

DePaul University

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DePaul University Library Research Guides User Study

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DePaul University Library Research Guides User Study Report

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Table of Contents

[Executive Summary](#)

[Introduction](#)

[Methodology](#)

[Findings](#)

[Recommendations](#)

[Appendix A: Introductory Survey Responses](#)

[Appendix B: Research Habits Survey Responses](#)

[Appendix C: Page-Level Detailed Findings](#)

[Appendix D: Exit Survey Findings](#)

[Appendix E: Facilitator's Script and Research Study Questions](#)

Executive Summary

The LibGuides Subcommittee conducted a qualitative user study of the DePaul University Library's Research Guides during the Fall 2013 quarter. This exempt study received approval from the Institutional Review Board and included 15 participants from different age ranges and student roles within the university. This user study investigated how users actually perceive, navigate through, and use these guides. The results of the user study will help us determine better ways to meet student needs through further development of the research guides.

The user study facilitators met with each participant and observed their behavior as they proceeded through a series of questions and research questions. Participants were first interviewed about their research habits and prior library experiences, then given an unguided research task where the participant walked the facilitator through a hypothetical research process, followed by a list of tasks to complete using a research guide. At the end of the session, participants were asked questions about their impressions of the research guides as part of an exit survey. Audio and screen captures were recorded for each session using TechSmith's Morae software.

The group used qualitative methods and inductive coding techniques to analyze the data. The group coded recordings from each session using Morae's built-in "markers" feature. Each participant session was reviewed by two group members, and a report was generated that was used to identify both page-level trends for each section of the research guide, which was then converted into a page summary. Using the page-level trends and data, the group also generated a list of overarching trends.

The study found that further review of the purpose and scope of the research guides is needed. Specifically, the group recommends that a group be created to establish the purpose, audience and intended viewing context (Desire2Learn, the Library website, etc.) for research guides.

The overarching trends from the study are outlined below. Recommendations for resolving identified issues can be viewed in the *Recommendations* section of this report.

Trends

1. Participants expected research guides to be focussed on subject-specific resources. (14

participants - 93%)

2. Participants indicated they would start their research on the research guide with articles. (13 participants - 87%)
3. Participants indicated that they would not use encyclopedias as part of their research process. (7 participants - 47%)
4. Participants indicated a preference for including actionable content on a page in order to minimize clicking through multiple pages and sites. (10 participants - 67%)
5. Participants did not always notice the side box content. When they did notice the content, they expressed disinterest in any content that was not subject-specific and/or directly actionable with ways to get further assistance. (15 participants - 100%)
6. Participants were overwhelmed with choices. (10 participants - 67%)
7. Participants gravitated towards using resources they recognized by name. (9 participants - 60%)
8. Participants clicked on the first link listed on a page. (7 participants - 47%)
9. Participants liked and commented on the inclusion of the AskALibrarian and Writing Center boxes. (12 participants - 80%)
10. Participants who read descriptions took the descriptions literally. (12 participants - 80%)
11. Participants trust faculty recommendations. (7 participants - 47%)
12. Participants expressed frustration at having to navigate to, and sign into, multiple interfaces from the library website. (6 participants - 40%)
13. Some participants were unsure as to the function of the Librarian's profile on the Overview page. (6 participants - 40%)

DePaul University Library Research Guides User Study Report

Introduction

In Fall 2013, the LibGuides Subcommittee (Jessica Alverson, Amelia Brunskill, Jim LeFager and Jennifer Schwartz) conducted a user study of the DePaul University Library Research Guides (<http://libguides.depaul.edu/browse.php>). At the time of the study, librarians at DePaul had created 410 research guide websites, with 148 active in Spring Quarter 2013. These pages are intended to support student learning and research activities at DePaul. This user study investigated how users actually perceive, navigate through, and use these guides. The results will be used to help us determine better ways to meet student needs through further development of these research guides.

Because DePaul's research guides use a standard software platform called LibGuides, our hope is that the results from this study will be useful and generalizable for the hundreds of other college and university libraries currently using LibGuides. The group also feels that our results can be generalized for librarians creating research guides on other platforms.

Methodology

Overview

The DePaul Research Guides User Study consisted of four parts and was administered to 15 participants. Our study focused specifically on DePaul students. Participants were first interviewed about their research habits and prior library experiences, then given an unguided research task where the participant walked the facilitator through a hypothetical research process, followed by a list of tasks to complete using a research guide. At the end of the session, participants were asked questions about their impressions of the research guides as part of an exit survey. Audio and screen captures were recorded for each session using TechSmith's Morae software.

Participant Recruitment and Selection

Our research group recruited 15 participants for the user study. To recruit participants, the group posted fliers that included a URL to sign up for the study, as well as advertised the study on our Library blog and via the Library website. In recruiting participants, the group aimed to find a demographically-diverse pool of participants. Prospective participants were told that the study would take between 30 and 60 minutes and that they would be given a \$25 gift certificate for their participation. When volunteering for the study, participants were asked to fill out a screening form that collected their demographic information and was used to verify that they were a currently enrolled DePaul student. Based on the demographic information provided, the group selected 15 participants from the submissions that fit our pre-determined quotas. The group then emailed selected participants and asked them to sign up for one of the pre-designated user study time slots at one of our two user study locations, using the MyScheduler feature of Springshare's LibCal to manage session sign-ups. Once participants were scheduled and confirmed, they were assigned a participant number to protect anonymity.

Demographics: Summary

The study included a total of 15 participants. The participants included six 18-20 year old participants, five 21-25 year old participants, and four 25 and older participants. Of the 25 and older participants, the youngest participant was 32 years old and the oldest was 54 years old. The participant gender makeup was divided with eight female participants and seven male participants. The range of student types among the participants was made up of one freshman, four sophomores, two juniors, five seniors and three graduate students. Three participants worked at the University, including one person who had worked at the Library.

User Study Locations and Set-Up

Because DePaul University and its libraries are divided among several campuses, the group established two user study locations--one at each of our two main campuses: Lincoln Park and Loop.

Each individual user study was conducted in a private room or office furnished with a desktop computer and a microphone. Techsmith's Morae software was pre-loaded and configured on the desktops being used.

User Study Procedures

Each session was attended by two group members. One group member served as the facilitator; the second group member served as an observer.

At the start of each session, we launched Morae to record both the audio and capture the desktop screen throughout the session. Participant numbers were read at the beginning of the recording. Recordings were then saved under the participant number at the end of the session and placed in a secure server space that could only be accessed by the group members.

Per our Institutional Review, the facilitator first read participants an information sheet that explained the study and were informed of their right to opt out of the study at any time without consequences. Students were also given a copy of the information sheet for their records.

The user study consisted of four parts:

1. *Research Habits Interview*

The facilitator first asked students a series of questions about their familiarity with the library, and their research habits. (See *Appendix E* for questions.)

2. *Unguided Research Task*

After completing the research habits interview, participants were given the prompt: “Suppose you have to write a research paper about exercise and depression. Your research paper requires that you cite at least 5 sources,” and were asked to walk us through their hypothetical research process. Participants were told that they could choose to use the computer or merely describe the process to us. Facilitators asked participants a series of questions to help elicit information.

3. *Research Task Using Research Guides*

Participants were then taken to (or asked to navigate to) the Psychology Research Guide (<http://libguides.depaul.edu/psychology>) and asked to share their impressions of the guide and how they might use it for researching the topic *depression and exercise*. The Psychology Research Guide, like many guides built on the LibGuides platform, consists of several pages or tabs: an Overview page which serves as a table of contents, Encyclopedias & Reference page, Books & E-Books page, Articles page, and Citing

Sources page. An additional page containing links to information and psychological tests was not used in this study.

