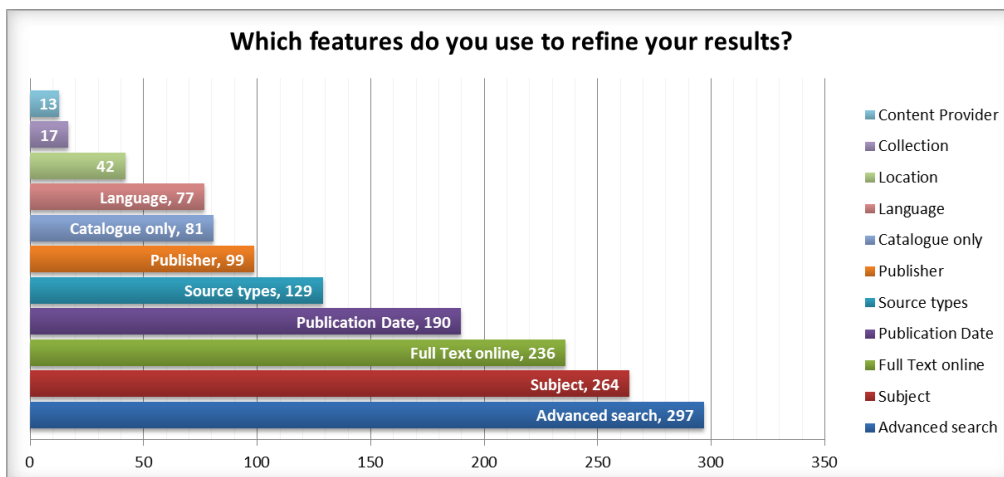


The last few questions were again asked of all 705 respondents.

## Print and electronic collections

First of all, we asked them to state what proportion of the Library's print and electronic resource collections they thought Discover actually searched. They were asked to select one of three fixed responses … some, most or all of the collection.

41% (287) of respondents thought it searched some of the print collection with the same number advising that they thought it searched most of the print collection. Just 18% (132) of the 705 respondents correctly thought that Discover searched all of the Library's print collection.

42% (300) of the respondents correctly answered that they thought Discover searched most of the Library's electronic resource collection. Some 37% (260) believed that it only searched some of our online collection with 21% (145) of the sample believing that it searched all.

## Future use of Discover

When asked how likely they were to use Discover in the future, 75% (526) of all those surveyed advised they were likely to, with just 7% stating that they were unlikely to do so.
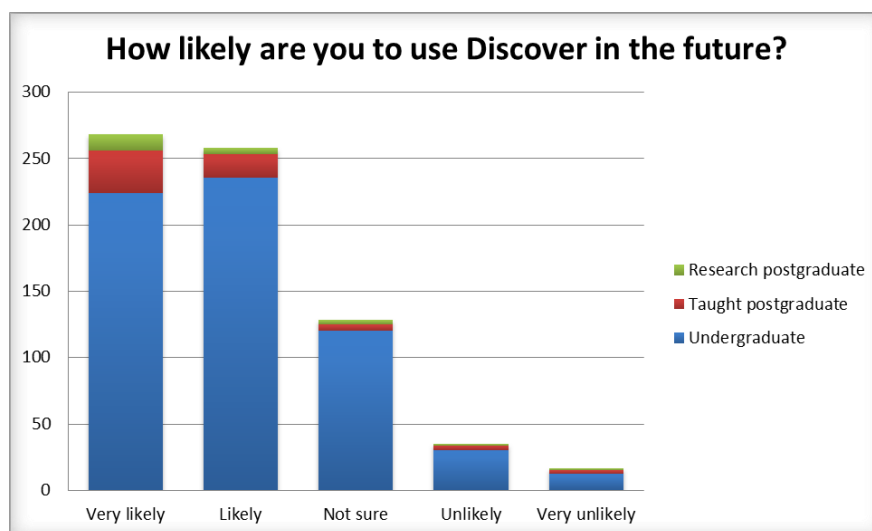


## Free text comments

Finally, all respondents were asked if they had any other comments about Discover. In total, 203 respondents or 29% of all those surveyed left a meaningful comment. These were classified as being either positive or negative in nature and then coded according to a number of categories …

- Ease of use (comments relating to the interface itself, for example layout, user-friendliness, etc.)
- Finding/accessing content (comments specifically relating to locating and accessing content)
- Unaware of (a lack of awareness of the tool itself)
- Unspecified/other (general comments such as "good resource", "great research tool")

It should be noted that there are usually elements of subjectivity when coding this kind of qualitative data and the framework of categories used are informed by (and develop according to) the nature of the comments themselves.

Once coding was completed, 102 were deemed positive in nature and 101 as negative.

| Category | Positive | % | Negative | % | Total |
|---|---|---|---|---|---|
| Ease of use | 22 | 10.8% | 33 | 16.3% | 55 |
| Finding/Accessing Content | 15 | 7.4% | 36 | 17.7% | 51 |
| Unaware of | 0 | 0 | 25 | 12.3% | 25 |
| Unspecified/Other | 65 | 32.0% | 7 | 3.4% | 72 |
| Total | 102 | 50.2% | 101 | 49.8% | 203 |

The majority of negative comments related either to issues with the interface itself (for example the complexity of the advanced search feature, difficulty using limiters, etc.) or with finding and accessing content (the high number of results returned, confusing number of full text links and so on).  Although the negative comments in each of these particular categories outweigh their positive counterparts, what was encouraging was that just over half of all the comments received were positive about Discover in its current form.  Furthermore, the most comments received in any individual category were positive in nature and related to the platform in general rather than any specific aspect of it.

Something else of interest here was that of all the negative comments received, 25% were not relating to any particular grievances with the actual use of Discover.  Instead, they referred to a lack of awareness of the platform itself, reflecting the relatively high percentage of respondents who gave this as the reason they never used Discover earlier in the survey.  Interestingly, a number of the comments themselves (6 of the 25) specifically suggest that the Library should do more to raise awareness of it.  With this in mind it seems worthwhile to take a closer look at how these non-users responded to some of the other survey questions in the survey.

## 'Uninformed' non-users

As mentioned earlier, 93 respondents advised they never used Discover either because they didn't know what it was, where to find it or how to use it.  Perhaps unsurprisingly, undergraduates were responsible for 97% of these 'uninformed' non-users with taught postgraduates making up the remaining 3%.
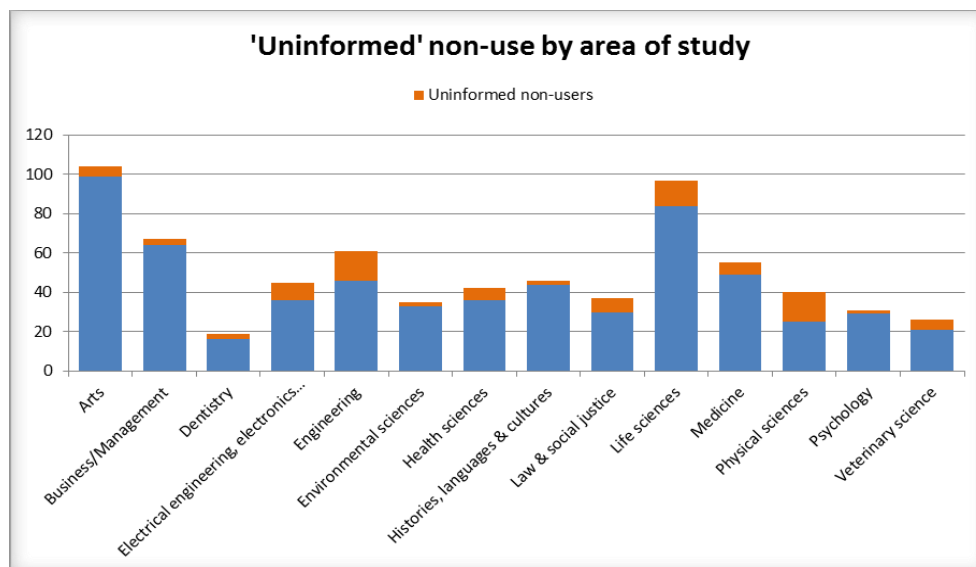


In terms of area of study, although all schools were represented there appeared to be a greater number of students from science based disciplines present among this particular section of the survey population.

'Uninformed' non-use by area of study
Humanities vs Sciences
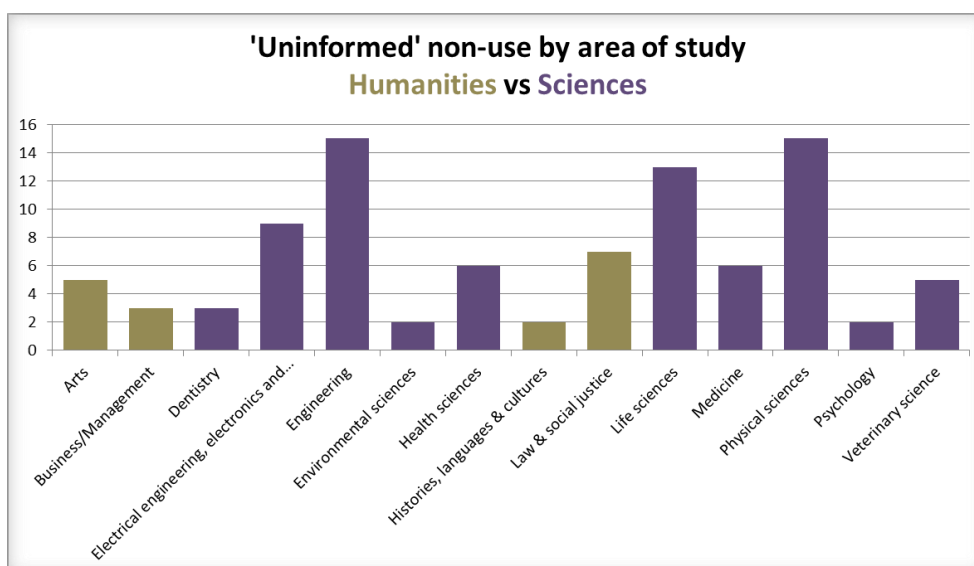
Obviously, there is a need to take into account the size of the survey population samples from within each school to get a more accurate and contextual reflection of the extent of uninformed non-use across the different areas of study. The table below shows the number of uninformed non-users as a percentage of the total survey population within each school. Here again the science based disciplines appear to dominate.

| Area of study | % of non-users |
|---|---|
| Physical sciences | 39% |
| Engineering | 25% |
| Electrical engineering, electronics and computers | 20% |
| Veterinary science | 20% |
| Law & social justice | 19% |
| Dentistry | 16% |
| Health sciences | 15% |
| Life sciences | 14% |
| Medicine | 12% |
| Psychology | 7% |
| Environmental sciences | 6% |
| Arts | 5% |
| Histories, languages & cultures | 5% |
| Business/Management | 5% |

In a recent user research study by Ex-Libris, Stohn (2015) reports that humanities undergraduates "often write papers and essays and therefore need all kinds of information, bibliographical material, secondary … and primary-source material" whereas "learning is more exam oriented … [for science based students who] … tend to use textbooks and e-learning software to achieve their goals". Do the figures above then suggest that we perhaps need to revisit and review how we currently raise the profile of Discover within particular subject areas or do they simply reflect the different research and information needs that exist across different disciplines? Is there much more of a need and therefore likelihood for humanities students to be aware of and engage with a resource discovery platform than say their science based counterparts?

A closer look at the free text comments received seems to suggest that it is more a lack of awareness than an actual lack of need or use for Discover within the science based disciplines. Here, 21 of the 25 comments received in this category came from respondents in science based subject areas. Furthermore, the fact that there was relatively little difference in the overall percentage of humanities (92%) and science (81%) based respondents who advised that they used Discover also appears to give some weight to this supposition.

If this is the case then what are we to make of the relatively high numbers of uninformed non-users from within the School of Law & Social Justice? Evidence from the focus group sessions certainly appears to provide some insight into one possible reason for this, with a number of participants alluding to an emphasis on the use of specific legal databases seemingly at the expense of Discover. This will be discussed in more detail later in the report in the Focus Group Section.

However, it should also be noted that there was also some caution in taking the perceived lack of awareness from the survey alone at face value, particularly following anecdotal evidence from the staff debriefing session. Here, some staff members reported instances when gathering the survey of respondents who appeared to be aware of the platform and used it but didn't recognise or associate it with the Discover branding as such. It was agreed that this should be investigated further in the focus group sessions.

It was also interesting to revisit how these uninformed non-users responded to the survey question regarding future use of Discover. Here, just over 19% of this particular section of the survey population advised they would be likely or very likely to use Discover in the future. Furthermore, it seems safe to conclude that they would be doing so purely on the back of it being brought to their attention through taking part in the survey. This notion was further endorsed in the free text comments with one respondent in particular advising "I wish I knew more about it … but now it has been brought to my attention I'll have a look myself definitely". All of which again perhaps suggests the need to revisit and review the way we currently promote the platform.

## Summary

Overall, the sample population appeared to be a healthy representation of the wider student population, at both programme and discipline levels (see Appendix E for a detailed analysis of the population sample).

In total 85% of survey respondents advised that they used Discover to some degree, with the most common reason being to research a topic or subject. Although this shows some room for improvement, what was encouraging was that of those respondents who didn't use Discover, very few - just 2% of the total survey population - appeared to have made an informed decision not to do so.

When it came to the use of Discover itself, much of the survey data reflects positive user engagement. Here, the vast majority of those who used it agreed that it was easy to use (88%) and that they were able to find the information they sought (82%). The use of the refining and limiting facets in Discover was also endemic, with 96% of respondents advising they refined their results to some degree. When asked about their future use of Discover, just 7% of the total survey population advised that they would be unlikely to do so.

It was apparent that most of those responding to the survey were unclear about just how much of the Library's print and electronic resource collections Discover actually searched.

Most of the free text comments received about Discover were positive in nature, the majority of which related to the platform in general.  Furthermore, a quarter of all the negative comments received related to a lack of awareness of the platform itself rather than with any particular issues or aspects of using it.

## Survey Dashboard

Finally, it's neither practical nor possible to report on each and every aspect of the survey responses within this report.  To this end, an (Excel based) dashboard was also created to accompany the report.  It is hoped this will enable the survey results and any particular dimensions of them (including the free text comments) to be examined in greater and more bespoke detail.  This, for example, enables the responses to be broken down or limited to a particular subject area, by student type and/or year of study or any other sections of the sample population as defined by their responses to a particular question or questions.

## Usability test sessions

Five separate usability test sessions were scheduled (including an initial pilot session) with 20 participants in total taking part in this stage of the study, each undertaking the three tasks outlined earlier.  The recordings of each session were analysed by members of the project group using an observation checklist.  This allowed us to systematically record the occurrence of particular, pre-defined search techniques and the use of specific facets and functionality during the course of each task.

Although all three tasks were analysed using the checklist, only the results of the first two tasks – those involving the existing version of Discover – have been included here.  It was felt that, given the nature of the final task, participants were much more likely to experiment with the alternative interface and thus exhibit behaviours and/or use facets they perhaps wouldn't normally engage with, potentially skewing the results.

In total, the recordings of 19 out of the 20 participants who took part in this stage of the study were examined with 36 of the 40 tasks analysed using the observation checklist (the remaining recordings couldn't be used due to issues with the screen recording software).  Of the 36 tasks analysed, 17 were of the initial, topic related task and 19 were of the known item search task.  For the known item search task, participants were asked to start from the Library homepage and complete the tasks using either Discover or the Library catalogue – whichever they would normally use.  Discover was the preferred starting point for 15 of the 19 participants, with the remaining four opting to begin the task using the Classic Catalogue.

The table on the following page provides details of the quantified observations, each of which has been classified within a number of categories:

- Searching
- Use of 'Refiner results'/limiters
- Accessing resources
- Detailed record
- Additional features
- Tools

These have been broken down to record the number of individual participants who were observed exhibiting the specified behaviours and the type of task (topic or known item) they were observed occurring in.  The data is given both as a total in terms of the number of participants/tasks in which the behaviour was observed and as a percentage of the total number of participants/tasks.  Heat maps have been used to highlight both the most used (dark green) and those least or unused (dark red).

| OBSERVED BEHAVIOURS | No. of participants exhibiting | % of participants exhibiting | No. during TOPIC based task | % during TOPIC based task | No. during KNOWN ITEM task | % during KNOWN ITEM task | TOTAL use across both tasks | TOTAL use as % |
|---|---|---|---|---|---|---|---|---|
| **Searching** | | | | | | | | |
| Uses basic search | 19 | 100% | 17 | 100% | 19 | 100% | 36 | 100% |
| Searches using multiple words | 17 | 89% | 14 | 82% | 13 | 68% | 27 | 75% |
| Searches with full sentences including stop words | 11 | 58% | 3 | 18% | 10 | 53% | 13 | 36% |
| Changes default search index | 7 | 37% | 3 | 18% | 6 | 32% | 9 | 25% |
| Searches with a single word | 7 | 37% | 7 | 41% | 2 | 11% | 9 | 25% |
| Uses advanced search | 4 | 21% | 2 | 12% | 2 | 11% | 4 | 11% |
| Uses search terms within quotation marks | 3 | 16% | 3 | 18% | 0 | 0% | 3 | 8% |
| Searches using Boolean operators (AND, OR, etc) | 2 | 11% | 2 | 12% | 0 | 0% | 2 | 6% |
| Uses preview option (abstract pop-up) | 1 | 5% | 1 | 6% | 0 | 0% | 1 | 3% |
| Changes Relevance ranking | 1 | 5% | 1 | 6% | 0 | 0% | 1 | 3% |
| Looks beyond first page of results | 1 | 5% | 1 | 6% | 0 | 0% | 1 | 3% |
| Changes Page options | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | | | | | | | |
| **Use of 'Refine Results'/limiters** | | | | | | | | |
| Source type | 10 | 53% | 8 | 47% | 7 | 37% | 15 | 42% |
| Subject | 3 | 16% | 3 | 18% | 0 | 0% | 3 | 8% |
| Publication date (uses slider) | 3 | 16% | 2 | 12% | 1 | 5% | 3 | 8% |
| Publisher | 2 | 11% | 2 | 12% | 2 | 11% | 4 | 11% |
| Publication | 2 | 11% | 1 | 6% | 2 | 11% | 3 | 8% |
| Library catalogue | 2 | 11% | 1 | 6% | 1 | 5% | 2 | 6% |
| Full text online | 1 | 5% | 1 | 6% | 0 | 0% | 1 | 3% |
| Language | 1 | 5% | 1 | 6% | 0 | 0% | 1 | 3% |
| Content provider | 1 | 5% | 1 | 6% | 0 | 0% | 1 | 3% |
| Removes 'Available@Liverpool' limiter | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Publication date (enters date(s)) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Location | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | | | | | | | |
| **Accessing resources** | | | | | | | | |
| Uses detailed record to access the link to the resource | 13 | 68% | 7 | 41% | 13 | 68% | 20 | 56% |
| Uses Smart Links (PDF or HTML Full Text link) | 13 | 68% | 8 | 47% | 11 | 58% | 19 | 53% |
| Uses View this [resource type] online link | 13 | 68% | 3 | 18% | 13 | 68% | 16 | 44% |
| Uses Isit@liverpool | 10 | 53% | 9 | 53% | 1 | 5% | 10 | 28% |
| Uses Custom Links (View record in Scopus, Scielo, etc) | 3 | 16% | 3 | 18% | 0 | 0% | 3 | 8% |
| | | | | | | | | |
| **Detailed record** | | | | | | | | |
| Views detailed record | 15 | 79% | 12 | 71% | 15 | 79% | 27 | 75% |
| View catalogue record | 3 | 16% | 0 | 0% | 3 | 16% | 3 | 8% |
| Similar books | 2 | 11% | 2 | 12% | 0 | 0% | 2 | 6% |
| Other books by this author | 1 | 5% | 1 | 6% | 0 | 0% | 1 | 3% |
| QR Code | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | | | | | | | |
| **Additional features** | | | | | | | | |
| Adds results to folder | 1 | 5% | 1 | 6% | 0 | 0% | 1 | 3% |
| Signs in (ie, has a separate Discover account) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Uses/amends Preferences | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Uses Help | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Uses/amends Languages | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Uses third column (Newswire, Images, QR code) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | | | | | | | |
| **Tools** | | | | | | | | |
| Save | 2 | 11% | 1 | 6% | 2 | 11% | 3 | 8% |
| Add to folder | 1 | 5% | 1 | 6% | 0 | 0% | 1 | 3% |
| E-mail | 1 | 5% | 0 | 0% | 1 | 5% | 1 | 3% |
| Print | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Cite | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Export | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Create note | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Permalink | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Share | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| **TOTAL TASKS OBSERVED** | **19** | | **17** | | **19** | | **36** | |

## Searching

The observations of the search techniques employed by the participants revealed that all made use of the basic, default search function to some degree in each task. Few participants in comparison (4 in total) were observed making use of *Advanced search* – this was somewhat surprising perhaps given this was cited as the most used refining facet amongst the survey respondents. A total of 7 participants were recorded changing the default search index as part of their technique, either before initiating a new search or as a means of modifying an existing one.

The most popular search technique appeared to be the use of multiple keywords, with all but 2 participants observed employing this method. However, there was relatively little use of any more sophisticated search techniques. Just 3 participants were observed using phrase based searching and only 2 others were recorded employing Boolean operators, all of which occurred during the known item tasks only. Searching using full sentences including stop words – generally considered to be poor search practice – was demonstrated by 11 participants in total across 13 of the 36 tasks observed.

Just a single participant was observed changing the relevancy ranking of the returned results, doing so in just one task. Although some participants appeared to scroll down the initial results page to some degree, again there was just a single (but separate) participant recorded actually looking beyond the first page of results.

## Refining results and the use of limiters

Most participants were observed making some use of the refining facets, either using these in isolation or combining them with keyword modifications. However, over a third (7 in total) of all participants made no use whatsoever of any of the limiting facets, relying instead exclusively on keyword modifications and/or reverting to using full sentence based searches.

The most popular limiter was *Source type*, being used by 10 participants in total. Most of the other facets only received limited use in comparison, with *Subject* and *Publication date* the next most popular, both of which were used by just 3 of the 19 participants observed. Although limiters were used across both tasks, a wider variety were used and used more often during the topic related tasks.

None of the participants removed the *Available@Liverpool* limiter, applied by default to Discover as a means of restricting results only to those resources actually available from within the Library collection. The *Location* limiter was the only refining facet not used at any point during the tasks.

## Accessing resources

The recordings show that the detailed record proved to be a popular means of actually accessing the resource itself. Here, 13 participants in total were observed using the full text linking options from within the detailed record to access online content, even though these exact same options were also available directly from the initial results page.

For electronic resources the use of direct, full text links (full text PDF or HTML and other 'smart' and/or 'custom' link variations) was the most common means of accessing online content, with 16 participants in total observed making use of these. In comparison, just 10 participants were observed using the *isit@liverpool?* link resolver. It is of course both sensible and natural to assume

that this demonstrates a preference for the more direct option, however, there should be a modicum of caution in doing so as these two access routes are not always mutually available.

## Detailed record

As mentioned above, use of the detailed record appeared to be the preferred means of accessing online resources once found.  It also proved to be the most popular way of evaluating found resources too, with 15 participants in total being observed clicking through to the detailed record even though the same information was available from the results page.  By comparison, just a single participant was observed making use of the preview option on the results page.

This also seemed to be the case for print resources with most participants again making use of the detailed record to note the availability, location and class mark of physical items even though this again was also available from the results page.  Confirmation that this was indeed the case was often provided in the accompanying audio narratives, with the observational notes also illustrating that in the known item tasks in particular, the detailed record was the preferred means of verifying that the found resource matched the item sought.

Furthermore, just 3 participants in total were observed making use of the *View catalogue record* link within the detailed record view, all of which occurred during the known item tasks.  This again suggests that most participants seem happy to rely on the information within the detailed record rather than feeling a need to visit the catalogue record itself.

Little use was made of the *Similar Books* and *Other Books by this Author* features with just 2 participants recorded making use of these, both of which occurred unsurprisingly during the topic based tasks.  Likewise, limited use was also made of the various *Tools* options available from within the detailed record, with only the *Save*, *Add to folder* and *E-mail* out of the nine tools available being used by just 3 participants in 4 of the tasks in total.

## Additional features

Very little use was also made of any of the other additional features and functionality available within Discover.  Just a single participant was observed making use of the *Folder* as a means of saving found items but did so without signing into an account.

Throughout the tasks, no participants were observed engaging with any of the customisation options available to change either the actual layout or language of the interface.  Likewise, the third column on the results page containing the *Newswire* feeds, *Images* and a *QR code* also remained unused throughout.

## Synthesis with observational notes

### Searching

Perhaps one of the more surprising findings from the observational data was the limited use of *Advanced search* in Discover, particularly given its popularity in the survey.  In the usability tests sessions just 4 participants in total were recorded engaging with this feature.  Perhaps more telling was that of these, one participant did so unsuccessfully whilst another began to but quickly abandoned it because it looked "too complex".  On both occasions each reverted to using the basic search option for the remainder of the tasks.  Further evidence of this also appears in the

observational notes with several other references to participants clicking through to the *Advanced search* page but quickly returning to a basic search without even engaging with it, again advising that it simply looked too complicated to use.

As mentioned earlier, just over a third of test participants made no use at all of any of the limiting facets available, even though this may well have improved their searching.  This non-use of limiters was far more prevalent in the known item search tasks which are where you would perhaps expect their use to be most efficacious.  However, a closer look at the recordings shows that most of these participants successfully located the items on their initial search and therefore didn't need to resort to the refining facets.  Here, for the most part a combination of the search technique employed - usually the use of full sentences including stop words - and modifying the default search index was often sufficient.

Indeed, this use of searching using full sentences including stop words was demonstrated by more than half the participants in total.  Here again this technique was much more prevalent in the known item tasks where it would perhaps be easy to assume that this was a direct result of the participants searching for the known item titles verbatim.  However, a closer look at the recordings reveals that this wasn't strictly the case and the use of this particular search technique actually appears to be rewarded in some cases by the relevancy ranking within Discover itself.  This was particularly apparent when participants were searching for one of the known item journal titles – The Journal of the American Medical Association (JAMA).

Here, few participants actually began searching for the title in this manner, instead keyword variations such as *American Medical Association Journal* or *Journal American Medical Association* were initially used.  However, doing so returned a results pages dominated by articles published within the journal rather than the actual publication itself – sometimes page upon page of articles before any sighting of the entry for the journal itself.  More worrying was that other, quite dissimilar journal titles and even JAMA's entry in the Oxford Dictionary of Abbreviations all appeared to be ranked higher than the title itself.

Given that few participants were observed scrolling down the results page to any great degree and just a single participant was recorded going beyond the first page of results, its little surprise that some simply gave up at this point and moved onto the next title.  However, for those who persevered, a search using the full title as a sentence including stop words returned the  journal entry itself within the top three results (albeit in third place, ranked lower than two journal articles published in unrelated journal titles).  As a matter of interest, using the very same keywords as initially used above in Google returns a much different result, here the journal title appears first.

The observational notes also reveal that the difference in the default search indexes currently used by Discover (keyword) and the Classic Catalogue (title) could also be problematic when using the quick search boxes located on the Library homepage.  Here, although the indexes are different there is nothing to indicate this nor is there any way of changing them from here.

This seemed to cause some difficulties during the test sessions where, for example, a multiple keyword search in Discover would prove fruitful but the very same search but using the Classic Catalogue option often wouldn't, leaving the participant somewhat confused as to why one would

locate the resource but not the other. The notes also reference a couple of observations relating to the unforgiving nature of the catalogue when it came to misspellings and typographical errors.

## Refining results and the use of limiters

As mentioned above, the observational data also indicated that the use of limiters was quite widespread amongst the test participants even though the actual breadth of use across the different types of limiters didn't quite reflect the survey findings. The absence of any comments to the contrary, it's seems safe to assume that the participants experienced little or no problem utilising the limiters themselves. However, the notes do reveal a usability issue where limiters remain in effect but there is nothing immediately visible to advise this, with the potential for quite disastrous consequences on any subsequent searches.

In this particular instance, a previous search had been subjected to a particularly restrictive set of limiters. A new search was then performed from the results page without first removing the limiters. This returned no results but in doing so, Discover automatically defaulted to its home page displaying a 'No results were found' message. However, the problem is that any subsequent search from here was still being subjected to the same, narrow parameters even though there is no notification or visual indication that this is the case.

The observational notes record that in this particular instance the participant is initially confused, then increasingly frustrated as each subsequent search keeps returning no results despite using appropriate search terminology. Investigating this further, it appears that the only way from here to find out if any limiters are actually applying and thus remove them would be by clicking on the small *Search options* link beneath the search box. This is neither particularly obvious nor intuitive and certainly wasn't picked up by the participant in question.

## Evaluating and accessing resources

The widespread and systematic use of the detailed record page certainly seems to suggest that for most participants this plays an important and integral role in the way they evaluate and then access the content (both print and electronic) of found items. This was particularly interesting given that even though doing so requires an additional click away from the results page.

However, it was also clear that the majority of participants experienced varying degrees of difficulty when trying to access the full text of found e-resources from within the detailed record. In some cases, this was simply due to inconsistencies in the actual positioning of the various full text options being presented. Sometimes these would appear as a link or links in the left hand column, other times there would just be a single link embedded in the main body of the detailed record.

For others it was the multiplicity of links being presented which appeared to cause confusion, particularly in the absence of a smart PDF or HTML full text link with participants often hesitating, seemingly unsure of which link to use. Many participants also seemed to suffer similar problems when trying to navigate both the interim *isit@liverpool* link resolver pages and the subsequent native landing sites. Again, it appeared to be a combination of the multiple options initially being offered and/or variations in the design and layout of the different publisher landing sites that were chiefly responsible. With one of the more accomplished participants in particular remarking that they had only really learned through trial and error what to do, having initially found these pages quite confusing.

For some, the actual *isit@liverpool* branding of the link resolver itself appeared to be the source of confusion, with some participants unclear as to its actual purpose.  For example, one thinks this related specifically to the Library's print collection whilst another appeared to think that it was a means of also searching John Moores University's library holdings.

Likewise, the appearance of an item record entry for electronic resources both in Discover and even within the catalogue itself also appeared to confuse a number of participants.  Here, almost a third of all those involved in this stage of the study were observed at some point attempting to use either the ELECTRONIC JOURNAL class mark link or the ELECTRONIC RESOURCE location link to access the full text.  Rather than achieving the desired effect, doing so actually took them through to the Electronic Library webpage instead.  This left most assuming that they would need to re-search the resource again from here.  However, perhaps more concerning was that it also left another assuming that this meant that full text wasn't actually available at all.

## Other observations

The *Autocomplete* and *Did you mean?* functionality along with the *Research Starter* feature within Discover were also particularly well received throughout the sessions, with the only negative being that the latter was sometimes slow to load, often appearing a couple of seconds after the results appeared.

There also appeared to be a mixed response to the interfaces themselves with a number of negative comments recorded about the look of the catalogue.  However, for others the catalogue was the preferred option and not because it was faster but because it was "more straightforward than trying to use Discover".

The observational notes also reference a couple of participants seeking to place reservations on physical items from within the detailed record page, unaware that this functionality is only available within the catalogue.  This expectation of being able to reserve items currently on loan from Discover was also manifest in the feedback received on the alternate version of Discover.  Here, a number of participants incorrectly assumed that the red *Request it* button would perform the same function as the *Request* button in the catalogue, enabling them to place a reservation instead of its actual purpose which was to provide users with the option of using ArticleReach or initiating an inter-library loan.

This was perhaps symptomatic of a wider confusion amongst some participants as to the differences between Discover, the Library catalogue and the Electronic Library webpages per se.  Here, a number of other observations certainly seem to suggest that for some participants the differences in the scope and functionality of the different discovery tools available are neither well defined nor particularly clear.

For example, the recordings show some participants using the catalogue to search for specific journal article titles whereas another was observed searching Discover for a class mark.  Both of which are understandable but both result in the same outcome, the resource not being found and some head scratching as to why.  The notes also reference another participant verbally stating they were going to use Discover but proceeding to the Electronic Library webpages to use a specific database.

## Feedback on the Alternative Version

The feedback recorded in the observational notes to the alternate version of Discover was predominantly positive, with the vast majority declaring the new look a definite improvement. In particular it was described by the participants as being "much simpler", "more like Google" and "easier to use". However, there were also some misgivings with one participant in particular unhappy that some of the limiting facets had been removed.

Given the confusion often caused by the multiplicity of links mentioned earlier, the feedback regarding the look and function of the single *Get full text* box was again for the most part, extremely positive in nature. Here it was described as being "extremely simple … clear, green, can't miss it" by one participant. For another, that it took them "straight through to the PDF … [without having] … to go through a load of websites" was "brilliant" and left another to exclaim that this was "exactly what I'm looking for, exactly!".

However, there were again a number of reservations with one participant in particular advising that they preferred having multiple options and being able to choose which database/provider to access the content from. Another noted that it was no longer possible to choose which format the full text would be delivered in (HTML or PDF) - throughout the sessions the notes reveal that a number of participants had explicitly expressed their preference for PDF. Another also lamented the fact that it also didn't show how large the full text file would be, it was felt this would be useful to know given data download limits on mobile devices.

For a few others, the initial joy of using the single button was often cut short when there was no direct link to the full text available. In these instances, they would be taken to the interim *isit@liverpool?* link resolver page and exposed to the same issues alluded to earlier in the report.

## Focus Groups Feedback

The main objective of the focus groups was to gain a better understanding of the general research practices of those taking part in the study and, in particular, a more detailed picture of the role that both Discover and the Library catalogue played in their information seeking behaviour.  They would also be used to further illuminate some aspects of the survey results.

The discussions themselves would involve a mixture of both general and specific questions, aiming to draw out a broader understanding of our user's preferences and help to fine tune the system to better match their needs and expectations.

In the transcript excerpts below, the initial S indicates the session number and the P indicates the participant.

## General research practices

The sessions began by asking the group members what their usual starting point was when researching an assignment.  Here we were trying to ascertain what their genuine, first port of call was when starting on an assignment and why.

