Not Just Clicks: 
The *Essence* of Usability

**ALA Annual, Chicago**
**July 2009**

Stephen Abram
VP Innovation, SirsiDynix
Big Questions

• Do you follow your gut or do you do research?
• Are librarians excellent representatives of end-user needs and behaviours?
• What’s the right research approach?
• Are click measures enough?
Do you follow your gut or do you do research?

You do research.
And that’s complex and represents a major investment.
Are librarians excellent representatives of end-user needs and behaviours?

No. They’re good but not excellent.
Publishers! Writers!
Shelf Check Presents:
Nonexistent Books
That, If Written, Should
Be Wildly Popular with
the Public, Given
the Number of Failed
Library Catalog Searches
On Their "Titles"...

...Exhibit A!

DAIRY
OF A
WIMPY
KID
Are click measures enough?

No. They’re statistics and need to be supplemented by insights.

Libraries just aren’t about advertising success like Google.
What’s the right research approach?

Observation.
Ethnographic approaches
Social anthropology.
Stephen’s Lighthouse Postings

- Facebook demographics
- Kids 2-11 Online
- Women online
- Teaching Generation M
- ULC Future Library User Experience
- Nielsen’s Multitasking Teens
- The Digital Generation Videos
- Pew Health Information
- M(obile) Libraries
- US Census and Pew on Broadband
The Virtuous Triangle
Usability Tests
Usability Tests

Normative Data
What does your best borrowed report look like?

Is your library different?

http://www.flickr.com/photos/blu_blue/262096844/in/pool-booksandportraits
What does your book and article or website recommendation blog/RSS feed look like?

http://www.flickr.com/photos/matthk/2054262239/
How do your community content reviews do?

http://www.flickr.com/photos/cjanebuy/340249608/in/pool-booksandportraits
How are your web based communities doing?

http://www.flickr.com/photos/mthiesson/176153663/
Do your users like your video author interviews?

Your YouTube DVD trailers?

http://www.flickr.com/photos/lori_an/319433801/
Do you offer podcasts?

Do you record every story time?
Can you circulate books from anywhere?

Like the parking lot, sidewalk sale, nursing home?

http://www.flickr.com/photos/library_mistress/525385533/
The goal of the Normative Data Project for Libraries (NDP) is to compile transaction-level data from libraries throughout North America to link library...
What is context?

It’s not about the Library! It is about five very specific user spaces, communities:

- Learning
- Research
- Entertainment
- Neighbourhood Community
- Workplace
What Are SchoolRooms?

Welcome to SchoolRooms, an educational resource for K-12 students, educators and parents that combines teacher-selected, standards-based content with student-friendly software. Through the integration of multi-media and interactive content, SchoolRooms help promote student exploration and discovery on a variety of topics.

- Elementary Student Rooms
- Middle School Student Rooms
- High School Student Rooms

Room Contributors

**Elementary Contributors**
1. Tim DeFrange
2. Laurie Sinms

**Middle School Contributors**
1. Jennifer Schwelik
2. Shally Lewis
Heat Maps are created by tracking user eye movements and summing the records for user groups. Here, the eye movements of elementary school students were tracked and recorded resulting in a Heat Map that clearly shows the students focus on the navigation options in the top left, the main feature panel in the center of the page, and the search box in the center top. This actual webpage can be seen by clicking here.

Heat Maps help SirsiDynix understand how to layout pages.
The amazing re-wiring of the Millennials and post-Millennials
# Millennial Characteristics

<table>
<thead>
<tr>
<th>Principled / Values</th>
<th>More Friends</th>
<th>More Diverse</th>
<th>Respect Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimistic / Positive</td>
<td>Internet Natives</td>
<td>More Choices</td>
<td>Format Agnostic</td>
</tr>
<tr>
<td>Balanced Lives</td>
<td>Adaptive / Flexible</td>
<td>Civic Minded</td>
<td>High Expectations</td>
</tr>
<tr>
<td>Collaborative</td>
<td>Nomadic</td>
<td>Gamers</td>
<td>Experiential</td>
</tr>
<tr>
<td>Independent</td>
<td>Confident</td>
<td>Direct</td>
<td>More Liberal</td>
</tr>
<tr>
<td>Multi-taskers</td>
<td>Inclusive</td>
<td>Patriotic</td>
<td>Entrepreneurial</td>
</tr>
<tr>
<td>Healthy Lifestyle</td>
<td>Family Oriented</td>
<td>Graphical</td>
<td>Achievement Oriented</td>
</tr>
</tbody>
</table>

