Delegate Presentations

Session 1: Wednesday early afternoon (6 June)
~ You may attend one of the following 4 tracks ~

Either: Track A – 'Inclusive UX Practice 1'

Decolonization and user experience research in academic libraries
Danielle Cooper, Ithaka S+R, USA
35 librarians at 12 academic libraries are currently conducting a collaborative qualitative study on supporting Indigenous Studies scholars utilizing Indigenous methodologies. This presentation shares the project's methodology which explores how Indigenous approaches to inquiry relate to efforts to decolonize academic library practices, including the user experience research that informs service design.

Better together: diversity and inclusion in UX design
SuHui Ho, University of California, San Diego, USA
Designing an inclusive library website is possible if we are willing to find a healthy common ground. I will share how University of California San Diego Library developed audience priority by highlighting inclusion of everyone while prioritizing for specific audience groups. I will also share our experience with increasing minority media representation.

or: Track B – 'Space Design/Research 1'

Footfall vs feedback: using UX to find the unheard student voice
Claire Browne, University of Birmingham, UK
In September 2016, Library Services at the University of Birmingham opened its new £60 million Main Library; but how did our students really feel about their brand new library? How did we engage the "silent" student body to understand the full picture? Using UX, we set out to find the truth about our library and make continuous positive change.

"Should I stay or should I go?": conflicting environment-behaviour-settings in libraries
Eva-Christina Edinger, University of Zurich, Switzerland
The creation of library spaces is undertaken with considerable planning of the desired effect the built environment should have on its users. It is, thus, all the more irritating when the users fail to identify the preferred behaviour. Why do they have no idea whether what they want to do is what they are allowed to do, or if they should move to another place to do it? The answer lies in conflicting environment-behaviour-settings.

or: Track C – 'BAME Experience'

Exploring students' ideas around belonging, comfort and discomfort in library and learning spaces
David Clover, University of East London, UK
This presentation reports on a project exploring experiences of belonging and comfort and discomfort within library and other university spaces, emphasising the views of BAME students in light of research on closing the attainment gap. I will also explore some of the issues and challenges encountered, in particular reflecting on ideas about positionality, and identity and difference in the relationship between interviewer and interviewee.

Unearthing histories: Black History
Harinder Matharu and Adam Smith, University of Leicester, UK
Our Black History volunteers have been unearthing hidden histories from our archives, histories which define us an institution. Join us as we share the experiences of library volunteers and explore further what impact an institution's past can have on students' sense of belonging today.

Resistance is futile: embedding UXLibs in library services
Jade Leonard and Maria O'Hara, Goldsmiths, University of London, UK

Journey with junior staff working to embed UX practice across a whole library. We'll provide an insightful look into the highs and lows of training 42 people in a handful of sessions, organising a conference based on our findings and tackling the barriers faced by lone UX warriors on a mission.

Embedding ethnography and UX at York
Michelle Blake and Ned Potter, University of York, UK

UX methodology is not a fad: it's becoming more firmly established in the sector, moving from novelty to maturity. We'll discuss ensuring that libraries' internal processes, systems, and ethos support this. How can we make UX truly part of our daily 'business as usual', rather than a perpetual project?

Session 2: Wednesday late afternoon (6 June)
~ You may attend one of the following 4 tracks ~

Either: Track A – 'Inclusive UX Practice 2'

Empowerment or exploitation? – perceptions on engaging people in accessibility design
Heli Kautonen, Aalto University School of Science, Helsinki, Finland

In this presentation, we explore different stakeholders' perceptions about appropriate user involvement in a case where a library designs services for people with reading disabilities. Our study acknowledges the invested effort and the temporality of engagement. Our results indicate that balancing between positive and negative conceptions requires great sensitivity.

A degree of difference? Information experiences of students with print disabilities
Ben Watson and Angela Groth-Seary, University of Kent, UK

In a combined diary and photo study we are investigating the experiences of students with print disabilities when accessing information resources, compared to students without disabilities. We hope to shed light on typical barriers these students encounter, and how such experiences make them feel about their place within the institution.

Help us improve the library!
Åsa Forsberg, Lund University, Sweden

To promote UX methods and remove one specific threshold, the difficulty to recruit respondents, we set up a test panel, and in just one week we recruited more than 150 members! The panel has already proved to be very useful in the various evaluations conducted since creation.

or: Track B – 'Space Design/Research 2'

Spatial realism: how cinematic history informs mixed methods research on library space and enhances holistic advocacy
Courtney Block, Indiana University Southeast, USA

During this presentation, I will discuss how an understanding of cinematic history can help to create a framework with which to evaluate the efficacy of your library's physical spaces. This framework emphasizes holistic understanding and can result in enhanced advocacy and inclusivity for all library patrons, with an emphasis on sustainability.

Library zoning for dummies: discovering the new library study space at Royal Holloway
Emilia Brzozowska-Szczecina, Royal Holloway, University of London, UK

What happens when you open the new library building with no library zoning? Does the feedback (written or verbal) confirm the findings from the UX observations? This presentation will cover the outcome of the UX research in the newly opened Library at Royal Holloway.