Again, very little surprise that Google (here meaning Google, Google Scholar or Google Books) played a prominent, but varied role.  For some it was simply a way of obtaining a basic grounding in a subject matter and providing the context required before proceeding to their recommended reading:

**"S2, P2:  I use Google for a sort of broad outlook"**

**"S4, P1: I'd just go straight to Google to be honest ... Just because it's what I've always done really. Stick it in Google comes up with something, get a basic knowledge".**

**"S5, P2: I usually just use Google if I want to simply define something.  Whereas for more like literature or academic studies I use Discover. But yeah, Google is just for the very, very basic research."**

However, Google appeared to be primarily used as a means to search for and identify the resources themselves and then using Discover (usually by copying and pasting the title) to see if it was available and to access the actual content:

**"P2, S2:  I would search on Google Scholar … if you find a specific journal or a specific article or book then go and search on Discover to see if it's available through that … so you'd combine the two.  I'd start with Google … and then whenever I need access I'll go through Discover"**

The reasons given for adopting this particular approach were because Google simply appeared to be a more economical and efficient search tool, not only returning more (and more relevant) results but requiring less effort to do so compared to Discover:

**"S2, P2: it's an easier and better search than anything else … and you find that there is a far greater depth to results on Google Scholar than you get just through Discover"**

**"S4, P4: I will always go to Google Scholar first … when you're using Discover it comes up with far too many results and it's not narrowed down enough, and you kind of have to manually do that by year, or by kind of what subject it is, or I just want to look for journals, and that kind of stuff"**

However, both Discover and Catalogue were also mentioned as a starting point for some whilst others preferred to head directly to preferred subject specific databases. For some, the use of Google wasn't an option, usually the subject matter and type of resources required was a determining factor in this, for example, ACE and Law students:

> **"S2, P3: I can't really use Google … because doing Egyptology it just doesn't come up with the results that are anything like what you need … I'll have to use like the Catalogue or Discover to find the individual books and articles"**

> **"S2, P4: I can't use Google because in Law we have WestLaw and LexisNexis, so that's like our starting point to find the different definitions, cases, legislations, and then for articles I usually use Discover"**

The extent of use of these different platforms was explored further, with the group members now being asked how they would go about locating and accessing a particular book or journal title once they had the reference. A recurring theme was that many seemed to make a discerned choice, particularly with regard to Discover or the Library catalogue, based upon the type of resource being sought. Here, a commonly held perception before the study was that users had a tendency to use Discover or subject specific databases when seeking journal articles and the catalogue for books. As a rule, the responses of the focus group members appeared to corroborate this:

> **"S5, P4: I associate the classic Catalogue with book search and I associate Discover with journals"**

> **"S4, P1: Well if I was looking for a book I would probably use the Catalogue … I would use Discover for almost anything else, I think it finds things better, it's got a lot more of a cleverer search engine.**

> **P4: Yeah, I'd exactly agree, books for the Catalogue, and then journals, articles, anything else on Discover.**

> **"S2, P4: For books, my preference is always the Library Catalogue, it's the most straightforward for books"**

However, a few appeared to have a fixed preference, relying almost exclusively on one or the other irrespective of resource type:

> **"S5, P1: I use Discover for basically everything. I found that when I use the Classic Catalogue I don't really like the interface"**

> **"S2, P5: I'll usually use the library catalogues so I'll search for the journal then go through the lengths to find the right year or right issue"**

## Print vs Electronic

Next the participants were asked whether they had a preference for print or electronic resources. The responses provided initially pointed to a fairly even mix in terms of the preferred format which was also, to some extent, dependent upon the type of resource. Here, the main benefits given for electronic were the ease of access and management. For example, the ability to quickly search through the text and target the occurrence of keywords:

> **"PS, P1: I really like the CTRL+F [find function] … it just stops me having to read it all. Whereas if I've got a textbook in front of me I can feel kind of swamped by the information"**

Along with the convenience of being able to quickly bookmark or save and store offline copies for future access on demand:

> "S2, P2: I prefer electronic definitely. Just because you can download, save, and organise everything for future reference, so it's just so much more convenient."

However, those expressing a preference for electronic resources often went on to qualify this by highlighting some issues:

> "S2, P2:  But I think that if I was sitting down for a long day, having the text in front of you is a lot easier on your concentration than staring at a screen."

Another participant who expressed a preference for electronic resources concurred:

> "S2, P5: I prefer electronic … [but] … when it comes to revision, I'd rather have it printed out, and I would print it out from the start if it didn't cost me so much."

Similar opinions were repeated by most participants who initially expressed a preference for electronic formats across the other focus groups with the broad consensus being that print was generally preferred when it actually came to studying, particularly when having to read and process large amounts of information in lengthier texts.  Here, common reasons cited included difficulties in concentrating on the screen for long periods along with a general preference for something tangible, with print viewed as being much easier to read, annotate and highlight.

> "S4, P4:  for journal articles I would search for them online and like journals generally, but I think for text books I much prefer having the paper ... if I'm trying to read a text book online, I just can't"

## VITAL

When asked in the survey, VITAL was cited as the second most popular go to resource when seeking information for their assignments, ahead of both the Library Catalogue and Discover.  There was some concern that the question had been badly worded and was open to misinterpretation.  It was therefore decided to seek further clarification in the focus groups as to the exact nature and extent of VITAL's role in this process.  The responses here for the most part appeared to indicate that it was being used primarily to access course guidance such as lecture notes and obtain details of recommended reading:

> "FS, P1:  I tend to use VITAL just for the lectures …quite a lot of our lecturers that will on the last slide say 'look at the chapter of this book'"

However, for others it was also a means of directly accessing the full text of resources either through live links to the content at source or through static, digital copies uploaded by their tutors.  Some of the reasons given for this included the limited numbers of key resources and the availability of particularly obscure texts.

> "S2, Staff member:  do any of you use Vital at all and to what extent? I mean do you use it just to get the list of resources that you need or is there actually content … that you access ..?
>
> P5: Only if it's difficult to find, they don't often.
>
> P3: No quite often mine will put up like a full chapter or something or a full article that we need, because quite often there's either like one copy in the library or we can't access it online, so they know that there's going to be like ten of us needing it at any one time, so if they put it up for us"

The extent of the content being made available in this manner appeared to be purely at the discretion and discernment of the tutors themselves:

> **"S2, P4: I think the use of VITAL depends on your tutor. They can make it useful for students or not … most of the time they just put up the PowerPoint slides."**

## LibGuides

There seemed to be a mixed response amongst the focus group participants when asked about their use of LibGuides.  Whilst some appeared to have a good awareness of their subject guide and made full use of them, many others appeared to have little or no grasp of what they were.

The following transcript from the pilot focus group session in particular perhaps provides a good example of this either/or awareness when asked about their use of LibGuides:

> **"P2: Yeah I do all the time. Yeah … I think that because we have a lecture right at the beginning of first year and that's how they told us to do it, so it's kind of stuck."**
>
> **Facilitator: That's fine … would you use LibGuides as well ..?**
>
> **P1: I don't even know what LibGuides is!"**

Amongst some of the other focus groups there was specific mention made of the referencing aspects of the guides, although again there appeared to be some uncertainty:

> **"S4, P3: I think I might have used one, is it the one where it was for referencing? I think that might be a LibGuide."**
>
> **"S5, P2: Is that for referencing, or? I think I've used it for referencing yeah. The referencing guide, well the one for History on there is really good, so I've used that."**

One participant went on to cite the branding itself as a possible reason for the general lack of awareness:

> **"S4, P1:  I think it could do with a different name … 'LibGuides' it could be anything.**

## Discover

### Branding and awareness

As mentioned earlier in the report, the survey raised some concerns regarding the strength and awareness of the Discover branding itself.  Within the focus groups, for the most part the participants seemed to be fully aware of Discover and familiar with the branding before being involved in the study.  However, there were exceptions to this with two participants in particular advising that they used Discover but didn't really identify or associate it with the branding as such:

> **"PS, P1:  I just identify it as a quick search box.  I've never even noticed the Discover logo"**
>
> **"S5, P2:  I just see it as like the electronic library.  But I do use it a lot"**

The latter comment here again appears to suggest that there seems to be some confusion or lack of distinction at least amongst some participants surrounding the different components of the Library's resource discovery options.  There was further, more direct evidence of this from another focus group member who advised that:

> **"S5, P3:  I ... see it as something that I use to find books or whatever.  But I did want to comment that I didn't know that there was a difference between the Library Catalogue and Discover, until today.  I thought it was the same thing."**

Two other participants advised that they hadn't actually used Discover prior to the usability sessions, with one of these stating that they didn't know what it was.

In some of the focus groups, the discussion turned to the training received in using Discover.  This appeared to provide some insight into one possible reason for the relatively high numbers of uninformed non-users as outlined earlier in the survey results.  Of particular interest was the response of those participants from within the School of Law & Social Justice.  Here, an emphasis on the promotion and use of specific legal databases at the expense of Discover was given as a recurring reason for a lack of awareness, with 3 of the 4 law students who took part in this stage of the study all voicing similar concerns:

> **"S2, P1:  this is my fourth year and I only discovered [Discover] this year.  For three years I was using WestLaw and I always used to get so annoyed that I couldn't find certain articles because they just came up with the journal abstracts, so I think it's brilliant"**

A third year student from the same group agreed, advising that they too had only started using it this year:

> **"P5:  for one module everyone was struggling to find this one journal through WestLaw and it got to the seminar and the lecturer had to say 'no you need to get it through Discover'.  And then I've started using it for everything … you have so much focus on WestLaw and you've got all the representatives that give all the sessions, there's not a lot of focus on using Discover**
>
> **P1:  Yeah they literally just say WestLaw and LexisNexis and that's it … that's why it's only in this year that I've discovered it."**

Similar sentiments were expressed in another session by another Law student:

> **"S5, P4:  at the start everybody told me to go on WestLaw and LexisNexis, but I just found Discover is so much easier for finding journal articles … than using legal databases …  it's pretty much been the saving grace of my degree"**

However, this perceived over-emphasis on subject specific databases wasn't just limited to Law students, other participants from other subject areas also voiced similar concerns.  Here for example, the matter of the help and training received was discussed in more detail with an Egyptology and Psychology student, both of whom recalled similar experiences:

> **"S2, P3:  I got told briefly how to use Discover … it was mentioned, but it was just kind of left by the wayside, and nobody really took it in"**
>
> **Facilitator: What about you as a first year? Have you had any training in Discover?**
>
> **P2: No, they haven't mentioned it on the course. In fact I spent the first like three months using Scopus and Web of Science, and I found Discover and I was like 'woah', and it just takes you straight through from the portal and I've been using it since. But still there's not really much mention of it, there's more focus on using the databases like Scopus and that."**

It should also be noted that this wasn't the experience of all the participants, plenty of others recalled attending lectures or receiving training sessions about Discover:

**"S2, Facilitator 1: What about your experience … you said you were kind of given quite good training in it?**

**P4: Yeah, in tutorials in small groups, our group, the tutor inside that group, she showed us how to use Discover, and she said that it's useful for finding some good articles that relate to our topic and she explained it well."**

**"S5, P3:  when you start uni they say how to use Discover and how to search for articles because I wouldn't have done that beforehand."**

As a matter of interest, in one of the focus group sessions the participants were actually asked whether they thought some form of compulsory training integrated into the curriculum would have been a better approach, all agreed.

## Using Discover

Amongst the focus groups, the overwhelming consensus when asked about the general layout of Discover and how it compared to other search tools was positive, with most participants advising that they liked the layout of the interface, they found it easy to use and that it was effective in meeting their needs:

**"S5, P4:  I think it's good.  It's always clear, you're not confused … it's easy to search"**

**"S5, P2:  I think the layout's good, it's easy to search for things and it's easy to find what you're looking for"**

**"S2, P1:  I don't really have any criticisms of it, I just find it really effective."**

For a number of participants, this was in part because they found it similar to other websites, this gave Discover an immediate and intrinsic sense of familiarity:

**"PS, P1:  … it's set out in quite a similar way to a lot of other websites … it all seems really familiar … you automatically know where to look for what you want."**

Others agreed, with one participant in particular advising that such was the intuitive nature of the interface that it actually negated the need for any training at all:

**"S2, P1:  I remember Discover being pretty good from the get go, it's just objectively good … I don't think you need any training to use it."**

However, when it came to using Discover to access the full text of found resources, the same issues underlined earlier in the observational notes were voiced in the focus groups.  Here again, there appeared to be a definite preference for the direct full text linking option.  However, in its absence it was the multiplicity of links and inconsistencies with their positioning that again proved problematic:

**"S2, P3:  I'm not really sure, especially when I started using it, what button I had to click to actually access the resource, because it wasn't completely obvious.  Sometimes it's at the bottom of the page, sometimes it's on the left hand side … I've had difficulty working out exactly how I'm supposed to actually get it on my screen."**

Likewise, the *isit@liverpool?* link resolver was again the cause of some confusion and frustration, not only in terms of an awareness of its actual functionality but also in the subsequent difficulties experienced when navigating the interim page and native publisher landing sites:

**"PS, P1: … when the full text isn't available at Liverpool, I didn't know to press on the isit@liverpool … I found it quite frustrating when I've been doing assignments and things, even when I've clicked on that, there are some options where it says it will be available to view the full text, and then … it just sort of takes you to a homepage which it won't allow you to access."**

**"S2, P5: It is difficult if [the full text link is] not there … then you have to click isit@liverpool, and it takes you onto a different page … I tend to just click off and try to search for it again when that happens"**

**"S4, P3: … going through all the different links can be really like a right pain"**

## Advanced search

When asked about use of *Advanced search* in Discover, the responses received again reflected the observational data with only a limited number indicating that they used it with most advising that they found it difficult to use:

**"Pilot, P1: Sometimes I attempt to, but it's usually a disaster."**

**"S5, P3: I tried it before and I didn't really know what it was doing."**

Others simply hadn't used or even noticed it, preferring to use the limiting facets to refine returned results rather than pre-defining the search parameters:

**"S5, P4: Oh no, I've never used that … I always filter after, because sometimes you discover stuff that you wouldn't normally. So you're like that's interesting, but then if you don't get anything like that then you do start to filter it down. I've never done it the other way … I honestly wasn't aware that it existed, and I've never noticed it."**

## Use of Limiters

When asked about their use of the refining facets in the focus groups, the consensus was overwhelmingly positive, being variously described as well positioned, intuitive and easy to use:

**"S2, P4: What I like about Discover is when you're searching for something and then on the left hand side you can limit your search"**

**"S5, P1: … it's fast, it updates results automatically for you which is nice, yeah it's a pretty smooth process.**

**P4: I like that you can refine it straight within the search results.**

**P1: And it also gives you a preview of how many results you'll have after applying that … I do like that."**

In terms of what limiters they actually used, again the responses generally reflected the observational data with both *Source type* and *Publication date* being the most cited. Pressed on the redundancy of some of the other limiters revealed some insight into the apparent discord between the survey results and the observational data regarding the limited use of the other options:

**"S5, P4: I think it depends on the question because most of the time we will basically use the year and the type, but then there are some questions that require you to filter your results for different things"**

**S4, Facilitator 1: So for what reason don't you use the others ..?**

**P2: I think you could get use out of them, I just think that when you use the other two, you've found your result before you have a chance to use anything else.**

**P1: I just think that it's a rare occasion that you get something that's so specific that you have to use all of those limiters … So yeah, I've used it in the past once or twice."**

However, there was also some criticism in that a few participants found using the publication date slider facet problematic:

**"PS, R2: if you've already changed it once, you have to go in and clear it, whereas I was sat here thinking why can't I just move the slider bar?"**

For others, the issue was with the way that applying multiple limiters would often be a slow, incremental process:

**"S2, P2: it's really annoying how you have to do it one at a time, re-load everything. It would be better if you could do it all at once."**

## Available@Liverpool Limiter

The default use of the *Available@liverpool* limiter was also explored further in the focus group sessions. The intention here was to assess whether users were aware of its purpose and default application. Although most seemed to be aware of it, not all fully understood its purpose. Once explained all the participants across the focus groups agreed that it should be applied by default.

**"PS, P2: thought it was quite good that that was the automatic one … for me it wouldn't be useful to know that something wasn't available here"**

**"S2, P2: I don't want to find stuff and then say ah but I can't get access to it. I only really want to see stuff that I can definitely get access to."**

This also appeared to sit well with the search first, refine later approach that many of the participants taking part in this stage of the study employed:

**"S5, R2: I think it's probably good that it's on because it would be a bit frustrating if you found what you thought was a really good article but you couldn't read it, but then I suppose if you did need to search more widely you could just turn it off anyway, so I don't think it's a bad thing."**

## Detailed record

Analysis of the observational data earlier appeared to show that the majority of participants systematically made use of the detailed record page within Discover to assess and subsequently access found items. The extent of use and usefulness of the detailed record was also sought from the focus groups participants. Here again use was widespread, primarily being the preferred means of evaluating resources and as a way obtaining the information required for referencing:

**"S2, P3: I go into the Detailed Record most of the time, just to make sure that it's exactly the one that I want … I usually use the Detailed Record rather than just the front screen.**

**P5: I'm the same. I only use it to read the abstract, just to make sure that it is what I'm looking for and it's not completely irrelevant."**

<blockquote>P1:  Yeah, because it's got all of the information you need for referencing."</blockquote>

When it came to the use of the additional features available within the detailed record, feedback from the focus groups appeared to endorse the observational data.  For example, apart from the occasional exception most of the 'Tools' listed in the right hand column remained largely unused:

**"S4, P4:  I export references. I have a reference manager, which just makes it so much easier [laughs]. So I do export the references.**

**P1:  Yeah, I don't really use any of those. I don't know what you'd even save it to, like if you press save, where you would go.**

**P2:  I knew they were there, it's just I don't use them."**

**"S2, P3:  I've tried to use the Cite button a few times, but my school have a very specific referencing guide, so it doesn't quite match up to what I need to do anyway ... and I've never used any of the others."**

## Research starter

Research Starter proved to be popular amongst the participants in the observational recordings. This also proved to be the case when they were subsequently asked about this feature in the focus groups:

**"S4, P2:  it's reliable and it's really, it's concise and detailed, it's very useful, yeah"**

**"S4, P1:  I will use it a lot more and recommend it to a lot of people in my course as well"**

**"S5, P1:  I like the Research Starter section … it can provide more sort of stimulation to find other bits and areas and that sort of thing"**

Several participants also immediately recognised the value of this as a more reliable, quality assured and guilt free alternative to Wikipedia:

**"S5, P5:  I quite liked it, because if you're not sure what something is 100% then you can just have a look at that … and you feel better than using Wikipedia [laughs]"**

**"S4, P4:  I need to reference all the basic stuff … but I just obviously can't reference Wikipedia, so it would be good to have solid references."**

However, not every participant seemed to be aware of or even noticed the Research Starter facet. As noted earlier in the observational comments, this may well have been due in some part to the fact that it was sometimes slow to load:

**"S4, P1:  It took a couple of seconds longer to load other than everything else."**

## Folder

The focus group members were also asked about their use of the *Folder* in Discover as a means of storing found items.  Only one participant confirmed that they had actually set up their own account to make full use of this feature.  However, certainly for the most part all the other participants seemed unaware of this although a few advised that they had seen it, one of whom advised that they weren't sure exactly what its purpose was.  Another one participant suggested that it should perhaps be re-named:

<blockquote><strong>"S4, P1:  You could call it 'My Papers' or something."</strong></blockquote>

Once the actual purpose of the folder option was explained, some participants initially appeared quite enthusiastic.  However, upon being advised that it required a setting up a separate account to retain saved items beyond the session appeared to be a deal breaker:

<blockquote><strong>"S5, Staff member: Would it put you off using it, the fact that it's another username and password.</strong>

<strong>Respondent 4: Yeah definitely. I'd just think I can't be bothered with this.</strong>

<strong>Respondent 1: It's another password to look after isn't it."</strong></blockquote>

The vast majority of focus group members appeared to have developed their own bespoke methods of saving and storing found resources.  However, it was interesting to see that a few participants also appeared to be using the *Bookmark to ReadingLists@Liverpool* link as an alternative means of storing found items for future reference:

<blockquote><strong>"S5, P4:  I like the bookmark tool within Discover. Other search engines don't have that, so it's nice to be able to think "oh yeah, I'll read that later", or "I might need that in the future". So I really like that feature."</strong></blockquote>

## Using the Classic Catalogue

In comparison, when asked about their experiences of using the Library's Classic Catalogue, the responses proved more slightly more disparate.  There again appeared to be a broad consensus amongst the focus groups of associating the Classic Catalogue with books and Discover with everything else:

<blockquote><strong>S4, P4: I don't use it too often, because there only one major textbook … I've just used it to search for that but most of the time I just use Discover"</strong></blockquote>

When using the catalogue, some participants had no problems with the look and feel of the interface itself, whereas for others it had simply been a case of familiarising themselves with it:

<blockquote><strong>"S5, P4:  I thought it was great, there's nothing difficult about it, it's just clear and simple"</strong>

<strong>"S4, P3:  Like initially, I think it throws you … but I think once you get that, you kind of have an idea, and then it's fine"</strong></blockquote>

However, for others there were some issues with two participants in particular making specific references to the look of the interface in general:

<blockquote><strong>"PS, P2:  I think it's probably a bit kind of old fashioned"</strong>

<strong>"S5, P1:  I don't really like the user interface … you can tell it's been around a few years"</strong></blockquote>

Another participant thought it would be useful having a site map available to help locating physical items in the Library, especially given the recent stock movements:

<blockquote><strong>"S2, P2:  … when you're searching for a book using the catalogue, having maybe a map showing you where it is, of where it's located in the library would make it – especially for first years – it would be easier maybe"</strong></blockquote>

There was also a recurring issue amongst quite a few participants with the way that the catalogue listed the search results when there was no direct match found and multiple results were listed instead:

**"S2, P4: … it's just frustrating so say for instance you're searching for a book about International Law and then the first thing that appears on your screen in the suggestions and how many entries on that suggestion … but they – it's not specified"**

This was particularly problematic amongst several focus groups members when it came to author searches:

**"PS, P2: if you just type in the author it can be really, really hard to find what you want. You just get confronted with a great big long list"**

For the most part, these issues could be alleviated with the use of better search techniques. However, the following excerpt also appears to suggest that this is also in part a consequence of inconsistencies within the author authority headings on the Library Management System and the limited resources in position to properly address these:

**"S2, P3: quite a lot of my authors are listed two or three times and I don't know which one I need for the specific book that I want … the author had three different entries and it was only one of them had the book that I wanted on it"**

The participants were also asked about their use of the collection limiters and advanced search options. Although quite a few advised that they altered the default search index, this was not the case when it came to using either the *Limit to* or the *More searches* options. Photo elicitation was used to refer the group members to the location of these features on the catalogue homepage. Here, just two different participants confirmed that they made use of the collection limiters:

**"S2, P3: I use those if I'm looking for a specific type of thing, like I'll limit to journals or something like that … it just stops you from getting the wrong thing basically"**

**"S4: P4: I rarely use that, I want to see all my options … then if I'm going really specific I'll then maybe go for journals"**

However, these appeared to be the exception rather than the rule, with most advising that they didn't use them:

**"S5, P3: I haven't used them … I have used the other one that says author or subject"**

**P4: I've used the title, subject, author ones, but I've never clicked down on the View entire collection one"**

One participant went even further, advising that they didn't really need to use the collection limiters:

**"S4, P2: I find that I can find it all just on the 'basic' search"**

When it came to the use of any of the *More searches* options, again it appeared that not only were these not being used but the group members seemed to be largely oblivious that this functionality was even available at all, perhaps unsurprising given the location of these on the catalogue homepage:

**"PS, P2: one of the things that really kind of grates is that you're not able to search for multiple authors at once, or if you are I have no idea what format to type it in"**

Finally, the observational data also revealed issues caused by the different default search indexes for Discover and the catalogue, particularly when using the quick search boxes on the Library homepage where there was no way of knowing or changing what these were. The group discussions again highlighted the derogatory effect this had when attempting to use the Classic Catalogue quick search box for anything other than a title search:

**"S2, P3: … the only thing that irritates me is if you put in anything other than the title, it will assume that you're looking for the title when you're not"**

In spite of these misgivings, for the most part the catalogue certainly appeared to be the favoured tool when searching specifically for books, with many participants advising that they found it to be better at doing so than Discover:

**"S2, P3: I usually just use the Library catalogue [for books] … I just put in the title and it usually comes up straight away ... I feel like the Library catalogue is trying to do one thing at once, while Discover is trying to do multiple things"**

**"S5, P5: It's much better for books. Like if you want to search for a book you go onto the catalogue. It's so clear"**

**"S5, P4: … It is a lot better than Discover for books"**

## Discover vs Classic catalogue

In general then, the consensus seemed to be that Discover was the better interface with a more familiar and intuitive layout, a better search engine and being much easier to refine and filter results.

**"PS, P2: I think as a general, Discover was easier to use than the catalogue is … it's so easy to filter it"**

What was particularly interesting about the latter comment was this was the first time this participant had ever used Discover. There also seemed to be preference for the way Discover actually displayed the results of a search:

**"S2, P5: I prefer the Discover, there's more information, on the Catalogue you just get a list and it can take a while to flick through it. Whereas in Discover you get the authors, the picture of the book, whether you can access it straight away"**

This was in comparison to the results page in the catalogue when there was no single, direct match found (although again the use of some of the additional facets in the catalogue such as *Extended Display* and *Limit/Sort Search* would alleviate some of the issues raised in the discussions).

However, it was obvious that despite these concerns, for the most part the participants seemed to prefer using the catalogue when searching for books instead of using Discover and refining searches by *Source type*.

## Alternative version of Discover

In the final usability task, the participants were asked to use an alternative version of the Discover interface. When asked what they thought of the alternative version, the feedback received in the

group discussions was for the most part extremely positive.  Again, mirroring the observational notes, particularly when it came to the cleaner, more minimalist look to the interface itself:

**"S4, P3:  it's a lot more like the Google Scholar, in a good way."**

**"S4, P1:  I think it's less cluttered … it's much easier to skim through"**

**"S5, P1: … it's cleaner.  It's more refined … the most notable change to me is the Get full text button which I like."**

The latter comment here also references the introduction of the single *Get full text* button in place of the multiple linking options.  Again, this received plenty of positive feedback:

**S2, P2:  I know when I see that wee green box I thought 'finally!' … [Everyone laughs, sounds of agreement] … because that's all you want is simple access to text.**

**P3:  Yeah and it's quite obvious and you can go straight through it and that was great, so yeah I really like the green box"**

For another participant in particular, this aspect of the alternative version drew positive comparisons with Google Scholar:

**"S4, P2:  the alternative one was better because you'd click full text and it would take you straight through to the text on some of them rather than taking you through a few more links … that's often one of the reasons why I use Google Scholar instead, because the text is there straight away, rather than having to go through a few more sections"**

The re-naming of the *Available@liverpool* limiter to 'Library collections' also appeared to make sense:

**"S5, P4: … you've changed *Available@liverpool* to Library collections … That makes sense because if it's limited to Library collections then you're like right that's in the Library, but if it's *Available@liverpool* then you confuse that with the *Isit@liverpool?* button.  So I like that, I like that difference"**

However, for a few the arrival of the single link was at the expense of other functionality.  For some this now meant that it was no longer possible to actually choose which specific database or content provider to access the full text through:

**"S4, P2: … it is good having different options … it would be good to have an immediate one, and then your other options are available if you need them.**

**P1:  100%, that's what I was thinking when I was doing it.  If there's one that's just get PDF now, and then there's other options or something, then that would just be perfect"**

**"S5, P4:  I like in the old one that it says where you're going, it says you're going to go to JSTOR now if you click on this.  I know some people just like having the resource there, but I like knowing"**

The reduced set of limiters available on the results page was also commented upon:

**"S5, P4:  I don't like the fact that there's less refinement buttons … I think subject and publisher, publisher and language – I mean language, especially for foreign students, that must be quite important knowing whether they can read an article in different languages, that's got to be a key thing."**

As highlighted in the observational notes, there was again some confusion over the functionality of the red *Request it* button in the new interface, with some participants incorrectly assuming that its purpose was to replicate the Request function in the catalogue or the Library's More books purchase requests:

> **"Respondent 4: I like the 'request' button in the new Discover, that's good. So you can just really easily request it, rather than going through all the normal asking and stuff.**

However, clarification of the exact nature of the button provided a different response:

> **Respondent 4: Then that makes it a confusing button.**
>
> **Respondent 3: Yeah, it's as if the book isn't in stock.**
>
> **Respondent 4: I think that a lot of people would probably think that.  They'd think Oh I can get this now. So it should have a different name."**

Finally, the re-siting of the *Bookmark to ReadingLists@Liverpool* link was also the cause of some consternation:

> **"S5, P4:  You've got rid of the bookmarks! … My favourite bit is gone [laughs] … I don't like that either"**

## Synthesis

## Use and usability of Discover and the Catalogue

It was clear from both the observational data and feedback gained from the discussion groups that most participants found Discover easy to use, reaffirming the findings from the survey with many citing the intuitive nature and familiar feel of the interface. However, there were a number of negative comments received in the survey relating to difficulties using the interface (interestingly most of these came from respondents who had also advised in an earlier question that they found Discover easy to use).

There was also several negative survey comments regarding difficulties using the limiters, however, both the observational data and group discussions show that for the most part the participants found them easy to engage with although to not quite perhaps the same breadth cited by the survey population. Furthermore, EBSCO's own online usability tests had clearly shown that even those who clearly hadn't used specific limiters before were able to very quickly figure out how to do so when asked - further testament to the intuitive nature of the interface.

The *Autocomplete* and *Research Starter* proved to be particularly popular features amongst the participants, both of which are designed to mirror the more valued aspects of other open web resources such as Google and Wikipedia (Lawrence, 2015). However, *Research Starter* was sometimes slow to load, often appearing a couple of seconds after the search results and leading some to miss it altogether.

Throughout the tasks, the observational data also revealed that none of the features in the third column of the results page received any use at all, with one participant in particular explicitly stating that they wouldn't use the QR code, didn't have an app for it and wouldn't download one specifically for this.

Use of the detailed record also emerged as another key feature for most of the participants, with many appearing to be systematically using this as the preferred means of both evaluating and accessing found items. It was also clear that most of the additional features and tools available within were not well used or even understood. This was the case with most of the options to save search results and found items. For example, few appeared to be aware of the *Folder* option or its actual purpose. A number of students appeared enthusiastic about the feature once explained, however, any initial appeal quickly dissipated when advised of the need to create and remember a separate username and password. Both the observational notes and group discussions revealed that for the most part the participants were instead replicating this functionality in more protracted ways, for example by making written notes or copying citations directly into word documents.

Given the confusion surrounding these features and the limited use made of them, it was also interesting to see use being made of the *Bookmark to Reading Lists@Liverpool* link as an alternative means of saving found content. Here, once authenticated by their usual credentials they were able to save items into the *My Bookmarks* section within their *ReadingLists@Liverpool* account. This captured not only the bibliographic data but also a link to the full text for online resources or the class mark and availability of physical items by way of the catalogue record.

This certainly seems to offer plenty of potential for *ReadingLists@Liverpool* to provide a convenient means of consolidating recommended and discovered content by both academics (to populate reading lists) and students (to bookmark additional, found content) into a single, centralised location. Furthermore, promoting it in this way would only serve to reaffirm the value of *ReadingLists@Liverpool* whilst providing additional incentive for academics and students to engage with it.

The test sessions revealed a number of usability issues with Discover. Some of these were relatively isolated incidents, resulting from a specific chain of events and experienced by few participants, for example the issue with 'hidden' limiters applying highlighted earlier in the report. Others were more common, for example the *Advanced search* feature was viewed as being too complicated by most of the participants who sought to use it during the sessions with several comments from the survey also evidencing this. Again, this appeared to be contrary to the popularity of this feature amongst the survey respondents.

However, the most common and recurring pain points within Discover centred on accessing the content of found resources. Here, it was often the multiplicity of full text linking options being presented and/or inconsistencies with the positioning of these links within the detailed record that was problematic. In both the observational data and the group discussions, there were many references of participants appearing hesitant, unsure of which option to choose.

It was a similar story with the *isit@liverpool?* link resolver page. Here again the multiple options presented (compounded further by additional catalogue search and referencing options) were problematic for some. It was obvious that there were also some difficulties encountered when subsequently trying to access the resource itself after landing on the native publisher sites. The unfamiliarity with and variations within the different sites often left participants unsure how to access the content sought or whether it was actually available at all.

A comment left by one survey respondent in particular provides a good reflection of how many of the participants in the group discussions found the multiple linking options presented:

**"DISCOVER is great for finding what's out there - but very poor indeed for going straight to an article which is ALWAYS what I want it for! You get loads of options for how to get something - there are multiple links to follow and often you end up on a page where you can't get the PDF … I don't care one bit HOW I get to the article, just THAT I get to it! You should replace all the needless options with one link that definitely goes to the PDF - anywhere - it doesn't matter!"**

As noted in a recent study, resources that throw up barriers or fail to produce full text will often be avoided (D'Couto et al, 2015). There was certainly some evidence of an unwillingness to pursue content in the face of such barriers in the discussion groups. Here, one participant in particular advised that when faced with *isit@liverpool?* as the sole option, unless it was a particularly key or important resource they would simply abandon it and try an alternative instead.

The discussion groups also confirmed that the branding itself was the cause of some confusion with a number of participants unsure of its purpose. Some thought it related purely to the Library's physical collection whereas another assumed that it was a means of searching John Moores University's library collection.

Many participants were also observed trying to use either the location or class mark links that appear in the item records for networked resources as a means of accessing the full text. Rather than achieving the desired effect, this actually took them through to the Electronic Library webpage instead and left most assuming that they would have to re-search the resource again from here. However, perhaps more concerning was that it also led another to conclude that this meant the content wasn't actually available at all. This was also an issue for some participants when using the Classic Catalogue.

When asked to compare Discover to the Classic Catalogue there certainly seemed to be a preference for the much more intuitive, familiar and friendlier layout of Discover. Many found it to have a cleverer, more efficient search engine although this may also have been influenced to some degree by the different default search indexes applied to the quick search boxes from the Library homepage. A couple of participants also commented that the catalogue interface itself looked old fashioned and dated.

Despite these misgivings, the catalogue was well used and being taken directly into the bibliographic record of a specific book was particularly valued. However, some participants reported difficulties with other aspects of the interface, in particular with the way search results were often presented when there was no single, direct match found. Here, multiple and/or adjacent options would be listed but with little or no additional detail to distinguish between them although many of these issues could have been mitigated or even avoided altogether with better search techniques and/or employing some of the additional functionality available such as the *Extended Display* option. In fact, there appeared to be very little use made of any of the additional features and functionality available. The facets to limit and refine results to specific collections also received limited use, with no use at all made of any of the advanced search (*More searches*) options.

In spite of this, the overall impression is that most participants appeared to express a preference for using the Classic Catalogue when searching for book titles. This does seem to be supported to some extent by the survey findings where the catalogue was a slightly more popular option than Discover when seeking information for assignments. However, it should also be noted that the survey also shows that the second most popular use for Discover after researching a topic was to find a specific book title, with over half of all respondents who used Discover advising that they would use it for this purpose.

Both Discover and the catalogue appear to have issues with the way search results are ranked. The pre-cursory search testing had shown that the catalogue ranked different editions of the same title according to their bibliographic record number in the library management system. This means that earlier editions will almost inevitably appear before any later editions.

The observational notes also revealed some issues with the way Discovers ranks journal titles. However, the pre-cursory search tests had also shown that it tends to rank the electronic version of a title higher than its physical counterpart but appearing to do so too enthusiastically, often ranking earlier electronic editions of a title before later print editions. Even other, similar electronic resources containing some keywords were often ranked higher than a print title exactly matching the search term.

The catalogue certainly had a higher success rate with print book title searching than Discover (88% to 76%) but a slightly lower success rate with locating electronic titles (96% to 100%). Again, though there is the need perhaps to also bear in mind here the different default search indexes employed.

Could this also go some way to explaining the apparent lack of awareness of Discover highlighted earlier in the report, at least amongst the science based respondents given their reliance on textbooks – is there little real need for them to actually go beyond the catalogue? Is it also feasible to speculate then that library users discern further between electronic and print titles when deciding upon which tool to use? Are they more likely to use the catalogue to locate physical copies, particularly when 'on site'? There were certainly some allusions in the group discussions to this effect.

