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

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# SEEKING SYMBIOSIS:

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



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



EMORY  
LIBRARIES

Oxford College Library

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



# About Oxford College Library

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



# How We Got Started

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






# Starting Point: Subject Guide

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

[https://guides.library.harvard.edu/libguides\\_best\\_practices](https://guides.library.harvard.edu/libguides_best_practices)

**EMORY**  
LIBRARIES &  
INFORMATION  
TECHNOLOGY

Emory Libraries

[Main Library](#) / [LibGuides](#) / [Oxford](#) / [Anthropology](#) / [Welcome](#)

## Anthropology

Use this guide to find books, articles, databases, and other resources for research in Anthropology.

Welcome

Welcome

Best Bets

Start Here


Primary Sources

Books

Articles

Cite Sources


In-class activity



Paige Crowl

### Welcome to the Anthropology Research Guide!

This guide is your starting point for research in anthropology.  
Need additional help? [Schedule a research consultation.](#)



Pigments for sale at a market in Goa, India.  
Image Source: [https://en.wikipedia.org/wiki/Dyeing#/media/File:Indian\\_pigments.jpg](https://en.wikipedia.org/wiki/Dyeing#/media/File:Indian_pigments.jpg).

### Best Bets

If you're short on time, these resources are your best bets for this topic!

- [Anthropology Plus](#)