Students were first asked to explain how they would use the research guide based on what they saw on the Overview page. Students were asked not to click on any links at this time. Students were then asked to describe what they would expect to find on each of the individual tabs or pages. Finally, participants were instructed to go to each page and explain whether or not the content on the page was what they expected to find.

DePaul University Library has established standards and guidelines for our research guides. All research guides use a standard template, however, flexibility is built into the guidelines to allow librarians to customize the research guides to meet the needs of a specific discipline. The group chose to use the Psychology Research Guide as the focus for this study because it follows the standard template used by most of our research guides.

4. *Exit Interview*

At the close of the session, students were asked a series of questions related to their experience during the session with the research guide.

At the conclusion of the exit interview, participants were given a \$25 Amazon Gift Card.

Data Analysis Procedures

The group used qualitative methods to analyze the results of our study, using data output from Morae to help us establish, fine-tune and track trends.

Morae is a usability testing software created by TechSmith. It consists of three modules: an Observer, Recorder, and Manager. The group did not use the Observer module. When installed on a computer, it allows the user to record audio, video, and screen captures. (Note: The group chose only to record audio and screencaptures for our study.) Using the Manager module, users can then review the recordings, as well as create a list of Markers. Markers can be used to indicate when a specific user behavior or trend occurred. Within each recording, users can then apply “Markers” to the recording’s timeline. Morae also allows users to create video clips on the timeline, as well as make additional notes. Using an export feature, users can then export markers and other information for all recordings into a spreadsheet. Users may also choose to export findings based on specific search parameters (a specific marker, etc.) Morae offers additional functionality that the group did not use for the user study, and appears to be very

robust for quantitative data analysis. In this case the group used it primarily for qualitative data analysis.

After the user study was completed, the group used inductive coding techniques to analyze the data. Discovering some common themes in the data, the group used the Markers feature within Morae to create designated markers to highlight these themes. In addition, the group used the Tasks feature within Morae to designate when a particular task or section of the user study started, allowing us to more easily facilitate collating data by task and page.

The group divided up the recordings, and using the Markers list reviewed and coded all of the recordings. Each recording was reviewed by two people. After the initial reviewer reviewed and coded the recording, a second group member did a second pass over the recording and added any additional markers and notes.

Responses to the introductory, research behaviors, and exit surveys were also entered into Morae, using the *Survey* feature.

A final .csv report was generated from Morae, and based on markers, the group updated and quantified observance of the 11 overarching trends, as presented in the Findings section. While the group marked all occurrences of a trend, the findings presented here only reflect the number of participants in which the group observed the behavior or trend.

Findings

In analyzing our data, we found ourselves without adequate answers to three big-picture questions about the Research Guides:

1. *What is the **overall purpose** of the guides?*

Should the guides be an exhaustive list of all resources available through DePaul University Library? A selected list? Should the guide be instructional, guiding students in the use of resources?

2. *Who is the **primary audience** for the guides?*

Are the guides intended for undergraduate or graduate students? Are faculty using these guides to navigate to all resources maintained by the Library in a subject area? Are part-time librarians using these guides to make sure they are aware of subject-specific resources?

3. *What is the **intended context** for guide discovery?*

Will the student encounter the research guide from a course page within Desire2Learn, without being aware of the resources available from the Library homepage? Will the student consult the research guide only after exploring the resources on the Library homepage, like WorldCat Local? Will the student come to the guide expecting to find unique resources not highlighted elsewhere on the Library website?

All of these questions are related to each other and should be addressed together. For example, if the primary intended audience is the undergraduate student, guides may be instructional and prescriptive of research behaviors. The undergraduate student might be directed to the research guide directly from Desire2Learn or by a librarian, and therefore, the research guide may need to include access to, and instructions for, using general Library resources like Academic Search Complete or I-Share. Otherwise, students may not discover how to use I-Share elsewhere on the Library website.

If the intended audience is a faculty member or part-time librarian, the research guides may be designed to be a comprehensive listing of all Library resources. However, the undergraduate student may find research guides designed in this way to be overwhelming and will have difficulty navigating and using the guides.

These are open questions that should be brought to the Reference & Instruction librarians and liaisons who maintain subject guides for further discussion.

We recommend the formation of group to discuss and establish clear guidelines related to the open questions listed above. Without consensus on these issues, the value of the guides will be diminished. Resolution of these questions can be handled in different ways, but input from all stakeholders is essential.

Trends

In addition to the big-picture questions presented above, the group identified thirteen trends throughout the various participant sessions. Each of these trends is outlined below and recommendations can be found in the *Recommendations* section. Demonstrative quotes were included for some trends. In some cases, multiple quotes were included; each of these quotes is from a different participant.

1. Participants expected research guides to be focused on subject-specific resources. (14 participants - 93%)

“I'd expect to find articles that pertain to psychology. So I guess more to depression. So, I'm thinking that there'd be a search box or different subtopics within psychology.”

--Participant's response to “What would you expect to find under the articles tab?”

“But it seems almost as if, um, that this is really just a search for books that I could do on the website and not through this research guide... so I probably would use this, but I don't think, knowing that this is what it is, I would probably just do this search at the actual website instead of going through this research guide because this doesn't look like this is too different... doesn't look significantly different than just searching from the regular website.”

--Participant, in reference to WorldCat Local search box

“I think maybe either um a list of books that DePaul has, or some type of, something that makes going to this research guide a little bit more specifically focused on psychology...just because here it really is just a search bar to search all of the books that DePaul has access to which isn't necessarily needed to go into this research guide to do, so I think that something more that is a little bit tailored to this research guide that would make going to this part of the research guide a little bit more... and specifically focused on psyc research.”

--Participant, in reference to WorldCat Local search box

“I've used the library enough to know that I probably should have already searched in there before I got to the psychology page.”

--Participant, in reference to WorldCat Local search box

2. Participants indicated they would start their research on the research guide with articles. (13 participants - 87%)

“If I'm doing research, I'd definitely click on Articles first.”

-- Participant, as she navigates the Overview page of the research guide

3. Participants indicated that they would not use encyclopedias as part of their research process. (7 participants - 47%)

“If I had a choice of not using encyclopedias, I would not use encyclopedias.”

--Participant, in reference to the Encyclopedias page

“I never really considered using encyclopedias.”

--Participant, in reference to the Encyclopedias page

4. Participants indicated a preference for including actionable content on the page to minimize clicking through multiple pages and sites. (10 participants 67%)

“I don't want to have to go to a bunch of different places to find what I'm looking for.”

--Participant, in reference to the different links to sites on the Citing page.

5. Participants did not always notice the side box content. When they did notice the content, they expressed disinterest in any content that was not subject-specific and/or directly actionable with ways to get further assistance. (15 participants -- 100%)

“Oh the google.....that surprises me.”

--Participant, talking about the Google Scholar box, in response to “Is there anything confusing on this (Articles) page

“I would never use 'How to Read a Citation.'”

--Participant, while on the Articles page

“ It's just sort of an informational box that doesn't serve much purpose.”

--Participant, talking about the Wikipedia box, while on the Articles page

6. Participants were overwhelmed with choices. (10 participants -- 67%)

“Sometimes I feel like there's a little too much going on.”

“I feel like there's so many [article databases] I wouldn't know what to choose.”

“How would you know which one [article database] to choose?”

7. Participants gravitated towards using resources they recognized by name. (9 participants -- 60%)

“Probably PubMed. I've had good experience doing research papers through that.”

--Participant's response to how she'd start her research on the Articles page.

“I would usually [start with] JSTOR, because I'm comfortable with that.”

8. Participants clicked on the first link listed on a page. (7 participants -- 47%)

“I guess I would just click on the first one and see what happened.”

"If I was doing research, I'd probably just click on the first one."

9. Participants liked and commented on the inclusion of the AskALibrarian and Writing Center boxes. (12 participants -- 80%)

"I really like how this (AskALibrarian) pops up on every page, because that's like so helpful!"