Credit: Richard Sweeney, NJIT
Information Engagement Levels

- **Stimulate/ Live**
- **Present/ Teach**
- **Argue/ Defend**
- **Act on/ Discuss**
- **Read/ View**

The ultimate healthy ecology

*Dr. Thomas Davenport*
Intelligence and Learning Styles

- Visual/Spatial (Picture Smart)
- Verbal/Linguistic (Word Smart)
- Musical/Rhythmic (Music Smart)
- Logical/Mathematical (Number Smart)
- Bodily/Kinesthetic (Body Smart)
- Interpersonal (People Smart)
- Intrapersonal (Self Smart)
  - Piaget, Bloom, Gardner, etc.
Information Literacy

• Standard Curriculum Components
  – Mathematics / Arithmetic
  – Science, Biology, Physics & Chemistry
  – English, Languages
  – History, Geography, Politics, Sociology
  – Music, Art, Phys ed.
  – Guidance, Religion
Information Literacy

• Information literacy is integrally tied every aspect of the curriculum:
  – Mathematical logical thinking skills - Math and Arithmetic
  – Scientific method - Sciences
  – Criticism, interpretation and comprehension - English and languages
  – Analytical thinking - History, Geography
  – Interpretive and imaginative- music, art & phys ed.
  – Inter and Intrapersonal skills - Religion, Guidance, etc.
  – There is an imperative for people to have a lifelong curriculum - a personal learning strategy
Taking The Knowledge Positioning

**Data**
- Apply Standards
- Store & Move

**Information**
- Display
- Chart
- Graph
- Publish
- Picture
- Format

**Knowledge**
- Knowing
- Learning
- Filtering
- Evaluating

**Behaviour**
- Do
- Decide
- Choose
- Apply
- Enact

*Gerunds*
- Action Verbs
Zachary Abram's Profile

Account Info
- Name: Zachary Abram
- Network: Toronto 'U'
- Last Update: May 10, 2006

Basic Info
- Sex: Male
- Interested In: Women
- Relationship Status: In a Relationship
- Looking For: Friends
- Concentration: English, History
- Birthday: August 12, 1985
- Hometown: Toronto, ON
- High School: Humber College Collegiate Institute '03

Contact Info
- Emails: zacabram@hotmail.com
- Zacabram@utoronto.ca

Personal Info
- Political Views: Liberal
- Activities: Assistant Operations Manager at Alliance Atlantis Cinemas (I get to wear a suit) and Regional Coordinator for the Ontario Library Association, Thins Hockey Club est. 2003, Very loose association with the model United Nations
- Interests: I have two hobbies that I enjoy to the fullest, I collect rare photographs... I have two... One of Houdini locking his keys in his car... the other is a rare picture of Norman Rockwell beating up a child. Also, I have a vast seashell collection that I keep

Mutual Friends
- 21 friends in common.

View More Photos of Zachary Abram
View All Zachary's Friends
Send Zachary a Message
Poke Him!

Study where you want.
PANDORA™
created by the Music Genome Project™

Ever since we started the Music Genome Project, our friends would ask:

Can you help me discover more music that I'll like?

Those questions often evolved into great conversations. Each friend told us their favorite artists and songs, explored the music we suggested, gave us feedback, and we in turn made new suggestions. Everybody started joking that we were now their personal DJs.

We created Pandora so that we can have that same kind of conversation with you.

Register now:

- your email
- birth year
- password
- US zip code
- confirm password
- gender

This is your user name.

Send me Pandora's INSIDE THE GENOME email with personalized recommendations and discovery tips.

I have read, understood, and agree to the Terms of Use.

Privacy Policy

Pandora Tip: Want to share a station with a friend or find a great shared station? click here to learn how.
Emerging Model for Community, Learning and Research Enterprises

Credit: adapted from Rick Luce, LANL
The Importance of User Experience

A User interacts with your Website, Application, or Product.

Functionality is exposed through Features are presented according to a Design attempts to ensure a positive

Tasks are achieved by performing

Goals may be facilitated by

include meeting

Expectations frame his or her User Experience.

