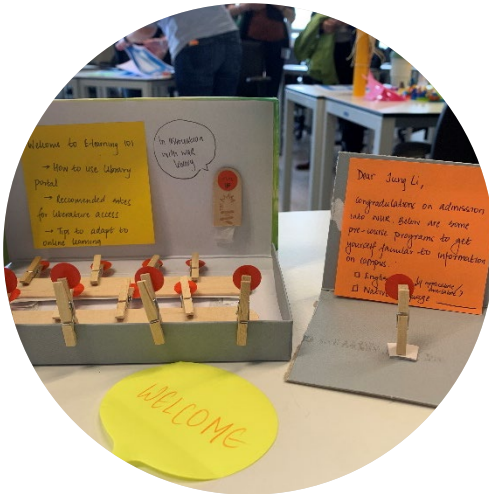


User experience sessions to improve education

Leonie Kamminga, Wageningen University & Research, Education Support Team, Library

UXlibsVI – June 2022



Why?

- Perception of Information Literacy training:
 - Boring
 - Must-do activity
 - Knowledge not retained
- Obtain insight in experience, expectations, wishes, and needs students regarding information literacy training
- Improve Information Literacy education



How?

- UX-related options available at Wageningen University & Research (WUR)
 - Ynnovate session
 - Project-based creation
 - Agile
 - Lean
 - Employee experience
 - Education experience



Education experience

- WUR goal: Improving information and communication with students and teachers
- Education Experience team at Education Support & Affairs
- Regular lunch sessions for students and teachers on different topics
- Professional development over the past few years
 - Structure of team
 - Pool of facilitators
 - Analysts
 - Safeguard process
 - Intake – execution – analysis - evaluation - feedback loop

Intake

- Discussion with Education Experience team
- Get aims clear
- Determine the methodology for the session

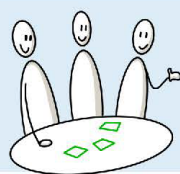




Education Experience Methods

By Nienke Raeven

Small groups



Interactive & Creative



Online tools



Facilitator pool

12.00-14.00h



Aim



Steps



Outcomes



Pros



Cons

Mapping

Journey mapping

To gain insight in the experience of a process around your service or product.



Awareness mapping

To gain insight in students' attitudes and behaviour related to a specific topic.



Design thinking

Design Thinking

To gather ideas to redesign an experience. By empathizing, understanding underlying motives and using a different point of view.



Make your Mark

To gain insight in perceptions, importance and needs. Group brainstorm followed by redesigning an experience.



Feelings / attitude

Main bottlenecks

Needs and ideas for improvement



- Groups of 3-4 = consensus
- Client-focused
- Complete overview

Less focus on (feedback on) idea generation



Feelings / attitude

Most important pains and gains



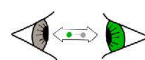
Suitable for more sensitive topics

- Less benefit of group discussion.
- Less focus on idea generation



Insight in specific cases or situations

Prototypes / designs to meet identified needs



- Suitable to facilitate teacher-student interaction and understanding
- Client-focused



Less focus on obtaining a complete overview of all experiences



Answers to specific questions, from the whole group

Prototypes / designs to meet identified needs

- Benefit of group discussion and prioritization
- Addressing specific topics

Less persona-focused (no solutions specific for e.g. international students)



What?

- Design Thinking session for BSc and MSc students



Execution - *Design Thinking*

“Design thinking is a process for creative problem solving”

Design thinking encourages organizations to focus on the people they're creating for and leads to human-centered products, services, and internal processes

Recruiting participants

- Education Experience promo team
- By student assistants
- Student council
- Newsletter, flyers, posters, social media
- Intranet, internet, myWURtoday
- Contact previous participants
- Small scale campaigns
- Word-of-mouth
- Incentives
 - Improve education at WUR
 - Free lunch
 - Education Experience notebook (2 sessions)
 - WUR sweater (6 sessions)



Execution - *Redesign the Education Experience*

- Think back to the last time you had a lesson about searching, finding and using scientific information, online or in a classroom.
- Think back to the last time you needed information or wanted to learn something about the scientific publication process.