"It's useful to have the writing center link and how to make an appointment, right there."

"I really like the askalibrarian on the side on every page and it doesn't move. That's a nice touch."

10. Participants who read descriptions took the descriptions literally. (12 participants -- 80%)

"I wouldn't use PsycInfo, because that has older articles."

"I'm not sure an 'international' encyclopedia would have what I'm looking for."

11. Participants trust faculty recommendations. (7 participants -- 47%)

"I would probably go to my professor first before I would ask a librarian.. if my professor said these authors and these books are good then I might go to a librarian and say hey I'm looking for this, this, and this... so it would probably be a last resort (talking to a librarian)."

--Participant, in response to "Would you ever consult a faculty member for research help?"

12. Participants expressed frustration at having to navigate to and sign into multiple interfaces from the library website. (6 participants - 40%)

One participant expressed frustration that s/he is often taken to different sites and asked to put in a password/username, and all of the sites look different and not necessarily like the Library website.

13. Some participants were unsure as to the function of the Librarian's profile on the Overview page. (6 participants -- 40%)

"She seems like the head of...she's a reference and instruction librarian... I wouldn't want to bother her."

Page Level Findings: Highlights

The group analyzed comments made for each individual guide page -- Overview, Articles, Encyclopedias & Reference, Books & Ebooks, and Citing--and created summaries highlighting the important findings for each of these pages. Detailed findings for each page can be found in Appendix C. We have included highlights of the findings below. (Highlights may exclude mentions of general trends already covered in the *Trends* section.)

Overview Page

- Participants thought that the librarian's profile box was there as a contact for technical problems with the website, rather than as a subject expert who could help with research questions.
- Two participants commented on the "First Things First" box suggesting that those links belonged elsewhere – potentially more prominently – on the Library website.

Encyclopedias Page

- Students had mixed feelings about the Wikipedia box. Some found it nice that we acknowledged that students use Wikipedia, but at least one student found the colorful image distracting and others found the lack of actionable links to be problematic.

Articles

- Most participants did not feel that the articles page met their expectations. Most were expecting to find a search box or terms to help them search, or a subject listing of some sort.
- Some participants were confused by the Google Scholar box.
- Some participants were confused by the Selected Journals box. Participants questioned what criteria were used to select these journals for inclusion.

Books & Ebooks

- Responses varied as participants stated that they expected to see a search box, list of books, or a search box for books and ebooks only.

- WorldCat Local:
 - Some participants noted the *Books & Ebooks* page seemed similar to the Library home page, and they were not sure if they should expect different results from the search box on the Books & Ebooks page.
 - Another participant mentioned that s/he would have searched WorldCat Local before arriving at this research guide.
 - At least one participant noted s/he preferred to use the Classic Catalog, because s/he found WorldCat Local overwhelming.
 - At least one participant noted that s/he do not find an embedded catalog search helpful.
 - Some participants mentioned that it would be helpful to switch the WorldCat Local search to be limited to DePaul by default (from the *Books & Ebooks* page).
 - One participant noted s/he would not use WorldCat Local because s/he found it confusing and too broad of a scope for research at this level.

- At least one participant indicated s/he would use the “Requesting Books” content box.

Citing Page

- Overall, participants seemed to find the idea of having a Citing page to be helpful, though in some cases, students expressed a desire to see this type of content available from the Library website.

- Participants expected that they would find either formatted examples of how to cite or a tool for formatting their citations embedded in the page (akin to EasyBib).

Recommendations

For each issue identified, the group has made one or more recommendations.

Big Picture Issues	Recommendations
<p>1. What is the overall purpose of the guides?</p> <p>Is the primary purpose of the guides instructional? Or are they intended to be a list of resources?</p> <p>2. Who is the primary audience for the guides?</p> <p>Are the guides aimed at beginning undergraduates, graduate students, faculty, or library staff?</p> <p>3. What is the intended context for guide discovery?</p> <p>Are the guides conceived as stand-alone websites? Should they be designed in the context of the material presented on the Library homepage?</p>	<p>Stakeholders should discuss these three issues, and come to consensus about the research guides. There are different ways to manage and create content in response to these questions, including, but not limited to:</p> <ul style="list-style-type: none"> ● Focusing on instructional needs of undergraduates ● Focusing on needs of higher level students and faculty to have comprehensive lists of resources ● Mindfully creating different guides for different audiences ● Creating guides that stand alone as complete, unrelated to how materials are presented on the Library homepage ● Creating guides to be used as a step in the research process, integrated into the hierarchy of the Library website ● Creating and using other library widgets within D2L to provide the general context for a subject-specific research guide.

Issue	Supporting Data	Recommendations
<p>1. Participants expected research guides to be focused on subject-specific resources.</p> <p>Participants did not expect to find general resources, resources that they would find on the library home page, or content that did not pertain directly to the subject area covered by the research guide. Participants viewed the research guide as a place they would go after they had already used the library home page or general resources and therefore expected the research guide to be focused on the subject.</p>	<p>14 out of 15 participants</p> <p>Sample Quote: “I'd expect to find articles that pertain to psychology...So, I'm thinking that there'd be a search box or different subtopics within psychology.”</p>	<p>A. General article databases such as Academic Search Complete should only be included if they are essential for research in the subject being discussed.</p> <p>B. Library catalog searches should be subject-specific. For example, include canned subject searches or tips for searching the catalog for that subject area.</p> <p>C. The WorldCat Local search box should be excluded or minimized in importance on the research guide since it is a general tool, available on the library homepage and makes subject-specific searching more difficult. In cases where WorldCat Local is an effective tool for a subject-area, it should be included.</p>
<p>2. Participants indicated they would go straight to the articles tab.</p> <p>For the participants, research was equivalent to finding articles, although the definition of an “article” was not always well-understood. Few people were interested in finding books or using encyclopedias.</p>	<p>13 out of 15 participants</p> <p>Sample Quote: “If I'm doing research, I'd definitely click on Articles first.”</p>	<p>A. Through library instruction, emphasize the importance of other source types and their role in the research process.</p> <p>B. Design the research guide to be more pedagogical in nature and promote the roles of using different types of information. For example, the Background Information tab should be listed first if we think it should be the first step in a research process.</p>

Issue	Supporting Data	Recommendations
<p>3. Participants indicated that they would not use encyclopedias as part of their research process.</p> <p>Participants felt that encyclopedias would be either too elementary or would be only available in print format. The term “encyclopedia” did not mean anything scholarly or useful to the students.</p>	<p>7 out of 15 participants</p> <p>Sample Quote: “I never really considered using encyclopedias.”</p>	<p>A. Rename the Encyclopedias tab to “Background Information” or a similar term to indicate its function.</p> <p>B. Design the research guide to be more pedagogical in nature and promote the roles of using different types of information.</p> <p>C. Clearly indicate that the encyclopedias are online sources, not print.</p>
<p>4. Participants indicated a preference for including actionable content on the page to minimize clicking through multiple pages and sites.</p> <p>Participants didn’t understand why some of the content was included, especially if there was nothing to click (The Wikipedia box) or if the links took the user to another page of links. Participants were often frustrated with the citing sources page, indicating that it was too many clicks through to see an example of a citation. They were also unsure about why they would find links to other Citation Guides (<i>Citations: How to Read One!</i> and <i>Citations: How to use your citation to find the full text</i>)</p>	<p>10 out of 15 participants</p> <p>Sample Quote: “I don't want to have to go to a bunch of different places to find what I'm looking for.”</p>	<p>A. Exclude non-actionable content boxes from the research guides. Examples include the Wikipedia box.</p> <p>B. If the guide contains a Citing page, include either citation examples or an embedded citation generator</p> <p>C. Include a top three resources box on the Overview page. Note that Libguides 2.0 allows you to easily generate a table of contents side box on the homepage, leaving the center box open for other uses such as top resources box.</p>

