



# **Beispiele für den Persona-Gebrauch in Bibliotheken**

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# Fallbeispiel 1

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- University of Washington Libraries (UWL)
- Durch regelmässige Studien werden viele Daten gesammelt
  - Wie können die Daten bei Designentscheidungen helfen?

# UWL: Ziel

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- Durch Personas existierende Daten besser ausschöpfen
- Bessere Kommunikation mit Entscheidungsträgern

# UWL: Methodologie

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- Mitarbeiter-Workshop
  - Annahmen sammeln bezgl.
    - Eigenschaften
    - Ziele
    - Bedürfnisse

# UWL: Methodologie

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- Validierung der Annahmen
  - Durch existierende Berichte
  - Fragebögen
  - Ethnographische Interviews

## ASSUMPTIONS

*generated during the staff workshop*

## RESEARCH FINDINGS

*relating to those assumptions*

### Research Goals

- Use what worked before, even if it's not the best resource
- Looking for information is not interesting
- want answer to immediate question -- not more\*
- will take first thing that satisfies requirements
- prefer quick and easy resource over useful
- want *only* online resources, info. (articles)\*\*
- Library used for research and fun
- using library because have to
- Large % will not be scholars - may not care about scholarly info
- very course-oriented, focused on *grades*
- "which *one* resource should I use to find an article presenting information that supports the paper I am writing?"
- Finding *basic* materials for class assignments -- not too scholarly, but not a simple encyclopedia entry - getting this just right can be a challenge\*
- want find not search

- students begin by entering a few search terms into whatever resource brought them 'luck' before [3]
- *"I think (the library website) is easy because I tend to use the same resources over and over again, and the format hasn't changed or anything, so it's pretty consistent."* [7]
- students in our discussion groups considered course-related research "barely a tolerable task." [12]
- *"The other thing is that I use the library mainly for studying and I almost always use online resources because I'm not sure where to find books here. I'm not sure what I'm suggesting for that, I'm sure staff here would help me, but I often rather use a crappy article that "kinda works" from online than go to the hassle of finding a book in the library."* [6]
- frustrated when find the citation but can't find the full text article [3]
- Another student, who liked to look for journal articles online, indicated that he did not know what to do if the article was not online. Also, this student mentioned that "it would be nice to have the electronic version." [8]
- Many students were challenged by research tasks, especially selecting and evaluating information and figuring out professors' expectations for quality research.[12]
- students struggle to find the right search terms [3]
- use a combination of google, free article databases (eg Findarticle) and bookmarking tools rather than the library [21]
- Most students consulted aggregated research resources — many of which had been identified for their scholarly quality by professors, librarians, or library databases.[12]

# UWL: Persona-Ziele

End Goals	Supporting goals	Library Objectives	Pain Points/Challenges
Graduate from college		pick a research topic	
	complete class assignments	learn about topic context	
		find a good research starting point	unfamiliar with library jargon
	access course materials	find basic scholarly materials for class assignments	intimidated by all the choices
		access reserves	
		access media	
Advance my career with education	develop new skills related to my profession		
		find research starting points for interdisciplinary topics	too many choices!
		find authoritative scholarly information	getting from citation to full text
Become an expert find everything about a topic		look up citations from materials I already have	getting from citation to full text
		find older scholarship	
		find newest research	
		access authoritative reference materials	
Conduct innovative research			
	publish articles	keep current with the literature	don't learn about new technologies/library tools
	collaborate with other scholars	organize my research data	too many research materials to keep track of
	teach classes	share materials with students	takes too long to learn new library systems when they change
Save the salmon	write a grant proposal	find authoritative information	don't have UW net ID access
Have fun	watch movies	find media	
	listen to music		



End Goals	Supporting goals	Library Objectives	Pain Points/Challenges
Graduate from college	complete class assignments	pick a research topic	unfamiliar with library jargon intimidated by all the choices
		learn about topic context	
		find a good research starting point	
		find basic scholarly materials for class assignments	
	access course materials	access reserves access media	
Advance my career with education	develop new skills related to my profession	find research starting points for interdisciplinary topics	too many choices!
		find authoritative scholarly information	getting from citation to full text
Become an expert find everything about a topic		look up citations from materials I already have	getting from citation to full text
		find older scholarship	
		find newest research	
		access authoritative reference materials	
Conduct innovative research		keep current with the literature	don't learn about new technologies/library tools
	publish articles		
	collaborate with other scholars	organize my research data	too many research materials to keep track of
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# UWL: Personas Beschreibung

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- Ziel
- Bedürfnisse
- Benutzung
- Schmerzpunkte

# Brooke the Beginner



*I'd rather use an online article that 'kinda works' than go to the hassle of finding a book in the library.*

## Key Facts:

- New to the research process and academia
- Working on several assignments in different disciplines, but not an expert in any of them
- Will take the first thing that's good enough

## What she needs to do

- Get assigned readings for class
- Find academic articles to cite in a paper

## Pain points

- Intimidated by all the different choices
- Doesn't understand terminology, like the difference between articles, journals, and databases

Brooke is a 19 year old undergraduate who hasn't yet declared a major.