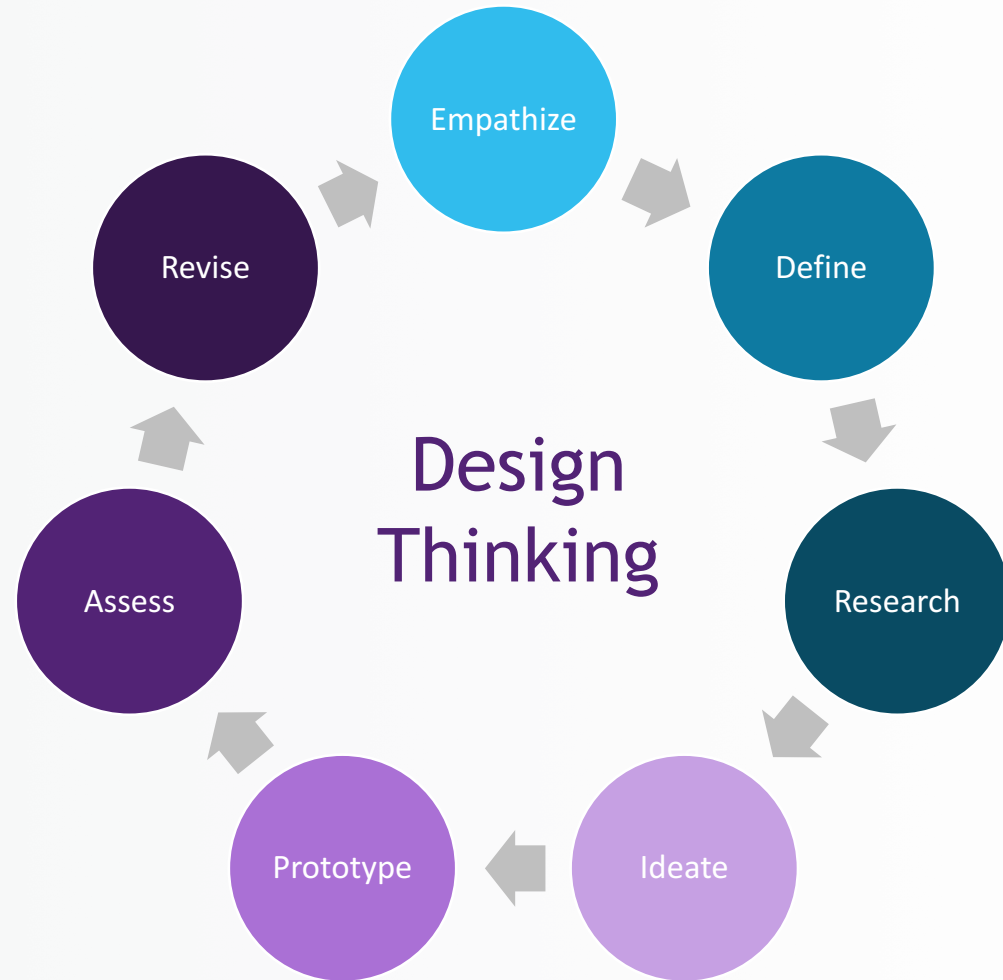
# Prototype: Course Guide

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

The screenshot displays the Emory Libraries website with a dark blue header. The header includes the Emory Libraries & Information Technology logo and the text "Emory Libraries". Below the header, a breadcrumb trail reads: "Main Library / LibGuides / Oxford / Discovery Seminar - Pohl- Fall 2019 / Home". The main title of the page is "Discovery Seminar - Pohl- Fall 2019". A search bar on the right says "Search this Guide" with a "Search" button. On the left, a sidebar contains a "Home" button, a "Video Tutorial: Library Website Overview" link, a "Best Bets for Research" link, and a list of links: "Library Terminology", "Evaluating Sources", "How to Find: Books", "How to Find: Articles", "How to Cite Resources", and "Omeka Archive Assignment: Research Help". Below the sidebar, there is an "Ask a Question:" section with a "Welcome to LibChat!" message, a "Name (blank=anonymous)" field, a "Your Question" field, and a "Start Chat" button. The main content area features a large heading "Welcome to your Discovery Seminar Research Guide!". Below this, a paragraph states: "This guide is your starting point for research for your Discovery Seminar course. You will find information on this guide about how to access and use library resources for this course." A prominent blue button with a cursor icon says "Click Here to Schedule a Research Consultation". Below the button, a "VIDEO TUTORIAL:" section explains that the video shows how to find information about library resources and services, and lists tasks like searching the catalog, using research databases, locating course guides, finding information about course reserves, and scheduling a research consultation. An arrow points from this text to a video player. The video player shows a thumbnail of the library website with the URL "oxford.library.emory.edu" and a play button. The video player also has "Watch later" and "Share" buttons.