Execution - *Design Thinking challenge*

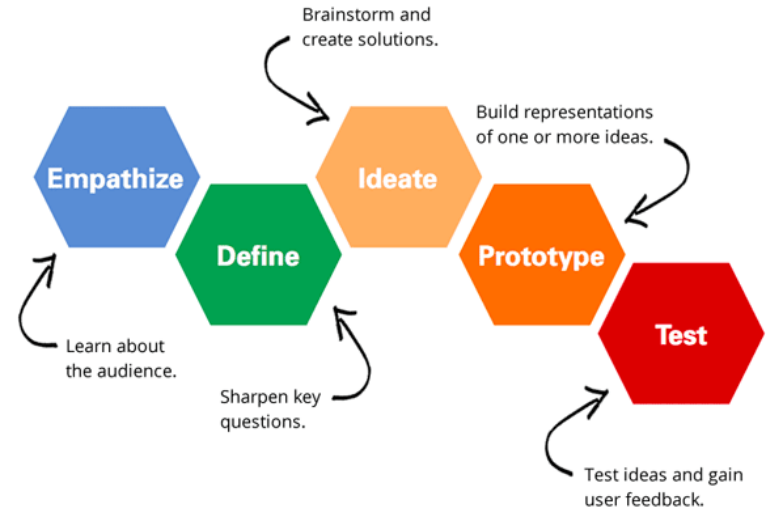
Team A and Team B

Every team gets their own persona with some specific characteristics. Team A is going to find solutions and design for Team B and vice versa.

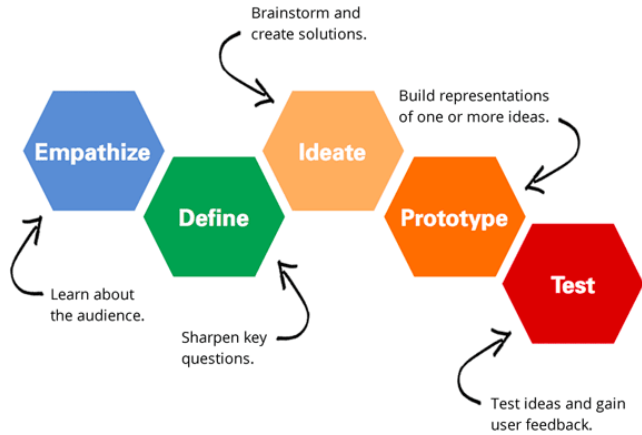
Execution - *Redesign the Education Experience*

The steps taken in the design thinking process:

- 0 - Get acquainted
- 1 - Interview the other team
- 2 - Dig deeper
- 3 - Capture findings
- 4 - Take a stand with a point of view
- 5 - Sketch to ideate
- 6 - Share solutions and capture feedback
- 7 - Reflect & generate a new solution
- 8 - Build!
- 9 - Share your solution and get feedback
- 10 - Group gather and present



Execution - *Redesign the Education Experience*



<https://www.entrepreneur.com/article/338261>

Source: Stanford d.School

9 Share your solution and get feedback.

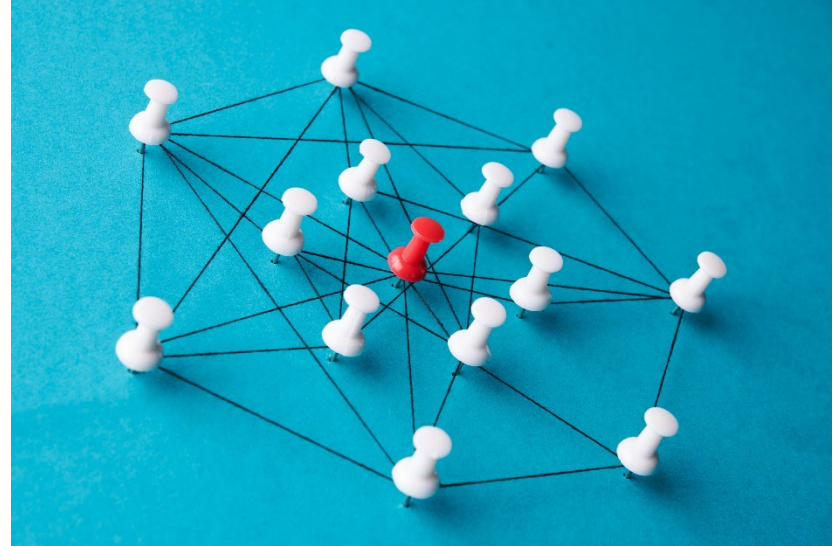
+ What worked...	- What could be improved...
? Questions...	! Ideas...

8min (2 sessions x 4 minutes each)

- Allocated total time: 1.5-2 hours
- Designated times per step
- During each step notes were taken on dedicated forms
- Lunch, forms, building materials and other necessities arranged by Education Experience team

