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As the U of C is preparing to celebrate its 200th birthday in 2019, the institution is taking this milestone as an opportunity to further define who we are, where we'll focus, why we matter and how each of us can contribute to this forward momentum.

Among the key areas of the UC vision the following ones particularly resonate with the libraries:

Reimagining the student experience. This includes redesigning the learning environment, both physical and virtual and creating all kinds of support for student success.

Excelling in e-learning emphasizes collaboration, improvement of infrastructure and instructional design, and creation of active learning classrooms.

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In 2014 UC Libraries came up with our own Strategic Plan, which shows how we support the key focus areas of the UC Third Century Vision. The four pillars of our Strategic Plan are

- Digital technologies and innovation
- People
- Space
- Data-information-knowledge.

These are selected objectives from the Libraries' Strategic Plan.

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Several strategic initiatives were launched to start the implementation of the Strategic Plan. We formed the eLearning and Digital Literacy Team with the following **charge**:

investigate resources and pedagogical approaches in order to advance UCL eLearning practices and better support eLearning at UC in the broader context provided by the *Framework for Information Literacy for Higher Education*.

- The team became a think tank for integrating the Framework, which ultimately impacted our teaching materials, pedagogical practices, and our discourse with faculty.
- In developing e-learning objects and resources we wanted to make sure that they are rooted in the science behind learning and teaching, reflect best practices in information literacy instruction, and that pedagogies drive technologies and not the other way around.
- We made sure that the eLearning and DL Team included representatives of various library departments and jurisdictions as well as campus groups and programs, such the Center of Excellence in eLearning, Center for the Enhancement of Teaching and learning, and disability services.

At this point I am going to turn it over to Pam who will present a case study of our libguides redesign and demonstrate how the involvement of various stakeholders benefitted the process.

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As Olya mentioned disruptive change was occurring both at the University level and strategically at the library level. As we moved our research guides to Springshare's Lib Guide platform there were additional forces that came into play from a wide-range of stakeholders,

The first step of the Lib Guides working group was to conduct usability testing on the campus guide version in order to identify problems and inform our decisions about the new design.

- From an unexpected quarter, a member of our eLearning/Digital Literacy committee identified accessibility issues.
- Another force at play was that same committee serving as a think tank for implementing the threshold concepts into our guides.
- We tapped our colleagues in the English Composition program to provide targeted feedback on the guide content for the comp courses.

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Let's take a look at one of our campus guides before transition to the Lib Guides version.

- What kind of problems do you see?

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We spent about a year transitioning our old guides. In the fall of 2014, we conducted usability testing of the campus guides. The testing included 15 test subjects: 3 faculty, 5 graduate students and 7 undergrads. We posed a dozen questions and used screen capture software: Camtasia or Screencast-O-Matic. We then analyzed the recordings using a rubric with a rating scale of 1 to 5: 1 (easily completes task) 5 (unable to complete task). So the lower the number, the better the subjects did. On many items users experienced challenges navigating and finding information on the guides.

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As I mentioned earlier about the same time that we were conducting usability testing during a Committee meeting, one of our eLearning colleagues began identifying accessibility problems with a campus guide that we were demonstrating. So just by chance we learned that Department of Education had conducted an audit of the University's websites and that the university was under a compliance review. We began working with this individual, Dave Rathbun, who was the point person for reviewing UC websites to address accessibility. Dave quickly pointed out that usability and accessibility are connected. Our current guides were content heavy, the layout included 3 columns and horizontal navigation creating confusion for our users in determining what was important. **We needed to simplify the design.** Working with Dave, we developed a standard template which we rolled out to the 40 some guide editors in training sessions.

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During the spring and summer of 2015, Olya and I began reviewing the campus guides for English composition. Our first task was to map ACRL's threshold concepts to the course learning outcomes and the assignment sequence. The intermediate composition course addresses genres and discourse communities.

This chart looks at the concept that authority is constructed and contextual:

Learning outcome in comp 2089 is

Recognize that social, historical, cultural, and political contexts affect the production and understanding of texts and genres.

Identify and distinguish among kinds of evidence used in discourse communities.

The good news was that the learning outcomes for this course aligned very well with the threshold concepts which meant that we had been addressing the concepts within the guide and the library research sessions.

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Our next step, was to survey a few of our core composition faculty and have them evaluate the current guide content, page by page. We built in a survey on each page. And as you can see, their comments were substantive and very honest:

“Regarding the examples, they are trite; I would never allow my students to write on either of these topics.”

The guide for composition 1001 needed an almost complete overhaul in addressing both the comp faculty concerns as well as incorporating the threshold concepts.

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So we went from this design, of horizontal navigation with 3 layers of text heavy content to...

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This design of left hand navigation which aligns well with library federated search engines such as Summon and databases like Ebsco. We incorporated short video clip on many pages to introduce content and included exercises that we use in our f2f research sessions. Our guides have become our teaching syllabus and curriculum for flipped classroom activities and in our f2f sessions.

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The guides were rolled last fall in 2015 and in the spring term of 2016, we again conducted usability testing. Here is a comparison of the pre & post. The lower the score indicates easier navigation and findability. Significant improvements on most questions, except for finding guides associated with a specific college library or a specific subject.

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This is the current homepage of our guides and many of the usability questions started with this page. We collapsed the # of subjects to a broader scope. So for example, users were not sure where to look for guides on biology. Most of them also did not use the horizontal navigation at the top and therefore struggled with the question asking to find the guides for the Geo/Math Physics library. However, there was significant improvement with subjects using the search box to answer the question and once they experienced success using the search box, they continued to use it.

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Bringing it back to the conference theme of user experience, we engaged all our constituencies.

The usability testing looked at the big picture, identifying issues on navigation and findability.

It was serendipity that one of our campus partners on the eLearning committee was spearheading the web accessibility for the University. Dave Rathbun identified the standards of accessible design that we needed to incorporate.

Through our eLearning and Digital Literacy group, we examined the threshold concepts and our pedagogical practice, making sure that our guides aligned both of these.

And with our great English comp colleagues, Lisa Beckelhimer and Cynthia Ris, we drilled down at the guide content level. After receiving their specific feedback through the page by page guide survey, we met at a coffee house near campus, and they actually helped us make the final edits on the guides for the comp courses: in particular, weed out library jargon and replace it with language consistent to their course content.

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In addition to the course research guides, other toolkits were created for students and faculty.

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A digital literacy guide identifies technologies, materials and sources, evaluation tips, information on how to create and publish content, copyright and ethics information.

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A guide for faculty is based on Research 101, a project at the University of Washington, but amended and enriched with our own content. I often get requests for permission to use this guide as a template. The Guide provides videos and a context on the threshold concepts to introduce students to research. For each concept it includes sample assignments and assessment suggestions.

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The final phase after launching the guides, was the implementation of a robust marketing plan. We created 2 page flyers for different stakeholders and showcased guides on the main Libraries' website in the image carousel and blog posts.

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We started with a quote and will end with one, this time a real one. It is from Napoleon Hill, an early producer of personal-success literature. He is believed to be one of the great writers who wrote on success. Many of his quotes are well known and could be applied to this presentation.

“Don't wait. The time will never be just right.”

“Your big opportunity may be right where you are now.”

“If you cannot do great things, do small things in a great way.”

However, to go with the words “by design” in the conference theme and the focus on designing products and services that are useful, usable, and desirable, we chose to emphasize the role of thought and organization of thought for accomplishing transformation.