## Alternative Interface

In the final usability task, the participants were asked to use an alternative version of the Discover interface. Here, a number of modifications had been made including:

- Third column on results page collapsed by default (with Newswire feeds and QR codes removed altogether)
- A number of links sited in the top menu bar removed
- First line of found items abstract/description removed
- Item level record hidden for networked resources
- Multiple linking options replaced with a single, green *Get Full Text* button
- Red *Request it* button to enable ArticleReach/ILL requests direct from interface when content not available
- Reduced number of refining facets on display and include "Limit to" or "Limit by" headings
- *Available@Liverpool* limiter renamed 'Library collections'
- Introduction of a too many/too few results placard highlighting use of refining facets
- *Bookmark to ReadingLists@Liverpool* link moved to within detailed record
- Reduced number of results displayed per result page

The feedback received regarding the cleaner, less cluttered interface was overwhelmingly positive, with one participant in particular advising "it's a lot more like the Google Scholar, in a good way" – high praise indeed. Indeed, the positive feedback alongside the extensive, almost systematic use of the detailed record observed throughout the test sessions certainly seems to suggest that for the vast majority there would be very little or no functionality lost following a live implementation of the pared down layout. It would also improve overall usability with much less noise on screen and thus less need to scroll through results. This certainly seems to be in line with the findings from a usability study carried out by the Library Web Team at Rice University (Butler et al, 2013).

Given the difficulties experienced accessing online content highlighted earlier, there was also little surprise that the introduction of the single, direct get full text button produced some very positive feedback from the vast majority of participants. However, there was again some apparent confusion when the link resolver page appeared in lieu of a direct link to the full text being available.

Despite the evident confusion caused by the multiplicity of links, several other participants actually preferred having multiple options and being able to decide which provider to access the content

through.  It was clear then that there would certainly be some value in also providing the option to do so by  including an alternative, linking option leading to the multiple choices provided by a re-branded link resolver alongside and in addition to any direct 'Get full text' link.

Another participant advised that being able to determine both the format (HTML or PDF) the content would be delivered in and the related file sizes were also other important aspects to be able to consider before accessing content, both of which were no longer available within the alternative interface.  Furthermore, the removal of the *Bookmark to ReadingLists@Liverpool* link from the results page to within the detailed record was also the cause of some dismay within the group discussions.

## User Information Skills and relationships with our resources

Google was regularly cited as the most popular starting point where it appeared to satisfy a number of purposes.  For some it was principally a means of researching around a topic to provide what Lawrence deems "context and confidence", where students want "definition and explanation of their research topics before starting deep, analytical work" (Lawrence, 2015).  The notion of using the open web in this manner before moving on to more credible, citable scholarly resources was certainly evident within the group discussions.

However, they also revealed that Google was also the primary means for some users of actually locating items, using it as a proxy search engine.  For example, many participants seemed to favour initially searching Google for a recommended text and then copying and pasting the found title into Discover to determine whether it was available within the Library's collection.  The main reasons given for doing so was that Google was simply a better, more rewarding and more effective search engine.  Google then is not only seen as the benchmark of how a search engine should be but also against which they measure their academic search experience (Philip, 2010).  They literally appear to want Google's search engine discovering credible, reliable, authoritative and accessible content as one survey respondent advised:

**"It's a great system, but the search could be more intuitive. Sometimes, when I fail to find articles on a given topic, I search Google Scholar, find articles then type the exact names into Discover to find that the articles are listed, just harder to search. Google integration, perhaps?"**

It's little surprise then that in the usability tasks themselves, when asked to start from Discover or the Library Catalogue, there was very little evidence of the participants using more advanced and sophisticated search techniques.  Indeed, it was apparent that many were simply adopting or transferring the same search behaviour they would use with open web search engines.  It was also obvious that most of the participants were not fully engaging with the various features and facets in ways that would optimize the results.  Despite this, the recordings of the sessions appear to show that for the most part they were able to successfully locate the listed known items using Discover without much difficulty.  However, in doing so most were clearly not making full and optimum use of the functionality available.

VITAL was also cited in the survey as the second most popular starting point when researching an assignment.  Further clarification as to the extent of the role played was sought in the group discussions.  Here, it was largely a means of retrieving lecture notes and details of recommended reading.  However, it was also apparent that some used VITAL to directly retrieve the full text of key

resources such as journal articles and book chapters. The extent to which these resources where available this way seemed to be purely at the discretion of the individual tutors themselves.

When asked in the group discussions about the format of resources there was a fairly mixed response initially as to whether the participants preferred a print or electronic format. Although, the convenience and accessibility of the electronic format was much valued, many of those who expressed a preference for electronic usually went on to qualify this by advising that they much preferred print when it actually came to studying/revising, this was particularly the case when faced with lengthier texts. Here, many advised that they would often simply print off a physical copy, at least as much as their finances would allow them to.

## Awareness of our systems and their purpose

The survey revealed that over 10% of all survey respondents advised that they never used Discover because they didn't know what it was. This was further evidenced in the free text comments where over a quarter of the negative comments reiterated this lack of awareness. The study has also highlighted apparent differences across the subject areas and their approaches to learning and teaching and to research. The report therefore also recommends the need to factor this in alongside the development of the new system interface and functionality if possible.

There were also many examples of participants who appeared to have an incomplete awareness of the scope and purpose not just of Discover, but with many of the Library's other resource discovery options. This manifested itself in a number of ways in the usability tasks, for example, several were observed searching for journal articles on the catalogue. Another was observed searching Discover for a class mark whilst others wasted time evidently trying to work out how to place reservations on on-loan items from within Discover – none of which are available features or functionalities within those particular tools. Furthermore, in the group discussions another participant advised that they thought Discover and the Classic Catalogue were the same thing and when asked specifically about LibGuides at best most participants were unfamiliar with them or fully aware of their purpose.

It was also clear that for some participants, there were many benefits gained from simply being involved in the study. Many now had a better understanding of the various tools at their disposal and were more informed about the different features and functionality available within them. Arguably there is a need then to better promote and raise awareness of the different options available, their range and capabilities and how best to utilise and exploit their functionality. Indeed, the way that users engage with content and how they find it has to be seen across the whole suite of library systems currently offered. This in itself presents an opportunity to work collaboratively across the Library to present a coherent and consistent message of how to get the best out of the systems we have; to clarify what tools are best for our users and to revisit and review the nature and extent of the support and training provided.

## Recommendations

A specification for the new interface was created based on feedback from the usability study and within the limitations of both time and system functionality. It should therefore be noted that it currently may not be possible to implement them all and some of the recommendations made here are for further consideration and future implementation.

**Changes to interface**

- Reduce layout on results page to two columns (removing third column containing *Newswire* feeds, *Images* and the *QR code*) and stripping out initial line of abstract.
- Top (blue) bar to be cleaned up, minimising the number of links displayed.
- Banner to appear when too many/few results returned to highlight the use of limiters.
- Change wording on different facet descriptors using less technical/plainer language, e.g. 'Limit to …' and 'Limit by …'.
- *Available@liverpool* limiter to remain as default setting but re-named 'Library collections'.
- *Advanced search* appears to be too complicated for most users - can this be more intuitive and user-friendly?
- The search limiters currently remain unless users clear them – is it possible to provide a permanent option to clear all applied limiters with a single click (as well as incrementally)?
- Is it possible to make it obvious/visually indicate if any limiters are still being applied when searching from the home page?
- *'Request it'* ArticleReach/ILL option to be switched on but consider re-branding to avoid confusion with *Request* function in Classic Catalogue and More Books service.
- Both *Autocomplete* and *Research starter* features to remain on.
- '*Show more*' function (used to expand display of item availability on results page) to be changed to '*More copies*' to ensure consistency with same function within the detailed record.
- *Bookmark to Reading Lists@Liverpool* link to remain on the results page but explore possibility of changing the current icon/logo.
- Remove *QR codes* from detailed record.
- Explore possibility of indexing LibGuides/LibAnswers into Discover.
- Ensure we are as mobile friendly as possible.

**Accessing resources/full text linking options**

- Maximum 2 linking options – one for direct link to the full text (where available) and one offering all other access options (leading into link resolver interim page).
- Consistency in the positioning of the full text linking options in the detailed record – currently these can appear in the left hand column (or not) and/or in the *Online access* field within the main body of the detailed record.
- *isit@liverpool?* link resolver to be re-branded to something that better defines purpose.
- Remove the citation options from the link resolver interim page.
- Remove networked resource item records from results list in Discover.
- Remove Location and Class Mark hyperlinks from networked resources in the Classic Catalogue and/or make the actual full text link more prominent/obvious.

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## Appendices

A:  Findings of the Pre-cursory Discover vs OPAC Known Item Search Tests

B:  Project Implementation Group

C:  Project Initiation Document

D:  Survey Questionnaire

E:  Survey Demographics in Detail

F:  Survey Results in full

G:  Survey Comments

H:  Usability Sessions - Project Information Sheet

I:  Usability Sessions - Consent Forms

J:  Usability Sessions - Observational Checklist

K:  Usability Sessions - Observer Comments

L:  Focus Group Briefing and Questions

M:  Focus Group Transcriptions

## Appendix A: Findings of the Pre-cursory Discover vs OPAC Known Item Search Tests

As a precursor to the usability project, a number of in house tests were carried out in October 2014 to see how both Discover and the Classic Catalogue performed in like for like journal and book title searches. Below is a brief synopsis of both the exercise itself and the findings.

### Methodology

Members of the Acquisitions and Subscriptions teams undertook a number of known item search tasks. All were provided with the same titles and all asked to record how successful each platform was.

The methodology involved recording whether the title (irrespective of format) appeared in the top 3 results, outside the top 3 or whether it appeared at all (as in either it couldn't be found or didn't appear within the first few pages of results). For each, the default search index was to be used (title in Classic Catalogue and keyword in Discover).

### Journal titles

A set list of 50 journal titles and 11 reports/conference proceedings (in terms of formats there was a mixture of electronic, print and in some cases both) were to be searched for in turn on the OPAC and then Discover.

**Classic Catalogue**

An average 93% success rate of titles appearing within the first 3 results (equivalent to 57 of the 61 titles). With 2% (equivalent to a single title) located outside of the top 3 and with an average of about 5% (or 3 titles) not being found at all.

**Discover**

On average a 94% success rate of titles appearing within the first 3 results (equivalent to 57 titles). 5% of the titles (3) were found outside the top 3 with an average of just a single title across the six tests not being located at all.

**Anomalies/issues**

Classic Catalogue results affected by …

- Inconsistencies on the catalogue with foreign skip in filing
- Diacritics in title – dependent upon where starting search from (problematic from home page, no issues if searched from previous results page!)
- British/American spelling differences not recognised or catered for

### Book titles

Again, a set list comprised of 25 known item print book titles and 25 known item electronic book titles.

**Print books**

With the print titles the Classic Catalogue outperformed Discover with 88% (equivalent of 22 out of the 25 titles) of searches resulting in the title appearing in the top 3 hits.  For Discover the figure was a mere 19 titles or 76%.

**Electronic books**

Here, Discover outperformed the Classic Catalogue with an impeccable 100% of titles appearing in the top 3 results compared to a not to be sniffed at 96% success rate (24 out of 25 titles) from the OPAC.

**Anomalies/issues with rankings**

Main problem affecting the Classic Catalogue search figures was that it ranks the same editions of a title according to the bibliographic record number in Sierra – this means that more often than not, it will list the older editions of a title before the latest.  Therefore, if we have 5, 6, 7 or more different editions of a title then the latest edition will almost invariably appear last in the list.  Users can counter this by changing the *Sort* option.

Discover seems to rank newer editions first but it also appears to rank any electronic versions of a title higher than the print – however, it seems to do this on occasion a bit too enthusiastically, often ranking earlier electronic editions of a title before the later print editions.  However, it doesn't appear to stop there, also wants to rank other similar electronic book titles and online journal articles containing some of the keywords higher than a print title that's an exact match.  Hence the much lower success rate on the print book title searches.

## Appendix B:  Project Implementation Group

Sandie Brunnen, Customer Services Manager

Robert Cole, Customer Services Manager

Jane Cooke, Head of Content, Collections and Discovery (Project Manager)

Elizabeth Gillespie, Subscriptions Manager

Martin Kelleher, Metadata Manager

Ken Linkman, Liaison Librarian

Roy McCready, Systems Manager

Catherine McManamon, Liaison Librarian

Niall Rowe, Systems Officer

Emma Thompson, Learning and Teaching Lead

Jeff Woods, Usage Analyst

U N I V E R S I T Y   O F
# LIVERPOOL

# UNIVERSITY OF LIVERPOOL LIBRARY

## PROJECT INITIATION DOCUMENT [PID]
(For medium to large-scale projects)

**Note: Formal project start-up and initiation will take place following informal discussion of the context, key drivers, and strategic objectives, amongst an inclusive group of key stakeholders.**

**A**.       Project Start-Up:  Questions 1 – 7 to be completed by the Project Manager/Head of Operations Group

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**Project title**

*Enhance user experience using our discovery tools*
**1a Project purpose**
*[A one line statement identifying the high level purpose of the project]*

To improve the user experience when using Discover and the Classic Catalogue – tying this in with the new Library Homepage and the move towards a single search box.

**1b Project deliverables**
*(A brief description of what will have been done when the project is completed.)*

- Data and findings to provide recommendations for an improved user experience with our discovery tools
- Improved Discover interface
- *possible improvements to the Classic Catalogue interface

**2. Background to the project**
*[Why the project has come about]*

New Library Homepage requires a single search box. Existing webpage has two search boxes – one for Classic Catalogue and one for Discover. The need to understand how our users engage with the systems in order that the single search box will meet their needs is essential. A review of this kind has not been done before and will help to inform the development of how our content and its discovery.

**3. How does the project fit with corporate or departmental objectives?**
*[Is it in the overall organisational objectives or departmental objectives? If not, why are you doing this piece of work?]*

This project fits into the Library Plan regarding LSO1: To enhance service to Library Users and improve the student experience. 11. Catalogue Usability and LSO7: To improve efficiency and reduce costs. 5. LMS and 7. EBSCO Discovery platform

## 4. Project Objectives
*[The specific objectives for this project]*

1. Enhance user experience using our Discovery Tools
2. Complete survey and analysis to make evidence based decisions
3. EBSCO test site built to model options for usability study
4. Usability observations carried out and focus groups conducted to gain quantitative feedback
5. Recommendations made and implemented into final option
6. Feedback gathered on satisfaction of new search box and interface

Additional objectives?

## 5. Criteria for success
*[List the key success criteria which will show how the project will be measured during and at the end of the project. NOTE: all success criteria need to be objective and measurable. Include impact analysis]*

- Improved user experience
- A completed usability study of the user experience when using Discover and the Classic Catalogue (user observations and focus group discussions) provide useful insights to make recommendations
- Data and findings provide recommendations for an improved user experience with our discovery tools that can be implemented
- Improved Discover interface based on recommendations
- *possible improvements to the Classic Catalogue interface based on recommendations
- Single search box is created using the improved interfaces for new Library Homepage

Additional success criteria
- New EBSCO system including Publication Finder is set up
- Improved workflows for CCD

## 6. Benefits of carrying out the project:
*[List the main benefits for the customer and the company for the project. List the financial, quantifiable, measurable and observable benefits]*

- Understand user behaviour and requirements
- Make evidence based decisions based on feedback and testing (user experience at the centre)
- Create a simpler interface for users
- Better service for users, ease of use and effectiveness of systems

- Develop staff understanding of the processes involved and provide a cross sectional project that impacts all teams
- Inform information literacy approaches

## 7. Stakeholder Groups

[*Identify who will manage the project, who will implement, who will be impacted and who will need to know*]

*Library staff*
*University of Liverpool staff and students*

Project Sponsors: Library Service

Project Manager: Jane Cooke

Project Implementation Group:

| Jane Cooke | Emma Thompson |
|---|---|
| Jeff Woods | Ken Linkman |
| Elizabeth Gillespie | Catherine McManamon |
| Martin Kelleher | Roy McCready |
| Sandie Brunnen | |
| Robert Cole | |

**B.** Project Initiation: Questions 8 – 12 to be completed by the Project Management/Operations Group

## 8. Scope

| What the project will include | What the project will not include |
|---|---|
| - User testing.com<br>- Survey and analysis<br>- Usability testing pilot (including Camtasia/ cam studio recordings)<br>- Usability testing with student groups (5 in group) up to 5 groups<br>- Focus group post usability tests (record discussions)<br>- Analyse themes and findings from focus groups and usability observations<br>- Recommendations for Discover and Classic Catalogue – involve LLT, and other stakeholders across the service.<br>- Implement changes to 'real search box' on new Library Homepage | - prepare materials for teaching and promotion and induction<br>- Systems work |

**9. Project Schedule**
**i) Timetable - one page project manager**


**ii) Plan- one page project manager**

**10. Monitor and control – one page project manager**


**11. Initial risk assessment –**
- Suppliers do not provide test areas to really try out new ideas (both Innovative and EBSCO)
- Changes to Discover minimal due to lack of time and expertise

**12. Resources**
- Test area in EBSCO or Sierra,
- iPads for survey
- Headsets
- PG researchers to lead Focus Groups
- Prize draw item (sponsored by EBSCO) for Usability Study participants
- Vouchers @ £10 value for Usability Study participants

**12a. Project team(s):**

Co-ordinating Survey:
Jeff Woods
Sandie Brunnen
Robert Cole

Co-ordinating User Observations:
Jeff Woods
Emma Thompson
Catherine McManamon

Participating in User Observations and Focus Groups
Jeff Woods
Emma Thompson
Catherine McManamon
Elizabeth Gillespie
Martin Kelleher
Ken Linkman
Roy McCready
Niall Rowe

Development of Discovery Tools
Roy McCready
Niall Rowe
Elizabeth Gillespie
Martin Kelleher

**12b. Resources needed from other departments or external organisations**

- EBSCO – test area for Discover
- Innovative – potential test area
- Prize Draw


**12c. Further implications not outlined above:**


**Project Manager:**                    **Date:**

## Appendix D: Survey Questions

**1. Which of the following best describes you?**

Undergraduate (B.A., B.Sc, etc)
Taught postgraduate (M.A., M.Sc., etc)
Research postgraduate (Ph.D., M.Phil., etc)
Other (please specify)

**2. What is your current year of study?**

1st year
2nd year
3rd year
4th year
5th year
6th year or more

**3. What is your main area of study?**

Arts
Business/Management
Dentistry
Electrical engineering, electronics and computers
Engineering
Environmental sciences
Health sciences
Histories, languages and cultures
Law and social justice
Life sciences
Medicine
Physical sciences
Psychology
Veterinary science

**4. When carrying out research for your assignments where do you usually look for information? (please select as many responses as you like)**

Discover
Google
Library catalogue
Reading Lists@Liverpool
Subject specific databases
Vital
Other

**5. How easy do you find it to access the information you need through the Library website?**

Very easy
Easy
Neither easy or difficult
Difficult
Very difficult

**6. How often do you use Discover?**

Daily                                          *(skip to question 8)*
Weekly                                         *(skip to question 8)*
Monthly                                        *(skip to question 8)*
Less often                                      *(skip to question 8)*
Never

**7. Is there a particular reason why you never use Discover?**

I don't know what Discover is                  *(skip to question 12)*
I don't know how to use it                      *(skip to question 12)*
I don't know where to find it                   *(skip to question 12)*
I have a preferred search tool                  *(skip to question 12)*
I've tried it but I don't like it                *(skip to question 12)*

**8. What do you generally use Discover for? (please select as many responses as you like)**

To research a topic or subject
To find a specific book
To find a specific journal
To find a specific journal article

**9a. When using Discover ... I find it easy to use**

Strongly agree
Agree
Disagree
Strongly disagree
No opinion

**9b. When using Discover ... I can find the information I need**

Strongly agree
Agree
Disagree
Strongly disagree
No opinion

**10. Do you refine your results (for example, do you limit by publication date, to full text online, by source type, etc)?**

Always
Most of the time
Sometimes
Rarely
Never                                          *(skip to question 12)*

**11. Which features do you use to refine your results? (please select as many responses as you like)**

Advanced search
Full text online
Catalogue only
Publication date
Source types (eg academic journals, reviews, books, etc)
Subject
Publisher
Language
Location

Collection
Content provider

**12. What proportion of the Library's electronic resources does Discover search?**

Some
Most
All

**13. What proportion of the Library's print resources does Discover search?**

Some
Most
All

**14. How likely are you to use Discover in the future?**

Very likely
Likely
Not sure
Unlikely
Very unlikely

**15. Do you have any other comments about Discover, good or bad?**

**16. Would you be willing to participate further in this study? If so, please leave your email address below and we'll contact you shortly.**

## Appendix E: Survey Demographics in Detail

Of the 705, 88% (621) of the respondents were undergraduates, 8.5% (60) were taught postgraduates and 3.4% (24) were research postgraduates.
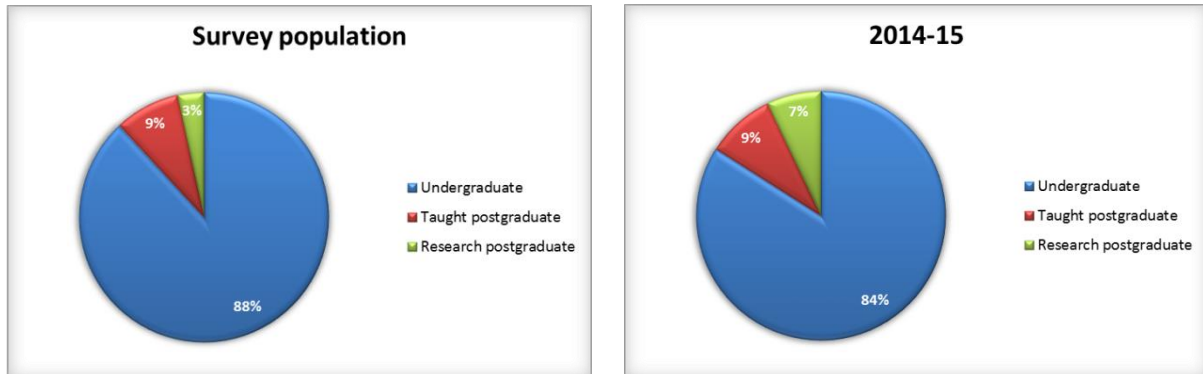


Comparing the sample population against the wider university of Liverpool student population (sourced from the standard defined 2014-15 registered student data set within the Business Objects Explorer tool), we appeared to have captured a relatively healthy reflection with a slight over-representation of undergraduates at the expense of the research postgraduate population.

To determine the main area of study of each respondent it was decided to use categories in line with the different schools listed across the three University faculties for the purposes of the survey. This produced a more manageable list of 14 subject areas for each respondent to choose from. Responses were received from across all the schools listed.
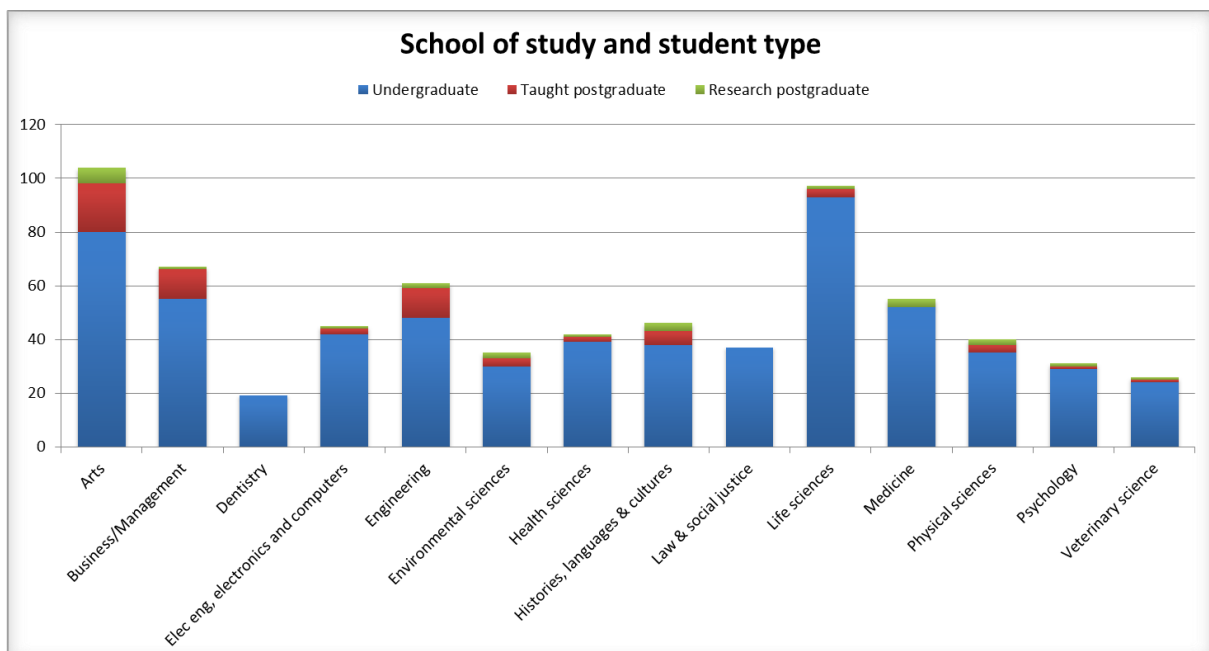


Those students classifying themselves as Arts provided the largest individual sample with 104 students making up 15% of the total survey population. Dentistry provided the smallest number of respondents with 19 students providing just 3% of the total survey population.

Again, only by comparing these figures to the wider student populace do we get some idea of just how representative this aspect of the survey sample was. As apparent from the chart below, there were some notable over representations (mainly within the Arts and the Health/Life sciences) and under representations (mainly within Business/Management and the Physical sciences) but, by and large, nothing off the scale.
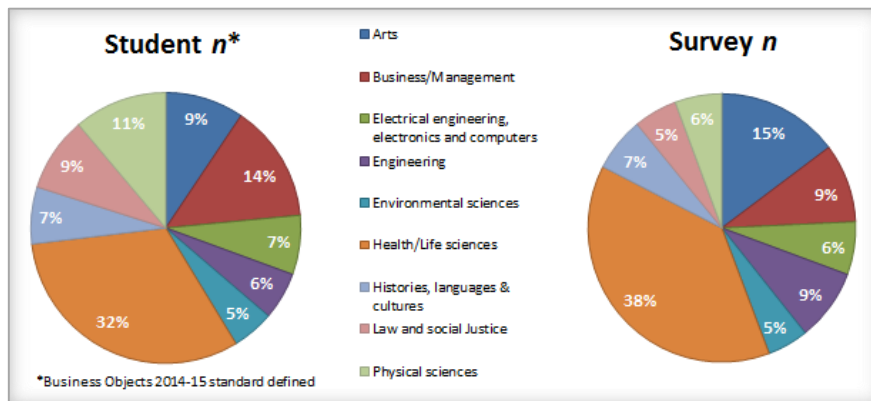


In terms of year of study, first year students accounted for the highest number of responses with 37% (261) stating they were in their first year of study. Second year students were the next largest cohort, accounting for 33% (233) of the survey sample followed by third year students making up 23% (164). The remaining respondents making up the survey sample were comprised of 4.3% (30) fourth year, 2% (12) were fifth year students and 0.7% (5) were in their sixth year or more.
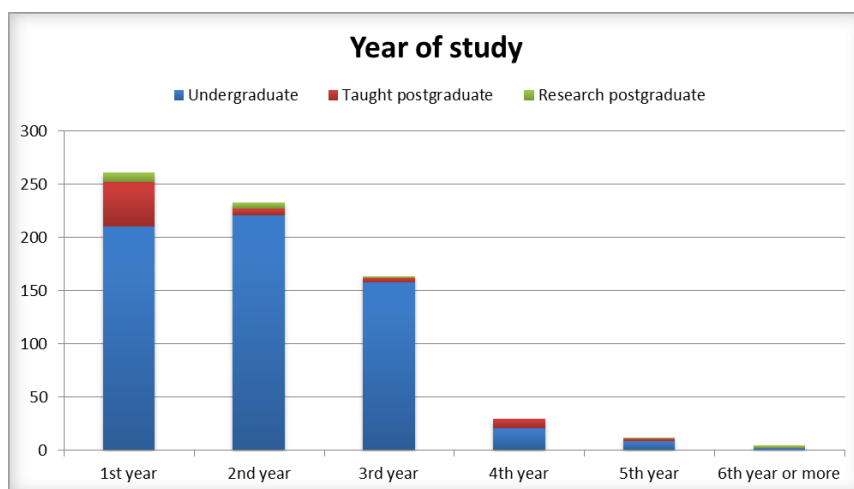
**When carrying out research for your assignments where do you usually look for information?**
**(705 respondents)**

| | |
|---|---|
| Google | 70.4% (496) |
| VITAL | 54.2% (382) |
| Library catalogue | 45.5% (321) |
| Discover | 44.3% (312) |
| Subject specific databases | 21% (148) |
| ReadingLists@Liverpool | 20.3% (143) |
| Other | 7.1% (50) |

**How easy do you find it to access the information you need through the Library website?**
**(705 respondents)**

| | |
|---|---|
| Very easy | 15% (104) |
| Easy | 62% (441) |
| Neither easy or difficult | 19% (132) |
| Difficult | 3% (21) |
| Very difficult | 1% (7) |

**How often do you use Discover?**
**(705 respondents)**

| | |
|---|---|
| Daily | 12% (86) |
| Weekly | 38% (269) |
| Monthly | 19% (131) |
| Less often | 16% (112) |
| Never | 15% (107) |

**Is there a particular reason why you never use Discover?**
**(107 respondents)**

| | |
|---|---|
| I don't know what Discover is | 77% (82) |
| I don't know how to use it | 7% (8) |
| I don't know where to find it | 3% (3) |
| I have a preferred search tool | 9% (10) |
| I've tried it but I don't like it | 4% (4) |

**What do you generally use Discover for?**
**(598 respondents)**

| | |
|---|---|
| To research a topic or subject | 58.4% (349) |
| To find a specific book | 50.5% (302) |
| To find a specific journal | 32.9% (197) |
| To find a specific journal article | 37% (221) |

**When using Discover ... I find it easy to use**
**(598 respondents)**

| Strongly agree | 15% (94) |
| Agree | 73% (435) |
| Disagree | 7.5% (45) |
| Strongly disagree | 1.5% (7) |
| No opinion | 3% (17) |

**When using Discover ... I can find the information I need
(598 respondents)**

| Strongly agree | 10% (57) |
| Agree | 72% (432) |
| Disagree | 12% (74) |
| Strongly disagree | 2% (11) |
| No opinion | 4% (24) |

**Do you refine your results (for example, do you limit by publication date, to full text online, by source type, etc)?
(598 respondents)**

| Always | 16% (95) |
| Most of the time | 34% (200) |
| Sometimes | 32% (194) |
| Rarely | 14% (85) |
| Never | 4% (24) |

**Which features do you use to refine your results?
(574 respondents)**

| Advanced search | 51.7% (297) |
| Full text online | 41.1% (236) |
| Catalogue only | 14.1% (81) |
| Publication date | 33.1% (190) |
| Source types | 22.5% (129) |
| Subject | 46% (264) |
| Publisher | 17.2% (99) |
| Language | 13.4% (77) |
| Location | 7.3% (42) |
| Collection | 3% (17) |
| Content provider | 2.3% (9) |

**What proportion of the Library's electronic resources does Discover search?
(705 respondents)**

| Some | 37% (260) |
| Most | 43% (300) |
| All | 21% (145) |

**What proportion of the Library's print resources does Discover search?
(705 respondents)**

| Some | 41% (287) |
| Most | 41% (286) |
| All | 18% (132) |

**How likely are you to use Discover in the future?**
**(705 respondents)**

| Very likely | 38% (268) |
| Likely | 37% (258) |
| Not sure | 18% (128) |
| Unlikely | 5% (35) |
| Very unlikely | 2% (16) |