Issue	Supporting Data	Recommendations
<p>5. Participants did not always notice the side box content. When they did notice the content, they expressed disinterest in any content that was not subject-specific and/or directly actionable with ways to get further assistance.</p> <p>Participants did not expect to find content that was not focused on their particular research needs. They would not look a general tutorial on scholarly vs. popular journals/articles. Opinions on the google scholar box were split. Participants expected to find the material from the “First Things First” and the “Find a Specific Journal” box on a separate part of the library’s homepage, not on the subject-specific guide.</p>	<p>15 out of 15 participants</p> <p>Sample Quote: “(wikipedia) it's just sort of an informational box that doesn't serve much purpose.”</p>	<p>A. All side boxes should be strategic and context-specific. For example, include a box with search tips for a database on the page, but not a link to a guide with tips.</p> <p>B. Specifically, the following boxes should be excluded from the research guides based on our findings: Google Scholar, Scholarly vs. Popular, Selected Journals, QR code boxes, First Things First box, Find a Specific Journal by Title, and boxes with links to other how-to guides.</p> <p>C. If we are going to use boxes in columns for design purposes, to break up text-heavy content, make these boxes have invisible lines so that they don't read as a content box.</p> <p>D. Guides should have a one or two-column layout. Explore LibGuides 2.0 to find the best ways to make use of a one column layout.</p>
<p>6. Participants were overwhelmed with choices.</p> <p>Participants often didn't know where to start. They stuck to the middle boxes and tried to read the descriptions of databases or titles to know which would be the most appropriate for their topic.</p>	<p>10 out of 15 participants</p> <p>Sample Quote: “I feel like there's so many [article databases] I wouldn't know what to choose.”</p>	<p>A. Include a top three resources box on the Overview page.</p> <p>B. List the most important resources first. Do not list resources in alphabetical order. Provide users with visual cues that direct them to the most important resource (color, fonts, etc.)</p> <p>C. List additional, supplementary resources in a second box.</p> <p>D. Do not give students multiple options when one best resource would do (ex. Don't provide links to multiple citation style pages; just provide a link to the BEST one that you recommend.</p>

Issue	Supporting Data	Recommendations
<p>6. Participants were overwhelmed with choices. (cont'd)</p>		<p>E. Don't include general databases UNLESS they are relevant/key to the field.</p> <p>Include search boxes on the page for the key databases if available and if it makes sense (understanding that the students will most likely gravitate towards the search box)</p>
<p>7. Participants gravitated towards using resources they recognized by name.</p> <p>Participants mentioned JSTOR, EBSCO, and PubMed by name. If they saw one of those items in the list, they indicated they would start with that resource, no matter what the description or where it fell in the list.</p>	<p>9 out of 15 participants</p> <p>Sample Quote: "Probably PubMed. I've had good experience doing research papers through that."</p>	<p>See recommendations for 6.</p>
<p>8. Participants clicked on the first link listed on a page.</p> <p>Although many participants looked for a resource they knew by name, if none were familiar, many went to the first item in the list.</p>	<p>7 out of 15 participants</p> <p>Sample Quote: "I guess I would just click on the first one and see what happened"</p>	<p>See recommendations for 6.</p>
<p>9. Participants liked and commented on the inclusion of the AskALibrarian and Writing Center boxes.</p> <p>Having the AskALibrarian in the same place on all of the pages reinforced the idea that the students could contact the librarians for assistance. They also recognized the Writing Center graphic and mentioned that they were familiar with the services offered by the Writing Center.</p>	<p>12 out of 15 participants</p> <p>Sample Quote: "It's useful to have the writing center link and how to make an appointment, right there."</p>	<p>A. Keep the AskALibrarian box. However, a decision should be made as to the best placement, and it should be consistently placed on pages.</p> <p>B. Keep the Writing Center box, but only if the Citing page is retained. Otherwise, we should promote the Writing Center services in other appropriate how-to guides or contexts on the library site.</p>

Issue	Supporting Data	Recommendations
<p>10. Participants who read descriptions took the descriptions literally.</p> <p>Those student who read the descriptions were very literal minded about what they found. Some students were not interested in PsycINFO because it contained older material, back to 1887, while PsycARTICLES was more appealing, since it mentioned full-text.</p>	<p>12 out of 15 participants</p> <p>Sample Quote: “I wouldn’t use PsycInfo, because that has older articles.”</p>	<p>A. There should be a liaison-wide review of database descriptions to update for accuracy. We should not just use the vendor-supplied descriptions as a default.</p> <p>B. Within a subject research guide, customize the database description for that context and how students may use it for their research in that subject area.</p>
<p>11. Participants trust faculty recommendations.</p> <p>Some participants stated that they would first go to their professor, rather than the librarian for assistance with research. Others mentioned that they looked for resources recommended by their professor. And others would have liked to see faculty comments on the different resources, explaining which should be used for which purposes.</p>	<p>7 out of 15 participants</p> <p>Sample Quote: “I would probably go to my professor first before I would ask a librarian...”</p>	<p>A. Librarians should make efforts when possible to collaborate with faculty on research guides or course guides.</p> <p>B. When a faculty member is involved in the creation of a guide, include a “faculty seal of approval.”</p> <p>C. Continue to encourage faculty to include and promote the use of research guides through inclusion on their syllabi and D2L course sites.</p>
<p>12. Participants expressed frustration at having to navigate to and sign into multiple interfaces from the library website.</p> <p>Different logins for ILLiad and I-Share were too much for some of the participants, so they avoided using those services. They were also frustrated that they couldn’t save articles or searches from databases using their usual methods (i.e. bookmarking, or saving to different open tabs)</p>	<p>6 out of 15 participants</p> <p>Sample Quote: One participant expressed frustration that s/he is often taken to different sites and asked to put in a password/username, and the sites do not necessarily like the Library website.</p>	<p>A. Research guides need to look as consistent as possible with the Library website.</p>

Issue	Supporting Data	Recommendations
<p>13. Some participants were unsure as to the function of the Librarian’s profile on the Overview page.</p> <p>Participants often stated that they would only contact the librarian if there were a technical problem (i.e. broken link) on the page. Some also expressed reservations in contacting the librarian because they were unsure what her role was.</p>	<p>6 out of 15 participants</p> <p>Sample Quote: “she seems like the head of...she’s a reference and instruction librarian... I wouldn’t want to bother her”</p>	<p>A. The Librarian Profile should make it clear that students can contact him/her with questions. Box may be labelled “Contact Me.”</p> <p>B. To make the box more actionable, librarians could include a libraryh3lp chat widget which allows students to chat directly with the subject librarian when s/he is online. When s/he is offline, the chat widget will revert to the general askalibrarian queue.</p>

Conclusion

(include additional findings, along with recommendations for areas that need further investigation/user studies including worldcat local, how students navigate to research guides, etc._ Recommendation for planned future testing? Questions we didn’t answer but should be investigated, as well as our plan of action going forward (keeping a group together to gather recommendations and suggestions, implement them, etc.)

1. Some participants found the number of results pulled back by WorldCat Local to be problematic (2,9,6,11,3,16)

Some participants used WorldCat Local in ways that were unexpected

Some participants seemed to understand how to use WorldCat Local

Students expected that WorldCat Local was a tool they would use from the library home page (as opposed to being a subject specific tool)

2. Some participants found navigating to the research guides problematic.

4. Some students tended towards bookmarking pages as a way of saving articles; this proves problematic since bookmarking does not work with article databases.