Your Brand Reputation may be based on

Prior Experience (with you or a competitor) may be encouraged

A Positive Experience gives you

Perceived Credibility

Profitability

Intent to Return

Intent to Purchase

User Satisfaction

Word of Mouth

Loyalty

Trust

Source:
Lorcan Dempsey

Find more deep thinking at www.experiencedynamics.com
The Value Hierarchy in Web 2.0 Software

1. Users
   - attention
   - interaction
   - presence
   - usage
   - collaboration

2. Data
   - secondary:
     - microformatting
     - ranking
     - trackbacks
     - tagging
     - bookmarking
   - primary:
     - information
     - shared media
     - feeds
     - attention
     - data
     - links

3. Function
   - RIAs
   - sites
   - hybrid
   - apps
   - mashups
   - Web services

Users are the center of the universe in Web 2.0 software, with data and functionality a close but distinct 2nd and 3rd. 

Source: http://web2.wsj2.com
Personas Project Objective

• To understand and meet the expectations of public library users for services, content, and virtual interaction.
Personas Defined

- Personas are hypothetical representations of a natural grouping of users that drive decision-making for development projects.
  - They are not real people, but they represent real people.
  - They are defined by goals.
  - They focus on what is valuable to the user and subsequently on how he or she behaves.
Personas

**Goals:** Help team build the base infrastructure for .NET products. Construct the base set of services that ship with the product and compose the core of a distributed framework for hosting distributed services. Add queuing semantics and associated locking, classification and routing of messages, subscriptions, efficient filtering, fan-out, etc., to the server. Integrate new distributed communication semantics to the existing SQL Server programming model. Demonstrate ability to communicate and work well with other teams.

**Usage Scenario:** Henry has been around long enough to build a solid network of resources to call when he has specific questions about products or programs. He often learns about new technologies or processes through casual conversation with his friends and coworkers in the hallway. He uses Yahoo! for general information gathering because he likes the simplicity of the site design and the breadth of information available.

The Portal is not his start page—he usually just types in the URL directly. He rarely reads the content on the first page because he doesn't want to know what's going on with general companywide PR information. He's somewhat cynical about "companywide" internal releases and dislikes company politics. However, on a personal level, he does want to know about the schedules that the applications are on so he can plan. He's frustrated that there's no place you can go to find product information all in one spot.

**Info-Seeking Behavior:** When Henry needs specific information, he generally e-mails or phones a friend. He is a member of about 15 different DLs that used to be manageable, but now he finds it increasingly difficult to keep up.

He typically uses the Portal to search for internal information across the companywide intranet or to find other internal sites. He comes to the portal about four-five times a week by typing in the URL and stays for less than 15 minutes at a time. He rarely, if ever, goes to there to find general information about the company or the industry as a whole. He uses internal databases to find internal information on products or code. If he's frustrated by something, he'll go there and find solutions rather than go outside to support or to a dot-com. "You used to have to drill down pretty deep to find personalized information, but now it's easier." He tends to bookmark pages in the portal because he hates having to go 5 levels down. He'll use that bookmark until it breaks, then he has to research it again. He would like to have favorites on the portal. . . .
Our Approach

• Narrative capture and identification of characters, issues and problems, behaviors and actions.
• Narrative pattern review of content, service and product needs
• Identification of priority requirements for specific market identities i.e. personas
Narrative
Why Narrative Capture?

- Knowledge can only be volunteered, it cannot be conscripted.
- I only know what I know when I need to know it.
- I always know more than I can say, and I will always say more than I can write down.
Anecdote Circles

The five (5) workshops held at:

- Bergen County Public Library
- Buffalo Erie Public Library
- Cleveland Public Library
- Hamilton Public Library
- S.A.I.L.S. Middleboro, MA

Starter Statements

- Describe a day that involved coming to the library.
- Describe a day that you wanted to come to the library but couldn’t.
- Give us an example of when you learned something from others at the library.
- Give us an example of when you tried to learn something from others at the library but didn’t.
- Give us an example from the past when you have used a computer to find information and were surprised about what you found.
- Give us an example from the past when you decided you wouldn’t be able to find the information through the computer – why?
Summary Groupings

<table>
<thead>
<tr>
<th>Archetypes</th>
<th>Themes</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good Citizenship</td>
<td>• Interaction</td>
<td>• Community</td>
</tr>
<tr>
<td>• Patrons</td>
<td>• Technology</td>
<td>• Learning</td>
</tr>
<tr>
<td>• Library Staff</td>
<td>• Efficiency</td>
<td>• Quality</td>
</tr>
<tr>
<td>• Money</td>
<td>• Money</td>
<td>• Efficiency</td>
</tr>
<tr>
<td>• Library Services and Facilities</td>
<td></td>
<td>• Money/Risk</td>
</tr>
</tbody>
</table>