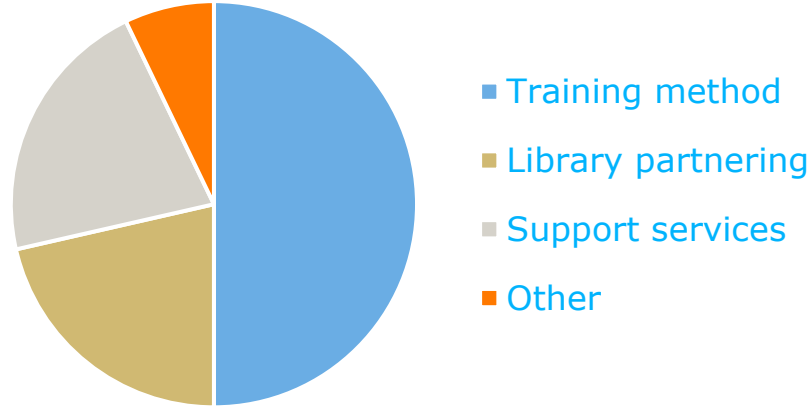
Analysis and Results

- Analysis by Education Experience team
- Results presented to client as
 - One-pager
 - PowerPoint presentation
- Results shared with/on
 - Participants
 - Intranet
 - Facilitators

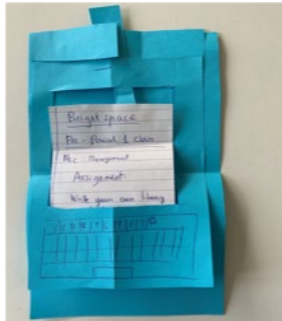
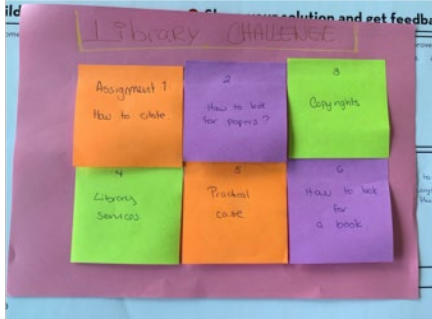


Results - *Students' ideas for solutions*

Students' solution approaches



Results - *Students' ideas for solutions*



Training method, to improve the suitability of the learning offer:



Active learning: writing your own manual, Library Challenges.



Personal approach: Peer learning, library classes with small groups.

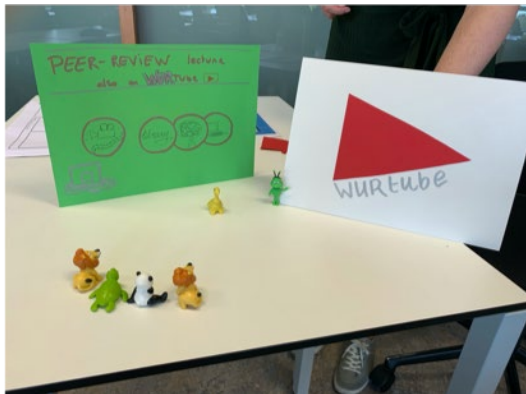


Online: e-modules with active learning; short (2 min) videos to explain topics and give tips.



Timing: More frequently organised workshops; at fitting moments.

Results - *Students' ideas for solutions*



Library partnering, to improve the awareness and suitability of the learning offer:



Thesis: Partner up with Thesis Rings and the Writing Lab.

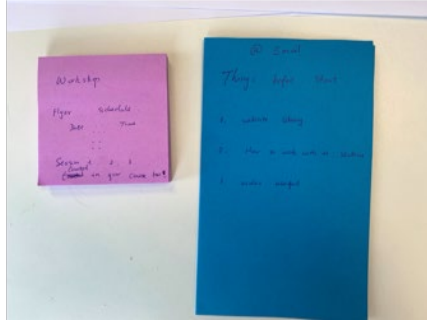


Curriculum: Partner up with Brightspace, chair groups, and (international) student associations.



Online: Partner up with WURtube

Results - *Students' ideas for solutions*



Library support services, to provide additional information next to the learning offer:



Email an information package (link), to be able to refer to at all times.



Online and offline helpdesk (24/7), incl. Library chat, FAQ with examples, trained master students as staff.

Evaluation - *Lessons learned*

- Design Thinking has been proved useful to gain insight in the general suitability of the current learning offer
 - Students indicated a need for and made suggestions for timing and location to retrieve information related to Information Literacy
 - Suggestions about communication and timing, not content
- When looking to design with regard to the content of a learning offer (e.g. the publication process), recruit more specific students
- Great Education Experience team

Perspectives

- Based on expressed needs and suggestions discuss which wishes can be adopted, and how
- Peer feedback cycle
- During online education: Helpdesk channel in MS Teams
- Timing:
 - Currently a pilot for modular learning trajectory in a Bachelor
 - One Brightspace, learning management system
 - Involved in pre-master program, share outcomes
 - Reach out to Thesis Ring and Writing Lab to team up
- Online: (long) e-learning modules have been split up

Perspectives

- Awareness for user centered services
- Group on UX Digital Library
- Surveys in public space Library
- Different options available at WUR
- Making inventories of needs is one thing, follow-up can be difficult
- Time, resources



Library related topics in Education Experience sessions

- Done: Design Thinking for Sharing and Reusing
- Coming soon: Study places

Acknowledgements

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