Students mentioned that they would talk to librarians about getting books (i would only talk to a librarian to get a book; I can do the online stuff myself.)(most students understood what the research guides were)

Appendix A: Introductory Survey Responses

- 1. Have you taken WRD 104 at DePaul?**
 - a. Yes (11 participants)
 - b. No (4 participants)

- 2. Do you remember the library instruction session you attended while taking WRD 104?**
 - a. No (4 participants)
 - b. Yes (7 participants)
 - c. No (2 participants)
 - d. Unsure (2 participants)

- 3. Have you had any library instruction (workshops or classes) in any other DePaul courses? At another University?**
 - a. Yes (10 participants)
 - b. No (4 participants)
 - c. Unsure (1 participant)

- 4. How often have you visited the DePaul University Library's website in the past academic year?**
 - a. Daily (4 participants)
 - b. Weekly (6 participants)
 - c. Monthly (4 participants)
 - d. Unknown (1 participant)

- 5. How often have you asked for help from a librarian over the past academic year?**
 - a. Weekly (1 participant)
 - b. Monthly (1 participant)
 - c. Quarterly (8 participants)
 - d. Never (3 participants)

- 6. Have you ever used a DePaul University Libraries Research Guide?**
 - a. Yes (8 participants)
 - b. No (2 participants)
 - c. Unsure (5 participants)

7. (If “yes”), can you tell me which guide you used and/or which class you used it for?

History, Human Computer Interaction, Sociology, Research Seminar (School for New Learning), Explore Chicago, Masters in Public Health, and Honors 101

8. How would you rate your expertise in researching?

- a. Very good (4 participants)
- b. Good (6 participants)
- c. Adequate (5 participants)

9. How would you rate your expertise in using library research tools?

- a. Very good (5 participants)
- b. Good (5 participants)
- c. Adequate (3 participants)
- d. Poor (2 participants)

Appendix B: Research Habits Survey Responses

Summary

The Research Habits portion of the study asked students how they might conduct research, and followed up with some probing questions. Students shared with us a range of sources and strategies for first researching a new topic, sometimes mentioning the library and library resources, and sometimes not. (The number of students saying they would use the library first is likely inflated, due to the setting of the study.) Students were split about whether or not they would ask their professor for help; most students were unlikely to ask a librarian for help, unless it was a “last resort.” Again, the numbers of those who stated that they would ask a librarian for help are potentially overstated because of the setting of the study. More than one student mentioned only asking a librarian for assistance “to help find a book” which is revealing about what students think librarians actually do. In addition, three students mentioned using the library specifically to find books or items not online. And, a few other trends were spotted here, including: feeling overwhelmed by the amount of information available, the difficulty in easily organizing found information, and the tendency to rely on a known resource, even if it isn’t the best suited to the job.

What do you do first?

Seven (7) students specifically mentioned using the library’s website first, but that may be overstated. Google (or google books, google scholar, and even google news) was mentioned 12 times as the first place to start research, but that may be understated. Two students mentioned very specific web resources that were not associated with the library at all: Men’s Health magazine and The Mayo Clinic. Six (6) students mentioned a particular library database by name. Seven (7) students mentioned using Wikipedia at the beginning of their research, but often qualified that by saying that they used the citations at the end of the entries.

DePaul library:

- I go to DePaul’s library website [10,2,3,9,11,13,4]
- Start with a research guide [9,11]
- Go to “that search database” on the library website [3]

Specific database:

- I use JSTOR [10]
- Use the “EbscoHost Thing” [2]
- Academic Search Complete [14]
- PsycINFO [13]
- Lexis Nexis [14]
- Would use PubMed [16]
- WorldCat Local [3,6,4]

Google/Google Scholar/Google Books

- Google Scholar [8,11,14,9]
- Google [5,16,4,15,6,9]
- Would go to Google Books [15]
- Look at current events/ Google News [14]

Wikipedia (unclear what the data means, since we asked if they would use Wikipedia)

- Wikipedia [after prompt: 11, 15; 2,14,9,5,6]

Specific non-dePaul website:

- I go to Men's Health [15]
- Known websites like Mayo [16]

Course material

- Sometimes looks at citations from my textbooks [8]
- Course readings [1, 4,6,9]

Other

- Encyclopedias [9]
- Look for a psychology journal [14]

Do you ask your professor for suggestions/what to expect from professor?

More students said flat out that they would not ask their professor for help (4) then said they would (2).

Yes or leaning yes (4):

- Yes [4,9]
- Prof might mention what journals are respected in the field [1]
- To help identify keywords when not able to find content [8]

No, or leaning no (6)

- Only if I'm really lost [11]
- Rarely [2]
- No [5,6,7,16]

When would you ask a librarian?

Finding a book (2)

- Finding a book [15,9]

Last resort (3)

- Last resort [7]
- When I'm at the end of the line/have contacted a librarian before [2]
- If I were "super lost" [11]

Technical problems (1)

- If something didn't work [1]

Librarian activities (5)

- If I have trouble with keywords, I would IM the librarian [2]
- Librarian would help me relate articles together [10]
- If I can't find the information, would go to a "research librarian" [5]
- To get a cross-disciplinary perspective (profs are too far down in his own field); To get a perspective different from my own and my professor's [8]
- Only if she had to do something specific, not for regular research. [16]

When would you use the library's resources?

Students seemed to focus on using the library for books and other print material.

For print materials/books (3)

- Would look in the library catalog for books [5]
- Use the library a lot for popular reading [1]
- Use the library if it's hard to get the information (not online) [1]
- Never use library resources to find "material," just to find books [15]

Other

- To get scholarly, not background, information [1]
- Throughout my paper [10]

What parts of the research would you find difficult?

- Relating different articles together [10]
- Finding a broad range of sources [15]
- Navigating this research guide [2]
- Focus on a topic [7]
- Hard to find full text [7]

Being overwhelmed/frustrated

- Sometimes she gets overwhelmed because it's an academic setting. She likes to have her brain ready to absorb the information before delving directly into the research guides/databases. Google may come first to help her prime her brain. [9]
- The summaries of resources don't make sense [9]
- Signing in multiple times with multiple passwords [11]
- Sometimes a search in WCL will pull up like 15,000 entries, and they are not always relevant. Google does a better job. [6]

Problems with library jargon:

- What will a 'reference guide' get me? [9]
- Apprehensive about asking a librarian for help, because she doesn't know what all the different databases are called, so she would be embarrassed to ask for help. [16]

Organizing Research

Most of these habits were observed by the librarian. Students were frustrated by not being able adequately bookmark materials for later use. Some of the strategies used by students are documented below:

- Would use Zotero to keep track [8]
- Uses Evernote [8]
- Always prefers a pdf because you can save it for later on your computer [9]
- Student pastes URLs into a word document [1]
- Opens everything in a new tab [8]

Other comments/behaviors:

"Academic Search Complete is the most comprehensive resource" [14]

Likes JSTOR because it has a wide variety of resources and she can use it for different topics, and it has a clean interface [9]

Won't use a general google search [7]; Might use google scholar for own needs, start with the library website for school research [11]

I always click the "full text" facet (in WCL). I don't know why. [3]

Reads descriptions [9]

Takes articles from Google Scholar and plugs them into DePaul [16]

Professors have asked about the credibility of her sources [16]

Appendix C: Page-Level Detailed Findings

Overview Page: Detailed Findings

Summary:

When examining the “Overview” page of the Psychology research guide, a few trends were observed. First, almost all of the student expected to start research with “Articles.” The students gave various reasons for this, many of which showed a lack of understanding about how information is produced. Second, many people thought that the librarian’s information was there as a contact for technical problems with the website, rather than as a subject expert who could help with research questions. Finally, two who commented on the “First Things First” box suggested that those links belonged elsewhere – potentially more prominently – on the library’s general website.

Where would you start your research?

Overwhelmingly, students stated that they would start their research by navigating to the “Articles” tab. Exceptions:

- 2 students [2, 11] thought that the Tests and Measurements would be more appropriate for the psychology subject, because one student sees “psychology as being about science” and the other would want “to see if there were any research studies on exercise and depression.”
- One student [3] was completely unsure where to start research, but might choose encyclopedias or articles.