# Moving Forward

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

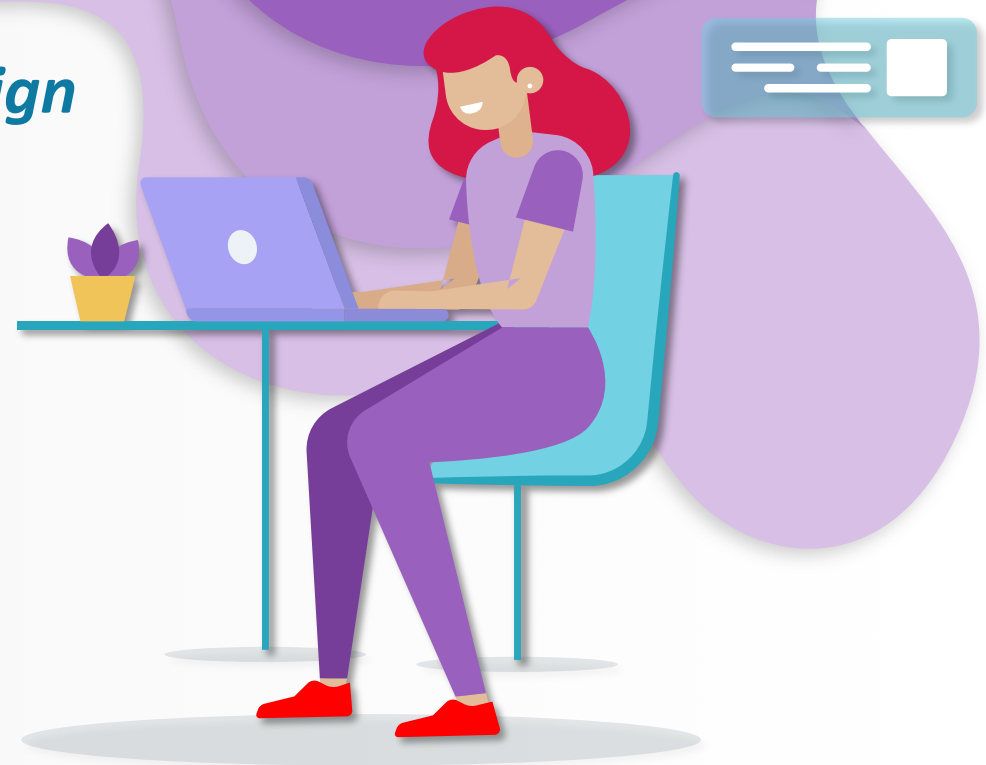




# Key Things to Consider

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



# Learner-Centered Design

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

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



Authentic



Problem-Based

Transferrable



Real-World



Situated

# Key Things to Consider

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1

Context

2

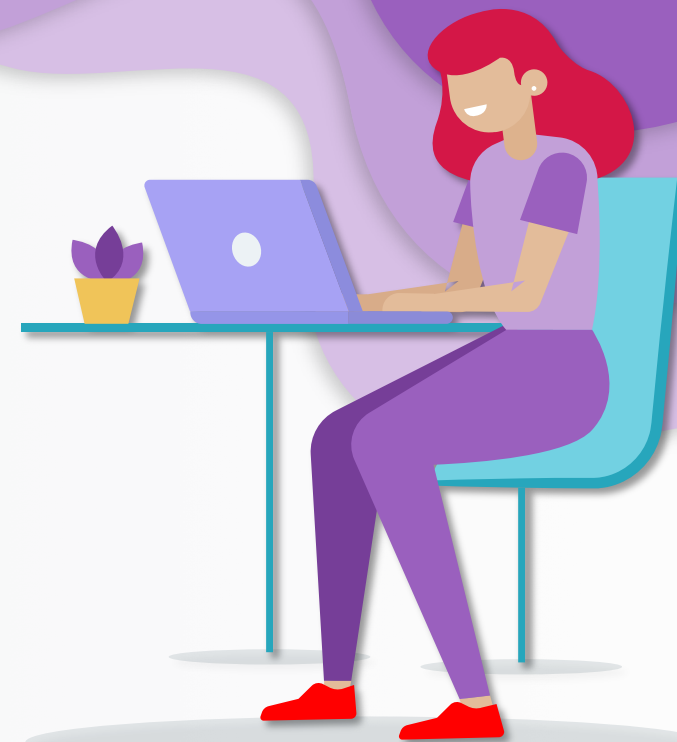
Tasks

3

Construction

4

Collaboration



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



# Learner-Centered **Design Principles**

Let learners **construct** their own plans

**Coach** learners to expert performance

Encourage **multiple perspectives**

Situate learning in **real-life activities**

Prompt learners to **think about their thinking**


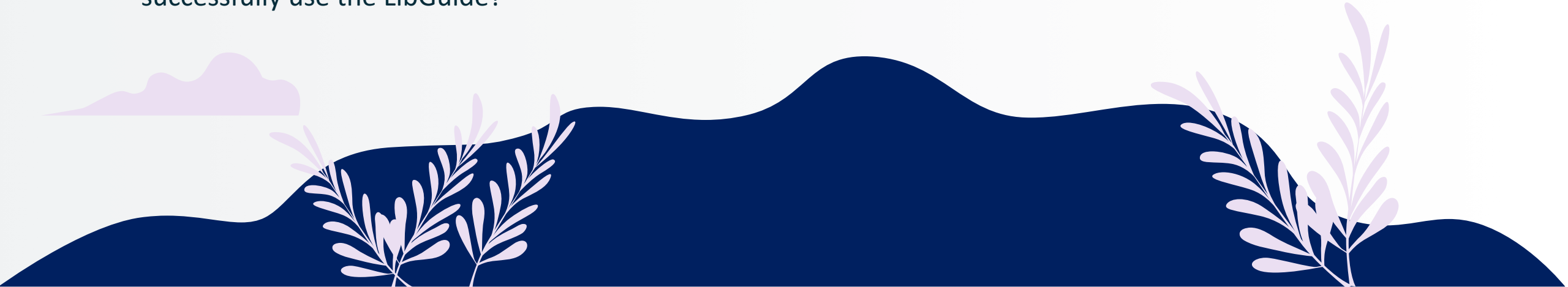
Guide learners to **think like an expert**

Evaluate learners' thinking **processes**



# Planning Questions



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



# Accessibility: What is It?

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subtitle

# Accessibility

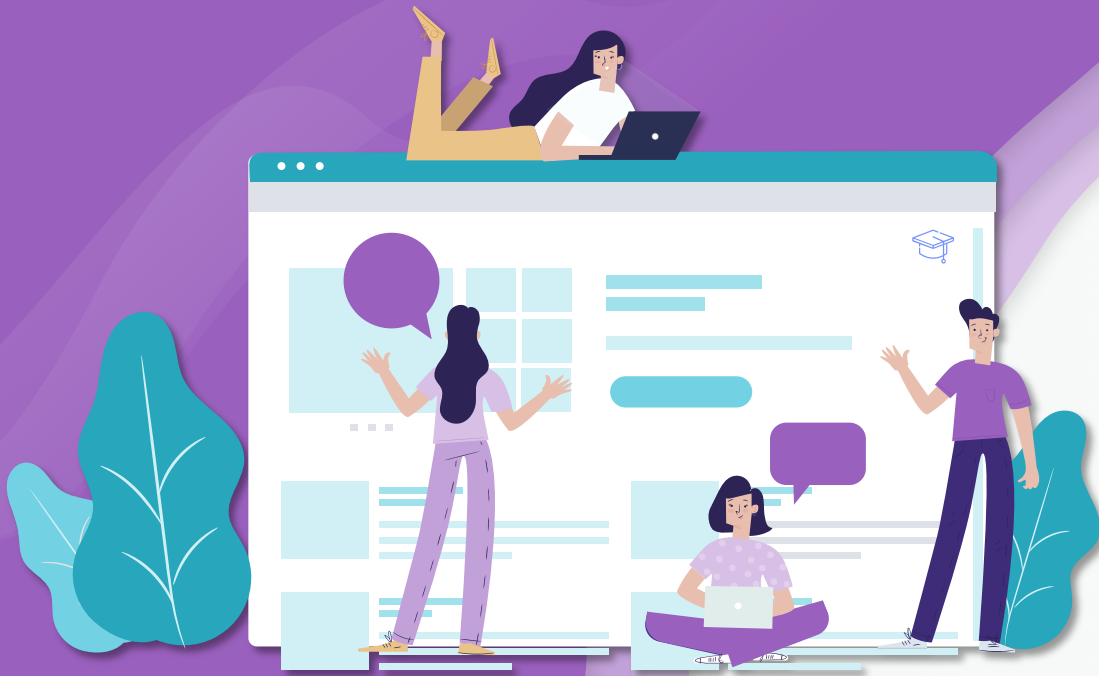
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Building accessibility into everything we do, as early into the process as possible, is the best way to make sure that we're serving the most people.