## Appendix G: Survey Comments

| Category | Positive |
|---|---|
| **Ease of use** | **22** |
| A good and easy way for finding information | 1 |
| Discovor is easy to use and effective | 1 |
| Easy to access on/off campus | 1 |
| Easy to use | 2 |
| easy to use but sometimes returns irrelevant matches | 1 |
| easy to use, can usually find enough relevant articles to aid coursework | 1 |
| Easy to use, efficient and works 9/10 of time | 1 |
| Good and easy to use | 1 |
| good refining tools | 1 |
| i find it straight forward to use | 1 |
| It is really easy to use and i find the reading lists a great help | 1 |
| Its easy to use and very informative to find sources (books). | 1 |
| Its fairly easy to use | 1 |
| Its very useful and easy to use | 1 |
| no, easy to use! | 1 |
| Not everything i need is always on there. Also having more text books as ebooks would be good. Is very user friendly though | 1 |
| Resourceful and fast to use when needed to find sources of info quickly | 1 |
| Simple to use | 1 |
| Simplistic interface and userfriendly | 1 |
| very easy to use | 1 |
| very handy and easy to use | 1 |
| **Finding/Accessing Content** | **15** |
| Discover has been extremely helpful for my degree. Very rarely can I not get access to something I want to read. My only criticism would be that sometimes it can be a bit tricky or time consuming following links to a journal article (Oxford online etc) but otherwise I use it all the time. | 1 |
| Found it really useful for dissertation research on a very specific topic, which gave me a gateway into many books and articles to help write my dissertation | 1 |
| Havent used it too much but good for finding information quickly | 1 |
| Helpful way to do some research on something you're interested in. | 1 |
| I find it good for doing broad searches | 1 |
| In generally speaking, 'discover' is good for studying, it is helpful for students to looking for sources. However some of the articles can't be read online. Hope the university could offer more sources | 1 |
| Is it at Liverpool is invaluable. | 1 |
| It is satisfied because I always can find the recommended books. | 1 |
| it is very useful when writing essays/reports with specific titles | 1 |
| It's an efficient system that usually works well, yielding relevent results most of the time | 1 |
| It's really easy to use and basically has all relevant material in one site | 1 |
| Make aware of its benefits in students. i just know it is helpful in searching journals. | 1 |
| Makes research projects easy | 1 |
| Only use for search a book to check wether it in stock. | 1 |
| Was useful during my undergraduate programme but not needed to use much in phd since all journal papers can be accessed elsewhere | 1 |

| Unspecified/Other | 65 |
|---|---|
| All good :-) | 1 |
| Almost good! I can get help by it | 1 |
| essential! | 1 |
| Generally good I think | 1 |
| Gets the job done! | 1 |
| Good | 1 |
| good handy helpful | 1 |
| good research tool:-) | 1 |
| Good resource | 1 |
| Good system, very useful | 1 |
| Good | 17 |
| good | 3 |
| Goood | 1 |
| Great resource | 1 |
| Helpful | 1 |
| I love it! | 1 |
| I think discover is very useful for us | 1 |
| I think its pretty good | 1 |
| It is good | 1 |
| It is good, i just dont use it very often | 1 |
| It is good. | 1 |
| it is pretty well I think | 1 |
| It is quite good and helpful generally | 1 |
| Its a good system overall | 1 |
| its a good system | 1 |
| Its a really good system. Unfortunately i have chosen a really obscure topic (censored plays under Franco in Catalan), so the fact that i am unable to find resources is not a reflection on the library's resources as awhole, as I genuinely believe they are fantastic. | 1 |
| Its all good | 1 |
| It's already very good but I found out that for my course (Football MBA) some important materials were not there. Hopefully in the future it will be improved. | 1 |
| Its good | 1 |
| It's good and I hope to find more information on 'Discover'. | 1 |
| Its handy | 1 |
| Its very interesting to use discover, I just cant hesistate to keep loving it. | 1 |
| K | 1 |
| Love it | 1 |
| No - its all good | 1 |
| No :) | 1 |
| No problems at all ... Thanks its a great tool. | 1 |
| No special point, it satisfied my need now | 1 |
| no. :-):-):-) | 1 |
| Not bad | 1 |
| useful once got to grips with | 1 |

| | |
|---|---|
| Very good | 3 |
| Very useful | 1 |
| Very useful for me as a student. keep it up! | 1 |
| Very useful to have. Could have a greater amount of material - not all of the library catalogue resources are available on it. | 1 |
| **Total (positive comments)** | **102** |

| Category | Negative |
|---|---|
| **Ease of use** | **33** |
| Adv search filters, e.g. By author, sometimes don't work. | 1 |
| Could add more way to search the information. | 1 |
| Could be formatted better | 1 |
| Difficult to use interface. Does not seem helpful in looking for material unless you have no idea what you're looking for. | 1 |
| good need more insruction about how to refine searches. for exampke how to only show articles that contain 2 or more key word. | 1 |
| Harder to use than catalogue. | 1 |
| I find it difficult to use and prefer to just use the library catalouge | 1 |
| I tend to use web of science as i find that easier | 1 |
| If it was more accessible i would use it for research but i find it difficult to us- there are often too many links to follow! | 1 |
| It is quite useful in many ways. But making it easier to filter would definitely help | 1 |
| It would help to have suggestions for 'near' spellings, much like Google, sometimes unusual names are misheard so you need to google them before using Discover | 1 |
| It's a great system, but the search could be more intuitive. Sometimes, when I fail to find articles on a given topic, I search Google Scholar, find articles then type the exact names into Discover to find that the articles are listed, just harder to search. Google integration, perhaps? | 1 |
| Ive never used it before . I find the online library quite hard to navigate around . | 1 |
| Large catalogue with many resources however user friendly could be improved | 1 |
| Make it easier to find online resources | 1 |
| make it easier to use and make the instructions more clear | 1 |
| Maybe it's better to make the classify more specific for the different subject and professional or non-professinal. | 1 |
| Needed to go to ken and ask a friend on how to use it proper-after i knew then it was very easy to use! | 1 |
| Nice. Some layout improvements could be handy and turn the platform into something more user friendly. | 1 |
| Not so far. Hope will get comfortable with it in coming time. | 1 |
| not very user friendly. | 1 |
| Problem with searching by date | 1 |
| Quite hard to search using both author name and title | 1 |
| Seems very complicated in the beginning, could be more user friendly | 1 |
| Some times it does not give what I want | 1 |
| Sometimes find too many results with same title and advanced search can be complicated. | 1 |
| Sometimes i should change the key words when i wan to find relevant resourses | 1 |
| Sometimes it can be hard to conduct a general sesrch | 1 |
| Sometimes it doesnt find a book that my lecturer will say that the library has and then the librarian will have it, that can be annoying. | 1 |
| Sometimes it is a tad slow. | 1 |

| | |
|---|---|
| Tends not to be as user friendly as other databases that are availabe to us. | 1 |
| The advanced search shoul be easier and more straightforward | 1 |
| Trying to have a link between the usernames and accounts of all the different tools it has. I believe I have like 6accounts for different things. | 1 |
| **Finding/Accessing Content** | **36** |
| Amount if search results can be time consuming to refine - irrelevant results are annoying. | 1 |
| Architectural books in the library are not enough. It's difficult to search the book i want because it doesn't show up relevant topics. | 1 |
| For me ,a international student , it is not easier to use and sometimes we find the resouce but it can not open. | 1 |
| Frustrating when no results found for material on ciurse reading lists | 1 |
| Good for acadimic research, but a obvious disadvantage is resouse is less than wiki | 1 |
| Had trouble accessing the electronic journals when logged in , off campus | 1 |
| I don't quite fit the survey - I am academic staff in IGH (FHLS). DISCOVER is great for finding what's out there - but very poor indeed for going straight to an article which is ALWAYS what I want it for! You get loads of options for how to get something - there are multiple links to follow and often you end up on a page where you can't get the PDF (these are usually journal article I am searching for). If I am on DISCOVER it's because there is no link from Pubmed - so usually I want to know if it is available through our library and this is so hard to be sure of I often end up on library chat (which is extremely helpful, but must consume more resources). I don't care one bit HOW I get to the article, just THAT I get to it! You should replace all the needless options with one link that definitely goes to the PDF - anywhere - it doesn't matter! | 1 |
| It can be confusing to find the online link for electronic sources. And the link sometimes takes to a site where even after logging in the correct licence isnt present to access the resource | 1 |
| It is fairly difficult to find the resource at first perhaps more tutorials would be useful. | 1 |
| It would be good if all the linked papers ere available in full text to easily download as some are not | 1 |
| Limited resource on academic journals. Need to search in electronic library. It is much easier to use if they cuold be combined. | 1 |
| Maybe it could have some suggested aricles, say you research topics (eg. 'victorian gender') and you read on a article it comes up with there could be a link to similar articles which may not have come up in the search which could help you further your arguments as they support a point which you may have used the last work to give weight to. | 1 |
| Maybe merge all realted results for example some coorporated databases | 1 |
| more access for some books | 1 |
| more related text book | 1 |
| Mostly very helpful, does not always have all the information I am looking for though. | 1 |
| Need more eletronic book, it better easy to read the eletronic one! Maybe an app | 1 |
| not all articles on reading lists are available | 1 |
| Not always as up to date wuth latest journal articles as i would like,! | 1 |
| Often full text is not avaliable | 1 |
| Often searches dont work. It appears to be very inconsistent and it often takes a long time to find want you need. Typing in a titke of the book or journal often doesnt lead you to find the resource even though it is on discover. | 1 |
| Should be made easier to acess some materials but overall is good but can be made better. | 1 |
| Shows articles that we cannot access | 1 |
| Sometimes difficult to access papers - i may just be using it wrong | 1 |
| Sometimes is says an articke is available but its not | 1 |
| Sometimes priority is given to articles outside the subject range because of keyword search, perhaps develop this software to filter these out more. | 1 |

| | |
|---|---|
| Sometimes results are confusing because there are so many of them or they are actually irrelevant/poor sources of information (eg. hundreds of book reviews instead of the actual book). Wading through these results can be time consuming and frustrating. I have also found articles in foriegn languages even though I have refined the search criteria to 'english'. | 1 |
| sometimes results not always relevant | 1 |
| Sometimes the correct article comes up in results, giving the impression that itbis avaliable to read.However i have found many times that i can not actually access the article and it is not avaiable for liverpool students to view which is misleading. Apart from that discover is very easy and straight forward to use and the majority of the time i find what i'm looking for. | 1 |
| Sometimes the journal article that I am looking for comes up, yet when open their link the there isn't access to the article, either in the library or electronically. Although discover has information on it and provides a link | 1 |
| sometimes the links to online resources are not clear or unavailable | 1 |
| Sometimes very hard to find primary sources, e.g. Searching for Karl Marx will bring up many secondary sources about his work, but not necessarily the original essay/book itself | 1 |
| This was the first year i have used Discover in order to help me write my dissertation. I found that it was difficult to unearth specific data because my results turned up thousands of items. A 'discover guide for beginners' might be useful. | 1 |
| Too specifc. Google scholar is easier to use as it, more often than not, brings up the journal you are looking for frist time. I find in order to do this on disciver you have to refine the search multiple times and often dont find what youre looking for. | 1 |
| very useful to find books. sometimes its a problem to find the book because it throws so many sources at you, especially when typing in an author in the search bar :-) | 1 |
| When putting in full title or author it doesnt always find it. At home when not connected to wifi it can often not link the article | 1 |
| **Unaware of** | **25** |
| Don't about it. | 1 |
| Dont know what it is | 3 |
| Honestly, i am not familiar with Discover. So, promoting it more maybe helpful. | 1 |
| I can't comment on what Discover covers if I've never used it | 1 |
| I dont know it | 1 |
| I don't know waht it is or how to use it. | 1 |
| I dont know what discover is | 1 |
| I don't know what discover is. I like the library though. | 1 |
| I dont know what it is, i normally just print in thr library | 1 |
| i dont really use discover  i think they should advertise it a bit more with posters or something | 1 |
| I feel that it should be advertised more as I was not aware of it until recently. | 1 |
| I have no idea what Discover is | 1 |
| I havent used it tbh, i think other people like it though | 1 |
| I wish i knew more about it, would like more information but now it has been brought to my attention ill have a look myself definitely. | 1 |
| idk | 1 |
| More publicity should be done to raise awareness | 1 |
| Need to do more to increase awareness | 1 |
| Never used it before | 1 |
| No idea i really not use that very often, so not clear about that | 1 |
| Not really, ill give it a try in future though ☺ | 1 |
| Not sure exactly what discover offers | 1 |
| Not sure what it is exactly | 1 |
| Not too sure what it is | 1 |
| **Unspecified/Other** | **7** |

| | |
|---|---|
| Improving Wifi &making more stable | 1 |
| It's redundant | 1 |
| Meh | 1 |
| Needs some colour | 1 |
| Not sure, I always use web of science. | 1 |
| Please make it available to alumini | 1 |
| useful, but doesnt actually work on my computer | 1 |
| **Total (negative comments)** | **101** |

## Appendix H:  Usability Sessions - Project Information Sheet

**University of Liverpool Usability Project**

Version 1.0/22 April 2015

You are invited to take part in a usability study for the University of Liverpool's resource discovery tool, DISCOVER.  It is important that all participants understand the reasons for this study and what it will involve.  Please take time to read the information contained in this sheet.  If anything is unclear or requires any further elaboration then please don't hesitate to contact us.

**What is the purpose of the study?**

The purpose is to understand how Library users engage with DISCOVER and to assess to what extent it meets their information gathering needs.  This will enable the Library to gain a much better understanding of what users like and dislike about DISCOVER and potentially make changes to the interface.  The study will also inform the University of Liverpool Library Services' user education strategy.

**Who will conduct the study?**

The study will be facilitated and observed by the University of Liverpool Library's Usability Project Group.

**Why have I been chosen?**

Following the recent Library survey you expressed an interest in participating in the next stage of the study.

**Do I have to participate?**

Participation is voluntary. If you agree to be involved, you will be asked to sign a participant consent form, but you may still withdraw at any time and will not be required to give a reason.

**What will be required of me if I do participate?**

This next stage of the project will involve a number of information seeking tasks followed by a group discussion.  Please bear in mind that we're testing the site and not yourself so there really are no right or wrong ways of completing them.

For the first task we'll ask you to spend about 10 minutes or so using DISCOVER to find resources on a subject or topic of your choice – here we suggest using a topic related to your current studies and would ask that you come to the session with a topic in mind.

We'll then ask you to spend another 10 minutes or so searching for specific book and journal titles (these will be provided for you).  Finally, we'll ask you to perform the first task again but using an alternative version of DISCOVER.

These tasks will then be followed by a focus group involving 4 or 5 other participants where we'll further explore your experiences of using DISCOVER both during the sessions and in general.

The research method will be qualitative as we will be using on screen behaviour observation and transcripts of the narratives of the search tasks and focus group discussions that follow.

**Are there any benefits of taking part?**

All those taking part will be entered into a prize draw, the winner will receive an iPad with every other participant receiving a £10 Amazon gift voucher.

We also hope that you will enjoy taking part in a project that will inform the work of the University of Liverpool Library and which could potentially benefit all library users.  You will also gain experience of being involved in a focus group and usability study which could inform your own future research practice as well as gaining an insight into the work of the Usability Project Group.

**What are the possible disadvantages of taking part?**

The only disadvantage is the time your involvement will require.  We expect the session to last no longer than 90 minutes.

**What if I am unhappy or there is a problem?**

If you are unhappy of if there is a problem then please contact Jeff Woods on 0151 794 2688 or e-mail j.woods@liverpool.ac.uk.

If you remain unhappy or have a complaint which you feel you cannot come to us with then you should contact the Research Governance Officer at ethics@liv.ac.uk. When contacting the Research Governance Officer, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make.

**Will my participation be kept confidential?**

All information collected about you during the course of this research will be kept confidential.  Any recordings made will be anonymised and you will not be identified in any reports or publications.

**What type of information will be sought from me?**

For each of the information seeking tasks there'll be a member of staff observing what you're doing on screen and making notes as to what features you use.  We will also be using screen recording software to capture the on screen activity.  Whilst completing the tasks, we'll also be asking you to 'think out aloud' and provide a running commentary as to what you're doing (for example, tell us what you are doing or trying to do, what you're looking at or for, whether there's anything in particular that you find puzzling, confusing, frustrating or not doing what you thought it would do and so on).  We'll be making an audio recording of this narrative along with your views from the focus groups that follow.

**What will happen to the results of the study?**

The results of this study will be included in a report by the Usability Project Group. You will not be identified and can obtain the report if you wish once the project is completed.

**How will the recorded media be used?**

This will only be used for analysis. The audio and visual recordings will be anonymised and will not be used for anything else without your written permission and no one outside the project will be allowed to access the original recording

Contact for further information:

Jeff Woods

j.woods@liverpool.ac.uk

0151 794 2688

## Committee on Research Ethics

**PARTICIPANT CONSENT FORM**

| | |
|---|---|
| **Title of Research Project:** | University of Liverpool Usability Study |
| **Researcher(s):** | Jeff Woods |

**Please initial box**

1. I confirm that I have read and have understood the information sheet dated 22 April 2015 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.

3. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish.

4. I agree to take part in the above study.

| | | |
|---|---|---|
| _____ | _____ | _____ |
| Participant Name | Date | Signature |
| | | |
| _____ | _____ | _____ |
| Name of Person taking consent | Date | Signature |
| | | |
| _____ | _____ | _____ |
| Researcher | Date | Signature |

**Principal Investigator:**
Jeff Woods
Sydney Jones Library
0151 794 2688
j.woods@liv.ac.uk

**Student Researcher:**
Name
Work Address
Work Telephone
Work Email

**Optional Statements**

- I understand and agree that aspects of my participation will be audio recorded and video recorded and I am aware of and consent to your use of these recordings for the following purposes – to be used against an observational checklist and for transcription.

- I understand that my responses will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.

  ☐

- I understand and agree that once I submit my data it will become anonymised and I will therefore no longer be able to withdraw my data.

  ☐

## Task 1 – researching a topic using DISCOVER

**For the first task we would like you to spend 10 minutes researching a topic related to your current studies using DISCOVER from the Library homepage.**

1. In CamStudio, click **RECORD** to start a recording of the session
2. Open up your web browser and go to the Library homepage ([www.liv.ac.uk/library](www.liv.ac.uk/library))
3. Begin researching your chosen topic, please remember, as much as possible to think aloud and provide a running commentary of your thought processes. For example, let us know …
   a. What you are doing or trying to do
   b. What you are looking at or for
   c. Is there anything you find confusing and/or frustrating
   d. Why are you using a particular feature or function
   e. Is there any particular functions or features that don't do what you thought they would … and so on.
4. While researching the topic please go through the same processes you would use if you wanted to view or download a resource, save it for later and/or cite the resource
5. Once you have finished the task please **STOP** the recording and save the file as **USER1TASK1** (remembering to allow time for the file to compress) to the 'Transcend' USB stick provided

## Task 2 – searching for specific, known resources

**For the second task we would like you to spend the next 10 minutes searching for the titles listed below.**

**Please choose ONE item from each category (a journal title, a journal article, an electronic book and a printed book title) and search for these using either DISCOVER or the Library Catalogue - whichever of the two you would normally tend to use.  Please use the Library homepage ([www.liv.ac.uk/library](www.liv.ac.uk/library)) as your starting point.**

**Please remember to click the RECORD button in CamStudio before starting the task and again we would like you to 'think aloud' whilst performing the task, providing a running commentary as you go along.**

**Once finished, please STOP the recording and save the file as USER1TASK2**

**Journal titles**

*Journal of the American Medical Association*. Chicago : American Medical Association.

*The annual of the British School at Athens*. London : MacMillan.

**Journal articles**

GRÖTSCH, V. M., BLOME, C., & SCHLEPER, M. C. (2013). Antecedents of proactive supply chain risk management – a contingency theory perspective. International Journal Of Production Research, 51(10), 2842-2867. doi:10.1080/00207543.2012.746796

ROGOWSKY, B. A., CALHOUN, B. M., & TALLAL, P. (2015). Matching learning style to instructional method: Effects on comprehension. Journal Of Educational Psychology, 107(1), 64-78. doi:10.1037/a0037478

**Book titles (in electronic format)**

CALHOUN, C. (2013). *Community : seeking safety in an insecure world*. Hoboken : Wiley, 2013.

ENNEW, C., & GREENAWAY, D. (2012). *The globalization of higher education*. Basingstoke, Palgrave Macmillan, 2012.

**Book titles (in printed format)**

BERRY, W. (1985). *The wild birds: six stories of the Port William membership*. San Francisco, CA : North Point Press, 1985.

SENNETT, R. (1998). *The corrosion of character : the personal consequences of work in the new capitalism*. New York ; Norton, 1998

HICKMAN, C. P., ROBERTS, L. S., KEEN, S. L., & EISENHOUR, D. J. (2014). *Integrated principles of zoology*. New York, NY : McGraw-Hill Education, 2014

## Task 3 – researching a topic using an alternate version of DISCOVER

**For the third and final task, we would like you to spend 10 minutes researching a topic using an alternate version of DISCOVER.  You'll find the link to the new interface on the USB stick in the word file 'alternate version'.  Please open this up using Internet Explorer.**

**Please note that some aspects of this version are not yet fully functional and you may experience some glitches.  The main purpose of this task is to enable you to try out this version and provide some feedback as to how it compares to our current set up as used in the previous task(s).**

**Again, we'd like you to RECORD the session and provide a running commentary during the course of the task – in particular, we'd like to know what you think of this version of DISCOVER.**

**For the first part of the task we would like you to spend a few minutes researching** *heart disease prevention,* **using the alternate interface to locate and access two or three resources.**

**We would then like you to re-research the same topic you chose as part of Task 1.**

**At the end of the task please STOP the recording and save the file as USER1TASK3.**

# Appendix K: Usability Sessions - Observational Checklist

| Observation checklist (tick or circle observed behaviours) | Session: | User: | Task: |
|---|---|---|---|

| **Search Techniques** ||
|---|---|
| Uses basic search | Uses advanced search |
| Searches with a single word | Searches using multiple words |
| Searches with full sentences including stop words | Uses search terms within quotation marks |
| Searches using Boolean operators (AND, OR, etc) ||
| Changes **Relevance** ranking | Changes **Page options** |
| Uses preview option (abstract pop-up) | Views detailed record* |
| Looks beyond first page of results | Changes default search index |

| **Use of 'Refine Results'/limiters** ||
|---|---|
| Removes 'Available@Liverpool' limiter | Full text online |
| Library catalogue | Source type |
| Publication date (enters date(s)) | Publication date (uses slider) |
| Subject | Publisher |
| Publication | Content provider |
| Location ||

| **Accessing resources** ||
|---|---|
| Uses **View this [resource type] online** link | Uses **Smart Links** (PDF or HTML Full Text link) |
| Uses **Custom Links** (View record in Scopus, Scielo, etc) | Uses **Isit@liverpool** |
| Uses detailed record to access the link to the resource ||

| **Additional features** ||
|---|---|
| Signs in (ie, has a separate Discover account) | Adds results to folder |
| Uses/amends **Preferences** | Uses **Help** |
| Uses/amends **Languages** | Uses third column (Newswire, Images, QR code) |

| **\*within Detailed record** ||
|---|---|
| View catalogue record | Similar books |
| Other books by this author | QR Code |

| **Tools** ||
|---|---|
| Add to folder | Print |
| E-mail | Save |
| Cite | Export |
| Create note | Permalink |
| Share ||

Any other comments:

# Appendix L:  Usability Sessions - Observer Comments

**Pilot Session**

| USER | TASK | COMMENTS |
|---|---|---|
| 1 | TOPIC | Uses advanced search but to search for Tutor as an author using first name only - can't find then goes to VITAL to access reading list |
| 1 | TOPIC | Tries to search a class mark in Discover |
| 1 | TOPIC | Likes auto-complete when searching |
| 1 | KNOWN ITEM | For journal title search only scrolls down as far as 13th result so doesn't find title, just articles within - doesn't understand ranking and why articles appearing but not the journal title itself |
| 1 | KNOWN ITEM | Knows through "trial and error" to use lsit@liverpool to access resource but initially found this confusing.  Also finds interim (link resolver) screen confusing - not really sure which option to click on |
| 1 | KNOWN ITEM | Smart 'PDF' full text link is "useful" but remarks need to download before able to search for words within it |
| 1 | KNOWN ITEM | Comments on number of tabs opening up, stating that it gets "quite busy" |
| 1 | KNOWN ITEM | Useful if edition of book title was in larger print in results list. |
| 1 | TOPIC - ALT VERSION | Get Full Text box "makes more sense" than lsit@liverpool |
| 2 | TOPIC | Quite easy to refine results but "takes a lot longer" to do than Web of Science - appears very confident/comfortable refining results, using many different limiters throughout the task |
| 2 | TOPIC | Looks to change Relevance ranking feature but wants to sort results according to number of times cited, remarking that you can do this in Web of Science and that it "would be really good to include this" in Discover |
| 2 | TOPIC | When viewing detailed record remarks that it's "quite easy to access all the information needed to reference the resource which is really helpful" but doesn't appear to notice the cite function |
| 2 | TOPIC | Remarks that Full text PDF opens quite quickly which is good but would prefer it to open in new TAB as tend to use quite a lot of resources open at once - here, would need to go back to results list to re-open, finds this annoying |
| 2 | KNOWN ITEM | Finds the auto-complete feature "really helpful" - when it appears |
| 2 | KNOWN ITEM | Uses stop words in title searches |
| 2 | KNOWN ITEM | Doesn't locate the journal title itself, just articles within then selects a review rather than the actual journal itself - some confusion over what exactly they need to find and remarks that not sure of the format of the various results, what are print and what are electronic |
| 2 | KNOWN ITEM | Tries searching for specific journal article using multiple author surnames separated by '+' instead of AND and gets no results, then tries using a comma as the separator and again gets no results so gives up, compares this lack of functionality unfavourably to Web of Science searching |
| 2 | KNOWN ITEM | Tries searching for print book using author surname then uses several refiners to limit results but in doing so, selects wrong publication date period so cannot locate title.  Tries then to search by the book title itself but doesn't change search index from title so gets taken to Discover homepage with a 'no results found' message so changes index to title but still gets no results which is "not very helpful".  Adds book subtitle but still no results remarking that they "don't really understand why", doesn't realise that previously selected limiters still being applied (and it doesn't appear to explicitly state they are anywhere - only way of seeing/removing limiters from here is by clicking on 'search options' beneath search box) that previously selected limiters still being applied.  Tries searching for next book title but again, no results and remarks |

| USER | TASK | COMMENTS |
|---|---|---|
| | | that if was researching an assignment would be "quite frustrated" by now |
| 2 | **KNOWN ITEM** | Remarks that it would be more helpful when using the Publisher limiter if they appeared in alphabetical order rather than based on the number of hits |
| 2 | **KNOWN ITEM** | Likes the 'Did you mean' feature, uses this to locate a resource following initial spelling mistake but then struggles to find the link to the resource within the detailed record - eventually notices the 'Online access' field remarking that it "would be more helpful if this was made more visible". |

**Session 2**

| USER | TASK | COMMENTS |
|---|---|---|
| 1 | **KNOWN ITEM** | Uses Discover first |
| 1 | **KNOWN ITEM** | Searches for articles by journal title, then selects year/issue then finds article by scrolling down using page nos |
| 1 | **KNOWN ITEM** | Once PDF of article accessed would use right click and save as to save a copy |
| 1 | **KNOWN ITEM** | Print book title, once located would make note of class mark and location before going to find in library |
| 1 | **KNOWN ITEM** | Uses Quick Link to access OPAC but remarks that "don't usually use [the OPAC] because I don't particularly like it" |
| 1 | **KNOWN ITEM** | Makes free use of content type  limiters and search index options |
| 1 | **KNOWN ITEM** | Initially tries to access e-jnl by licking on ELECTRONIC JOURNAL class mark link before using the View online link, remarking that "Discover a lot quicker, a lot better" performing similar task |
| 1 | **KNOWN ITEM** | Initially used author index to search for e-book title by surname but multiple results off-putting so uses title instead |
| 1 | **KNOWN ITEM** | Would typically download whole e-book rather than read online so they would have all the chapters available to refer to later on; ; |
| 1 | **TOPIC - ALT VERSION** | Initially uses Discover to locate journal title and then access native interface to search within journal itself but remarks that would usually use the "internet" to access the journal title, not Discover |
| 1 | **TOPIC - ALT VERSION** | First time tries get full text button gets an 'error with A-Z message' |
| 1 | **TOPIC - ALT VERSION** | Seems to prefer having different options to choose from rather than having the single get full text button, upon realising that these options appear in view online filed in detailed record instead uses these links to access full text instead |
| 1 | **TOPIC - ALT VERSION** | Unsure how to save a PDF if right click and save as option doesn't appear - doesn't seem to notice the 'disk' save icon |
| 2 | **TOPIC** | Consistently uses detailed record page to access links to resources but deems the information in the detailed record page to be "redundant" as all the bibliographic data available in native interface |
| 2 | **TOPIC** | States that the "best thing about Discover is that you can find electronic books very easily" |
| 2 | **TOPIC** | For print resources would note location, write down class mark then go and find |
| 2 | **TOPIC** | Looks to use advanced search but quickly advises that it "looks too complicated" compared to other advanced search features(?) |
| 2 | **TOPIC** | Uses the Content provider limiter to limit results to Scopus to "just bring up journal articles" - doesn't refer to the source type limiter for this purpose but seems to favour Scopus content anyway and seems to prefer viewing records |

| | | and reading abstracts within the Scopus interface |
|---|---|---|
| 2 | **TOPIC** | Uses author heading link within detailed record to search for other content by same author |
| 2 | **TOPIC** | Some confusion about Isit@liverpool, initially seems to think this relates to physical copies only and although appearing to notice full text access clicks on check library catalogue instead then tries to access electronic version by clicking on the 'Electronic Resource' location link which goes to the Electronic Library homepage.  Then tries to copy and paste the resource URL from detailed record in Discover to access the resource (instead of using the Isit@liverpool full text link) which takes him to the Springerlink homepage - at this point seems very frustrated and states "to be honest, I would just go to Google at this point" |
| 2 | **TOPIC** | Another search returns in the results list 2 separate records for the same resource, with same title from the same journal but from two different databases - one is categorised as an 'academic journal' and the other a 'periodical' and remarks that doesn't really know what the difference is |
| 2 | **TOPIC** | Is aware that you can change the default search index in Disocver and tries to change this to author but doesn't let him (for some reason!) which is the source of some frustration. |
| 2 | **KNOWN ITEM** | Spends a lot of time trying to locate JAMA title - tries searching by association name only and tries reasearch starter, then adds journal to end of search term locating articles but doesn't scroll down far enough to locate title, tries a couple of variations before eventually giving up and searching for other journal title which is found straight away |
| 2 | **KNOWN ITEM** | Download/saves PDFs to M: drive |
| 2 | **KNOWN ITEM** | For one of electronic book titles, appears to be questioning why in detailed record there's no link to resource in left hand column (where smart links/isit@liverpool usually appear) and so has to find/use the link embedded within the detailed record in the online access field; ; |
| 2 | **TOPIC - ALT VERSION** | Positive about the simplified, cleaner look |
| 2 | **TOPIC - ALT VERSION** | The "green Get full text button is exactly what I'm looking for … exactly!" |
| 3 | **TOPIC** | Starts by Googling 'Liv uni library' |
| 3 | **TOPIC** | PDF viewer in EBSCO not working - confused by error msg dialogue box. Eventually overcomes prob by downloading instead |
| 3 | **TOPIC** | Shortens search terms to expand results |
| 3 | **TOPIC** | Hesitant at link resolver screen |
| 3 | **TOPIC** | Frustrated all records don't have PDF link - comments that she doesn't like HTML format for articles |
| 3 | **TOPIC** | In Discover, scans for recognised authors |
| 3 | **TOPIC** | Doesn't apply any filters, just alters search terms |
| 3 | **TOPIC** | Goes to VITAL to access recommended reading - copies and pastes titles directly into Discover |
| 3 | **TOPIC** | Comments that Discover is easier to use that Westlaw. |
| 3 | **KNOWN ITEM** | Uses library home page as starting point |
| 3 | **KNOWN ITEM** | Always uses Google to find the library homepage because it is easier than through student pages |
| 3 | **KNOWN ITEM** | Searches catalogue 1st because place holder text advises 'journal title' |
| 3 | **KNOWN ITEM** | Persistently clicks on 'electronic resource' under Location field to access the journal - which redirects to the electronic library page. Finds frustrating and repeats search - assumes there is no direct route link from catalogue to e-version of journals |

| 3 | KNOWN ITEM | Search for journal title becomes very ineffecient because of this redirect - delayed in Discover by article titles instead of publication titles. Applying the publication filter does not really help |
|---|---|---|
| 3 | KNOWN ITEM | Advanced search abandoned because the options are 'too complex' |
| 3 | KNOWN ITEM | Comments that finding journal titles in Discover is too difficult |
| 3 | KNOWN ITEM | PDF Link not working, knows to use HTML link instead |
| 3 | KNOWN ITEM | Hesitation over which of the 4 links in Discover record to select - but then chooses title link for the detailed record |
| 3 | KNOWN ITEM | EBL help link causes hesitation |
| 3 | KNOWN ITEM | No exact title match in the catalogue - abandons for Discover; ; |
| 3 | TOPIC - ALT VERSION | Comments that drop down auto fill is useful |
| 3 | TOPIC - ALT VERSION | Research starter noticed and accessed straight away |
| 3 | TOPIC - ALT VERSION | Get full text button 'handy' |
| 3 | TOPIC - ALT VERSION | Frustrating you have to log in several times |
| 3 | TOPIC - ALT VERSION | Similar to original version of Discover but more useful |
| 3 | TOPIC - ALT VERSION | Hesitant at link resolver screen |
| 4 | TOPIC | Avoided logging in to University, typed in library address |
| 4 | TOPIC | Took a while to see links on detailed record - commented on obscurity of link |
| 4 | TOPIC | Commented, again from detailed record, on not knowing how to request book |
| 4 | TOPIC | Found search history useful |
| 4 | TOPIC | Liked other books by author, but complained about inaccuracy of "similar books" |
| 4 | TOPIC | Confused by return to search history after limiting by language, annoyed didn't affect "similar book" function |
| 4 | KNOWN ITEM | Goes straight for the catalogue |
| 4 | KNOWN ITEM | Link doesn't work first time (The annual of the British School at Athens - Ebsco link) (on checking actually does work, just extremely  slow) |
| 4 | KNOWN ITEM | Keyword on catalogue |
| 4 | KNOWN ITEM | Catalogue stayed in journal search even after return to homepage? |
| 4 | KNOWN ITEM | Switched to Discover, doesn't get journal record at all - wants full record, then goes for article title which works perfectly, criticises side bar link again on full record |
| 4 | KNOWN ITEM | Criticises cat link (view this …) on full ebsco record; ; |
| 4 | TOPIC - ALT VERSION | Finds initial basic search unsatisfactory, goes to advanced |
| 4 | TOPIC - ALT VERSION | Briefly confused by get full text going to isit link - same terminology different result? |
| 4 | TOPIC - ALT VERSION | Positive reaction to request option |
| 4 | TOPIC - ALT VERSION | Likes green buttons |
| 4 | TOPIC - ALT VERSION | Criticises harvard citation entry |
| 4 | TOPIC - ALT VERSION | Likes images |
| 4 | TOPIC - ALT VERSION | Not all links change to green link |
| 5 | TOPIC | Notes number of results returned |
| 5 | TOPIC | Frustrated when there is no PDF link |
| 5 | TOPIC | Uses Is it @ Liverpool - but misses top link through to JSTOR- checks library holdings instead. From catalogue- clicks through to Westlaw, but is confused and doesn't use reference details to track all the way through to the full text. |
| 5 | KNOWN ITEM | Prefers catalogue for books |
| 5 | KNOWN ITEM | Uses quick link to access Discover and catalogue |

| USER | TASK | COMMENTS |
|---|---|---|
| 5 | KNOWN ITEM | Changes default Discover search between Keyword and title |
| 5 | KNOWN ITEM | In journal title search task, doesn't seem to realise he is accessing only part of the publication from Discover |
| 5 | KNOWN ITEM | Generally quick and confident searching; ; |
| 5 | TOPIC - ALT VERSION | Confused in first search by the one result which does not have a green 'get full text button' - Hesitates before opening HTML full text link in a new tab |
| 5 | TOPIC - ALT VERSION | Comments that he can't see a significant difference between the two versions |
| 5 | TOPIC - ALT VERSION | Good that they all have a clear full text link |