Reasons cited for using the Articles page first:

- Drawn to articles because of the way the page is laid out [1]
- Typically looks for articles, doesn’t rely on books much [10]; Books are longer [7]; Articles are better than books if you don’t know about the topic beforehand [8]; Articles are easily digestible [6]; Articles would allow the student to locate statistical information [16]; Articles would help her narrow her topic [16]
- Articles can be gotten online [6]

The Librarian Information

The students were split when asked if they would ever contact the librarian. 3 students stated they would not, and 5 students stated they would, the others were indecisive. One student enthusiastically mentioned they had contacted another librarian through this channel. 4 students assumed the librarian was there only for technical help with the website and 4 students assumed the librarian had some subject knowledge.

- Assumes the librarian has specialization in the field. Might contact the librarian if doing a more extensive project [1]

- To have a reference if you need help, if you aren't sure what you are doing [10]
- I wouldn't use it because I'm not having trouble [with the website] [5]
- Unsure, might use it if an article didn't seem right or if she had a question about the database [2]
- Probably wouldn't use it because she's "a reference and instruction librarian...I wouldn't want to bother her" [2]
- Would contact the librarian if I needed help finding a book [15]
- Would contact the librarian if "I had to come up with better wording or to link between depression and exercise" [15]
- Would use if it had questions about the guide [9]
- Person was responsible for putting together the guide [11]. Suggests stating "contact me with questions about psychology, etc."
- Would like to contact her via IM with an issue [8]
- Wouldn't use it [6]
- Yes, has used this info before to contact a librarian. [16]

First Things First:

Two students who noticed the first things first box thought it didn't belong on the guide, or it wasn't useful at that point in the research:

- Already has the I-Share account [4]
- Should be on the homepage, rather than in the guide [8]

Other comments:

Other general comments that might be useful:

- Wouldn't use the mobile version [5]
- Lots of confusion about what information you would find in an article vs. a book vs. encyclopedias: Articles are better because they are shorter [7]; articles are better than books if you don't know anything about the topic beforehand [8]; would use a book if the article were published in a book [8]
- Thought the guide would be the database resources, rather than an overall guide [8]

Encyclopedias Page: Detailed Findings

Summary:

Not surprisingly, six students explicitly indicated that they would not use encyclopedias as part of their research process. Once on the Encyclopedias page, students had mixed feelings about the Wikipedia box. Some found it nice that we acknowledged that students use Wikipedia, but at least one student found the colorful image distracting and others found the lack of actionable links to be problematic. While most students noted that the Encyclopedias page met their expectations, we should be careful to note that indicating the page "meets expectations" does not equate an intention to use the page.

Overview (Expectations)

- Two participants indicated they would not use encyclopedias [5,15]
- Four Participants indicated that they expected to find a search box/function on the Encyclopedias page. (4 participants) [5,4, 6,11]
- Eight participants indicated that they would expect to find a list of encyclopedias on the Encyclopedias page. [1,10,14, 5, 3,9,4,16]
- Two participants didn't know what to expect. One participant expected to find a listing of print encyclopedias. Another thought the page would have entries similar to those from Britannica, and one student made a snarky (self-admitted) comment about the page including Wikipedia search option. [6,8]
- Two participants noted that they would also expect to find a browsing list by topics [6,4]

Feedback While On Encyclopedias Page

- Overall, the page met expectations for most participants. (10 participants) [13, 3, 14, 5,2,9,4,7, 15,16]
- Four participants indicated that they would not use encyclopedias. [1, 10, 4, 11]
- Participants expressed mixed feelings about the Wikipedia box, with most being confused. (6 participants) [1,13,15,8,6]
 - One participated indicated s/he would use Wikipedia, but not from our box [1]
 - One participant liked the box because it acknowledged that students use Wikipedia [13]
 - One participant was confused by Wikipedia box [15,6,11]
 - One participant noted that s/he liked the box. [8]
- Participants' comments or behaviors indicated that they would start with the first encyclopedia listed. (3 participants) [3,10, 5]
- Participants indicated they would like a search box on the page. (2 participants) [5,6]
- Three explicit comments that suggested confusion about the uses of encyclopedias.[2,4,13]
 - Student liked the listing for reference books; didn't know about them [13]
- Must make a cognitive leap that encyclopedias are better than Wikipedia [8]
- Student notes she's likely to go to the International... based on the description she is reading (2 participants) [2,9]
- Student notes that she'd probably begin with a collection of encyclopedias like Sage [9]
- Graphics of books is too bright for page [8]
- Student wasn't familiar with any of the encyclopedias so would have to read through descriptions to make a decision about which one to use [6]

Books & Ebooks Tab: Detailed Findings

Overview (Expectations)

Statements from participants in the group varied significantly. Responses varied as students stated that they expected to see a search box, list of books, or a search box for books and ebooks only. The idea of sample searches, or a search specific to Psychology came up with one user and a separate user mentioned the ability to browse by subject or topic.

- Expect search box (3 references to this)
- Expected a list of books or example searches (3 references to this)
- Expected to see Psychology specific search (2 references to this)

Some interesting, but less common expectations included:

- Expected it to go to Safari and Books 24X7

Feedback while viewing books tab

Many of the participants still said that the page met their expectations. The responses were mixed, with students saying that they expected a search box for a tool like WorldCat Local, where others expected something different or subject specific. Comparatively, there less commons themes in this task.

- Meets Expectations (11)

Common themes:

- Student would use the “Requesting Books” content box (3 references)
- Student mentions switching the WorldCat Local search to DePaul Libraries (4 references)
- Student mentions they would not use WorldCat Local either because it is confusing or they do not want a broad search at this level (2 references)

Other interesting comments/observations:

- Student notes the books page reminds her of the library home page, and isn’t sure if the student would expect different results from this page. (3 references)
- One student mentions that they would have searched WorldCat Local before arriving at this research guide.
- One student wondered why Ask a Librarian was included on this page.
- Expected a subject specific search ability
- One student notes that they do not find an embedded catalog search helpful. (2 references)
- One student references using the classic catalog, because they find using WorldCat Local overwhelming. (2 references)

Articles Page: Detailed Findings

Overview (Expectations)

Frequently, students stated that they expected to see a search box on this page but others did mention expecting to see a list of databases either instead or in addition to a search box. The idea of expecting links to subjects or sub-topics within Psychology also came up.

- Expect search box (6 references to this)
- List of databases (4 references to this)
- List of subjects/subtopics (4 references to this)

Some interesting, but less common expectations included:

- Terms that help you search
- Specifically at “top 5” list of psychology databases
- One student seemed to indicate that they would expect actual peer reviewed articles on this page

*A number of comments in overview seem to reflect experience once they've clicked on the page—these were included in the analysis of their experience on the page

Feedback while viewing articles tab

While students had often said that they expected a search box, many of the participants still said that the page met their expectations.

Here were some of the common themes:

- Feels like there is a lot on the page/unsure of where to click (9 references to this)
- A lot comments about Google Scholar-some pleased to see it, others surprised
- Gravitating towards/looking for known databases (9 references to this)
- Expect that they should start with the first database listed (3 references to this)
- Reading descriptions (6 reference/notes about this)

Other interesting comments/observations:

- Student notes that she never uses the limits, etc. available to her in databases. She just starts with the search engine/box.
- Student noted that she didn't read the instructions in the google scholar box. Student notes that she's in the mindset that she doesn't actually read things; she tends to scan and probably misses a lot.
- Student reads the descriptions for the databases carefully; choose PsycArticles over PsycInfo because it allows her to search 'within the full text'; she also notes that PsycInfo says that it covers all areas of psychology, and she is only interested in a subset--exercise and depression.