#MyFavouriteSpotOnCampus: creating a flexible, inclusive, and modern learning space for our students
Maria Sindre, Norwegian University of Science and Technology (NTNU), Norway

How we transformed the quietest zone in the library into a flexible learning space, from literally empty in the first weeks to being the most crowded area in our building. In close cooperation with our students we have turned our makerspace into a creative space buzzing with life.

or: Track C – 'Digital UX Design/Usability'

Bringing it all together with library search
Jon Earley, University of Michigan, USA

With so many separate and disconnected siloed resources, our users were having trouble finding what they needed. This will be the story of why one academic library consolidated and set forth to build their own library search. After years of work, was it worth it?

Behind the clicks. What can eye tracking and user interviews tell us that click statistics can't?
Nicola Walton, Manchester Metropolitan University, UK

We have been using an eye-tracking kit to usability test our Library website usability and have found this user-centred method goes beyond our usual statistics, providing context for user activities. We have already discovered a number of key changes that we can implement to increase usability and improve the student journey.

Serving diverse users with persona-based homepages
Chad Haefele, University of North Carolina at Chapel Hill, USA

At UNC Chapel Hill Libraries we're conducting a series of studies to figure out who our user groups are, what they need from the Libraries, and whether we can deliver targeted homepages for each group in a way that makes sense to users. I will be sharing our methods and results so far.

or: Track D – 'UX Techniques/Processes'

The library in the (work)flow
Johan Tilstra, Lean Library BV, The Netherlands

These days for many patrons the library isn't the default gateway to scholarly materials anymore. I'll present how at Utrecht University Library that change in patron behaviour led to the development of a browser extension that puts library services squarely in the patrons' workflow.

Coming to our senses: the library and the student learning body
Andrew Cox, Information School, University of Sheffield, UK

Embodied cognition theory suggests that writing and reading involve the body, not just the brain. So how we manage the sensoryscape of the library affects user experience. The paper's analysis of walk with interviews reveals the importance of the senses in library use: of the visual and sound, but also the kinaesthetic sense of space and open/closedness, even of smell.

Comparative study of UX and sensor data from the perspective of behavioral mapping
Peter Hald and Melissa Nordholt, Technical University of Denmark (DTU), Denmark

We will present the results of a study conducted at DTU Library combining UX and sensor data. What are the differences between behavioral mapping and maps made from sensor data? What is the synergy potential in using quantitative and qualitative data? We will discuss these questions further in our presentation.

Workshops

~ You may attend 2 of the following 5 workshops, each of which will run twice ~

Workshop 1: Bryony Ramsden (*UXLibsIV committee member from the University of Huddersfield, UK, currently concluding a UX-related PhD*)

Title: Daunted by data? An introduction to analysing qualitative data

Summary: Collecting data with your new-found UX techniques is all well and good, but what do you do with the data once you have it? Data analysis can be an intimidating process, particularly if it is a long time since you qualified, or if your education didn't cover research methods or data analysis. This workshop will introduce some basic manual techniques to help you get started on analysing qualitative data, covering how to code data and organise findings thematically. You will also have the opportunity to put these techniques into practice by analysing and organising some sample data.

Workshop 2: John Jung (*Programmer and design thinking expert, University of Chicago, USA*)

Title: Speculative design: design as conversation

Summary: Speculative design projects use design as a way to ask questions and facilitate conversations around challenging topics. They seek to use design to incorporate diverse perspectives around possible, shared futures. In this workshop we will look at some examples, participate in an activity inspired by speculative design, and ask: 'How might techniques like these help facilitate conversations about inclusivity?' and 'How might they be useful in libraries?' These speculative design projects incorporate objects, narratives, games, and more, so those interested in the creative aspects of art, writing, and design may find these approaches especially inspiring.

Workshop 3: Eva Jirjahlke (*User Researcher, Citizens Advice, London, UK*)

Title: Challenge accepted: how to solve a UX problem

Summary: By now you have done some user research and have identified a few problems that disrupt your users' experience. But how do you best solve them? How do you make sure you're solving 'the right thing'? And what do you do about those stakeholders who think they already know what the right solution needs to look like? By the end of this interactive workshop you will know how to: approach and break down a problem; rapidly prototype your ideas and consolidate them into a solution. You will also have the opportunity to consider how to communicate both the problem and the solution to stakeholders.

Workshop 4: Carl Barrow (*Student Engagement Manager, University of Hull, UK*)

Title: A collision of two worlds

Summary: We live in two worlds, the physical and the digital. We transition between these worlds with ease, and are even present in both simultaneously as they layer up and collide. This is also true for our library users. Our knowledge and understanding of how they use and experience technology, alongside that of their behaviours and feelings is an integral element of service and space development. In this workshop we will consider how two methods digital diaries and cognitive maps, can be used to gain a deeper insight into the impact of technology on user behaviour and how we can build user stories to inform decision making.

Workshop 5: Shelley Gullikson (*Systems Librarian, Carleton University, Ottawa, Canada*)

Title: The path of some resistance: adding useful friction to library UX

Summary: Much of our work in library UX involves trying to create a smoother user experience, but our users are too often slowed down by the unnecessary friction of our overly complicated processes. They chafe against wordy and jargon-filled websites. They struggle to navigate spaces with overwhelming and unhelpful signage. However, there are times when friction can actually be a good thing. Think of the false alert of a missile attack in Hawaii earlier this year: a bit of extra friction in the design of the notification system might have prevented it. In this workshop attendees will learn how friction can be useful in both online and physical UX and in improving inclusion in libraries.