Issues

Ideal State
Archetypes: Characters

Archetype Summary

Number of Archetypes

Archetype Names

- Good Citizenship
- Patrons
- Library Staff
- Money
- Library Services and Facilities
## Good Citizenship Archetypes

### Well-Rounded Citizen (13 attributes)

| Collaborate Community brings people together | Cozy |
| Diverse activities | Encourage creativity |
| Good use of our money | Human contact |
| Intellectual opportunities | Kids feel safe |
| Nurturing Opportunities – social Security | Willing to chat when time permits |

Bergen County
Good Citizenship Archetypes

| Strong Community Leader (6 attributes) | Community builder  
|                                      | Connected  
|                                      | Connecting with  
|                                      | community  
|                                      | Gives people mission  
|                                      | Networking  
|                                      | Pulls community together  

SAILS
## Patron Archetypes

<table>
<thead>
<tr>
<th>Frustrated Patron (12 attributes)</th>
<th>Annoying Books out of print</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disruption</td>
</tr>
<tr>
<td></td>
<td>Indifference</td>
</tr>
<tr>
<td></td>
<td>Lack of wireless</td>
</tr>
<tr>
<td></td>
<td>No tape player</td>
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<tr>
<td></td>
<td>Online services unavailable</td>
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<tr>
<td></td>
<td>Out of date</td>
</tr>
<tr>
<td></td>
<td>Physical pain</td>
</tr>
<tr>
<td></td>
<td>Ripped/missing pieces, out of date magazine</td>
</tr>
<tr>
<td></td>
<td>Wasted resources</td>
</tr>
<tr>
<td></td>
<td>Wasted space</td>
</tr>
</tbody>
</table>

- Cleveland
## Patron Archetypes

<table>
<thead>
<tr>
<th>Inquisitive Power User (12 attributes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>After hours usage</td>
</tr>
<tr>
<td>Broader search results</td>
</tr>
<tr>
<td>Computer use</td>
</tr>
<tr>
<td>Introduction to new things</td>
</tr>
<tr>
<td>Lots of preferences</td>
</tr>
<tr>
<td>No online access outside of library</td>
</tr>
<tr>
<td>Not a free service</td>
</tr>
<tr>
<td>Open to public</td>
</tr>
<tr>
<td>Outside sources</td>
</tr>
<tr>
<td>Search method</td>
</tr>
<tr>
<td>Universal access</td>
</tr>
<tr>
<td>Ways to get information</td>
</tr>
</tbody>
</table>

### Cleveland
Patron Archetypes

<table>
<thead>
<tr>
<th>Disengaged Seeker (9 attributes)</th>
<th>Can’t get book you want (timely)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Don’t listen to reviews/bad reviews (NPR Reviews)</td>
</tr>
<tr>
<td></td>
<td>Embarrassing</td>
</tr>
<tr>
<td></td>
<td>Fear of puppets</td>
</tr>
<tr>
<td></td>
<td>Forgot card/license</td>
</tr>
<tr>
<td></td>
<td>Head aches</td>
</tr>
<tr>
<td></td>
<td>Injuries</td>
</tr>
<tr>
<td></td>
<td>Some people consider a waste of money/space (crafts)</td>
</tr>
<tr>
<td></td>
<td>Too long</td>
</tr>
<tr>
<td></td>
<td>Cleveland</td>
</tr>
</tbody>
</table>

67
Library Staff Archetypes

**Ultimate Tour Guide**
(7 attributes)

<table>
<thead>
<tr>
<th>Advance reserve on new materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abundance of items</td>
</tr>
<tr>
<td>One-stop shopping</td>
</tr>
<tr>
<td>Video/DVD lost in drop box</td>
</tr>
<tr>
<td>Access to materials never afford</td>
</tr>
<tr>
<td>Up to date, current materials</td>
</tr>
<tr>
<td>Diversity of materials</td>
</tr>
</tbody>
</table>

Buffalo-Erie
## Library Services Archetypes

<table>
<thead>
<tr>
<th>Out-of-Date IT (6 attributes)</th>
<th>Access to PC’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Message is too long (automated computer system)</td>
</tr>
<tr>
<td></td>
<td>Not enough computers</td>
</tr>
<tr>
<td></td>
<td>Slow re-boot</td>
</tr>
<tr>
<td></td>
<td>Strong database</td>
</tr>
<tr>
<td></td>
<td>Technical-media options</td>
</tr>
</tbody>
</table>