Citing Page: Detailed Findings

Summary

Overall, students seemed to find the idea of having a Citing page to be helpful. However, students expected that they would find either formatted examples of how to cite or a tool for formatting their citations embedded in the page (akin to EasyBib). Generally, students seemed to find the Citation Research Guides box and its contents to be confusing. Students did respond positively to having the Writing Center box on the page and liked that there was an actionable link for making an appointment. Students seemed to have mixed feelings about the Citation Tools box.

Overview (Expectations)

- Students indicated that they would expect to find either examples on the Citing Sources page or something that generated their citation for them. One student commented “it needs to either do it for me or tell me how to do it” (2 participants) [15, 8]
- Some students expected to find links to style guides and citation managers. Since it was clear that some students were reading the description of the page posted on the Overview page, it’s unclear as to whether these were really the students’ expectations or if they were relying on the description to inform their expectations. (5 participants) [2, 9, 4, 16, 6]

Other comments included:

- One student indicated s/he would go directly to OWL and not use the Citing page [15]
- Student thought it would link to a reference manager [1]
- One student indicated that s/he wasn’t sure what s/he would find on the Citing page [14]
- One student thought she’d find examples of how to cite in APA [5]

Feedback while viewing Citing page

- Four participants indicated that they would prefer to have something embedded in the page that formatted the citation for them or examples [2,11, 15,6]
- Students responded positively to the Writing Center box (5 participants) [13,5,7,4,6]
- Students expressed confusion about the Citation Research Guides box. (4 participants) [14, 5,9, 15]
 - One student stated, “What is the difference between the Citation Guides and the Citation Research Guides”.

- One student noted that Zotero is listed twice (one as a link to zotero; another is a how-to guide) finds it confusing)
- One student noted that the content contained on the how-to guides should just be on the Citing page.
- Students were familiar with the OWL Purdue site and indicated that they would click on that option (2 participants) [15,6]
- Three participants made references to their use of EasyBib [1, 5, 2]
- Six participants indicated that the Citing page met their expectations. [7, 5,9,4,16,6]
- Two students indicated that they would use the APA Style Guide. (It's unclear if they would use it because it is the first resource listed and/or because it is clearly labeled as "APA".) [9,2]

Other comments included:

- Too many options. (2 participants) [5, 15]
 - One student commented "I'm not coming here to write a paper on different citation methods."
 - A little more than I expected
- Would use APA style guide (listed first, clearly labeled—ja) (1 participant) [5]
- One participant said s/he would not use the Citing page but instead refer to her handbook.[1]
- One participant indicated the Citing page did not meet expectations [11]
- One user indicated that s/he would like to see the citation guides higher on the library website. [8]
- Citation Tools Box (4 participants; 3 positive, 1 negative)
 - Citation Tools looks like an advertisement ("free browser extension looks like advertising to me") [15]
 - Thought citation tools looked helpful [9, 11, 16]
- Two participants indicated that they would use the Citing Page (2 participants)
 - Looking at the formatting and style guide--I have written a paper for psychology--so this would have been really helpful. I would have (in the past) looked at other sites) and then just fill in the blanks, so this is really helpful' [10]
 - Student indicated she would use the citing page [7]
- One student indicated she'd use one of the citation how to guides [3]
- One student commented that s/he liked the boxes/organization of the page [2]
- One student indicated she wouldn't be likely to scroll [2]
- One student notes that style guides, especially OWL, are difficult to navigate [11]
- Two students noted that they wouldn't use writing center for high level work (2

participants) [16,8]

Appendix D: Exit Survey Findings

Summary:

Overall, students felt that the look and feel of the guides was consistent and easy to navigate. Students indicated that they liked having the AskALibrarian box available for getting immediate help. Several students did indicate that either they or other students they knew did not use the research guides. Their comments about navigating to the research guides (below) may indicate one reason why students are unaware of these resources. Some students seemed to show a preference for having the page be very subject-specific and somewhat comprehensive. While, at the same time, other students reported being overwhelmed by the options. For the most part, students indicated that they would not use the content in the side boxes with the exceptions of the AskALibrarian and Writing Center. (Note: both of these boxes allow the student to get help: make an appointment with the writing center or chat with a librarian.) Students understood what the purpose of the research guide is as indicated by their responses to the “how would you describe this thing” all respondents answered coherently.

Trends

AskALibrarian (6 participants) [3,5,2,16,10,13]

- Students indicated that they liked having the AskALibrarian Box.
- One student recommended replacing the librarian profile with the AskALibrarian box so that it was clear students could get in touch with someone to get help.

Students indicated that they would prefer the page to contain subject-specific resources, especially when it came to the Books/Ebooks page. (3 participants)

- One student noted that it was a good introductory starting place, but doesn't include all of the resources; Student would like to see a box on the home page that describes field (potentially written by a professor) [1]
- A more focused, psychology-specific book list would be helpful [7]
- Would have liked to see a list of books on the books page instead of a search box [7]
- Hooks to professors, list of books; News feed of recently published things [8]

Students indicated that they would not use content in the side boxes. (3 participants)

- Google Scholar box [5,6]
- Find a Specific Journal Newspaper [5]
- Scholarly or Not box [5,6]
- Tends to just go down the stuff in the middle-not pay attention to the stuff on the sides even though it might be very useful. [5]
- Wouldn't use side content [14]

Other content students indicated they would not use (5 participants)

- How to Read a Citation (link within the Citation Research Guides box) [3]
- Books/Ebooks page; Student notes that she's more inclined to go to Articles and Tests/Measurements instead of Books/Encyclopedias [2]
- Citing Page [9,3]
- First Things First box [2, 9]
- Students indicated that they would not use the Encyclopedias page. [2,10]
- WorldCat Local (would just use it from the home page) [1]

Too many options (7 participants)

- Student indicated that she wasn't sure which resources were best; felt she had to figure that out on her own. [15]
- "If you aren't familiar with it, it's almost like there's too much there" [15]
- One student noted that the research guide is harder to understand the first time around
- One student noted that pretty much everything she needed was on the guide and you could find it if you looked hard enough [10]
- Articles page was confusing because it had 2 search boxes (journal finder and google scholar) [5]
- If you read through the descriptions, you could find what you need. [3]
- Student notes that there are too many choices on the Articles page; doesn't know which one she'd start with [3]
- Student indicates she'd go to the first resource listed because she thinks it is the most important[9]
- Likes to be able to narrow down a search effectively so that there aren't an overwhelming number of results--30-40 results is good. [9]
- Too many tabs on the Chemistry research guide [4]
- Student notes that in general, he's inundated with too many resources on depaul library websites [6]

Lack of awareness of research guides/Issues with navigating to guides (3 participants)

- Wishes the subject listing display that pops up when you rollover on the libguides.depaul.edu had a bigger font for readability. [2]
- Student notes that it's hard to get to the research guides; that there needs to be an easier way to get to things on the library website. She notes that when she tells students how to get to things, there are multiple steps involved (clicking) and she doesn't always know how to retrace her steps or get back to something

she has already found. Notes that all of the different interfaces also makes it difficult/confusing. [2]

- Student notes that a lot of people don't use it (not clear if she's talking about the library website or the research guides) [2]
- Student notes that most people forget about library resources/research guides after a while and that we should just put a big sign on the library website that says 'Go Here for Research' [2]
- What does 'Research Guides' mean. Why would it be a list of databases and journals, when the databases and journals are accessed through the 'databases and journals' link. Not sure previously what it would be or why I would want to use it. [14]
- Student notes that most people forget about library resources/research guides after a while and that we should just put a big sign on the library website that says 'Go Here for Research' [15]

Positive Comments About the Guide (8 participants)