**Session 3**

| USER | TASK | COMMENTS |
|---|---|---|
| 1 | TOPIC | Searching a very specific subject matter - neuroscience and music |
| 1 | TOPIC | Is easy to find good and useful results |
| 1 | TOPIC | No difficulty in accessing full text content |
| 1 | TOPIC | Re-searches topic or uses back button to get back to results list rather than using 'Results List' link |
| 1 | TOPIC | Remarks that all results found appear to be electronic - wants to find print resource in library (looks in 2nd page of results and scrolls down to 40th result without success) and appears to know that using isit@liverpool will give option to search catalogue but using exact title match option gives the "your entry would be here message" in OPAC - however, doesn't seem to notice the titles that appear either side of this message, of which the one directly above matches the main title of the search. Goes back to interim screen trying the ISSN option which goes to e-journal in OPAC (the same result that appeared above the no results message) but wants "something I can take away and read". |
| 1 | KNOWN ITEM | Uses OPAC first for each and every search but doesn't find any matches, this seems to be due to a combination of factors - typing errors, eg when searching JAMA journal title in OPAC, misses out a 'the' in middle of title and gets no matches found, misspells a book title, etc but also because it appears that rather bizarrely all OPAC search results are being automatically limited to journal and e-journals only(!!) but is unaware of this (so even when does type in correct book title still unable to find in OPAC) |
| 1 | KNOWN ITEM | Tries searching for journal article (using article title and subtitle) without success stating "at this point I would try using Discover" |
| 1 | KNOWN ITEM | Seems aware that Discover searching by keyword, types in whole article title and finds item, also finds book titles easily in Discover |
| 1 | KNOWN ITEM | Tends to search by title instead of author |
| 1 | KNOWN ITEM | Prefers PDF full text format to HTML but prefers print to electronic format when in library again stating that "I'm more likely to want to take the book with me" |
| 1 | KNOWN ITEM | Would write down class mark then go to find book - if off campus would view electronic version. |
| 1 | TOPIC - ALT VERSION | Notices get full text button replaces links to full text remarking that this removes option of choosing format of full text (PDF or HTML), otherwise not very different from other interface other than colour |
| 1 | TOPIC - ALT VERSION | States "keyword search is fantastic, seems to have more and different results than the original search" |
| 2 | TOPIC | Keywords used  - [author surname] and 'methodology' |
| 2 | TOPIC | Misspells word but doesn't notice the 'Did you mean ..?' feature underneath search box but realises mistake |

| 2 | TOPIC | Seems pleased with number of results (302), remarking "a lot of results" which "look very useful" and are "not out of date" |
|---|---|---|
| 2 | TOPIC | Wouldn't use QR code, advising doesn't have an app and "wouldn't download [one] just for this" |
| 2 | TOPIC | Confused about how to view/read the article from detailed record (misses the view record from HeiNOnline" on left hand side before choosing e-mail option from tools mentioning "usually e-mailing" to allow access from all their devices - seems to think that e-mailing here will send them the full article (it just sends a link to the detailed record in Discover) and doesn't appear to understand other options settings options, eg plain text format, etc |
| 2 | TOPIC | Confused about why some results have exactly the same title and although noting that one is a book and one is an article still seems confused why the bibliographical details are different and notices that the publication date is different but questions whether they're the same resource |
| 2 | TOPIC | e-mails all results to self, missing linked full text, view online and isit@liverpool links throughout task, however, notices that the last result of interest has a PDF full text link but only after e-mailing and going from detailed record back to results list |
| 2 | TOPIC | Only a few top results are relevant, one isn't in english (keywords could have been more focused) |
| 2 | TOPIC | Only notices that it is possible to change the default search index towards the end of the session |
| 2 | KNOWN ITEM | Journal title search: puts in whole title, but shows hesitation on results screen. Does go for the first hit (correct) |
| 2 | KNOWN ITEM | Clicks on 'Online Access: View Online link and opens in a new window (this is common throughout: always opens things in a new window) |
| 2 | KNOWN ITEM | Successfully reaches journal site. |
| 2 | KNOWN ITEM | Online Title search:- types in whole title. Opens PDF in a new tab. Emails it to herself (another common trait throughout). |
| 2 | KNOWN ITEM | Ebook title:- Searches from drop-down menu on search results screen. Initially searches for the Author (correctly), but gets too many results, so tries the title and gets the ebook without a problem: comments "awesome", "this is quite easy". Goes into full text of book. Is then confused by the EBL 'buy this book' info. Tries email, but then decides to save the full text |
| 2 | KNOWN ITEM | Book title Print:- Searches for title from results screen. Gets the book without a problem. Wasn't sure what she was meant to do next, I don't think, but eventually said that she would go into the library to take the book out. |
| 2 | TOPIC - ALT VERSION | Uses Internet Explorer for this Task. Comments "haven't used IE since I was 6" |
| 2 | TOPIC - ALT VERSION | Comments: "much simpler", "like it better", "more like Google" |
| 2 | TOPIC - ALT VERSION | Clicks on first results ("I guess this is relevant" and uses Get Full Text link. Emails it. |
| 2 | TOPIC - ALT VERSION | Goes back to results list and clicks on Get Full Text for next result and emails it. |
| 2 | TOPIC - ALT VERSION | Then realises first result might not be relevant |
| 2 | TOPIC - ALT VERSION | Then chooses an ebook - is pleased it opens in a new tab. |
| 2 | TOPIC - ALT VERSION | Then searches for Dworkin Methodology. Comment: "easier to use". |
| 2 | TOPIC - ALT VERSION | Chooses result 5 and 'Get Full Text. Is confused by link resolver screen, but perseveres and gets through to catalogue record by title and views full text from there |
| 2 | TOPIC - ALT VERSION | Goes on to use Advanced Search: "looks complicated". Doesn't normally use this interface. Decides she doesn't need Advanced Search and goes back to Basic Search. |
| 2 | TOPIC - ALT VERSION | Searches for jurisprudence methodology and realises that she will get more results as this is a broader search now that 'dworkin' has been excluded. |
| 2 | TOPIC - ALT VERSION | Scrolls to result 14 and goes to the full record. Wasn't sure what to do next or |

| | | what the record was telling her. Eventually realised it's showing availability of print copies in the library |
|---|---|---|
| 4 | KNOWN ITEM | Would normally use the 'Browse database by subject or title' and generally uses authors name as search term |
| 4 | KNOWN ITEM | Tries Discover first to search for article title (doesn't try journal title search) and searches using all 3 author names exactly as stated in the reference but gets no results so tries by article title and locates, accessing via the smart link within the detailed record |
| 4 | KNOWN ITEM | Next, stating that never normally uses the OPAC, tries to locate same article by searching for the title in the OPAC without success so tries by author surname only with year of publication at the end, again without success.  Getting increasingly frustrated, they advise that they "would normally have given up by now" before trying a search using the article's subtitle.  Eventually gives up and tries to search OPAC for book title, first using the title but unknowingly mispells it so again can't locate the item so resorts to  searching again using author surname only with year of publication which brings up a list of all authors with that surname then session ends |
| 4 | KNOWN ITEM | Finds OPAC "difficult to navigate around" |
| 5 | TOPIC | Does log on to University |
| 5 | TOPIC | Immediately limits by subject (goes through Social Sciences profile) |
| 5 | TOPIC | Has a pre-rehearsed search! |
| 5 | TOPIC | Limits by language |
| 5 | TOPIC | Uncertain what to do with publisher etc |
| 5 | TOPIC | After several limits, unimpressed with results, but did find a perfect fit article |
| 5 | TOPIC | Doesn't like print, didn't want video |
| 5 | KNOWN ITEM | From subject page again, so using Social Sciences profile |
| 5 | KNOWN ITEM | exact match on article title, 2 results come up |
| 5 | KNOWN ITEM | Does author search for 2 authors with surname, initial twice, no results, searches again for 1, doesn't find required book, gives up goes for keyword search |
| 5 | KNOWN ITEM | After finding book, switches to library catalogue which he's presumably found it on pre-session, where he's already got it up … Makes a remark about it not being in the library because it's an electronic book, which might mean he doesn't realise he can go to the full record and click a link... he then gets access by going to the full record on Discover and clicking on catalogue link |
| 5 | KNOWN ITEM | Goes for catalogue for print book. Says in catalogue title better than author |
| 5 | TOPIC - ALT VERSION | Misses refinement options on left hand side, wants to cut out international journals |
| 5 | TOPIC - ALT VERSION | Again, some links not in green box format |
| 5 | TOPIC - ALT VERSION | Seems to look at resource for abstract rather than EDS detailed record |
| 5 | TOPIC - ALT VERSION | Limiting by source to books resulted in page where green box wasn't working |
| 5 | TOPIC - ALT VERSION | Says advanced search is confusing |
| 5 | TOPIC - ALT VERSION | Commented that not much had changed |

**Session 4**

| USER | TASK | COMMENTS |
|------|------|----------|
| 3 | TOPIC | Doesn't use Discover at all - uses catalogue to research a topic, then identifies an author and states is going to use Discover to search but goes to the electronic library homepage and chooses a specific database (Web of Science) to research topic, locates an article here then uses the cited references function to view the items in that article's bibliography. Chooses one of these and clicks on isit@liverpool to access it - the full text access link to Wiley online doesn't work (page not found error) so tries the check library catalogue and accesses the journal's native site via the link to the e-journal on the catalogue record and then appears to select a random article from the latest issue!! |
| 3 | TOPIC | Not sure if they think 'Discover' is the collective name of the various resource discovery components on the library website. |
| 3 | KNOWN ITEM | Begins with OPAC - doesn't use Discover at all to try searching alternate titles once finished using OPAC |
| 3 | KNOWN ITEM | Searches for journal title, locates and chooses electronic version accessing it via the view online link but remarks that it's "taking a while to load" |
| 3 | KNOWN ITEM | Prefers to view in PDF format |
| 3 | KNOWN ITEM | When finding journal article, knows to search for journal title not article title. Once found, looks at print version first and tries to view volume required using the 'view additional copies' feature but volume required not available in print format - doesn't appear to notice the holdings info - when told not available resorts to e-version and quickly locates required issue |
| 3 | KNOWN ITEM | Searches for e-book title using author field and locates and accesses without problem |
| 3 | KNOWN ITEM | Similar with print book and advises that would make a note of location and class mark before going to find |
| 3 | KNOWN ITEM | Doesn't use any search limiters or makes any use of the more searches |
| 3 | KNOWN ITEM | Appears to have no problem completing tasks or using different native interfaces |
| 3 | TOPIC - ALT VERSION | First time used Discover in any form during tasks |
| 3 | TOPIC - ALT VERSION | Get Full text button takes straight through - likes this |
| 3 | TOPIC - ALT VERSION | Uses research starter feature, rating this "very good" |
| 4 | TOPIC | Logs in through student digital portal. Accesses Discover via quick links |
| 4 | TOPIC | Search for 'intellectual property' Talks through wide-ranging nature of results and reasons for applying subject limiter. Very reasoned searcher |
| 4 | TOPIC | Very frustrated by the link resolver screen. Hesitation and backward moves, repeated clicks |
| 4 | TOPIC | Remembers to remove applied filters when changing search |
| 4 | TOPIC | Ebook result via SCOPUS, student can't access. It's not clear whether we have access or not, the student can't figure out how to determine this for definite. Clicks seem like best guesses, which don't lead to access in the end |
| 4 | TOPIC | Second ebook from ebrary, student comments that she is sure which of the links she should click to get access from the detailed record. |
| 4 | KNOWN ITEM | Doesn't change default search from keyword to title |
| 4 | KNOWN ITEM | When looking for specific journal, limits to source type and publication. Accesses at article level, doesn't navigate to home page/table of contents |
| 4 | KNOWN ITEM | Second journal title search is the first result. JSTOR full text link broken. Finds access via catalogue record |
| 4 | KNOWN ITEM | Prefers to search by author and year. Often goes to google if Discover can't find in this way |

| 4 | KNOWN ITEM | For items available in print only, student would take a photograph of catalogue holding screen |
|---|---|---|
| 4 | TOPIC - ALT VERSION | Accesses both through Get Full text green button and through detailed record |
| 4 | TOPIC - ALT VERSION | Limits to Academic journals only |
| 4 | TOPIC - ALT VERSION | Some ebooks appearing where full text is unavailable |
| 4 | TOPIC - ALT VERSION | Gets a Cambridge ebooks maintenance error - slightly frustrated by ebook obstacles |
| 5 | TOPIC | Begins by searching for topic knows little about and so is very impressed with research starter - "better than wikipedia" |
| 5 | TOPIC | Unsure how to access full text from within detailed record at first - trying to find within body of information then notices PDF full text link in left hand column stating it was "not quite where I was looking for it" |
| 5 | TOPIC | Spends time scanning full text of a journal article for keywords then searches for those words in Discover, clicking on the University of Liverpool icon when wants to do new search (this opens up a new tab back on the library homepage each time so after several searches has multiple tabs open - don't think this is intentional as initially seems unsure where to click then surprised when back on library homepage stating "nope, that goes back to Liverpool library ... I was kind of expecting it to go back to like a big search page" but just uses quick search box again and doesn't appear too bothered stating "either way, does the same job" |
| 5 | TOPIC | Queries why no research starter for some searches but quickly realises depends upon if more specific/specialised nature of subject matter. |
| 5 | KNOWN ITEM | Begins with Discover |
| 5 | KNOWN ITEM | Again, notices Research Starter but remarks "doesn't come up very fast" |
| 5 | KNOWN ITEM | Doesn't scroll down far enough to locate journal title itself |
| 5 | KNOWN ITEM | Tends to search by author |
| 5 | KNOWN ITEM | Initially struggles to find 'Online access' field in detailed record, looking in left hand column first before scanning features at bottom of page (similar books, etc) before eventually locating within body of detailed record |
| 5 | KNOWN ITEM | To locate print titles in library would usually take photo on phone of class mark and location |
| 5 | KNOWN ITEM | Finishes tasks quite quickly, seems very competent using Discover |
| 5 | KNOWN ITEM | Switches to OPAC, remarking "What is the catalogue ..?" |
| 5 | KNOWN ITEM | Searches from quick search box using exactly same phrasing that used to search discover (author and first word of title) and gets 'no matches found' message (*Discover quick search default is keyword and OPAC quick search default is title - doesn't seem to notice this and mentions the specificity of searching but doesn't appear to notice or try to alter the default search index) stating the OPAC "is confusing" and "I guess this is the reason why people dont use the classic catalogue" however, then tries searching just for the title which returns just the electronic and print formats of the book required and remarks that "this is quite good actually ... I would rather use this if I was just trying to find a book ... because otherwise it just gets buried in research papers" |
| 5 | KNOWN ITEM | Struggles again to locate how to access e-book from bib record, tries the e-book class mark link and the e-book resource descriptor icon before noticing the view this e-book online link |
| 5 | KNOWN ITEM | When searching for print title doesn't get an exact match due to search term used but also doesn't seem to notice the actual title looking for does appear as the second title down from the "your entry would be here message" so amends search by reducing search term which returns two results one of which is the title required just as the session ends |

| USER | TASK | COMMENTS |
|---|---|---|
| 5 | TOPIC - ALT VERSION | Initially tries Get full text button but gets the 'isit@liverpool' interim screen and thinks this is a feature of the new interface and will always happen - advising "I like the old one" although does see the merit in being given a choice. However, tries again with a different result and goes straight through to PDF stating "I like that" |

**Session 5**

| USER | TASK | COMMENTS |
|---|---|---|
| 1 | TOPIC | This user is very accomplished |
| 1 | TOPIC | Accesses library site by typing http://www.liv.ac.uk/library/ into URL box |
| 1 | TOPIC | Brings up Medical Law II course handbook and selects a couple of titles from there to use as search examples |
| 1 | TOPIC | Second search brings up several matching titles, with different authors. Hit one is the correct result and she gets this straightaway, clicks through to detailed record and knows it's a print book with multiple copies (many available) in SJL |
| 1 | TOPIC | Goes back to results and clicks on second one - a book review (so author is different on Discover) - she realises this. |
| 1 | TOPIC | Then does a Boolean keyword search for dissertation topic: death penalty AND european union (300+ results) |
| 1 | TOPIC | Scrolls all the way down page 1 results, but does not page forward. Settles on result 2 and 'Views record from Heine online' |
| 1 | TOPIC | Mentions that the only problem encountered is when bookmarking results to her dissertation reading list (she has one on ReadingList@Liverpool) - but goes on to add two results to the list without a problem. |
| 1 | TOPIC | Then looks at result 4, goes into detailed record and realises it's a newspaper article. Clicks on View html link (the only option). |
| 1 | TOPIC | Then looks at result 12. First clicks on View item at ISI Web of Science link, but quickly realises this just shows the abstract, so goes back to 'Is it at Liverpool' and is able to view full text: both from the view at OPU link and also view directly from publisher using DOI link |
| 1 | TOPIC | Mentions that this last search was "quite a lengthy process" and wonders whether first years would be able to do it |
| 1 | KNOWN ITEM | Journal title search, searches for partial title 'the annual of the British School' - doesn't include 'at athens' first using title then keyword as search index.  Can't find in top results set for title search and 13th when using keyword and appears put off from using title search because of this |
| 1 | KNOWN ITEM | Doesn't try 'view online at ...' or JSTOR full text link under the summary in the results list instead views detailed record but thinks that there aren't any options to view resource directly on left hand side (again, ignoring the JSTOR link) and instead chooses the link in the 'online access' field within the body of the detailed record |
| 1 | KNOWN ITEM | When searching journal article item does use the PDF full text link from results page |
| 1 | KNOWN ITEM | e-book search - uses advanced search feature as assumes the title will produce a lot of results using 'all text 'option and title AND author fields but search fails because of spelling mistake/typo (which isn't highlighted by Discover) so abandons and returns to a basic keyword search instead retyping title and finds item (1st result) and uses the view this ... online link on the results page and easily finds download option |
| 1 | KNOWN ITEM | print book - repeats basic keyword search for title (again, appears as 1st result) then uses the detailed record to view location of item and class mark even though this info was visible on brief summary page |

| 1 | KNOWN ITEM | Tries known item searching using OPAC which they "very rarely use" - for journal title types in "journal of medical association missing out the american as default title search. No matches found but shows a list of nearby titles - this seems to confuse them but then realises mistake and corrects title and then views bib record, however, seems unsure how to access journal and clicks on the Electronic Resource 'location' link which takes them through to the electronic library pages confusing user further and leads them to think that they'll have to search Discover again from here to access the journal online |
|---|---|---|
| 1 | KNOWN ITEM | journal article - searches OPAC by article title so fails to find so changes default index to words still without success before getting confused by the advanced search page. |
| 1 | TOPIC - ALT VERSION | Notice and likes research starter immediately, it provides a "good definition" |
| 1 | TOPIC - ALT VERSION | Finds Get full text button to be "extremely simple", 1st time uses it takes straight through to PDF, then for second result viewed it goes via the isit@liverpool interim page appearing to have no problem navigating through these to the native site and locating a PDF link to the full text article advising that was "really simple" |
| 1 | TOPIC - ALT VERSION | Really likes the Get full text button, stating it's "clear", "green" and that you "can't miss it whatsoever" |
| 1 | TOPIC - ALT VERSION | Also likes the fact that for some results you also get a choice/the option to view the HTML full text |
| 1 | TOPIC - ALT VERSION | For own topic begins typing full sentence but then uses auto population feature mid-way through and uses get full text, goes through isit@liverpool choosing access full text link but gets an error at native site which "is a bit annoying but I think that's Hein[Online]'s problem" |
| 1 | TOPIC - ALT VERSION | 2nd item viewed, again remarks that get full text button goes "straight through to the PDF ... don't need to go through a load of websites which is brilliant" |
| 1 | TOPIC - ALT VERSION | tries more specific search term using Boolean operators and gets a good results return, all with a get full text button stating it is "incredibly easy to use" and that they "really like this" before looking for results not showing this button but eg 'view HTML'., 'view record from HeinOnline' and 'view record in EThOS' - seems impressed with the way all these dealt with when clicked on |
| 1 | TOPIC - ALT VERSION | Seems very confident and competent user, noting the types of material via the resource type icons |
| 1 | TOPIC - ALT VERSION | Finally tries go to catalogue button and again very impressed - taking them straight through to the bib record in OPAC for print book title. |
| 2 | TOPIC | Used different keywords to search and to limit |
| 2 | TOPIC | Changed from keyword to title search when appropriate |
| 2 | TOPIC | Used is it @ liverpool to get to full text |
| 2 | TOPIC | Would download PDFs to a memory stick if they were of use |
| 2 | TOPIC | Went through to native interface of resource and then to the full text |
| 2 | TOPIC | Searched in french |
| 2 | TOPIC | liked the display of the print books with location and class number |
| 2 | TOPIC | thinks that the discover system is more efficient than the catalogue |
| 2 | TOPIC | likes the links through to jstor. |
| 2 | KNOWN ITEM | Used discover to search for journal title - went in via quicklink on library home page |
| 2 | KNOWN ITEM | Found articles from the journal title but not the title itself |
| 2 | KNOWN ITEM | Search the article in discover was done quickly |
| 2 | KNOWN ITEM | To search for books they used the catalogue |
| 2 | KNOWN ITEM | Likes to see both the print and ebook copies |

| 2 | KNOWN ITEM | Will note down the details of the books to find them on the shelves |
|---|---|---|
| 2 | KNOWN ITEM | Used discover to search for a book and was surprised and pleased that it performed well |
| 2 | KNOWN ITEM | In the catalogue they searched for a journal title, changes the search to a WORD search, they were pleased with the catalogue finding the journal title – hadn't used the catalogue for this previously. |
| 2 | TOPIC - ALT VERSION | Did not use the full text link initially but used the title |
| 2 | TOPIC - ALT VERSION | They remarked that it would be better to have one system rather than having to choose |
| 2 | TOPIC - ALT VERSION | Easier to use |
| 2 | TOPIC - ALT VERSION | The information regarding books is good in the discover record |
| 2 | TOPIC - ALT VERSION | Doesn't know why you need the catalogue record if the information is already in discover. |
| 3 | TOPIC | tries alternative phrases |
| 3 | TOPIC | used the DISCover box on the library webpage to find a known book |
| 3 | TOPIC | opens detailed record in a new tab |
| 3 | TOPIC | Usually will open PDF to read a bit when accessing resources |
| 3 | TOPIC | Usually will search in Emerald specifically, accessing it via LibGuides Management page |
| 3 | TOPIC | Reads abstract within detailed record to judge usefulness |
| 3 | TOPIC | saves items by copy and pasting the URL of the detail record page to a word doc |
| 3 | TOPIC | when viewing details record for print book, doesn't know how to request (when all copies are out) |
| 3 | TOPIC | Accidentally closes Discover when trying to return to results list |
| 3 | TOPIC | Seeing a lecturer's name as author so decides that "must be relevant" and saves |
| 3 | TOPIC | Judges an article "looks modern" when opens PDF (doesn't mention publication date) |
| 3 | TOPIC | Knows that when gets no results it's because search terms too specific, but doesn't then try broader terms |
| 3 | TOPIC | Prefers to use googlebooks |
| 3 | TOPIC | remarks that the first few results are the most relevant "which is good" |
| 3 | KNOWN ITEM | Types journal name into Discover box - isn't sure how to get to the full text, not sure what to do once gets to CUP site |
| 3 | KNOWN ITEM | Doesn't understand the difference between "Journal Title" and an article - "there's no author?" |
| 3 | KNOWN ITEM | For book types three keywords from title into Discover box - check has right book by checking author |
| 3 | KNOWN ITEM | EBL book - follows link but gets login pop-up |
| 3 | KNOWN ITEM | doesn't know to log in, doesn't try, closes pop up. Back in Discover reads the "not for students on online degree programmes" note and says "oh, not for students" so thinks cant access it |
| 3 | KNOWN ITEM | Understands class marks |
| 3 | KNOWN ITEM | In the catalogue searches journal title and finds but tries to get to full text by clicking the hyperlinked class mark saying "Electronic Journal" |
| 3 | KNOWN ITEM | In catalogue searches for article by typing in article title - doesn't understand why this doesn't find it |
| 3 | KNOWN ITEM | Prefers Discover to the catalogue - doesn't like how the pages look and present their info in catalogue |
| 3 | TOPIC - ALT VERSION | Reads abstract in detailed record |
| 3 | TOPIC - ALT VERSION | Finds it obvious how to get to full text |

| 3 | TOPIC - ALT VERSION | Notices that key words (as a phrase) don't appear as a phrase in results titles - assumes this means they are not relevant |
|---|---|---|
| 3 | TOPIC - ALT VERSION | Tries alternative search terms and likes the suggested terms appearing as she types in the search box - finds terms she'd not thought of using. Knows using a more specific set of search terms will get better results |
| 3 | TOPIC - ALT VERSION | Likes the start page with the simple search box - "Can't see what the difference is between this one and the other one" |
| 4 | TOPIC | Liked the library front page rather than having the search box buried and having to navigate to it. Like the research starter |
| 4 | TOPIC | Not keen on listening to the article option |
| 4 | TOPIC | Liked the layout of results, clear what the title of the item was |
| 4 | TOPIC | Hadn't used the folder before but worked it out |
| 4 | TOPIC | Looked on download option on the ebooks but couldn't see one |
| 4 | TOPIC | Liked that the content loaded quickly |
| 4 | TOPIC | They used limiters including publisher - but it seemed like experimenting rather than doing it regularly. |
| 4 | KNOWN ITEM | Searched for journal title using keyword in discover |
| 4 | KNOWN ITEM | Noted there were a lot of results but none of them were the journal title but articles in the journal |
| 4 | KNOWN ITEM | They used publisher and source type to try and limit the results down |
| 4 | KNOWN ITEM | Used autocomplete and liked it |
| 4 | KNOWN ITEM | Liked the citation and abstract. Searched Discover for articles - successfully using the keyword search |
| 4 | KNOWN ITEM | Searched for a book in discover using keyword search and found it ok |
| 4 | KNOWN ITEM | Used catalogue for journal title and commented it worked better - but did not realise this was set to title |
| 4 | KNOWN ITEM | Commented catalogue looks old 1980s but the list that came up for the book was confusing. |
| 4 | TOPIC - ALT VERSION | New layout simple and clean |
| 4 | TOPIC - ALT VERSION | Slower to load but is that because it is beta? |
| 4 | TOPIC - ALT VERSION | Likes full text link - Likes straight through to text |
| 4 | TOPIC - ALT VERSION | The resulting screen with the tool bar to save, print etc was positive |
| 4 | TOPIC - ALT VERSION | Easier to navigate with fewer competing items |
| 4 | TOPIC - ALT VERSION | Wanted publisher filter and the others that had been removed |
| 4 | TOPIC - ALT VERSION | Liked the print book availability on the result page. |
| 5 | TOPIC | Started by searching for discover |
| 5 | TOPIC | To narrow down results - changed the keyword and increased the specificity |
| 5 | TOPIC | Used isit@liverpool to go to full text rather than any of the other links |
| 5 | TOPIC | Liked the mix of books and journal articles in discover - they liked to be able to pick and choose and browse |
| 5 | TOPIC | The user questioned some of the results being not narrow or specific enough |
| 5 | TOPIC | They used the isit@liverpool link then to a book |
| 5 | TOPIC | Very exploratory - tried the bookmark link but did not use the folder |
| 5 | TOPIC | They then went into JSTOR via google . |
| 5 | KNOWN ITEM | Journal title in discover |
| 5 | KNOWN ITEM | Tried to change the keyword search to title but there was a problem |
| 5 | KNOWN ITEM | The title did not come up using keyword just articles in that title |
| 5 | KNOWN ITEM | They tried to change to title for the book and this worked and the book was found |

| 5 | KNOWN ITEM | sEARCHED FOR BOOK IN CATALOGUE AND IT WORKED WELL |
|---|---|---|
| 5 | KNOWN ITEM | REPEATED IN DISCOVER AND SATISFIED AS WELL. |
| 5 | TOPIC - ALT VERSION | Liked the simplicity |
| 5 | TOPIC - ALT VERSION | Liked the full text link |
| 5 | TOPIC - ALT VERSION | Liked the direct linking to both books and articles |
| 5 | TOPIC - ALT VERSION | Concerned that the format for full text was not identified - e.g. html or pdf |
| 5 | TOPIC - ALT VERSION | Liked the catalogue link |
| 5 | TOPIC - ALT VERSION | Changed the keyword search to a title search. |

## Appendix M:  Focus Group Briefing/Questions

### Briefing: Focus Groups

The overarching objective of the Focus Group is to gain insight into how students interact with Discover and the catalogue. We want to find out what they like about the systems, and what frustrates them. Some participants may avoid both systems – if so, we want to know why. What do these systems lack, that other search tools can provide?  We want to learn about other systems they use, and in particular, what's good about them – how do they decide which system they are going to use?

All of this information will help us to shape and develop library systems. Our aim is to tailor the systems as far as we can (NB. we do not have *complete* control over the interface and functionality, but we can work with the system vendor to modify some aspects) so they align with our users' needs, expectations and preferences. The questions are therefore a mix of general and specific.  The general questions will give us a broad sense of user preferences, and the detail specific ones will help us to fine tune the system to match research needs.

The questions below represent the key areas we want to cover. They don't need to be followed as a script, but we want participants to consider and provide responses by the end of the focus group. Explanatory notes are provided in blue.

### Questions to consider for Focus groups

### General research practices

1. When researching an assignment, what is your usual starting place?

We want this to be students' genuine first port of call – not the first *library* resource they may use. If students go to Google first, or Wikipedia, or VITAL –we want to know! Also, why? How has their chosen come to be their go-to? Or does it vary depending on what they are searching?

2. If you are looking for something specific, a book or a journal article and you already have the title/reference, how do you go about accessing it or locating it? (This may already be answered as part of Q1.)
3. Do you have a preference for print or electronic formats?
4. How does VITAL fit in to your typical information gathering practices? Do you use it to access course content e.g. PDFs/ Lecture notes/PowerPoints,  or, do you use it  to access course guidance and recommended reading etc
5. Do you use Libguides? (Library staff will be able to provide clarification if students do not know what LibGuides are)

### General use of Discover and the Catalogue

6. Before you became involved in this study, did you know what Discover was? What do you think of Discover as a brand? Both the name and how it is promoted?
7. How does Discover compare to other search tools you use? As part of this, could facilitators prompt for:

-What do you think about the layout of Discover?
-Do you feel that you need any help to use it?
-Key positive and negative aspects

8. Tell us about your last experience of using the catalogue. (Could facilitators please prompt to get feedback on layout, ease of use and the positives and negatives)

**Advanced use of Discover and the Catalogue**

As part of questions 9 and 1, we will be using photo elicitation. We will provide screenshots of different features within Discover and the catalogue to prompt students for their opinions on them.

9. When using Discover, do you ever use 'advanced search'? (Why/why not?))
10. Do you ever refine your Discover searches/results? If not, why not? If so, which refinements do you use?

Now we are going to ask for feedback on specific features within Discover. You may or may not have used them before, but please share your experiences or your impressions– screenshots e.g.

> Available @ Liverpool
> Research starter
> Folders
> Detailed record

Now we are going to ask about features of the catalogue.

> Limit to
> More searches
> Limit/sort search

Are these features used? Are they useful?

11. How does the catalogue compare with Discover? In what circumstances would you use one system over the other?
12. You have just had the opportunity to use a test version of a new Discover site. What are your impressions? An improvement? Worse? Ideas for things that could be done?

**Any other feedback**

13. To sum up -what do you like and dislike most about Discover and the catalogue? (Prompt for: *How effective are they in meeting your research needs*?)
14. Is there anything we have not covered that you would like to offer feedback on, or you think would be useful for us to know about?

## Appendix N:  Focus Group Transcriptions

Please note, technical issues prevented the recording of the third session.

**Focus Group Pilot Session (PS)**

Facilitator: Okay, so we've got some questions now that we want to go through with you. You can take it wherever you like really with your answers, because the purpose is to understand what we're doing, how we're doing it, and things could be better. So when researching an assignment, what's your usual starting place?

Respondent 1: Usually I would start with Google. Maybe perhaps Google Scholar or just the usual Google interface. I would look for articles and read the abstracts, and then I would go into the Discover section and search for the article titles to get access to the full article if I thought it might be a viable one for my assignment.

Facilitator: So what would you put in Discover? Would you just copy and paste the whole thing, or how would you go about it?

Respondent 1: I would copy and paste the title, and then if I struggled I would try and find it by the author as well, because there are some times when the titles don't quite come up properly.

Facilitator: Okay, so what about yourself?

Respondent 2: I would probably go straight to Web of Science and just search for key words initially and I quite like changing the action to have it ranked from highest cited to lowest, and I generally use it that way, and then if I find an article that I quite like I then look at their references and then go from there really.

Facilitator: Okay, that's great. So I think you've both covered there accessing and locating it as well really. So have you got a preference for print or electronic formats?

Respondent 2: I prefer electronic.

Respondent 1: I prefer print.

Facilitator: Go on then, tell me why.

Respondent 2: I really like the 'Ctrl F' function [laughs]. It just stops me having to read it all. Whereas if I've got a text book in front of me I can kind of feel a bit swamped in the information. So I think just being able to skim through. But I think that if I was sitting down for a long day, having the text in front of you is a lot easier on your concentration than staring at a screen. I think that I have to break it down into sort of time chunks, because otherwise I'll just get bored and stop doing it, and then I end up rushing at the end.

Facilitator: And why do you like print, why is that your preference?

Respondent 1: I tend to prefer, I lose my place really easily when I'm using the computer screen and when I'm trying to understand, like if I'm looking at a journal article, and I'm trying to understand it, I

find it really handy to be able to annotate it and highlight it, which you can't really do on a computer. So I kind of, yeah I find it useful to be able to point to it, and make my own notes and sort of help myself interpret it in the right way. Which I tend to need to write down as much as possible.

Facilitator: Okay, that's great. How does Vital fit into your typical information gathering practices?

Respondent 2: I think going purely to view the lectures and PowerPoints. I think that a lot of our reading lists aren't updated. All of the lecturers just tend to give you something completely random that isn't on the reading list anyway. Because I like to, at the start of term, go and get the text books out that I'll need. But if the reading list is wrong then I don't really had that option to read around the subject.

Facilitator: So is that the electronic reading list

Respondent 2: Yeah, yeah.

Respondent 1: I tend to use Vital just for the lectures, and then there's quite a lot of our lecturers that will on the last slide say "look at this chapter of this book".

Facilitator: Right.

Respondent 1: Which then of course you've got to find the book.

Staff member: Can I just ask, do you get much digitised content in Vital, like a sort of actual article or book chapter that's just sitting there, or is it just purely your reading lists?

Respondent 2: Not so much text books I don't think, it's mainly in first year that we had that really. I think we've got one now, but we only got told about it today. Because I didn't know that was on there, but there's quite a few articles that get put up and things that aren't in texts books. So they're quite helpful.

Respondent 1: I think it very much depends on the lecturer.

Respondent 2: Yeah definitely.

Respondent 1: Some of them will sort of create a folder for each lecture, and then they'll put material in the folder so that it's all in one place. But others will again put it on the last slide, expect you to go and find it yourself.

Facilitator: Do you use LibGuides?

Respondent 2: Yeah I do all the time. Yeah.

Facilitator: So is there where you would go to Web of Science, or? So you'd go to LibGuides and then to Web of Science from there?

Respondent 2: Yeah, I think that because we have a lecture right at the beginning of first year and that's how they told us to do it, so it's kind of stuck.

Facilitator: That's fine. That's good. So would you use LibGuides as well or not?

Responded 1: I don't even know what LibGuides is!

Facilitator: Isn't that interesting, isn't that interesting. So LibGuides is something that's created by your liaison librarian and it's like a website, but with links in about what good databases there are, what maybe new books are in, that kind of thing. So it's all about the resources that you can have for your subject and things like that, so that's really interesting that. Right okay, so we've done the sort of recording of what you were doing in those tasks through there. So did you know what Discover was beforehand? I know I think you mentioned this right at the beginning, you know as a brand. Did you know, you know if somebody said "oh Discover, use Discover at the library", would you have known what it was?

Respondent 2: No, I've never used it before today.

Respondent 1: I just identify it as a quick search box. I've never even noticed the Discover logo.

Facilitator: That's useful. So how do you think it compares to other search tools that you use. So you were talking about things as you were doing it, about the layout of it. You had a look at the second one of it didn't you as well, so the one that is set up now, what do you think of the layout: the number of links, the number of columns, and all those things, what do you think?

Respondent 1: I think it's all right to interpret, I don't think it's hard work trying to find what you want. I think because it's set out in quite a similar way to a lot of other websites, that you've got your sort of filters down the left hand side, so it all seems really familiar. I don't know how to describe it, it's sort of like you automatically know where to look for what you want.

Staff member: It's quite intuitive?

Respondent 1: Yeah it is. That's what it felt like to me. The only thing I would say is missing from it is that being able to change citations, because I use that a lot, but that's the only reason why. But other than that, I didn't have any problems with it.

Facilitator: When you say "change citations" what do you mean, style?

Respondent 1: Yeah, enable liked list them from highest to lowest or lowest to highest.

Facilitator: Ah right okay. Now there is something you can get which is called Plum Analytics, and we could have that as a plug in, so that underneath the articles it would say how many people have rated this, and that sort of thing. So there would be some sort of, I don't think it's just all citation, it might be a bit of who's been tweeting about it and that kind of thing. So it's an amalgamation of things. But it does give you a bit of a range.