Right now she's taking classes in English, History and Biology. She hasn't used the library website much yet, but will need to do research for many different class papers and projects over the next couple of years.

When Brooke first started at UW last year, she felt overwhelmed by all the activities and classes going on at once, and all the decisions she had to make. She's learned to cope by tuning out most of the 'extras' and just focusing on what she needs to do

# Fallbeispiel 2

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- Cornell University Library (CUL)
- Personas wurden im Rahmen eines neuen Webdesigns für die Bibliothekswebsite kreiert

# CUL: Methodologie

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- Interviews mit Bibliotheksbenutzern
- Interviews strukturiert darstellen
  - Suchmuster
  - Forschungsbereich
  - Bibliotheksbenutzung
  - Herausforderungen und Empfehlungen

# CUL: Methodologie

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- Interviews gruppieren
- Einzelne Gruppen analysieren
- Weitere Gruppierung
- Personas mit Details von den Interviews "beleben"



## **Undergraduate Persona 2: Simon**

### **“Getting the job done”**

#### **Background**

Simon is a junior in the College of Agriculture and Life Sciences. At this point in his academic career, Simon is focused on courses for his major, which include an array of life sciences courses plus some psychology courses for a minor. Simon is very focused on course work and “getting the job done.” This amounts to a fairly task oriented view of research. He takes directions

from his professors and his TAs, looks up the required information, and completes the assignment. He is not given much creative license in terms of finding the answer, nor does he have much time to think about alternative ways to do it.

Right now, his research centers around using the popular internet search engines or the library web site to find journal articles. For a recent assignment, he accessed the psyc info database on the library web site, typed in the terms, got a list of articles, shopped for articles that looked interesting, accessed the articles on line, and wrote the paper. He tends to use Google for beginning searches and when he does not know too much about the topic. If he has more information and knows more, he will go directly to the more directed “search engines” on the library web site.

He does not use Wikipedia because he hears stories about inaccuracy and has been warned away by his professors. “It’s sort of like the Snapple caps; half of the information is always wrong.”

In terms of online functionality generally available at Cornell, Simon does use RefWorks to help him construct bibliographies for papers and he uses the full array of functionality on Blackboard for most of his classes. Blackboard is where he gets his assignments, posts his assignments when he is finished, posts comments to others about the readings, and checks his standing in the class after quizzes. In one of his classes, posting comments about the coursework was actually a requirement.

#### **Library Interactions and Transactions**

In terms of online databases and favorite tools, Simon uses the Web of Science consistently and occasionally JSTOR. He will use e-Journals if he has the exact citation.

Except for the rare occasion that a textbook is in the library on reserve, Simon does not use the physical collection in the library at all and estimates that he has asked a librarian for advice only once  
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in three years. “Using hard copy books is just too time consuming. I prefer electronic books or are text books.

In terms of the physical resources the library offers, he uses the library’s physical resources and online sources. He will work in the library for about two hours a week, but mostly in his room.

Simon typically does not have enough time to use Interlibrary Loan. He is usually working at the last minute and if he can’t access the information, he will look for an alternative resource. If the article he is looking for is not available in the library, he will look for an article. “It’s just not worth the hassle to keep searching for an article.”

#### **Key Experiences**

He typically works from home and accesses library online resources. He does not see any significant differences between working at home or at the library.

He finds it’s easier to stick to a few databases and master them than to try to use every website in terms of functionality and is sometimes not sure what services are available and what services are outside of the university.

For internet searches a typical research scenario for him is to use a search engine like Yahoo or Google. After that he will ask friends. He will try to find a librarian for advice.

#### **Luxuries, Comforts, and Necessities**

- It would be great if the libraries could send an email alert when a new article is added. He is pretty sure he is not taking advantage of the library’s resources. He is not too efficient in using the online tools.
- It would be helpful if the search results in Web of Science could be sorted by topic or other useful way; it would also be great to have a way to sort the results by way sortable rather than a list of 100 articles.
- He uses thesaurus.com and dictionary.com to improve his writing. He uses the citations for papers he is writing.
- He uses U-Portal to access email, course grades, and other university information.
- He relies on Blackboard or dedicated course web pages for course information.



# Fragen?