- Overall more focused and useful way of finding materials that are relevant to a particular field; would definitely use it. [7]
- It's the DePaul University Libraries research guide which pretty much lays out the entire way of how, of what you need for your research paper including how to cite all of your sources that you are find, which is great [10]
- (the research guide): It's got pretty much everything I would want [5]
- Student would use all parts of the guide except for the Books [7]
- Student notes that the Psychology guide is 'good, very thorough.' She notes that some guides have a lot less, because of their specificity, but that this guide looks like it would be helpful for someone searching about psychology. [9]
- Would use the research guides (but didn't know about them before) [14]
- Student indicates that she would probably use all parts of the guide. [16]
- Likes the guide [8]
- Overall, the guide met expectations; Overall, looks really helpful and they learned some stuff going through it and will probably use it from now on. [13]

Look/Feel of the Guide (8 participants)

- Guide is clean/straightforward/not distracting [10]
- Relatively easy to navigate [14]
- Easy to use, easy to read; likes the tabs; likes how it's pretty simple; easy way to find out what you are looking for - to find professional sources' [5]
- Easy to navigate [2]

- Consistent [15]
- Student commented that she liked the colors on the page and that the page makes you feel like you are there to do research (feels like a research guide) [2]
- Student liked that AskALibrarian appeared in the same place on each page [5]
- Student notes that the guide is really well-designed, not too cluttered, clean. She notes that everything is really well labeled. She finds it to not be overwhelming (as compared to Google.). [16]
- Likes information architecture; thinks it's clear [6]

Comments about the library website (3 participants)

- Student notes that in general, it's difficult to re-find things on the library website [6]
- Student tends to bookmark pages and has difficulty getting back into them [15]
- Student notes that you are often taken to different sites that require different passwords and look different and finds that confusing; too many different branded interfaces [6]

Mixed feelings (3 participants)

- It's worth taking a cursory look at it. [1]
- More information in this guide than I thought there would be [14]
- Student would say that its really helpful for finding articles and helping you figure out what you are actually looking for, but it is a little harder to understand the first time around; Student notes that the research guide is a little harder to understand the first time around. (Not clear if she's referring to navigation, content, or both.) [2]

Definitions of research guide

- Definitive resource to help student find information in Psychology without having to use wikipedia. [13]
- It offers different scholarly articles and books and resources for any topic that you are looking for. [3]
- Overall more focused and useful way of finding materials that are relevant to a particular field. Collection of resources of a more specific topic. [7]
- Points you to different sources of different kinds [14]
- It's the DePaul University Libraries research guide which pretty much lays out the entire way of how, of what you need for your research paper including how to cite all of your sources that you are find, which is great..[10]
- 'you would find a number of links to a fair amount of databases for finding journals, articles, and online publishings. you would also find a general link to the library website if you were looking for books, and a few encyclopedias.' [9]

- Student notes that she would say the guide is really easy to use. A one stop place where you can do your research and cite your sources. [4]
- The guide is helpful in finding available information, and you would be able to limit your search to find articles related to your topic. [16]
- It's a deeper dive into resources [8]
- Definitive resource to help student find information in Psychology without having to use wikipedia. [13]

Students would like to see (3 participants)

- Student indicates she'd like to see a tab for Statistics [16]
- Guide should include search tips for databases [9]
- leaning on the library for expertise in recommending sources that will be favored by professor [8]

Appendix E: Facilitator’s Script and Research Study Questions

Introduction + Information Sheet (Start of Session)

Facilitator actions:

- Facilitator and observer should introduce themselves and explain their roles.
- Facilitator should read aloud the red-lined version of the information sheet. *Note that the student will be provided with a copy of the info sheet to take with him/her at the end of the session.*

Beginning the session recording:

Facilitator actions

- Click the the red button in Morae (should already be opened) to start the recording.
- Open up the Firefox browser.
- Announce the participant’s number aloud so that it is recorded and associated with the Morae recording.

A. Introductory Questions & Tasks

“I am now going to ask you a series of questions about your research and library experience and habits. Please answer the questions as honestly as you can. Remember, we are here to gather information, and there are no right or wrong answers.”

Facilitator action: Read questions aloud, along with answer options when available.)

1. Have you taken WRD 104 at DePaul?

Yes

No

Unsure

2. *If the participant answers yes:* Do you remember the library instruction session you attended while taking WRD 104?

Yes

No

Unsure

3. Have you had any library instruction (workshops or classes) in any other DePaul courses? At another University?

Yes No Unsure

4. How often have you visited the DePaul University library's website (library.depaul.edu) in the past year:

Daily Weekly Monthly Quarterly Never

5. How often have you asked for help from a librarian (through IM, phone, email, etc.):

Daily Weekly Monthly Quarterly Never

6. Have you ever used a DePaul University Libraries research guide?

Yes No Doesn't know

7. If yes, can you tell me which guide you used and/or which class you used it for?

8. How would you rate your expertise in researching?

Expert Very good Good Adequate Poor No answer

9. How would you rate your expertise in using library research tools? (Examples of library research tools include: the library catalog, JSTOR, and Academic Search Complete.)

Expert Very good Good Adequate Poor No answer

B. Scenario 1 – How the Student Conducts Research

Facilitator: *“At this point in the session, I am going to ask you to reflect on how you conduct research in general. There are no right or wrong answers. We ask you to think aloud as you respond to the questions. You may simply describe the process or you may also use the*

computer and talk aloud.”

“Suppose you have to write a research paper about exercise and depression. Your research paper requires that you cite at least 5 sources.”

Facilitator action: Read questions.

1. What do you do first?

(This can be a free form question, but prompts are included below if they are needed)

Prompts:

- Do you do a google search?
- Do you consult your course readings?
- Do you ask your professor for suggestions?
- Do you go to Wikipedia?
- Do you go to the library website?

If the student does not mention “research” here, you should prompt the student with the following question:

“What do you do first when you are researching?”

2. What do you typically do next as part of your research process?

3. At what point in your research process might you use the library's resources? (By resources, we mean any tools that are available via the library website or the library's physical space)

4. What parts of the research for this assignment would you find difficult? At what point would you contact a librarian for help?

C. Scenario 2 – Research Guides

Facilitator: *“Now suppose you met with a librarian, and she directed you to go to the Psychology research guide to help you research exercise and depression. Now we’ll go there.”*

(Facilitator action: go to libguides.depaul.edu/psychology)

“Tell us how you would use this page (guide?) in your research. Walk us through the steps you might take using this guide. Please try to be as specific as you can and talk aloud as we move through this portion of the session.”

(Facilitator action: Leave time/pause for student to start answer; then proceed with follow-up questions below)

Follow-up questions.

Facilitator action: read questions.

1. Please just describe your steps or thoughts as you look at this first page without navigating or clicking on other pages, but feel free to scroll.

- From this page, where would you go first?
- Did you notice the librarian contact information on the page? Why do you think that is placed here? Would you do anything with that information?

2. Once again without navigating or clicking on other pages, can you tell us what would you expect to find under:

- a. Articles
- b. Books & E-Books
- c. Encyclopedias & Reference
- d. Citing Sources

3. Now go to Articles.

- a. Is this what you would expect to find?
- b. How would you use this page?
- c. Is there anything confusing on this page?

4. Now go to Books

- a. Is this what you would expect to find?
- b. How would you use this page?
- c. Is there anything confusing on this page?

5. Now go to the Encyclopedias

- a. Is this what you would expect to find?
- b. How would you use this page?

c. Is there anything confusing on this page?

6. Now go to Citing

a. Is this what you would expect to find?

b. How would you use this page?

c. Is there anything confusing on this page?

D. Exit Questions/User Impressions

Facilitator: *“Now we are just going to ask you some questions about your general impressions of the research guides. This will be the last portion of our session.”*

Facilitator action: Read questions.

1. What other information would you like to find on this guide that would help with your research?

2. Are there parts of this guide you would never use?

3. What is your overall impression on the guide?

4. If you were to describe this guide to a classmate in a sentence or two, what would you say?

5. Do you have any other final comments ?