Respondent 1: Yeah I think that would be really helpful. I tend to use higher cited ones because it means for me, it's more agreed with and it's more work in and around it. That's why I would prefer to use those ones, but with Discover it wasn't visible.

Facilitator: Yep, I think that's a fair enough point. Are there any other key positive and negative aspects that you think that we should be aware of, having used – I mean you're a seasoned user and you're a user. I mean, is there anything that?

Respondent 1: One thing that I did actually mention is, I find that one the one that is being used now, unless I'd ask to find when the full text isn't available at Liverpool, I didn't know to press on the 'is it at Liverpool?'

Facilitator: Right, okay.

Respondent 1: And sometimes I found it quite frustrating when I've been doing assignments and things, even when I've clicked on that, there are some options where it says it will be available to view the full text, and then the website that it takes you to, it just sort of takes you to a homepage which it won't allow you to access.

Facilitator: Okay, so that's pretty frustrating isn't it that.

Respondent 1: Yeah.

Facilitator: I can see that is. Okay. Any other key good, bad points that you want to bring up, or shall we move on to the other?

Respondent 2: I haven't really got anything else to say.

Respondent 1: It's quite well laid out.

Respondent 2: Yeah, I'd agree.

Respondent 1: It's just that's usually one thing that I found difficult.

Facilitator: What about the Catalogue then, did you use the Catalogue for some of the usual item searching?

Respondent 1: No I didn't actually, I just used Discover. I didn't think to use the Catalogue actually.

Facilitator: Did you find everything that you needed then?

Respondent 2: No I didn't. It was the, when I was looking for the electronic and printed texts, so I'd type in the title and it would just say "no search results", and I would look down and think why I've type it in right but nothing would come up, but I would usually use the Catalogue to look for a text book and don't have any problems.

Facilitator: So go on then, tell me what you think about the Catalogue then in terms of the layout and that kind of thing, so you use it for books and stuff?

Respondent 2: Yeah I think it's probably a bit kind of old fashioned, and if you just type in the author it can be really really hard to find what you want. You just get confronted with a great big long list, and sometimes there's no way to reduce that. And I think one of the things that really kind of grates, is that you're not able to search for multiple authors at once, or if you are I have no idea in what format to type it in. So I think if I was able to search for them all at once, you would be able to find the book or the article that you want a lot easier than having to sift through each author's individual work.

Facilitator: There's some drop down menus at the top, is it 'more searches' Jeff?

Staff member: Yes, I mean I'm trying to think but I think if you did a key word search with all the authors in and did a sort of first author and second author and…that may well...I think basically that would be searching for the occurrences of these words and any sort of record.  And if all of the words would be occurring hopefully that one would come out on top. I think you could do that, but you're right, you wouldn't be able to sort of work it out from the interface.

Facilitator: What do you think then about the Catalogue, when would you use it, or do you not use it or?

Respondent 1: I tend to use it when I'm looking for books. One thing that I've found, and most people wouldn't do this I was just being silly, write down the name of the book. I was looking for books with some background for a specific bit of a module, and then I wrote down the code to go and find the book, and then I couldn't find the book so I went back to search for the title, and I had to type in the code.

Facilitator: You mean the ISBN? The long number?

Respondent 1: Yeah, and then the book didn't come up, it came up with no results.

Facilitator: I don't think it allows you to search for the ISBN does it, unless you put it on a specific thing?

Staff member: Yeah, you can do it in the 'more searches', look at it by the ISBN. But again, it's sort of hidden away. You know, I'd be surprised if many people sort of see that and click on the top there.

Facilitator: Why would you think it would be useful to do it by ISBN then? What, would that – if you were in Amazon or something you put an ISBN in and try and find a book that way?

Respondent 1: Really, the only reason that I struggled with that was just because I'd lost the name of the book.

Facilitator: Right, okay, but you were looking for an alternative method to get to it, okay.

Respondent 1: Yeah so there weren't any copies available in the library, so I thought oh I'll have a look for an e-book or something.

Facilitator: That's fair enough. So what are your feelings about the layout of the Catalogue and so on, and what pointers would you give us about that?

Respondent 1: I tend to find it quite okay, if the edition was sort of stated more clearly in the title, because lecturers will tell you "you need to use this edition and not before", sort of, if the edition is a small bit of writing down, it can be quite frustrating if you just want to look and go "yep that's the edition I want, I'll go and get it". But that's my only real thing.

Staff member: I think one of the problems with editions as well is that because the Catalogue rank things according to – each record's given a number, and the lower the number it will rank that, so the year that's put on a catalogue that will appear before a later edition, so you get later editions which are probably the most useful ones appearing after the earlier editions rather than the other

way round – at least when you do your sort of initial search, unless you change, sort of change actually how the search will appear, to sort of do latest first. So that's another sort of issue I think.

Respondent 2: I think as a general, Discover was easier to use than the Catalogue is.

Respondent 1: Yeah.

Staff member: The fact that in some cases you're getting so much, a real wealth of results back, does that not sort of deter you at all, or?

Respondent 2: Not really no, because it's so easy to filter it. But I think the Catalogue is harder to use.

Staff member: Okay, so you've got no problems with using the refiners?

Respondent 2: Just with one of the refiners, changing the years, if you've already changed it once you have to go in and clear it, whereas I was sat here thinking why can't I just move the slider bar. So that's the only thing.

Facilitator: It's that, I would say it's counter-intuitive isn't it, because you're thinking "I'm sliding this thing", that should change.

Staff member: Just two more quick questions then. Do you use Advanced Search at all on Discover, or did you use Advanced Search?

Respondent 2: I didn't no.

Respondent 1: Sometimes I attempt to, but it's usually a disaster.

Staff member: Right okay, so is that's not so intuitive too then?

Respondent 1: I don't know why I'm usually, I think I struggle with getting mixed up with the authors and the publishers, so when I go to refine it, because last year they kept referring to someone as Raven Biology.

Respondent 2: Yeah it was like 'by Raven', but it was published by Grove Hill.

Respondent 1: And Raven wasn't actually an author or anything, and when it came to citing it, it was really confusing.

Staff member: Another thing with books is that you'll get one publisher will buy out another publisher…right okay, one last question, were you aware of the 'available at Liverpool' limiter on Discover? That's like it's a sort of default setting for it, do you know what that limiter does at all?

Respondent 2: I thought it was quite good that that was the automatic one, because when I was looking through, for me it wouldn't be useful to know that something wasn't available here, because a lot of the time you're looking for stuff and it goes oh you have to pay to use it. And it's just like, well I'm not going to do that, so having that automatically, because the odds are, it's not going to limit what you are going to be able to find to use.

Staff member: Do you agree with that? The interesting thing is that a lot of other students we spoke to actually aren't aware that it's sort of there and what it does. The reason that we put that on as a default is because we used to get a lot of grumbles about "well what's it showing me stuff for that I can't access".

[Yeah, yeah]

Staff member: And it's that sort of balance between showing search results available that we might not necessarily have, that people might want to know are out there, or just purely limited to what people can find. So it's interesting that you both are aware of that because some people don't even know that it's on. And the fact that you can take it off if you need to.

Respondent 1: Yeah, just sort of the mental thing that you think you're sort of searching the university database, so you want things that are available on that database.

Respondent 2: I agree.

Respondent 1: Because otherwise you would be doing a more general Google search. So yeah, I look at it expecting to be able to access the article.

[Thank you and close of discussion].


**Focus Group Session 2**

Facilitator 1: Okay, so following on from what Jeff's just had you all doing, we're going to run through a few questions about Discover and a couple on Vital and a couple on the Catalogue and a few other things, but it's more of a conversation really, so we just want your views and opinions on it and to just get a bit of discussion going, so as a first general kind of 'get go' I just want you to sort of reflect on when you're first researching for an assignment, how you would initially go about doing that, what's your sort of initial starting place, literally what do you first use? I understand you might be from different disciplines so it could be different, but I just wondered if anyone had any initial thoughts on where you might begin?

Respondent 1: I usually use Google.

Respondent 2: Google, yeah.

Respondent 1: And then if there's journals that I need specifically then I would use, go into like the Medical Law Review through Discover.

Facilitator 1: Right.

Respondent 1: But, the majority of the time my tutors kind of give you articles anyway, and then you kind of go into Discover and then find the journal article and then do it that way.

Facilitator 1: Yeah, is that similar to you?

Respondent 2: I would search on Google just because it's an easier and better search than anything else and if you find a specific journal or a specific article or book then go and search on Discover to see if it's available through that.

Facilitator 1: Yeah.

Respondent 2: Just because whenever I first started I used to compare the two research results and you find that there is a far greater in depth to results on Google Scholar than you get just through Discover.

Facilitator 1: Okay.

Respondent 2: So you'd combine the two like that sort of.

Facilitator 1: Okay, but you would generally use Google on its own now, having compared them?

Respondent 2: I'd start with Google.

Facilitator 1: Yeah.

Respondent 2: And then whenever I need access I'll go through Discover.

Facilitator 1: What do others think?

Respondent 3: I can't really use Google for mine because doing Egyptology it just doesn't come up with the results that are anything like what you need, so like my lecturer always gives us a pretty long bibliography with everything that we'll need definitely, and then we'll work from the references within the books, and then I'll have to use like the Catalogue or Discover to find the individual books and articles, once I've found them from the other books that we've been told to go get. So it's always come from my lecturers because they know we can't really use things.

Respondent 4: Yeah, for me I can't use Google because in Law we have WestLaw and LexisNexis, so that's like our starting point to find the different definitions, cases, legislations, and then for articles I usually use Discover.

Respondent 5: Yeah, I'm the same with Law, so you find that you have to be logged in to a lot of things so it's easier to find it through Discover. We had a lot of sessions in first year teaching us how to use WestLaw, LexisNexis, JustCite, and it's actually a lot easier to just find it through Discover, rather than logging into those external sites.

Respondent 1: See I'm Law as well and it's only actually this year, because I'm doing a Masters, that I actually found Discover for me was better than WestLaw, because the problem is with WestLaw is that you'll find an article and then it will come up with a Legal Journals abstract, and I didn't – for three years I didn't know how to [laughs] find that actual article. So then I used to find to put it into Google and then I discovered that if I was researching from home that I couldn't access it, because like I didn't have the – I had to buy the journal, whereas when I'm in uni I basically can find anything.

Respondent 4: The other problem with Discover is that if the journal is only in WestLaw then you went to the journal itself through Discover it will direct you to WestLaw, but it will just open the homepage, so you need to go through the whole process again.

Facilitator 1: Yeah, so you're in a bit of a loop.

Respondent 4: That's the other problem.

Facilitator 2: So, a lot of you have said already that you use Discover when you're searching for a specific article or journal, so if you've got the title and reference are there any other ways that you'd go about accessing it or locating it other than Discover?

Respondent 5: I mean I'll usually use the library catalogues so I'll search for the journal then go through the lengths to find the right year or right issue, because I've always found that easier than just searching for the actual article, because the article names are usually really long.

Facilitator 2: Okay.

Respondent 3: And also in French, which isn't great, and so I'll usually use the library Catalogue for that. Because I just find it, it's not faster, but it's more straightforward than trying to use Discover for it.

Respondent 5: I use Discover just cos straight off searching for the titles.

Facilitator 2: So you always use Discover if you're looking for a specific…

Respondent 1: Well I use Discover for the, just to find that access – so for example the Medical Law Review, and then I go into the Medical Law Review and then I search it by the year, the volume, and then the issue, or whichever way its round, and I find that most effective, I don't search the journal title because I find it just brings up too much.

Facilitator 2: Okay.

Respondent 2: I would use Scopus and ScienceDirect and stuff to search as well.

Facilitator 2: For a specific journal?

Respondent 2: If it was a specific journal yeah, but I find that quite, it's quite similar results to Discover, so it would be just either or, or I would usually start with Discover if it was a specific journal and then if I couldn't find it through that I would try another.

Facilitator 2: So you would begin with Discover and then move on to the others, rather than the other way round.

Respondent 2: Yeah.

Facilitator 1: It sounds like there's quite a split in terms of disciplines as well, some of you kind of know exactly what you're searching for and others it's a bit more of a general search. Following on from that, I just wondered if you've used the LibGuides for your specific subject areas.  Or whether you are aware of the LibGuides?

Respondent 5: I used to use them before I realised that you could just access it through Discover, so I used to go on the LibGuides, Law, and then access WestLaw through that, but it's difficult to find it through that, it's easier just to search the title on Discover.

Facilitator 1: What about some of the rest of you?

Respondent 3: No I've never used them because we're always given the title and the reference so it just seems easier to go through and just look through the Catalogue to find the specific ones I've been directed to, because there's a lot of stuff that's either too high level, too specific or just useless floating around for my discipline.

Facilitator 2: So it sounds like it depends if you do a broader search or a more specific one.

Staff member: Can I just ask, you know when you said that you had a large reading list from your tutors, do you use Vital at all, and do any of you use Vital at all and to what extent? I mean do you use it just to get the list of resources that you need or is there actually content on Vital that you access. So do your tutors put a journal article, digitised version of the journal on there?

Respondent 5: Only if it's difficult to find, they don't often.

Respondent 3: Is it not in breach of copyright if they do that?

[Yeah, yeah, yeah].

Staff member: I mean, we're just curious, I mean a lot of people do use Vital but we don't know to what sort of extent they use it.

Respondent 1: No we literally like, my tutor put up the module handbook, and then within the module handbook they have the resources.

Staff member: Is that the same for everyone?

Respondent 3: No quite often mine will put up like a full chapter or something or a full article that we need, because quite often there's either like one copy in the library or we can't access it online, so they know that there's going to be like ten of us needing it at any one time, so if they put it up for us – I mean I have seminars every week and he even puts up all the resources that we need to read for them and we need to read a lot for those. So we do use Vital quite a lot.

Respondent 4: I think the use of Vital depends on your tutor. They can make it useful for students or not, because it's up to him to put the material there, and some. Some of the tutor use the student block where you can exchange files and stuff like that, so you can download and article and then put it in your file for students. Most of the time they just put up the PowerPoint slides.

Staff member: Yeah I'm just trying to get a better idea of – we know vital is used but we don't know to what sort of degree, whether it's just resource titles or whatever.

Facilitator 1: I think that before we move on to a bit more about Discover and the Catalogue in a bit more depth, one thing I just wanted to ask which is quite a debate at the moment, is whether people prefer electronic resources than print resources?

Respondent 1: Yeah, print. I prefer a hard copy like I spend an absolute fortune printing all my journal articles off, and I just find that a book or an article, or a book as an E-book, I usually try and download the whole book and then print out chapters. Because I always find that when I'm using it

for research I always have to keep referring back to it anyway. So it's a lot easier for me just to have a hard copy.

Facilitator 2: And why is that, do you find it easier to read it when it's in hard copy?

Respondent 1: Yeah and also as well like my eyesight has just gotten so much worse [laughs], during my four years at uni and I dunno I just don't like looking at a screen all the time, so I just prefer a hard copy.

Facilitator 1: What subject area are you?

Respondent 1: Law.

Facilitator 1: And what subject area are you?

Respondent 4: Law.

Facilitator 1: And what do you prefer?

Respondent 4: I prefer electronic resources.

Respondent 5: I prefer electronic.

Facilitator 1: And you're Law as well?

Respondent 5: Yeah.

Facilitator 1: Egyptology, you?

Respondent 3: I prefer print, but I use a lot of electronic because you just can't get hold of it or it's just not easy to get hold of that many things in that short a time. But it's a lot easier for me to read print, because staring at a screen for hours is not something I enjoy doing. So, but I do mostly use electronic but I prefer print.

Facilitator 1: And what about yourself?

Respondent 2: I do psychology, but I prefer electronic definitely. Just because you can download, save, and organise everything for future reference, so it's just so much more convenient. I would say when I do reading I prefer looking at a page just because it hurts your eyes staring at a screen for so long.

Respondent 1: I download everything and put it into files and stuff, but I usually print it all as well.

Respondent 5: When it comes to revision, I'd rather have it printed out, and I would print it out from the start if it didn't cost me so much.

[Yeah, yeah].

Respondent 3: Yeah, I would print stuff if I could but there's just so much stuff every week that it would just cost me so much in printing that it's just not worth it.

Respondent 1: Sometimes I'm just like right I can't afford to print all this off in terms of coursework research the amount of articles you're supposed to read, so I just have to grit my teeth and read it online, but I do prefer print.

Respondent 3: What I do find as well is that I flick through pages to see if I can see any key words that I need, but if I'm online it's clicking and quite often I've had sites that he been like you've clicked too many times in this minute so you've got to wait now, and I'm like I was trying to find that page that I needed, so.

Facilitator 2: So we'll move onto the general use of Discover and the Catalogue, so before you became involved in this study, did you all know what Discover was?

[Yeah, yeah, yeah, yeah, yeah]

Facilitator 2: And what did you think of it?

Respondent 5: I've only recently started using it this year, and I think it's just easier to use those external sites, going through the LibGuides and using WestLaw and what have you.

Facilitator 2: And what year are you in?

Respondent 5: Third year.

Facilitator 1: Are you finding that you're using any of the advanced features on Discover?

Respondent 5: No it tends to bring up what I need, because we're given exact titles that we need to read, it brings it up straight away, so there's not much need to.

Respondent 4: What I like about Discover is when you're searching for something and then on the left hand side you can limit your search, it depends on the year or type or whatever, but then every box you tick you need to wait for the page to load and then you tick another, so it takes a long time. So I prefer like if I have the option to tick the boxes I like then confirm them and then to have it re-search at once, instead of every time I tick a box it re-loads again.

Facilitator 1: What about everyone else on the limiters, do you use them at all and if you do is that similar, or?

Respondent 2:  Yeah it would be, like on Scopus and Web of Science ones I use – their limiters, you select all your limiters and click apply. Like as you were saying, it's really annoying how you have to do it one at a time, re-load everything. It would be better if you could do it all at once.

Facilitator 2: What about the name of it, did you know it was when you say Discover?

Respondent 1: Well I only, this is my fourth year and I only discovered it this year. For three years I was using WestLaw and I always used to get so annoyed that I couldn't find certain articles because they just came up with the journal abstracts, so I think it's brilliant.

Facilitator 2: So if someone would have said to you in your undergrad, do you use Discover would you have known what they were talking about?

Respondent 1: No.

Facilitator 2: Anyone else?

Respondent 5: No, probably not. It's only this year because for one module everyone was struggling to find this one journal through WestLaw and it got to the seminar and the lecturer had to say "no you need to get it through Discover". And then I've started using it for everything. I think because you have so much focus on WestLaw and you've got all the representatives that give all the sessions, there's not a lot of focus on using Discover.

Respondent 1: Yeah they literally just say WestLaw and LexisNexis and that's it, like so yeah that's why it's only in this year that I've discovered it.

Facilitator 1: What about, and I'm just conscious that in general we've been discussing journal articles quite a lot and particularly specific databases, what about more generally if you were looking for books?

Respondent 3: I usually just use the library Catalogue because then I just put in the title of the book and it will usually come up straight away. Because I don't know, I just sort of I feel like the library Catalogue is just trying to do one thing at once, while Discover is trying to do multiple things at once, so I know what I'm asking it to do each time. Rather than just searching in general for things that have that title, because a lot of the titles are quite general, so it will come up with a lot of other books which I don't want as well, whereas I don't want that I want that one with that title, so.

Facilitator 1: But when you're actually using the Catalogue, you find it quite straight forward and quite easy to use?

Respondent 3: Yeah, pretty much the only thing that irritates me is that if you do put in anything other than the title, it will assume that you're looking for the title when you're not. It should say word rather than title, but other than that it's pretty straight forward yeah.

Facilitator 1: What do others think on that?

Respondent 4: For books, my preference is always the library Catalogue, it's the most straightforward for books yeah.

Facilitator 1: And again, you find it fairly straightforward once you're in the catalogue?

Respondent 4: The only problem I face with that is when there is like all of the books are due in some time in the future, but then you can't request it, you need to go down to the reception to request it, because it is not available. But then you can't request it because it's, so you need to go down and they will request it for you.

Facilitator 2: So you can't do that online?

Respondent 4: I can do it only if all of them are due sometime in the future, but if one of them is still other status you can't request it.

Respondent 5: Yeah we've had a lot of issues this year with books going missing, so it says on the Catalogue that it's still available, but you can't find it anywhere, and then you can't request it online.

Respondent 3: Yeah that's happened a lot because it will say online that there's six copies and there will be three that I know of that people have got and then the other three will be missing or somewhere else in the library because someone, because with Egyptology they're moving the books down from other places in the Grove Wing into the basement. So in that transition, a lot of things have got lost or misplaced and it says they're available, they're just not, so we can't find them when we need them.

Facilitator 1: What do others think in terms of how you actually use the Catalogue? What kind of searches would you use, so for example if you were looking for a specific author, how would you go about that?

Respondent 1: I find that it's easier to just find the title of the book whereas if you're trying to use the author it's more difficult to find, so I just give up and I just find it's a lot harder to do it.

Facilitator 1: What's do difficult about the author search?

Respondent 1: I just put the author in any then obviously there are authors with the same surname, and I just can't find the initial of their first name so I just give up and then I just search for the title.

Respondent 3: I have that problem as well, and quite a lot of my authors will be listed two or three times and I don't know which one I need for the specific book that I want. Because I was looking for a book of translated texts and the author had three different entries and it was only one of them had the book that I wanted on it, so it was just which one of the author do I need? And it's quite a daunting list as well, because you're just like well I don't know which of these names is the exact name of the author that I want.

Respondent 5: I'd use the title as my starting point and then if there were books on the same title I'd just flick through and see which one I needed.

Respondent 3: Because we usually get a picture of the front of the book so you can work out which one it is that you need.

Staff member: Can I just ask if any of you use the Catalogue for anything other than books, do you use it to look for journals or anything else?

Respondent 4: I don't.

Respondent 5: No.

Respondent 3: I sometimes use it for journals, but mostly just to locate where the actual journals are in the library, so the journal as a whole rather than one specific article within it, if I want to go and get it.

Staff member: Can I just ask as well, how do you find the actually layout of the Catalogue, compared to say that actual layout of Discover, is there anything in particular that you prefer?

Respondent 5: I prefer the Discover, there's more information, on the Catalogue you just get a list and it can take a while to flick through it. Whereas in Discover you get the authors, the picture of the book, whether you can access it straight away there.

Respondent 3: Yeah, I mean one of the things that really irritates me about the library Catalogue is that actual books and electronic versions of those books are in separate listings, so I've clicked on the book but I don't know whether there's an electronic resource, I'll have to search again for that or I'll have to go back to look, I feel like it should be on the same listing really because it's the same book.

Facilitator 1: What about you, what do you think of the actual interface of the Catalogue compared to Discover?

Respondent 4: Yeah, it's just frustrating so say for instance you're searching for a book about International Law and then the first thing that appears on your screen in the suggestions and how many entries on that suggestion. I think this is useful, it shouldn't be there, you just need to give me the results. Because there will always be some suggestions that are really not related, and they give me how many entries about it but they – it's not specified.

Facilitator 1: So what would you, would you prefer to see it moving to one system all together?

Respondent 4: It's difficult to say that because there will always be preference, some students will prefer some things and others other things, and also it's good for books. And then for journals and other things you will use Discover. So it's difficult to say.

Facilitator 2: Any more points?

Respondent 2: I've never used the library Catalogue in my life, I only in my first year, but I've not used it. I've only used Discover and I've been able to find every book and every article through Discover.

Facilitator 2: So do you think it would be better to have it all in one place?

Respondent 2: I don't know, there could be things that are good about the Catalogue that I just don't know about, but for me it's Discover gets the job done for undergrad psychology.

Facilitator 1: So we'll move onto the screenshots, just thinking about reflecting on the task you've just done and using a slightly different layout.

[Staff member gives brief outline of the screenshots].

Facilitator 2: So firstly, when you're using Discover so what kind of refinements would you use, so you know the things on the left hand side, what would you use, what filters would you use?

Respondent 1: The year.

[Yeah, yeah].

Respondent 1: And then whether I'm looking for a journal, or a book or an e-book. I usually put the books and the e-books together. And then sometimes maybe the subject.

Respondent 3: Yeah I mean I use the year, what kind of results I'm looking for and language often, because a lot of mine are in French and German and they're just useless to me.

Respondent 5: If I'm searching more generally I'd use year because obviously with Law it has to be relevant to the legislation that you're looking for, but specific titles I tend to look straight away so I don't usually use the filters.

Respondent 2: Year, type and then publisher. So type as in book or article, and then publisher, which journal published it. But there is no, there's no like top authors, which I've noticed. I don't know if you can do it in the advanced search.

Facilitator 2: Okay, so if you were looking at a certain area, you'd want to have a filter where you could look at the authors that were most cited in that area, would you say?

Respondent 2: Well just out of the results, because I find myself looking for the author a lot of times, but on other search engines I've noticed that they'll bring up out of your search results, say you get 27,000 results or something they will say right this author appears 400 times, this author appears 200 times, and whose featured most. If there was just a wee box that showed that, at a glance you could tell the top ten authors in the subject area basically.

Facilitator 2: Does anyone else think it's missing anything?

Respondent 4: I think it depends on the question because most of the time we will basically use the year and the type, but then there are some questions that require you to filter your results for different things, because there might be some terms in law which require you to look for it in a different context to the definition of that word. So most of the time we just use the year and the type, but then it depends on the question.

Facilitator 2: And when you're doing those more detailed questions do you find that it's still useful?

Respondent 4: Yeah, yeah of course.

Facilitator 1: What about others in terms of suggestions, or things you might change about the Discover site?

Respondent 1: For me, I find it quite effective. I don't really have any criticisms of it. I just find it really effective, because for me I really only use it to search for a journal and I go into the actual journal and then I browse the archive. Because a lot of, say for example a lot of journals in the Medical Law review, they will have thousands of journals, so then I'd do a more advanced search within that for my specific topic.

Facilitator 1: So you sort of know where you're at with Discover don't you?

Respondent 1: Yeah.

Respondent 3: What I've found sometimes is that I'm not really sure, especially when I started using it, what button I had to click to actually access the resource, because it wasn't completely obvious. Sometimes it's at the bottom of the page, sometimes it's on the left hand side, it depends on where I'm getting it from and which book it is. So obviously if it's just a library book then that's pretty obvious, but if it's not a library resource sometimes I've had difficulty working out exactly how I'm supposed to actually get it on my screen. But other than that, it's been fine.

Facilitator 1: What do you think about the suggestion of a 'top authors', or?

Respondent 3: It would really apply to my study, there's too many authors writing too many things, for too many years. It just wouldn't work, but I can see why it would for yours.

Facilitator 1: Is that the same with Law, would it be similar to you do you think?

Respondent 5: It probably would be in some areas, because sometimes you have one author who is prominent in a certain topic, so it would be good to see which.

Respondent 3: I mean what sometimes happens is that you have an author whose only written a couple of books but they're sort of the definitive books, so there's lots of authors who have written other things, but they're actually not that important to what you're researching, you just need that one author, so that would really apply to mine.

Facilitator: One thing I was going to ask about as well, just looking at the screen shot and the features here down the right hand side, because I know in our department there's a big split really in terms of what people use and what people don't [passes the screenshot around].

Staff member: That's actually when you go into a Detailed Record, that's when they're there. Can I just ask, do any of you ever change the page layout, there are options to do that.

[No, no, no].

Staff member: Is it a case of you know that they're there but you just don't use them, or you don't know they're there?

Respondent 5: Don't know.

Staff member: Can I just ask, do you ever go into a Detailed Record? Or do you just tend to go from the results that are in front of you?

Respondent 3: I go into the Detailed Record most of the time, just to make sure that it's exactly the one that I want, because they can be quite similar. So I just decide to make sure. I usually use the Detailed Record rather than just the front screen.

Facilitator 1: Is that for reading the abstracts, or?

Respondent 3: Yeah, just making sure that the rest of the key words and things and the little descriptions sometimes they're really useful so that I can make sure that it is actually about the thing that I want. Because it can have quite a vague title, so it might not actually be relevant once I get into it. So it saves times.

Respondent 5: I'm the same. I only use it to read the abstract, just to make sure that it is what I'm looking for and it's not completely irrelevant.

Facilitator 1: Would you do that quite often?

Respondent 5: We tend to be given specific titles, so we don't often need to do that. But if I was doing a general search then yeah, I would use it.

Facilitator 1: But the tools are sort of left by the wayside as it were?

Respondent 3: I've tried to use the Cite button a few times, but my school have a very specific referencing guide, so it doesn't quite match up to what I need to do anyway. So it doesn't quite work for me, and I've never used any of the others.

Facilitator 2: And what about when you're accessing the whole paper or article, will you use the limiter 'available at Liverpool'? So will you always access the paper through Discover, the whole paper? And do you find that that's useful?

Respondent 5: It's useful when it's got a full PDF text through there, and you can just click straight on it and it will load up. It is difficult if that's not there, and then you have to click is it 'at Liverpool', and it takes you onto a different page and I tend to just click off and try to search for it again when that happens.

Respondent 4: Yeah, I always prefer the PDF link, you just click on it, the PDF comes to you and you save it and you can access it anytime. Otherwise you will have to go, is it 'at Liverpool', then it's by title or ISBN or something like that, and then you need to go to the journal homepage, and then by issue, by year or by volume.

Facilitator 1: It seems that there's quite kind of a – despite the sort of different disciplines – there's quite a lot of consensus around it being generally quite good, and it meets your needs in most ways. Is there anything that each of you would add, in terms of anything we've not covered that you want to say or contribute about it?

Respondent 5: The only think I'd say is that for Law you have a lot of talks at the start of your first year WestLaw, and there's not a lot on using Discover. I think it should probably be incorporated, because it has saved me a lot of time this year.

Facilitator 2: Some sort of training?

Respondent 5: Yeah, because we had sessions where they trained you how to use WestLaw and LexisNexis, and it is just more difficult than Discover. It think if they incorporated that into the legal databases it could be quite useful.

Respondent 4: I think that in my first year when we had the Skills module, our tutor told us about Discover and she showed us the screen, so it was obvious for us.

Facilitator 2: So not everyone gets that, so what about in yours?

Respondent 3: I mean I got told briefly how to use Discover, but they were just kind of like well if you need most things you just go there, but if you need something more specific, and then they told us about the more specific external sites that we need to use, because they think that's more important. So it was mentioned, but it was just kind of left by the wayside, and nobody really took it in because we were more focussed on what we needed to do if we couldn't find it anywhere else. But it was mentioned.

Facilitator 1: What about you as a first year? Have you had any training in Discover?

Respondent 2: No, they haven't mentioned it on the course. In fact I spent the first like three months using Scopus and Web of Science, and I found Discover and I was like "woah", and it just takes you straight through from the portal and I've been using it since. But still there's not really much mention of it, there's more focus on using the databases like Scopus and that.

Facilitator 1: What about your experience, because you said you were kind of given quite good training in it?

Respondent 4: Yeah, in tutorials in small groups, our group, the tutor inside that group, she showed us how to use Discover, and she said that it's useful for finding some good articles that relate to our topic and she explained it well.

Respondent 5: I think I probably will have had that, but because there's so much focus on the WestLaw that stands out as the prominent one that you should be using.

Respondent 1: See I didn't have any of that, me and my friend, we both did our undergrad together, and we're both doing our Masters now, and me and her literally only found it this year and it's been an absolute live saver in the amount of articles that I can find in terms of research. It is far better than WestLaw. To be honest, I've never used LexisNexis, because I find it completely pointless. I just don't find it useful at all. And then WestLaw, you'd spend so much time trying to find something, and then find any article, and then you find it and it's a Legal Journal abstract, and you're just like well I have to totally find something else, even though that particular article related to say my coursework title. I never knew that I could find it through Discover.

Respondent 3: I mean that other day I was in a tutorial about a coursework that I'm doing, and what she actually told us is don't just pick up random books in the library, because they'll probably not be any good, just go through me. And she was like it's difficult with Discover as well because that's obviously coming off the library database and some are just not – like the Egyptology books are not all great, a lot of them are either too dumbed down or have incorrect information, or they just aren't useful for us. So she said "don't just search for things, ask me first or just go off the bibliographies", because you just kind of find things that are wrong. So she said to use Discover, but only for the things that she's told us to look for, because if we're trying to find a more broader search, be can come up across stuff that seems to us like it's useful, but it's not actually when you get into it.

Respondent 2: I use Google for a sort of broad outlook, and then Discover is for searching what you can access.

Staff member: I know we mentioned before about the 'available at Liverpool' limiter, it's on by default when you go into Discover, does everyone understand exactly what that's doing that limiter at all?

[Yeah, yeah, yeah].

Staff member: Do you know that it's limiting to resources that we've got, but that if you take it off there's a much broader range of resources there, but it doesn't necessarily mean that we have access to it? Do you think having that on is a good thing as a default?

Respondent 3: Yeah, because I don't want to find stuff and then say ah but I can't get access to it. I only really want to see stuff that I can definitely get access to.

Facilitator 1: Did you notice that though, before you started searching, what about others, do you notice that it's there?

Respondent 4: Yeah, the first time that I did it I went in and I searched for title, by ISBN, and yeah I tried everything and then I figured out it was because of that.

Staff member: One other thing as well, I know you said before about going to Google for a general overview of the subject, there is something that appears in Discover with the results, particularly when you're searching for a broad topic and it's called Research Starter, and that will sort of give you a general overview. Was anybody aware of that all or that that's there?

Respondent 5: The first time that I saw that was when I did the task, I'd never seen it come up before.

Staff member: It's a relatively new thing. Did you find that useful or?

Respondent 5: I didn't click on it because I didn't know what it was.

Staff member: Right okay.

Staff member: Just finally the screenshot of the Catalogue and any of the Advanced Search options, does anyone use any of them?

Respondent 3: I use those if I'm looking for a specific type of thing, like I'll limit if to journals or something like that, but other than that – well that's realistically it. And I'll change it from key word or author or whatever, but it just stops you from getting the wrong thing basically. So yeah, I've used that.

Facilitator 1: Anyone else on the Catalogue?

[No response]

Staff member: Very last thing, finally I'd just quickly like to, you know the alternative version that you used, just any quick general, we'll go around the title one by one, you quick general perceptions of that. Compared to the other version, is there anything in particular that you thought was better about it?

Respondent 5: The layout was a bit simpler. The green box where you could just click straight away and it was there.

Staff member: And you much prefer that?

Respondent 5: Yeah.

Staff member: Has anyone else got any input?

Respondent 2: I know when I see that wee green box I thought "finally"!

[Everyone laughs, and sounds of agreement].

Respondent 2: Because that's all you want is simple access to text.

Respondent 3: Yeah and it is quite obvious and you can go straight through it and that was great, so yeah I really like the green box.

Respondent 1: The only criticism that I've got, I really liked the green box, it's really good. But I was looking for the Medical Law review, usually before it would take you straight through to Oxford Journals, whereas you have to click on the Medical and you have to click another. It's not that time-consuming but it took me a while to figure it out.

Staff member: So if there's a particular resource available in a particular databased you would prefer to choose which database you use?

Respondent 1: So yeah where it usually comes up is the Medical Law Review, and then the various sites that you can access it. Whereas with that you had to click on the Medical Law Review and then you're in it and then you had to click on the link to get to it.

Staff member: I think what we're trying to do with that is that it won't even give you the option eventually, it will sort of take you straight through to the text.