# Accessibility Tips



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

# Illinois Library's Best Practices

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


# Turner's Five Laws of Document Design

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



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



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

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# Defining Usability

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- Learnability
- Efficiency
- Memorability
- Errors
- Satisfaction

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

# Usability Testing

➤ **Before** the product has been designed or implemented:

- Focus groups, interviews or surveys
- Card sorting

➤ **Once** the product has been implemented:

- Task-based usability testing
- First-click testing
- Feedback forms or satisfaction surveys



# Creating a Usable and Accessible Product

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

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

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



# Assessment

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

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





# Assessment: **Next Steps**



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

# Assessment: Future Plans

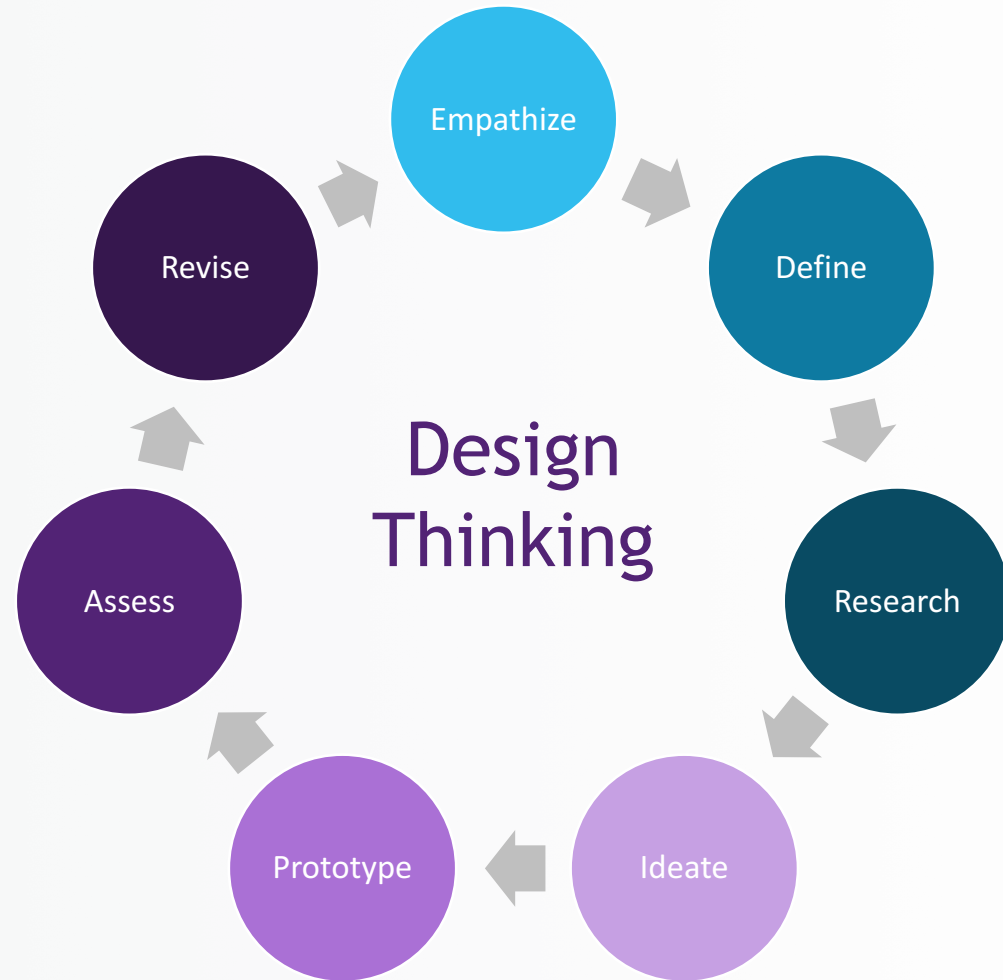
We will use storyboarding and prototyping to engage users in **focus groups** and **interviews**. Ask questions related to:

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



## Just a Reminder...

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





## Breakout Discussions

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

What Did You All  
Learn?