- Hamilton Public
Library Services Archetypes

“Something for Everyone” Resources (4 attributes)

Can’t remove reference material
Extensive collection
Library for books, not movie rentals
Library for education films, not Hollywood movies

Hamilton Public
Themes: Issues and Problems

![Bar chart showing themes](chart.png)

- Themes: Interaction, Technology, Efficiency, Money, Other
- Number of Themes: 20, 5, 2, 1, 1

The chart illustrates the number of themes under different categories.
Values: Behaviors and Actions

![Bar Chart]

- Community
- Learning
- Quality
- Efficiency
- Money/Risk
- Other

Value Grouping vs Number of Values
Pattern Review

Formal Pattern Discovery
Mass Narrative Representation

1. A Day at the Library
   INT: Do you remember the last time you visited the public library, for instance, and what brought you to the library at that instance? ... XX: Well, let’s see. Last time, yesterday or the day before, I think I was just returning. I stopped to see if any of the librarians I know — just trying to learn people’s names wherever I go, say hello. And then I always look at the new books to see if the new bookshelves pop anything into my eye that I might have heard about but forgotten to write down. And the last few years, my role in my household with two teenage children is to ferry the books back...

2. A Day at the Library
   XX: My first piano recital was in a library. ... INT: Oh, yeah, so tell us about that. ... XX: It was horrible, and I was terrible. But it was in a library, in a meeting room in the library, because I grew up in Missouri, and they built a new library. I don’t remember ever going to the old library. So they had a meeting room, so we held a piano recital there. But that was a library where they wouldn’t let the kids check out grown-up books. Remember that? So I was limited. You know, at a certain point, you’re like ten and you can’t quite check out the grown-up books, but...

3. A Day at the Library
   XX: I think Teaneck is the best. I mean, the ones I go to all the time are (inaudible) and Englewood and (inaudible) Teaneck, but Teaneck, I think they’ve really done a good job in showing the staff areas off into little corners of the building and winning back areas that were formerly part of the staff and administrative space for collections. They still have public art exhibits, and community programs. (overlap, inaudible) display cases, which is a good way to see what’s going on, like the Hackensack River Greenway Project, you know, it’s going all up and down the Hackensack River to milk...

4. A Day at the Library
   XX: You’re really XX — exhausted the possibilities of the children’s room. But fortunately, they don’t do that so much anymore. And now I — I was just in the library on Friday, and I joined the Friends of the Library, and let’s see. I mean, there’s a lot going on at the library. There’s a lot of tutoring going on, both in ESL tutoring. Right? You see that? (inaudible), right? ... XX: No, I see it in Fort Lee much more. ... XX: In Fort Lee, yeah. ... XX: [Tasha] there’s not enough spots for like quiet tutoring. ... XX: There’s a quiet room in Fort Lee, and there’s a lot of tu...

5. A Day at the Library
   XX: In terms of bulletin board, what kind of information is on the bulletin board? ... XX: They post for plays, like school plays and things that you wouldn’t find otherwise. ... INT Community info? ... XX: Community things, community meetings, community info that you wouldn’t see otherwise. And the librarians all know me and say, hello Mrs. X. Now you know what my name is. Hello, Mrs. X (laughing). And I just joined the Friends of the Library, and the librarian was like, oh, we need someone like you. So, I think I’m going to be the youngest person, so I’ll feel very vibrant (laugh).

6. A Day at the Library
   XX: We have one of those too. I think it encourages families with smaller children to bring their smaller children in and get them in the idea of going to the library before they can read. ... XX: Yeah, and I’d take my kids for story time when they were little, all the time. It’s much nicer now, because (overlap, inaudible) library, but used to do that all the time. ... ...

7. A Day at the Library
   INT: Right, so you just gave us an example of where you didn’t have enough space. And you want to talk just a little bit more
## Example Focus Areas

<table>
<thead>
<tr>
<th>Content</th>
<th>Service</th>
<th>Functionality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMI Attributes</strong>&lt;br&gt;Vast Information&lt;br&gt;Dedicated Local Library Directories&lt;br&gt;In-depth Knowledge Available</td>
<td><strong>Themes</strong>&lt;br&gt;Equal Access to Services&lt;br&gt;Ease of Use and Efficiency&lt;br&gt;Meeting Customer Needs</td>
<td><strong>SMI Attributes</strong>&lt;br&gt;Cuts Down Searching Too Many Features</td>
</tr>
<tr>
<td><strong>Archetypes</strong>&lt;br&gt;Something for Everyone Resources</td>
<td><strong>Archetypes</strong>&lt;br&gt;Frustrated Patron</td>
<td><strong>Archetypes</strong>&lt;br&gt;Satisfied Customer</td>
</tr>
<tr>
<td><strong>Qualities</strong>&lt;br&gt;Library Material Types</td>
<td><strong>Values</strong>&lt;br&gt;Quality Librarian Services</td>
<td><strong>Values</strong>&lt;br&gt;Information Access Self-Learning</td>
</tr>
</tbody>
</table>
Personas