Respondent 1: It's because certain sites that have the Medical Law Review journals, some of them are only to a certain year. So the Oxford one takes it from like 1993 right up to the presents, whereas some maybe only go up to – they cut it off. Some don't even have the past eight years, which is quite annoying.

Respondent 3: Yeah I have that problem too with some of the Egyptology ones, because you can get some resources that are like 1890 to about world war time and then you've got others that will take you to a different part, and you've got to jump between the ones you want, depending on which year you want to look for, because it's just in different places.

Staff member: I think what we're trying to do is that if you click on that it will just take you wherever. If we've got access to that article it will just take you straight through to it. That's the sort of thing that we're aiming for. At the moment we're not quite at that stage, but are you bothered about where you can access the resources, or as long as you can access it?

Respondent 1: As long as I can access the year I want, but like we were saying there's certain restrictions.

Respondent 4: I think it's just a suggestion, that there would be a small button here to say apply, and then you can tick the boxes you want, and then when you finish round here, you just click apply.

Facilitator 1: On the limiter you mean, rather than having to wait for it to load after each click?

Responded 4: Yeah [sounds of agreement from other respondents].

Facilitator 1: And that's quite a common complaint isn't it.

[Thank you and close of discussion]

**Focus Group Session 4**

Facilitator 1: Okay, so if you just say what discipline you're from.

Respondent 1: I'm from Anatomy, Life Sciences.

Respondent 2: Egyptology.

Respondent 3: Masters in International Business.

Respondent 4: Ecology in Environmental Science.

Facilitator 1: Okay, that's great.

Facilitator 2: Okay, great. We've got a wide range there. We'll start off by just a general question: when you have a research assignment, what is your usual starting place? Not necessarily in the library, but just your starting place, where you'd start, any kind of resource that you'd use.

Respondent 1: I'd just go straight to Google to be honest.

Facilitator 2: Google, okay, yeah.

Facilitator 1: Is that Google Scholar, or Google in general?

Respondent 1: Just Google in General. I go on Wikipedia, you get some wrong information, and then I just go on Google Scholar if I want to find a journal article.

Facilitator 2: Any why's that your preference?

Respondent 1: Just because it's what I've always done really. Stick it in Google comes up with something, get a basic knowledge.

Facilitator 2: Yourself?

Respondent 2: Exactly the same. Google, I have to admit, all students do this, Wikipedia to get the basic lowdown and then from there the use of library and yeah.

Facilitator 2: And yourself?

Respondent 3: I go straight to Google Scholar, and then try and find something that's on JSTOR and then if I can't access it for some reason, then I will go to Discover.

Facilitator 2: Okay, yeah. And do you prefer JSTOR then?

Respondent 3: Yeah, well I use Google Scholar in general, so it just feels like with JSTOR it's a bit more reliable, in terms of like knowing you can download the PDF and that kind of stuff.

Respondent 4: I tend to use the course texts books for like background, but then if like for specific journal articles and things I tend to search in Google scholar, because I find they tend to give more

relevant results, but often you have to sign up to stuff, so then I'd go onto Discover to see if it's available as a text online.

Facilitator 1: Does it make a different whether you're on campus or say you've gone home to your family for the weekend, sometimes you have to log in, but with Google Scholar it's open access, so does it make a difference?

Respondent 4: I think for me it doesn't, I will always go to Google Scholar first, because I think that if you kind of put in more random words you end up with a relevant journal, and then it's easier to just copy the whole journal title and put that into Discover and you can find it quicker. Sometimes I find that when you're using Discover it comes up with far too many results and it's not narrowed down enough, and you kind of have to manually do that by the year, or by kind of what subject it is, or I just want to look for journals, and that kind of stuff.

Facilitator 2: And does this general practice vary between what kind of thing you're searching for? Or is it just a general go to?

Respondent 2: Particularly for journal articles I would say it would be used for, but I don't tend to – I use the course texts books, but other than that I don't tend to search for e-books or anything like that on Discover.

Staff member: So when you're talking about the course texts books, do you but the core texts or?

Respondent 4: No, most of them are available in the library.

Staff member: So how do you find the course text book them?

Respondent 4: I just search for it, I tend to take it out if there's a copy available.

Staff member: So do you get that from a reading list?

Respondent 4: There's recommended reading. It depends on the module really, because it's not for every module, but particularly for most of mine, there's the Essentials of Ecology which covers everything really broadly.

Staff member: And do you go to Vital to get the reading list? Or is it from your lectures?

Respondent 4: It's from lectures.

Staff member: From your lectures, right okay.

Facilitator 1: The next question is related, but more specific. So if you are looking for something specific, so if you've got the book title, or you've got the reference, then how do you go about accessing it?

Respondent 2: If it was for a book and I knew that it was likely to be in the library, I would actually walk into the library and go onto one of the tablets that you have, search for it in the library Catalogue there, take a photograph of where it is, then go and find it in the library. If it's for a book that I think is just an e-book or something, I'll probably try and see if I can access it as kind or download it on my Kindle.

Facilitator 1: Is that the same, or do others have different experiences?

Respondent 1: I go on Discover. As soon as I know what I want to look for, I go on Discover, look for the location of where it is, if it's in the library or whatever, and use either the Catalogue search or Discover, take a photo and pop down to the library to get it. Or otherwise I just try and find it elsewhere, if I know it's not in the library. There's no point going to the library if I know it's not there from the get go.

Facilitator 1: How about you?

Respondent 3: I obviously look at the recommended reading list, search it all at home, write down all the codes so I'm ready to go when I'm in the library. And then when I'm in the library I'll sometimes do extra stuff for like not recommended books and then add them to the list, and then go and search for all of them in one go.

Facilitator 2: And when you're looking for these specific things, do you have a preference for either print or electronic formats in which you want to find them?

Respondent 1: For me I prefer electronic in most things, because I'm first year of Life Sciences so I just try to get the basic stuff, I just try and get a good summary. If I was going for something detailed I'd get a big text book, but if I didn't have that text book I'd be looking for print stuff.

Facilitator 2: Any yourself?

Respondent 4: For me, if I was looking for a specific phrase I would prefer electronic, because obviously you can just find it in the document through like 'Ctrl F' or whatever, but if I'm trying to process large amounts of data or information, I'd use hardcopies more, because I feel like I grasp it more with hard copies.

Respondent 3: I tend to search key stuff through the journals online, and then print them off anyway and then read through them. So it's kind of like a mix of the two for me.

Facilitator 2: Yourself?

Respondent 4: For journal articles I would search for them online and like journals generally, but I think for text books I must prefer having the paper, just because if I'm trying to read a text book online, I just can't. Just personally for me,

Facilitator 1: So if you went to look for a book in the library and you found out it wasn't there, and the librarian said, you know we have got an e-book which we can access, is that something which you would do, or you'd be reluctant to do?

Respondent 1: The kind of the glare of the screen in a way, it just gives me a headache. I can't read more than like ten pages on an online text book, just because the font's kind of in your face. The screen's so big.

Respondent 2: One of my tutors said that our core text books was just an e-book on the library Catalogue, and I didn't really like that because if I'm looking at a text book and I'm thinking I need to

look at one thing here, and one thing here to try and get an understanding of something – when you're doing that online, you're like clicking through all the pages to try and find something.

Respondent 4: But if there wasn't like a paper copy available then I would go to it, I would probably put it on hold and then use it online.

Facilitator 1: So more of a last resort.

[Yeah, yeah].

Facilitator 1: So how does Vital fit into your typical information gathering practices?

Respondent 4: Just for lecturers and stuff. I mean occasionally like they put up recommended readings and journal articles and stuff, but it really depends on the lecturer. But most of the time it's just PowerPoint slides they put up there.

Respondent 1: In the first year we have this integrated Graw Hill with Vital, and it had this thing, I think it was called 'Smart Book' or something, where it just like picked out a bit and then gave you little questions on it and stuff. And that was quite good, but I haven't seen much of that since. But I think that was really good for the fundamentals, but as soon as you get to more specific stuff you can't really use Smart Book, it's really good when you've got like 700 students all trying to go the same thing, just stick Smart Book on there. But if you've got like 30 students looking for something really specific there's no point, just go to the library.

Respondent 2: I have materials put on there by lecturers. Sometimes they put stuff like as much as they can put on before it is plagiarism. And that's like them scanning in books, and that will be books that aren't in the library that they provide for us for help us out. But most of all I just use it for lectures and the module handbook, and that's all.

Facilitator 1: Is that the same with you?

Respondent 3: Yeah just very much lectures and they sometimes as you say do post or scan books, and very occasionally links to websites that are of significance, but mostly just lectures on that.

Facilitator 2: Do you use LibGuides? Do you know what LibGuides is?

Respondent 1: I've seen it

Facilitator 2: Okay.

Respondent 3: I think I might have used one, is it the one where it was for referencing? I think that might be a LibGuide. It doesn't do your references, it just advises you for like tricky references, like ones that had twenty odd authors or something, yeah.

Respondent 2: I don't know what it is!

Facilitator 1: Shall we get our experts in…

Staff member: Basically they're just short, on our website we've got LibGuides for different subject areas, things like readings lists and referencing. They're just short guides with information and links to databases or guidance elsewhere.

Staff member: They also have a picture of your liaison librarians, if you ever go through those pages they have a picture of who the librarian for your subject area is – that's on LibGuides.

Staff member: Would you have realised that LibGuides is a subject guide?

[Resounding no].

Respondent 1: I think it could do with a different name.

Facilitator 2: Well hearing about what it is and what is does, do you think that they would be useful?

Respondent 1: Yeah. I think that I would probably have a look at it. But 'LibGuides' it could be anything.

Facilitator 1: So before you became involved in this study, were you aware of what Discover was?

[Resounding yes].

Facilitator 1: So we're particularly interested in the branding, and what you think of Discover as a brand.

Respondent 1: I quite like the logo, to be honest with you. I see the Discover logo and I'm like I'm going to discover some stuff today.

[Everyone laughs]

Respondent 2: Yeah I just think it's really good ideas. Well shown, well presented. Yeah.

Respondent 3: Yeah it kinda like brings everything together and gives you, because I was at John Moores for my undergrad, so it kind of gives you the opportunity to access things off campus, like with ease. Whereas I would always have to go onto campus to access journals. So that makes it a lot easier, and having the whole like brand and stuff and knowing that you have it is a good thing when you start as well because they're like go on Discover and you can access them anywhere, and you had the picture of a laptop on a beach, and like you can still access your journals from here, and yeah I think it works really well.

Respondent 4: Yeah I would agree with those things

Staff member: When you first started university, or here, was it sort of promoted to people, how did you become aware of Discover?

Respondent 1: I can't really remember the start of university of be honest with you

[Everyone laughs]

Respondent 1: I remember Discover being pretty good from the get go, it's just objectively good.

Staff member: Have you had any training or anything in using it?

Respondent 3: We had an introductory lecture to refresh, say.

Respondent 4: I have.

Respondent 2: I had a lecture on it.

Respondent 1: I don't think you need training to use it.

Respondent 4: Yeah as long as you're aware that you can use it to access the library from anywhere.

Staff member: Was the training useful to you?

Respondent 4: I don't remember. It was quite straight forward to figure out for yourself luckily.

Facilitator 2: Okay, so how does Discover compare to say the other tools that you use, like Google scholar? What would you say were the positives and negatives for you choosing one or the other?

Respondent 1: I think for me, what I do is when I'm researching something broad, so what I was doing today was osteoporosis, when I start I just click on Wikipedia and I usually just get loads of wrong or too much jargon and it's just hard to navigate through. For this one, I really like the, I'm not sure what it's called, it's just like a page of text, just an introductory bit, I thought that was really neat, I'm going to use that one again.

Staff member: Was that in Discover sorry?

Respondent 1: Yeah, in Discover.

Staff member: I think you mean the Research Starter. That's quite a new feature.

Respondent 1: Yeah I really like that. Reliable information where you can just sort of get that background and then if you need to branch out and get other stuff.

Staff member: Did anyone else, have others noticed that?

[Yeah, yeah, yeah].

Respondent 4: And I also liked the, on the last one that we used, the request function. So if it wasn't available as a text online and you wanted to look at it, you could request it.

Facilitator 2: What do you think of the layout of Discover [shows screenshots]? Do you feel like you need any assistance to use it, or do you think it's straight forward. What do you think about the general layout?

Respondent 3: I think it's pretty straightforward. I think maybe when you click into something, trying to find initially where I would then go to find the actual thing that I'm looking for would be difficult. But now that I know that where everything is, it's quite quick. I think initially having the click for the full PDF right in the corner is not the place for it to be. It should be a bit more obvious, but obviously now that I know where it is it's fine.

Respondent 1: Yeah that's what I thought as well, it's kind of like not where I was expecting it to be, so I had to spend two seconds looking for it, but I suppose in the grand scheme of things if we're

going to use this for the rest of our university career, two seconds isn't long. I think it's just how everyone uses a computer these days, everyone expects the same thing.

Respondent 3: Yeah, because we have the automatic layout of websites and stuff, or where you would click for things, and I think having it in the top left corner isn't where you'd look for it.

Facilitator 1: So is there anything else about the navigation or the layout that you could suggest improvement on?

Respondent 4: I would just say that when you tick, because I was ticking 'get full online resource', but it was still coming up with books and stuff that weren't available online, or maybe I just wasn't being able to see where they were online. I wasn't quite sure about that because I wasn't quite sure of whether it was available online somewhere else, but I was clicking on 'full text online' and it was showing results which weren't, which I was just kind of like I'm not quite sure about [laughs].

Respondent 2: I thought the alternative one was better because you'd click full text and it would take you straight to the text on some of them, rather than taking you through a few more links. I think that's often one of the reasons why I use Google Scholar instead, because the text is there straight away, rather than having to go through a few more sections.

Facilitator 1: It's immediate?

Respondent 2: Yeah.

Facilitator 1: How about you?

Respondent 3: I completely agree, going through all different links can be really like a right pain. Especially when you're doing seven books at once, you've got all these links open, it's just like ahh. But the new one I think it was very, I'd much rather that.

Respondent 1: I liked it as well, I liked it that you just clicked it and you can get the text. I'm never worried about whether it's in HTML format or PDF format, I just want the text in front of me as fast as possible so I can get through about thirty different pages.

Staff member: So is that a general thing, you don't care where you're getting the text from, as long as you can sort of get it? You're not bothered whether it's in this database or that database?

Respondent 3: Yeah as long as it's a relevant resource then it's fine.

Respondent 2: But it is good having different options, because a couple of them I clicked on and say for some reason the university, Cambridge University press, was down, and then you'd have to go through a different link. Or, I dunno, say the first one it's no longer available. So it's kind of good having a few different options. But it would be good to have an immediate one, and then your other options are available if you need them.

Respondent 1: 100%, that's what I was thinking when I was doing it. If there's one that's just get PDF now, and then there's other or options or something, then that would just be perfect. You can't go wrong.

Facilitator 2: Just while we're on this point, the links that will take you straight to the text, obviously different databases provide it in different formats. So some might provide it in say an e-book within the browser, whereas some might provide it as a PDF. Do you have any preference between those two different forms?

Respondent 2: I don't, I just want the text.

[Yeah, yeah].

Respondent 1: I don't mind as long as, obviously you want to copy and paste it somewhere or copy and paste a bit out of it, obviously not in my essays or anything.

[Everyone laughs].

Respondent 4: PDF's are quite good because you can highlight them and add notes and things like that. So that's what I prefer to use personally.

Staff member: So say for example you access a PDF, do you save it, or do you view it there and then online? Do you save it and go back to it and sort of read it later and home, offline, or do you just read it there and then?

Respondent 3: I save mine, and often end up printing them as well.

Respondent 2: I save mine.

Respondent 1: I kind of bookmark them if they're online, because I basically do everything online really.

Staff member: Okay, so you'll sort of access them again and again, rather than just saving a copy?

Respondent 4: I'll end up with pinned tabs all the way across.

[Everyone laughs].

Respondent 1: I've got different bookmarked folders, because I've got Google Chrome on my phone as well, so if I wanted to access something I could just open a shared bookmark.

Facilitator 1: I may as well ask while we've mentioned it; how many of you do access, or while you're looking for something, how many of you do use your phone, or do you prefer to do it on a computer screen?

Respondent 1: Computer screen,

[Yep, yes, definitely].

Facilitator 1: We mentioned some of the negatives there, but is there anything that you really like about the layout and navigation that you think is really useful?

Respondent 3: The fact that you can click the subject. So for me I was searching Intellectual Property, and obviously that goes across loads of stuff, but then to be like I just want it to be this journal which is the Journal of Intellectual Property, or I just want it to be Business, that's really good.

Respondent 1: I like it when it was blue, rather than green.

[Everyone laughs].

Facilitator 1: Any more positives or?

Respondent 2: I just like that you can filter it out a lot more, to get more specific results.

Facilitator 1: So if you could just tell us about your last experience of using the Catalogue?

Respondent 1: Well my first experience and last experience was the start of the term when I just got everything out on the reading list, and I've sort of renewed it since then. It's been useful.

Facilitator 1: Okay, so you've just used it on that one occasion?

Respondent 1: Yeah. Well I think I used it like once after, but sort of just done the job straight away.

Respondent 2: Yeah so just go through the whole reading list, searching for things in the Catalogue. I think my last experience was a week ago, just getting all my texts, because I've been doing research for dissertation stuff, yeah so going through that.

Respondent 3: I use it quite often just key word stuff, so say just type in Globalisation and see what comes up, and whether any of them are relevant to my course, and then go and have a look for them in the library. But that's because I'm in the library all the time [laughs].

Respondent 4: I don't use it too often, because there's only one major text book that I've been using, this year particularly and I think it's yeah, I've just used it to search for that. But most the time I use Discover.

Staff member: Do you all find it intuitive, like it's straight forward, you know what you're doing, you find it easy to get the location of books?

Respondent 1: It's good.

Respondent 3: Like initially I think it throws you, you have to look what floor it's on, that kind of stuff, because you don't just from like the main - well you can work it out from the main reference, but it's easier if you actually just look. But I think once you get that, you kind of have an idea, and then it's fine.

Respondent 2: I feel like maybe, I dunno this might exist, I might not know about this. But when you're searching for a book using the catalogue, having maybe a map showing you where it is, of where it's located in the library would make it – especially for first years it would be easier maybe. Because you just don't know anything, where anything is in the library.

Respondent 4: Yeah I suppose that when you first start, you don't even know where the Grove Wing is [laughs], compared to where everything else is. It says 'first floor Grove Wing' and I think "right, I know it's in the Sydney Jones, but I don't know where that is".

Respondent 2: And also there's been quite a few recent moves, like of my subject all the journals have been moved. Like every week there's been a new move of different books, and I can never

keep track. So having a map or something where I could keep track of it, because I've asked so many staff to help me with stuff. That would be a good help.

Facilitator 2: Just on the Catalogue, the general layout, obviously this is what it looks like when you're onto it [shows screenshot], and this is the University library homepage. If you're aware, there's obviously the quick link of the Catalogue, and also the Catalogue itself on the Catalogue's homepage. Do you have a preference for which one you use, and what do you think of the layout of these two?

Respondent 1: I use the homepage.

Respondent 3: I do it on the tablet, so it's like that, and I think that's probably easier for me.

Respondent 4: Yeah, I use the one on the right, not the homepage, the other one.

Facilitator: Is that just out of habit now, that's just what you do?

[Yeah, yeah, yeah].

Staff member: Do you ever search for anything other than books on the Catalogue? Because it also contains, you can't search for articles, but you can search for journal titles.

Respondent 1: It doesn't work very well for, I don't use it very much, but if you just search for a couple of words that aren't related to each other, it could be anywhere in the title,

Respondent 2: Yeah, sometimes as well if you search for 'author', it will obviously give you everything in alphabetical order. But say if you search for Larkin, which obviously he's quite famous, it would be better if he was at the top, and then it was other people after that. Rather than having to go through all the pages to get to Philip Larkin.

Staff member: You've got a lot of different sorts of functionalities here with how you can refine and change your searches, do any of you use them at all or?

Respondent 3: Just the title and author

Respondent 1: I think if I put key word in it would just be to mix it up a little bit.

Staff member: Do you find then that it's not immediately obvious that it is, by default searching on that title.

Respondent 1: Yeah I figured that out [laughs], but I thought that if I was searching for bits of the title that would come up, but if I put a hyphen next to it, would that? Because with some search engines if you put that next to it, it works as a bit of a wild card.

Staff member: Yeah, you can do that. Do any of you limit, use these limiters to limit it to a particular resource type? Or, say if you just wanted to search for an electronic book?

Respondent 4: I rarely use that, I want to see all my options, so I normally just search all. And then if I'm going really specific I'll then maybe you know go for journals or something specific.

Staff member: So do you generally find that you can find the information that you need using the Catalogue, or do you sort of find that you need to refine your search?

Respondent 2: I find that I can find it all just on the basic 'all' search.

Staff member: Is that the same with everyone?

Respondent 3: I think you can find that, I just think that sometimes it takes a little bit longer than you would hope [laughs]. Especially if you're trying to find you know thirty journal articles for an assignment, and you've got to look for books as well and you just want it as quick as possible. Like what we were saying before with the text, we want it there immediately. It's kind of the same with the books, like you want to search it and it be there, and know where to go and find it as quick as possible. And sometimes if there's four pages to go through and you're looking at them all, that's quite difficult.

Facilitator 2: So now we'll talk about the advanced use of Discover, so do you ever use the Advanced Search option in Discover?

Respondent 4: Sometimes, just because it does get more like relevant results, because sometimes if you just type it all in one stage it will have select words from all the words that you stuck in. I found that when I was using it just then.

Facilitator 2: Okay, so here on this one [points at screenshot], you have the Discover homepage. Have you all used Advanced Search before? Do you know what it is?

Respondent 2: I haven't used it.

Respondent 1: I've used it, but I don't know that much about it to be honest.

Facilitator 2: Would you use it, if you thought that would help?

Respondent 1: Yeah, if I had something that was quite specific, and something like it had to really be a key word that could be a thousand different things, and I wanted to really narrow it down, then I'd use the Advanced Search.

Staff member: So would you rather start searching for something and then refining the results, or would you use Advanced Search to sort of limit your sort of search if you were?

Respondent 1: I think if I was just searching for something, and if I searched for just that key word or whatever, and then if it didn't come up how I wanted it to then I would refine it with the Advanced Search, and just narrow it down with different limiters.

Staff member: So is that the same with you, would you do a general search and then refine the results, or would you sort of use Advanced Search to refine your search before you've got any results back?

Respondent 3: I would probably refine after.

Staff member: Is that the general sort of consensus.

[Yeah, yeah, yeah].

Facilitator 1: So this has just been touched upon, but to delve deeper, do you ever use refinements on Discover, and if so, what sort of refinements do you use [passes around screenshot].

Respondent 1: Yeah I use it for narrowing it down to academic journals only.

Respondent 2: For me I like you know you drag it along for the date, I like going within the last five years, because they want the most up to date research. And also, quite a lot of the time I'll do obviously the specific journals or books, depending on what I'm looking for.

Respondent 3: Yeah I narrow down to academic journals and then the year as well, and I try and make it so that it's in the last three years or so.

Respondent 4: Same, yeah, generally the most recently results, although can't you sort it by date as well, I can't remember.

Facilitator 1: So age and type are to two key ones that all of you use really. So for what reason don't you use the others, and do you think you would ever have use out of them, or do you think they are pretty much redundant to you?

Respondent 2: I think that you could get use out of them, I just think that when you use the other two, you you've found your result before you have a chance to use anything else.

Respondent 4: Also, I don't have any knowledge of the publisher or things like that, I don't know what publishers have published specific things.

Respondent 3: I have done it in the past though where I've done it so it's like one journal that I know that I'm looking for, so it might be like a Management one or something, and I know that that's the one I'm looking for.

Respondent 1: I just think that it's a rare occasion that you get something that's so specific that you have to use all of those limiters. You usually just find it in the first few clicks. So yeah, I've used it in the past, once or twice.

Facilitator 2: Are you aware of the Available at Liverpool limiter? It's this one just here [points to screenshot]. By default, it's always on when you search on Discover. Have you ever used it, do you know what it does?

Respondent 1: I haven't used it, but I'm pretty sure it just tells you if it's available at Liverpool.

Facilitator 2: Are you aware that Available at Liverpool, when you're in other specific resources, sometimes the citations have this 'is it at Liverpool'.

Respondent 1: Oh yeah I've seen that loads.

Facilitator 2: Have you ever used that outside of Discover?

Respondent 1: I haven't needed to, because I don't usually access paper resources.

Respondent 4: I have used it yeah.

Facilitator 1: So they Available at Liverpool, that's set as default, so have you ever unselected it if you want to see what's available more broadly?

Staff member: The purpose of it is just to limit it to stuff that we've actually got access to at Liverpool, either online or in the Catalogue. Discover can search other resources, it's just that you won't necessarily be able to access them. You'll maybe need to go through another route to get them, but it makes you aware that there's research out there. So we put that limiter on because stuff that you're searching is stuff that you should be able to get access to. Do you think that's a good thing? Would it be easier if we let you apply that yourselves before the search, or do you think that's good having it on at a default.

Respondent 4: I think it's good having it on as a default.

[Yeah, yeah].

Respondent 1: If it's not at Liverpool, then I'd search for it online and try to find it online.

Staff member: Right, but would you say you were searching for a resource on Discover and it didn't come up, would you take that off?

Respondent 3: It would be good if it was an option, you know if you can't find it. Say if you've been on looking and scrolling through for ages, and then it comes up as a little pop up, because that would be quite good. Especially if it's at a uni in Liverpool, and then you have the option to go and look at it there, and you could see that on there, that would be really helpful.

Staff member: I mean you can remove this limiter yourselves.

Respondent 1: It might be better to have a bigger button that does that.

Staff member: Okay, so it's kind of hidden.

Facilitator 1: So the next one is the Research Starter, which is a relatively new thing. So I just want to know how many of you were aware of it before this session?

Respondent 1: I first found out about it today.

Respondent 4: Yeah I didn't know about it before.

Facilitator 1: And I know you said that it was particularly helpful in getting an overview.

Respondent 1: Definitely.

Facilitator 1: So now that you know about it would that sort of be your 'go to', rather than Wikipedia.

Respondent 1: Yeah, I think I will use it a lot more and recommend it to a lot of people on my course as well. I think that people just start of their basic knowledge by going onto Wikipedia and getting loads of, you know how Wikipedia is [laughs].

Facilitator 1: Is that the same with you then? Would you be inclined to use it again.

Respondent 2: Yeah, because obviously it's reliable and it's really, it's concise and detailed, it's very useful, yeah.

Respondent 3: I tend to just look at abstracts in journals, rather than going to Wikipedia, because I'm at the next level, so I kind of have the basic knowledge already, and I'm trying to get a bit more in depth knowledge.

Respondent 4: Yeah, I would agree, because particularly if I'm writing papers and reports and stuff, I need to reference all the basic stuff obviously, but I just obviously can't reference Wikipedia, so it would be good to have solid references, all the background things to include in papers and reports and things.

Facilitator 1: And do you think it's quite good where it's placed, it's just at the top. Did you see it straight away or?

[Yeah, yeah, yeah].

Respondent 1: It took a couple of seconds to load other than everything else, but it didn't make much difference.

Facilitator 2: So the folders feature in Discover, how about that? Are you aware of that, how do you use it?

[Consensus of 'no']

Staff member: Do you have your own folder that you save stuff to? Well there's one in Discover, do you use that at all? Were you aware that there is?

[Consensus of 'no']

Staff member: [Pointing to screenshot] it's basically at the top of the page here there's a folder.

Respondent 2: Oh yeah I've seen that.

Respondent 4: Yeah I've seen that too.

Staff member: And you can see on the results page there's a folder button there [points to screenshot].

Respondent 1: I kind of wondered what that did actually. I thought it was like an open button.

Staff member: So do none of you use that at all?

[No, no, no]

Facilitator 1: So if you were searching for a mass of journal articles, so you were searching for several at one time, what would you do, would you save them to your desktop, would you save them to your pen drive?

Respondent 2: I pin the tab, or download the PDF.

Facilitator 1: So now that you're aware of the folder, do you think that might be something you'd use.

Respondent 2: Yeah, probably.

Respondent 1: I'd definitely use it, I'd probably use it for just one project so just one thing for an assignment, but if it was something like a more broad thing, probably not.

Facilitator 1: Is there the sort of option of creating sub folders?

Staff member: No, but one thing about that folder is that if you use that when you've got a session of Discover open and you save your resources to that folder, they won't be there the next time you come back to Discover, it will only be there for that session. But you can actually create an account within Discover, it's a separate account, where you can keep all your searches, but again that's another step to take. But it's whether people use that, and whether you can be bothered to create another account, so that you could then save your searches from within Discover in Discover.

Staff member: It's a little bit like online shopping where you've got your basket, but you've got your folder. If it was called something like a shopping basket or a basket, would that.

Respondent 1: I'd think that I'd have to pay money.

[Everyone laughs].

Staff member: We struggle with the fact that it's called folder, but it doesn't actually save things one you've gone away.

Respondent 1: You could call it 'My Papers' or something.

[Yeah, yeah].

Facilitator 1: The next one is Detailed Record – how many of you are aware of that?

Staff member: When you get a result back and you get the main sort of title for each result and you click on that, do you actually go into Detail Record, where you will get the sort of abstract.

Facilitator 2: So this is an example of a Detailed Record.

[Everyone: oh yeah].

Staff member: Say for example you click on the title, it will take you through to a detailed record.

Respondent 1: I just didn't know what that was called.

Respondent 3: Yeah I use that all the time.

Facilitator 2: You'll also notice there are some tools on this side [points to screenshot], lots of different things: print, copy, save, cite, and also export. Have you used any of these? Do you find any of these particularly useful?

Respondent 4: I export references. I have a reference manager, which just makes it so much easier [laughs]. So I do export the references.

Facilitator 2: Which reference manager do you use?

Respondent 4: Zotero, which is one of the free ones.

Respondent 1: I tried using one of those and got like 20% mark on all the references [laughs].

Facilitator 1: How about you?

Respondent 2: I use Neil's Toolbox for my references, I don't really use the export stuff. I don't use any of those I'd say.

Facilitator 1: Is that the same for you as well?

Respondent 1: Yeah, I don't really use any of those. I don't know what you'd even save it to, like if you press save, where you would go.

Staff member: Did anybody notice that they were there?

Respondent 2: I knew they were there, it's just I don't use them.

Facilitator 1: How does the Catalogue compare with Discover, and in what circumstances would you use one over the other?

Respondent 1: Well if I was looking for a book I would probably use the Catalogue, see if it comes up with it, I just find it quite easy to focus with the Catalogue. But I would use Discover for almost anything else, I think it finds things better, it's got a lot more of a cleverer search engine.

Respondent 4: Yeah, I'd exactly agree, books for the Catalogue, and then journals, articles, anything else on Discover.

Respondent 3: Yeah, same for me as well.

Staff member: Can I just ask why, is that how you've sort of been told to use the Catalogue for books, or is it that you've just found that the best way to find a book, so have you found that the Catalogue is the best way to get it?

Respondent 1: Usually if I'm looking for something in Liverpool it just comes up in the Catalogue, but if I actually want to try and find something it kind of gets drowned in stuff, I feel like it would take me longer to find it for some reason. I'm not quite sure why, it's just I've always found that it's easier to find something on the Catalogue quickly.

Staff member: So would you say that there's a need for both? The Catalogue and Discover?

Respondent 3: Yeah, I think there is definitely.

[Yeah, yeah, yeah].

Respondent 3: I think as well that if you're searching for a book, and you search on the Catalogue, you know where it is immediately. Whereas if you're doing that through Discover it will take longer.

Staff member: Do you think if the 'find a book' specifically feature, were to improve in Discover, that would be okay to have one system?

Respondent 2: Maybe if when you search for a book, it came up like the Catalogue. So if it came up with that straight away, that would be a way to combine the two. But I think, unless books come up that way the Catalogue does then there'll be the need for both.

Staff member: Can I just ask as well, you know with the Catalogue you get books, printed book and electronic books, you'll get two different entries for them, how do you feel about that? Is that good, does it frustrate you? Or would you rather have them separated? Or sort of one record where you can access, find out whether print is available or you can have a link to an electronic book?

Respondent 1: It confused me to start off with, but once I figured out that it was just like two things, it didn't really, it wasn't particularly an issue.

Respondent 4: I think it would be easier in one link, but I don't mind having it in two because I've just got used to it.

[Yeah, yeah].

Facilitator 2: Today you had the opportunity to test a new version, that's under development, of Discover. So we can compare them here [shows two screenshots]. What is your impression of the site? What are your first initial impressions, and while you were using it as well.

Respondent 3: I feel like there's less gunk [laughs], rubbish word to use, but with this one [points to screenshot of the new version], you can kind of like see what you're looking for quicker, whereas this [points to screenshot of the old version], has got too much going on. I think if you'd only ever used Discover you wouldn't realise that, but when you use this one [the new version], it's so much easier to just be like, this is what I want, click, done.

Facilitator 1: Earlier you compared this one to Google Scholar, saying that the immediacy of it as well.

Respondent 3: Yeah, it's a lot more like the Google Scholar, in a good way.

Facilitator 2: Do you think that any further improvements could be made, or any ideas for things that you'd like to be done maybe?

Respondent 3: Some of the articles you still had to go through a few different links to get there, so like we said before, it would be good if it was like this is one, and these are the alternatives if you want them. That would be good.

Respondent 1: I just really liked it when it was blue.

[Everyone laughs].

Staff member: Does anyone else feel strongly about the green?

Respondent 2: The best part is that I don't think that I even realised until you said [laughs].

Facilitator 1: So other than the sort of de-cluttering of it visually, what else do you like about the new version?

Respondent 4: The speed of it, it's quicker.

Respondent 1: Yeah, I think it's less cluttered as well. It's much easier to skim through.

Facilitator 1: Any other

Staff member: I would just like to say that the idea is not fully formed yet, is that we would have that one single 'get text' button, and then if you went into the detailed record, there would be options to sort of search. But that's the idea, so what you're saying, that's what we're sort of aiming for.

Respondent 3: I think that would be ideal.

Facilitator 1: So final question then, is there anything that you think that we've not covered that you would particularly like us to know.

Respondent 2: Sometimes you can get stuck in a loop in Discover, so you can like click to go on an e-book in say Oxford University Press, and then it's like "click here to get the e-book", and then you click on it and then it takes you back [laughs] to where you were, and you're like "come on, I keep jumping back and forward!" So yeah, that happens.

Facilitator 2: And when that's happened, have you reported it, or do you know how you could report that kind of thing?

Respondent 2: No, I just go and find it somewhere else [laughs], or get very frustrated and decide that I don't need it anymore [laughs].

Respondent 1: I think that's the case for a big report button, with a little red flag next to it.

Staff member: Would it be useful to have a sort of have a little 'ask us' button, we used to have it years ago. You could click and it would take you through to a live chat or something like that, for you to chat to a librarian. Would that be sort of?

Respondent 1: I think people wouldn't do that, because they wouldn't want to waste anyone's time.

Staff member: That's what we're here for.

Respondent 3: I think that would be a good thing, or even e-mail a staff member about the fact that it's happening, because it might be one of those things when you're like, okay I don't need it that much, I'll just kind of carry on with what I'm doing, but just drop like one e-mail. Rather than going into a chat, because I think if you're trying to research stuff for your own work, it's time-consuming for us.

[Yeah, yeah, yeah].

[Thank you and close of discussion].

**Focus Group Session 5**

Facilitator 1: [Intro to focus group]. First question, when you're researching an assignment, what is your usual starting place?

Respondent 1: I start at Discover, I like the Research Starter section, so the topic area I was searching on earlier was Aerodynamics, but I put in Aerodynamics and then you get a Research Starter, which is nice. It can provide more sort of stimulation to find other bits and areas and that sort of thing. That's usually what I use it for, that sort of thing.

Facilitator 1: Okay, how about you?

Respondent 2: I usually start with Discover if it's a journal article, but what I find sometimes is that it doesn't the search capacity that JSTOR will have. So like when I was searching before, it came up with say six results for what I was typing in, but then I went on JSTOR to compare it and there was about forty something, and they were accessible through Liverpool as well, so it was strange that they didn't come up.

Staff member: That's a good point, because when you're searching in JSTOR you're searching for full text, but when you search in Discover, you're just searching an abstract and a title. So you're likely to get more from JSTOR.

Respondent 3: I usually really me text book and then obviously you want journal articles do go into more detail, so I'll usually go on Google Books I think it's called, or through the Liverpool library website, I'll go on LibGuides, Management School and then I'll go on Emerald Insight, that's good for Management School journals.

Respondent 4: I usually use Discover, because I do Law and at the start everybody told me to go on WestLaw and LexisNexis, but I just found Discover is so much easier for finding journal articles. I just find it a lot more easier, and as well with my dissertation I had to use a lot of American sources, and I always used Discover because they've got subscriptions to these American journals and I just found it a lot easier that way, than using legal databases.

Respondent 5: I usually use the library Catalogue if I'm looking for books and things, I would never really search for a book in the library on Discover, I would always use the Catalogue. Whereas if I was searching for articles in journals, I always use either Discover or JSTOR. But you're right about JSTOR, it's a lot more efficient.

Respondent 2: Yeah, it's a lot better isn't it. Sometimes I'll just skip Discover altogether and just go to JSTOR because I know I'll get more from it.

Respondent 5: I usually, because I guess on Discover anyway it takes you to JSTOR and then you just end up on JSTOR anyway.

Respondent 2: Yeah, it's like why go through the middle one.

Respondent 3: Is JSTOR for a specific subject?

Respondent 4: No, no. It's for everything.

Respondent 3: Oh right. I don't know about that one.

Respondent 2: They use it a lot for history.

Respondent 4: I think it's for everything, especially Humanities anyway.

Staff member: It covers a wide range of resources, but it's not as wide a range as Discover. It's just that when you're searching, you are searching full articles, chapters or whatever.

Respondent 4: Yeah, but usually that's what I want.

Staff member: Yeah, it's just the range of resources it covers isn't as big but you still get good results.

Facilitator 2: So how do things like Google or Vital come into when you're searching, based on this task or assignment that you had?

Respondent 2: I usually just use Google if I want to simply define something. Whereas for more like literature or academic studies I use Discover. But yeah, Google is just for the very very basic research.

Respondent 3: I'd say I use Google because it has journals on the Google Books. I wouldn't say it's basic, obviously that's opinion. But yeah, so I go on there to get journals. Vital I just go on there to start off my knowledge, like read back on lecture notes and stuff.

Respondent 4: I don't use Vital, because I'm a PhD student, so we don't do any of that. Yeah, I'll use Google Scholar to find journal articles, because that can be pretty good, especially for recent ones, because JSTOR won't be able to find like really recent articles so Google Scholar's good for that. I don't really use Google per se, but sometimes if you type in the exact title of the journal article, it will come up with a PDF from a link through another university, that gives access to it, so that can be quite good.

Staff member: Can I just ask, in terms of finding which articles you should be searching for, I know you mentioned Vital before and lecture notes or whatever. Where do you actually go for sort of like reading lists and so forth? Where is your very first starting point when you've got assignments? Is it from your lecture notes do you go into Vital and see a reading list there?

Respondent 1: Yeah, it's mainly off lecture notes.

Respondent 2: I usually use, we usually get a module handbook which is really helpful, so I usually just use that and then they often have a bibliography in there anyway, so you sort of know what you're meant to be looking for.

Facilitator 2: And from that hand-out, will you where will you go from there?

Respondent 2: If there's like books, for the book titles I just go to the library Catalogue and search for a few of the books, and then I find that if I'm in the library anyway usually if you're in one area it's all – say you're looking at American History, a lot of the books just from walking around you can kind of get a few different books. You don't have to necessarily sit and use the Catalogue to search for every single one.

Facilitator 2: So expanding on that point, if you're looking for a specific thing, a book or a journal article and you have the title or the reference already – what's your preferred way of accessing it?

Respondent 4: If it's a book I use the classic Catalogue on the library, if it's an article I use Discover or JSTOR or just any of the others.

Respondent 1: I use Discover for basically everything. I found that when I use the classic library, I don't really like the user interface, that's just me. It comes off as quite – you can tell it's been around a few years basically.

Facilitator 1: Can you provide some sort of specific examples of that?

Respondent 1: Yeah, so say for example on Discover there's lots of you know quick referencing and that sort of thing, and you can get abstracts and that sort of thing directly from the search results page, whereas on the classic Catalogue I found you can basically only get the year of I assume its publication. I like to click as few things as possible, so I like having all the information I need on one page.

Respondent 3: If I'm looking for a specific book and I thought it would be in the library then I'd check on Discover and get the reference and then go and find it. For a specific article, probably the same. But usually, I don't know the specific article's name, I would just type like the topic in to try and find articles that have got that topic in the heading.

Respondent 2: Yeah, I'm exactly the same, I might use Google Scholar as a back-up if I can't find anything at all.

Respondent 4: I just use Discover normally.

Staff member: In terms of the tools that you're using now, is that just what you've developed since you've been at university, or did you have any particular training, or were you pointed in particular directions? Or you've just found your kind of preferred way of going about things?

Respondent 3: I think when you start uni they say how to use Discover, and how to search for articles, because I wouldn't have done that beforehand.

Staff member: So you found that useful to be pointed towards that?

Respondent 3: Yeah.

Staff member: Has anyone else had any different experiences?

Respondent 4: PhD students get library training before, so you have no choice but to go to it.

Staff member: Do you think that's a good or bad thing?

Respondent 4: I think it's good, because you learn about how to upload your thesis onto it, so it's useful in that respect, and there are some resources that you don't know about which they do tell you about. But yeah, you have no choice so you have to go, but I think the main thing I do with articles is, with the main texts in my thesis I'll just look at the bibliography and look up articles through that as well, so I'm not just searching generally.

Facilitator 1: Do you have a preference for print or electronic formats, so if you're thinking about books specifically, do you have a preference?

Respondent 4: Print definitely.

Respondent 3: I hate electronic.

Respondent 2: Yeah print.

Respondent 4: I actually order books, if they're electronic and they're a part of my thesis I'll just order them through the library, because you can't read on a screen for that long. You can do it for maybe like an hour or so.

Respondent 3: You can't highlight.

Respondent 4: You can't do anything, and if you're writing notes or looking up a reference it's horrible.

Facilitator 1: Do you just prefer having something tangible in front of you?

Respondent 3: Definitely

Respondent 4: Yeah definitely in front of a computer.

Respondent 3: I like to have my own book as well if I'm honest, and buy the book.

Respondent 2: Yeah I do as well.

Respondent 3: Even if the library's got them.

Respondent 2: Yeah I do.

Staff member: So is that the general consensus with all of you, or is anyone?

Respondent 1: Yeah I like print, I mean I'm not averse to using a computer, obviously because of the price of some text books are pretty expensive, so I like to sort of not – if I can get away with using a computer I'll use a computer, and I'm sure that's the same with everyone else. But I can understand the point of you know, it's not always nice to be staring at a computer for hours on end.

Facilitator 1: And with journal articles, would you be inclined to print them off rather than viewing at PDF's then?

Respondent 3: I usually just read the PDF on the screen yeah.

Respondent 2: Yeah, I'll read them on the screen, but only on a tablet because I can carry that around like a book and highlight it. But not on a computer unless I'm in the library.

Respondent 1: Yeah I view them electronically.

Facilitator 2: Different Departments have different uses for Vital, some might upload PDF's, there might be notes, or you might have reading lists on Vital of course. How is Vital used in your research? How is it used by your Department and yourself?

Facilitator 1: If you just want to mention what Department you're from and then how you use it.

Respondent 2: Well the School's the History, Languages and Cultures, and quite often the lecturers will upload extracts from books and things like that which is a lot easier, because it means I can print the extract, and then I know that it's relevant for what I'm studying. I don't have to go and actually find the entire book. So yeah, I think it's really useful, and usually I get a lot of use out of Vital and I print quite a lot of stuff.

Respondent 5: I'm Law and a lot of the time they give us a module handbook and they tell us what to read, so I kind of just use that and I go onto Discover, but usually there's a lot of recommended reading.

Respondent 3: I tend to just use it for, I'm from the Management School, doing Marketing. So I just read the lecture notes off Vital, I don't really use it for much else.

Respondent 1: School of Engineering, and it's mainly lecture notes and reading lists and that sort of thing.

Respondent 4: Yeah, Philosophy, but no Vital [PhD student].

Facilitator 1: Okay, and do you use LibGuides and are you aware of what LibGuides is?

Respondent 3: Yeah.

Respondent 5: Yeah I think so.

Respondent 2: Is that for referencing, or? I think I've used it for referencing yeah. The referencing guide, well the one for History on there is really good, so I've used that.

Facilitator 1: What do you use it for?

Respondent 5: I don't use it, I use it, I use OSCOLA referencing, I just got given a PDF at the start of the year and I've used it since.

Staff member: LibGuides is basically a set of different guides with library related information on there. So we do have guides for things like referencing, we also have guides for every subject, so with things like recommended databases, how to find books in your area, and they're listed within the LibGuides link on the right hand side of the library homepage. So there should be one for everyone's subject area.

Staff member: [shows screenshot of library homepage with link to LibGuides].

Staff member: So you mentioned you've used the Management School one?

Respondent 3: Yeah, like you said the databases, I didn't know there was more than that like you said, referencing and things. But I didn't realise though, when I looked on it when I was doing the task, there's more been added.

Staff member: They've changed recently yeah.

Respondent 3: But that's well better, because there was only like five on it and now there's about twenty.

Facilitator 2: So knowing now what they are, do they sound useful to you?

Respondent 1: What, the LibGuides?

Facilitator 2: Yeah, the LibGuides.

Respondent 1: Yeah they do, yeah. It's there's one on referencing then I've never really had any sort of 'this is how you reference', and that sort of thing. I just sort of use RefME, and then I'm like well if that's not okay then I'll be told at some point, and I haven't been told. So okay, cool. But it's nice to know that there is information on there.

Facilitator 1: So, before you became involved in this study today, did you know what Discover was, and what was your general opinion on Discover as a brand?

Respondent 4: I knew what it was, because I use it quite a lot. As a brand, I'm not sure, I don't really see it as a brand.

Staff member: I think what we're getting to with that question is, previous to this we did a survey, and it was all questions about Discover and a lot of people answered that they'd never used it. Then when we explained, they said "oh yeah I use Discover all the time".

Respondent 4: Oh right, I see.

Staff member: So they didn't identify that specific search tool as Discover.

Facilitator 1: So whether you associate the name with the service, so to speak.

Respondent 5: Yeah, yeah. I guess I do. Yeah, the one thing I didn't like, can we talk about both versions or just the old version?

Staff member: Both, yeah.

Respondent 5: The one thing I didn't like about the new version with the little green tabs saying 'get full text', it's great to know that you can get the full text and it's great to know how much data it uses to get it, because sometimes you use it with your mobile data and you want to know what you're downloading, but it's annoying not to know what type of file it is. Like most people would go for a PDF over HTML and if you're going to a HTML link then you wouldn't know. It might be an idea to have in brackets PDF, just to know that.

Respondent 1: Yeah I did know what it was, I did use it. As a brand, for me it's exactly like Vital or that sort of thing, I mean I do associate it with the search functionality. But you know, it's not like Coke or anything like that.

[Everyone laughs].

Respondent 3: Same really, I would say I see it as a brand, but I would see it as something that I use to find books or whatever. But I did want to comment that I didn't know there was a difference between the library Catalogue and Discover, until today. I thought it was the same thing.

Respondent 4: Yeah, I use Discover all the time, and it's pretty much been the saving grace of my degree. But I don't really see it as a brand as such, it's more just something I'd click on to get a load of journals.

Facilitator 1: How about you?

Respondent 2: Yeah, I agree really, I don't really see it as a brand, I just see it as like the electronic library. But I do use it a lot.

Staff member: Can I just ask, so did you distinguish the difference between the Catalogue and Discover, or?

Respondent 1: Yeah, I do distinguish between them.

Respondent 2: Yeah, definitely.

Facilitator 2: How does Discover compare to the other search tools that you use, like Google Scholar, or Google Books, or like JSTOR. So what's the layout of Discover like compared to other things? We can have a look actually [shows screenshot]. So this is obviously your results page here, and this is the library homepage with Discover on, or the Discover homepage itself. So what do you think about that compared to the other resources that you may use?

Respondent 4: Yeah, I mean I think it's good. It's always clear, you're not confused. When you're looking for stuff it's easy to search for. I like the bookmark tool within Discover. Other search engines don't have that, so it's nice to be able to think "oh yeah, I'll read that later", or "I might need that in the future". So I really like that feature.

Respondent 1: Well I don't really use any others so I'm not really in a position to comment. I do like the folder where you can sort of aggregate text and abstracts and that sort of thing, in one place where you can refer to. I do like that.

Respondent 3: Comparing it to Google Scholar, sorry I thought it was called Google Books, it's very similar, the homepage is the same, there's a search box in the middle, and then the results page is very similar, the most relevant at the top, so yeah I'd say they are quite similar really.

Respondent 5: Yeah I'm fine with the Discover like the way it's set out, usually when I use Google Scholar I'm just searching for an exact title, so I don't really know the search database that well, I just really use Discover so I don't really know much about others.

Respondent 2: Yeah, I think the layout's good, it's easy to search for things and it's easy to find what you're looking for.

Facilitator 2: Any key positive or negative aspects generally on Discover?

Respondent 1: It's got a very Wolfram Alpha-esque feel to it, the new one. You probably don't know what that is.

Facilitator 1: No.

Respondent 1: It's a science search engine basically, and I like it so I do like the new one. I actually like the 'get full text' just a single button, rather than on the older on, but it is a 'read this online', 'save it for later', and that sort of thing. I just like pressing the one button.

Respondent 5: Yeah, I'm exactly the same as well. I think that's just me being lazy, I just can't be bothered to go through a load of clicks.

Staff member: Do you not care where you get the resource from?

Respondent 5: As long as I get it I don't really care.

Respondent 1: Yeah, basically.

Respondent 5: As long as I can cite is as well.

Facilitator 2: Does anyone disagree with that, does anyone prefer to have the option either way?

[Silence].

Facilitator 2: No? Okay.

Staff member: Sorry, you mentioned that you would prefer to have the option of which format it comes in?

Respondent 5: Just the format yeah, I like the single button, just the format would be great. Because obviously, if it's coming through Discover it's not going to be some random text that you find on Google that you can't cite, it's going to be vetted already. So that's fine, yeah.

Respondent 3: Sometimes when I'm searching for something and I click on it, I don't know whether that's on the Catalogue or Discover, but there's no PDF or there's no link to the journal. It just really tells you what the journal is, and obviously you're looking for the actual journal. So sometimes I've clicked on it a few times, like a journal or a book, and it's not come up. Sometimes electronic books, I don't know how to find them and stuff like that. So I've had problems with that.

Staff member: The 'is it at Liverpool link', are you all familiar with that link, and how do you sort of get on with that?

Respondent 1: The what sorry?

Staff member: The 'is it at Liverpool' link. Sometimes you won't have a link directly to the PDF or the HTML or whatever, and there's a 'is it at Liverpool' link and that can take you through a number of interim screens.

Respondent 4: Yeah, I've had that before, and I've had to like sign in or log in through my institution. So it can be a little bit time consuming, but I know what I'm doing. But with other people it might not be so simple. It's only because I've done it quite a few times.

Staff member: I mean that will basically take you through to different what we call native interfaces, so where the resources come from, it will take you through to that and then sometimes a full text,

sometimes you'll have to locate the full text within that, again so it's sort of a confusion because you're not getting a consistent interface once you've gone through this 'is it at Liverpool' thing. So again, is it just something there you would rather go straight through to the full text?

[All respondents say yes].

Facilitator 1: So we want you to tell us about your last experience of using the Catalogue.

Respondent 4: Yeah, I used it yesterday just to search for a book, I had already found the title of the book, so I just searched for it and found it in the library.

Facilitator 1: And what did you think about the ease of use and the navigation?

Respondent 4: Yeah, I thought it was great, there's nothing difficult about it, it's just clear and simple, and then easy to write down. And I like the fact that it tells you which floor it's on and stuff, because sometimes it will be like "BJ102" and you'll be like "where the hell's that?", so that's nice that it tells you.

Respondent 1: I used it Tuesday, I'm doing a project on the land speed record at the moment, so it's nice to be able to research, you know just type in 'Aerodynamics' or something like that and it gives a load of results. I like being able to filter by publisher and that sort of thing, which can streamline my results and that sort of thing, so yeah it's good. I mean it's a nice UI, yeah, I'm happy with it.

Respondent 3: Last time I used it was probably the start of the semester, looking for text books and you already knew the title and typed it in, found it easily, so yeah.

Respondent 5: I used it Sunday to look for a journal. I had a bit of a nightmare finding it, because I thought all the Law journals were on the first floor and some had been moved to the second, but that's just my own fault I think.

Staff member: Did the Catalogue not make it clear the floor that it was on?

Respondent 5: No, it just said the letter, and I just always thought they were on the first floor.

Staff member: So do you think that would be helpful to have more location information?

Respondent 5: Definitely, yeah. I don't know if that was just me on a Sunday ,or [laughs].

Respondent 2: I used it yesterday, just to get a book out. Same thing, I knew what I wanted so I just wanted to check.

Facilitator 1: So you generally think it's quite straight forward to use?

Respondent 2: Yeah Definitely.

Respondent 5: Although sometimes you know when you go the library, there's those tablet things that you can use to search on, sometimes I'll find that I'll be writing down the name and where it is, and it just kind of goes back to the homepage, and it's so annoying because then you've got to go back and go into it again, so I just wish it waited a bit longer before doing that.

Facilitator 2: So there are limiters are there are specific indexes and search options. Have you used these, or do you have any comments generally on how they fit when you search the catalogue?

Respondent 3: Yeah, I haven't used them, the entire collection, you know the one before I haven't clicked on, e-Journals, I've just used the entire collection. But I have used the other one that says author or subject.

Respondent 4: Yeah, I've used the title, subject, author ones, but I've never clicked down on the view entire collection one.

Respondent 1: Yeah, I'm exactly the same.

Respondent 5: Yeah same.

Staff member: Is that just because you, do you have the need to use them to limit your search results, or were you aware that they were sort of there, have you not just explored them?

Respondent 1: I think that the reason that I haven't done it is because you can get the same result, if not a more accurate one just using the filters on the side, that's what I feel as well. For me especially, most of the stuff that if you typed up something, and you know something from the English Language School or whatever came up, it would be eradicated by my use of the filter.

Staff member: Is that in Discover do you mean with the –

Respondent 1: Oh, yeah, yeah, yeah.

Staff member: Sorry, that's the Catalogue.

Respondent 1: I don't use it, sorry [laughs].

Staff member: Any others, do you ever have reason to use them or were you aware that they were there, or can you just find what you need first time round?

Respondent 3: I guess I don't really understand the difference between the library Catalogue and Discover in general. But it's good to know you can research just for e-journals.

Staff member: The thing with e-journals on there is they would be searching the journal title not the article titles, whereas Discover searches within journals the Catalogue can only search the title of a journal, so Discover can do more than the Catalogue can. So it could be a valid question to ask "what's the point in both"?

Respondent 3: Yeah. So what is the point?

Staff member: The previous group suggested that, we've had some differences in option between groups, some felt that they could do everything that they needed through Discover, and then the Catalogue would be redundant, but we've had some quite consistent and quite vocal comments that the Catalogue is emphatically better for books and the way you find them.

Respondent 5: I think it definitely is. It's much better for books. Like if you want to search for a book you go onto the Catalogue. It's so clear isn't it.

Respondent 4: Yeah, I think that's why I've not used the drop down things either because you know that you're searching for a specific book, so you can literally just click the title, author, and you just find it. It is a lot better I think than Discover for books.

Staff member: If the search facility for just books was improved in Discover, do you think it would be fine for us to have one system?

Respondent 2: Yeah.

Respondent 5: Yeah probably.

Respondent 4: I dunno, I'm attached to it [laughs]. But yeah, I like it, I don't want it to go away. I think I just – I associate the classic Catalogue with book search and I associate Discover with journals, and I know that you can find books through Discover, but I just don't.

Respondent 5: Yeah, I would never think to use it.

Respondent 3: Maybe you could point that out on the website that it's better for books.

Staff member: It's preferences though, some people just prefer to use Discover.

Respondent 3: Ah, okay.

Staff member: So this is what this is all helping us to assess.

Facilitator 2: Next question, do you ever use the Advanced Search options [shows screenshot], and if you do why?

Respondent 3: I tried it before and I didn't really know what it was doing.

Respondent 4: The Advanced Search where?

Facilitator 2: The Advanced Search, so there's an option on Discover to do an Advanced Search where you can use phrases –

Respondent 4: Oh no, I've never used that.

Staff member: It basically allows you to apply the limiters that you – once you've done a search and you, you can then start refining you search and it allows you to apply them before your search rather than doing it afterwards. So you can sort of decide you want to search for a particular sort of resource type or whatever, but if you click on it it takes you through to a new page where it gives you much more options in terms of what you want to do with your search. It's probably much more similar to the search that you get within a native sort of database.

Staff member: Just instead of getting your big long list of results in Discover and then filtering them, you do your filter first and you get far fewer in Advanced.

Respondent 4: I always filter after, because sometimes you discover stuff that you wouldn't normally. So you're like that's interesting, but then if you don't get anything like that then you do start to filter it down. I've never done it the other way.

Facilitator 1: So have you not used it because you weren't aware of it, or you don't really see a need for it and you prefer your other way of filtering through?

Respondent 4: I honestly wasn't aware that it existed, and I've never noticed it under there. I think maybe because it's tiny. I think if I could find a book for some reason then I might use it to narrow it down. Or maybe a journal, the year for a journal rather than particular papers, I might but it for that. But I just didn't know it existed.

Facilitator 1: Is that general consensus?

Respondent 5: Yeah.

Respondent 2: I knew it existed, I've used it a few times, but it's usually when I you know, was trying to find a book, or I want to be a bit more specific in my search. But yeah, if I'm researching into something broad, not more specific if you get me.

Facilitator 1: So it's more of a last resort than a starting place for you?

Respondent 2: Yeah definitely, yeah.

Facilitator 1: Do you ever refine your Discover search, and if so which refiners do you use [shows screenshot].

Respondent 4: I associate Discover with journal articles, so when I'll type something in that's like a key word and it will come up with some books, I'll just filter out the books, and then start looking at the journals that way. That's basically what I do. And sometimes I'll, I'll definitely not have Catalogue only, I'll always have that ticked off, because otherwise why not just use The Catalogue. That's pretty much all I do.

Respondent 1: I'll use source types filter pretty often, if I know I'm looking for a certain thing then I'll select it. That's the main one, publication as well from time to time.

Respondent 3: Because I usually use Google Scholar for journals I don't really refine, because the book that I want is usually at the top.

Respondent 5: Sometimes I'll just refine by date, or what type of journal it is, like sometimes I might just want to have a look at just a book, or just a journal, sometimes I do that, but I don't use it an awful lot.

Respondent 2: I just, I usually, if I know it's a journal I just tick the journal and get rid of everything else, and then it just gets a lot easier to, it's a lot easier to find, because there is sometimes so many results so it's a bit much.

Facilitator 1: So the ones that you don't use, is there any real reason, or you just don't think they're necessary? Is there any sort of refining categories that you think could be made redundant?

Respondent 4: Well I think the Catalogue Only could be made redundant, if you keep the classic Catalogue. Which it sounds like you're trying to get rid of it, but I think people use it for different reasons as well, so I might only use it for journals, but other people might be using it for several different things, and there's how many thousands of students. I don't know.

Staff member: How do you find using them just in general? Just applying them, is there any issues with that?

Respondent 1: No, it's fast, it updates results automatically for you which is nice, yeah it's a pretty smooth process.

Respondent 4: Yeah, I like that you can refine it straight within the search results.

Respondent 1: And it also gives you a preview of how many results you'll have after applying that. In the section it will say "3000 of these are X, or that sort of thing", I do like that.

Facilitator 2: We mentioned the Available At Liverpool limiter, by default that's always on in Discover, are you aware of what happens when you turn it off? Or have you used it?

Respondent 2: I've never used it.

Respondent 1: I assume it searches a wider database, but I've not used it.

Respondent 4: I've used this 'is it at Liverpool' thing, but I've never used it in a refining situation, because if I can't find it anywhere else I'll use the 'is it at Liverpool'.

Staff member: They're two slightly different things. The 'is it at Liverpool' is more sort of a way of accessing the resource, the 'Available At Liverpool' limiter is something that we've applied to Discover by default but you can turn it off, and basically it restricts your searching only to stuff that we should have access to. So Discover can search a lot of other resources, but we might not necessarily have access to them. But then at least you'll know that the resource is there and that you can go about trying to access it another way, so we've applied that by default because we've had a lot of feedback of why are we finding stuff that we can't actually get from this institution. So we're just curious whether you actually know that's something that's already on when you're searching, whether you know that we're limiting what you're searching already.

Respondent 1: Yeah, I saw it was on. I think it's a good idea that it is on automatically, because what's the point in searching for and seeing something that you can't actually get.

Staff member: I mean there's a chance that you could get it through another means, in another library or whatever.

Respondent 1: Yeah again, this goes back to the I like to click as few things as possible, I just like to have it you know there, and if I can't immediately access it, if I'll need it then obviously I'll go and get it, but I'd rather find something else usually.

Staff member: Does anyone else have any comments on that at all?

Respondent 3: I don't know what it is.

Respondent 2: I think it's probably good that it's on because it would be a bit frustrating if you found what you thought was a really good article but you couldn't read it, but then I suppose if you did need to search more widely you could just turn it off anyway, so I don't think it's a bad thing.

Respondent 4: Yeah as a research student I've had that a lot, that there'll be something that you can't quite get, and then you'll have to ask other academics.

Facilitator 1: The next one we want to discuss is Research Starter [shows screen shot and explains a little about Research Starter].

Facilitator 2: If you search a general subject that's what will come up [points to screenshot]. It might take slightly longer than other results to appear as well.

Respondent 5: I quite liked it, because if you're not sure what something is 100% then you can just have a look at that, before you go into deeper research. Yeah I quite like that, and you feel better than using Wikipedia [laughs].

Respondent 3: I've never noticed it.

Respondent 4: Yeah I didn't notice it either.

Staff member: It is quite a new thing. It's only been around for a month or so, that may be the reason why.

Respondent 4: Yeah, I don't think that I've done proper general searches, like really really general for it to actually come up. Or it's come up and I've been so focussed that I've not, I've just looked down straight away.

Facilitator 1: Do you see the value in having that?

Respondent 1: Yeah I do, I think it's really good.

Respondent 4: Yeah I see why, yeah.

Facilitator 2: Do you use the folders feature in Discover [points out on screenshots]? Have you use it and are you aware of what it does?

Respondent 4: Is it the same as the bookmarking, or is it totally different?

Facilitator 2: It's slightly different in that it's almost like an online basket, so it will be there for one session.

Staff member: And if you have a Discover account you can save them. If you don't have a Discover account they would go after you've finished that session.

Respondent 4: I know the Discover account is like a totally separate thing to your uni account.

Staff member: If you haven't got an account and you haven't logged in, they'll only stay there for that session and if you close it down and go back into it, they will have gone. But if you've got your own sort of account they'll stay there all the time and, so again it's whether you use that or whether you've got other means of when you've found a resource that you're interested in would you bookmark it or whatever, is there other ways that you would keep a track or what things are useful.

Respondent 3: Yeah it sounds quite good, I haven't seen it before today, but usually I'll just copy and paste a link into my bibliography, and then if I do use that then I'll make it into a citation.

Facilitator 1: So now that you're aware of it, do you think you would be more inclined to use it?

Respondent 3: Yeah I would.

Respondent 2: Yeah definitely.

Respondent 4: I don't know, it feels weird that you'd have to have a separate account, like why isn't it – if it's part of the university, shouldn't it be part of my account already, so I can just click straight away without having to log in to an extra thing. I'd probably use it a lot more if I was logged in straight away.

Staff member: Would it put you off using it, the fact that it's another username and password.

Respondent 4: Yeah definitely. I'd just think I can't be bothered with this.

Respondent 1: It's another password to look after isn't it.

Facilitator 1: Detailed Record next [shows screen shot and explains briefly].

Respondent 5: I was aware that it existed, but I've never really looked at it.

Respondent 3: I only knew what 'cite' meant, like I think it comes up with the citation that you can use, and then when I mentioned before, I never knew how you could get into the article. But like you said about the 'is it at Liverpool', you can click on that instead.

Respondent 1: Yeah I liked it, I've had problems with printing off Chrome, off of websites like these where you go onto 'print' in Chrome itself and it would print wrong, so it would all be squished up or something like that so I assume this one works fine, so that's always nice to do it, and it's always nice having it on the side of the page, rather than buried in a menu somewhere which is good.

Staff member: Would you regularly go into the Detailed Record?

Respondent 1: Yeah, because it's got all of the information you need for referencing.

Staff member: So the tools on the side, do you use some or none of them at all? Is there any of them that you'd sort of regularly use?

Respondent 4: Yeah I don't really use it, but does the citation thing link up to REFWorks, because I think that I have used it in the past, but only during the enforced library session [laughs]. So I've seen it, but I don't really use it very much. So that's why I recognise it, but I don't use it. And when I cite stuff I just look physically in the book or on the journal, I don't usually look for it on this detailed page.

Facilitator 2: Would anyone else use the cite tool or the export tool if you're using citation software?

Respondent 1: Yeah, I'd use it. If it works with RefME then yeah.

Respondent 4: I probably should use it.

Respondent 1: Yeah I mean less buttons for me to click, so it's all good [laughs].

Facilitator 1: So you just weren't aware of it before?

Respondent 1: Well I haven't used it before, so I don't really know what's going on with it.

Facilitator 2: So the new version of Discover that you've had an opportunity to test today, here's an example of the results page that you would have seen when you did it earlier. Do you have any general comments first of all on how this compares to the current form of Discover?

Respondent 1: I like the 'get full text' button. Have you removed some of the filter options? I noticed that.

Respondent 2: Yeah it looks smaller doesn't it.

Staff member: Yeah it's been slightly reduced. Some of them have been taken away, but you can access them again through the Advanced Search.

Respondent 1: Oh right.

Respondent 4: I like the 'request' button in the new Discover, that's good. So you can just really easily request it, rather than going through all the normal asking and stuff.

Staff member: How do you interpret what that request button does?

Respondent 4: I'm assuming that you're requesting that journal to be in the library somehow, electronically or physically I don't know.

Staff member: There are some glitches, but the request button will be for if a resource appears that we haven't got access to, which it probably shouldn't even though you'd got the 'available at Liverpool' limiter on, that will then give you the option of going onto library loans or Article Reach, where you can try and get access to the article by other means. I don't want to get it confused with the request on Catalogue, because then that's a different thing again.

Respondent 4: Then that makes it a confusing button.

Respondent 3: Yeah, it's as if the book isn't in stock.

Respondent 4: I think that a lot of people would probably think that. They'd think Oh I can get this now. So it should have a different name.

Facilitator 1: So just visually, do you refer the layout in comparison? Which is your preference?

Respondent 3: The new one.

Respondent 1: I think the new one, it's cleaner. It's more refined. There's not a lot in it, the most notable change to me is the 'get full text' button, which I like.

Respondent 3: Yeah and that, I don't see why people would use that, QR codes and stuff [on the old version]. I think it's good that you'

Respondent 4: I like in the old one that it says where you're going, it says you're going to go to JSTOR now if you click on this. I know some people like just having the resource there, but I like knowing am I going to have to sign into this journal, am I going to have to search more when I'm in there. Stuff like that. So yeah, it's definitely nicer on that one [the old version] to know you're going to

JSTOR I think, rather than just going through another university website like are you staying in the university or are you not. I also don't like the fact that there's less refinement buttons, but I'm not sure why. I think subject and publisher, publisher and language – I mean language, especially for foreign students, that must be quite important knowing whether they can read an article in different languages, that's got to be a key thing. I see, so you've changed 'available at Liverpool' to Library Collections?

Staff member: We've just tried to –

Respondent 4: Just so it makes more sense!

Staff member: Basically, yeah.

Respondent 4: That makes sense because if it's limited to library collections then you're like, right that's in the library, but if it's 'available at Liverpool' then you confuse it with the 'is it at Liverpool' button. So I like that. I like that difference, but I don't like the lack of those. Oh and you've got rid of the bookmarks!

Staff member: It's not gone.

Respondent 4: My favourite bit is gone [laughs]. Yeah okay, I don't like that either. Unless you made the sign in for Discover -

Staff member: If you click on the title and go into Detailed Record it's still there

Respondent 4: But it's still a double click.

[Everyone laughs].

Staff member: We were just trying to strip it down so you haven't got this wealth of links for this one or whatever, that's the aim.

Respondent 4: Yeah, I mean it does look cleaner, it does look a lot less full of buttons and colours and stuff which is good, but I mean some of those buttons are good features, so it's a fine line.

Facilitator 1: Do you have any idea of what could be improved further from the new version? Anything that you'd like to see that's not there, or anything that you'd like to have taken away?

Respondent 5: I think you should make the folder option a bit more clearer, because I would have used that quite a lot if I had known about it. So yeah, maybe if that's a little bit more defined.

Respondent 1: Possibly the 'get full text' button, for people like you who are loading up on phones and that sort of thing, maybe a 'this document is so many megabytes or kilobytes of whatever', and then if there are options to load it in HTML or PDF give the option for that as well perhaps.

Respondent 4: Yeah because it is good to know things like that when you're downloading something, so that would be good.

Facilitator 2: Anyone else have anything else at all?

Respondent 1: Maybe just a small bookmarks button [laughs]. It doesn't have to be cumbersome, it could be like teeny tiny.

Facilitator 1: To sum up then, how effective are Discover and the Catalogue in meeting your needs?

Respondent 2: Really effective.

Respondent 5: Yeah, I've been really happy with Discover.

Facilitator 2: They've worked well for you?

Respondent 4: Yeah, as long as I use it in complement with other search engines, because you can't find everything through one, or I can't anyway. So yeah, I like it and it is one of the first things I do use when I search for stuff, so that's good.

Respondent 1: Yeah, I'm happy with it.

Respondent 3: Yeah, me as well.

Respondent 1: Is there anything that we haven't covered that you would like to offer your input in?

[No comments].

[Thank you and close of discussion].