Distilling the Insights
Quality: Other user perspectives

Values

Academic (11 items)
Adult (140 items)
Arts professional (0 items)
Board member (0 items)
Reading club member (1 item)
Computer user (299 items)
Disabilities (3 items)
Downtown worker (1 item)
Driver (20 items)
From China (1 item)
From India (0 items)
Grandparent (0 items)
Heavy user (17 items)
High School student (4 items)
Internet user (237 items)
Late night user (9 items)
Library volunteer (11 items)
Night-time user (0 items)
No home computer (7 items)
Non-computer user (1 item)
NFR listener (0 items)
Parent of middle-school student (3 items)
Parent of teenagers (20 items)
Parent of toddler (21 items)
Professional (85 items)
Referrer (17 items)
Senior (8 items)
Tax payer (0 items)
Teenager (11 items)
Toddler (15 items)
Tween (10 items)
Walker (0 items)
Weekend user (1 item)

Primary Anchor

Secondary Anchor

What is a quality?
7 SirsiDynix Personas

- **Discovery Dan**
  - Dan represents the adult non-researcher population.

- **Haley High School**
  - Haley represents the high school student population.

- **Jennifer**
  - Jennifer represents the parents of teenagers.

- **Mommy Marcie**
  - Marcie represents the parents of young children.

- **Rick Researcher**
  - Rick represents adult researchers who own a personal computer.

- **Senior Sally**
  - Sally represents senior citizens.

- **Tasha Learner**
  - Tasha represents adult researchers who do not own a personal computer.
Discovery Dan

A typical day at the library: Stops by the library either on their way to or from work or over their lunch break. May spend time on the weekend if they have a home project. Have requested the books or DVD’s online so is either dropping them off or picking the materials up. Enjoys lectures, classes or other non-traditional activities. Appreciates connecting with the library staff during visits.

Information-seeking behavior: Usually checks online to see what has newly arrived at the library. If they have time during their stop over at the library itself, they will browse what is new in the nonfiction and music; maybe the fiction shelf as well. Uses the library to avoid the cost of buying materials. May purchase books after reviewing them in the library. Signs out DVD’s and movies for entertainment. Appreciates the book club(s), even if not an active participant. Also seeks community information (pamphlets, etc.) Reads on-line reviews of books.

Ultimate goal: To pick up the books, music or videos they are interested in. Or to simply discover books or other material that piques their interest to expand their minds.

Frustrations: Changing library hours. Unpredictable Internet search results. Pop-ups, spam. Librarians who aren’t very good at referring them to specific sources or best sources on a given topic – could be people as often as written information. Wishes libraries would coordinate culling of collections and try to keep at least one copy of a book in one of the libraries. Needs more consumer-friendly categorization of material. Parking (downtown users) Hours need to match commute schedule. Wait-lists for books so long that they are compelled to purchase the book from Amazon.
A typical day at the library: They are not daily users of public libraries. When they do come they focus on magazines, newspapers or quickly check their email or browse the Internet. If they don’t have a good school library they will come to the public library after conducting a web search. They may use the library computer to print out a paper, especially if the shared computer at home is inaccessible.

Information-seeking behavior: Most information activity begins with a web search. They will type in their search within “ ” and start there to determine what they need. They might go to their school library or if they have a history of using public libraries, go to the public library to get help from a reference librarian. They will likely IM their friends to see what they are doing to find answers to the assignment. Public library Internet use is up among teens from 36% in 2000 to 54% in 2005. When they go online 74% do it from home, 17% from school and 9% other (community centers, churches, friend’s house and libraries). Note: Teens are just as likely as adults to get news and information about current events online. More than half report political news-seeking. (Pew – Teens and Technology)

Ultimate goal: They want to complete a school project

Frustrations: The books are too advanced for a high school student. There are no public library materials available on a web search. The library is at the bottom of the list for research for some high schoolers.
A typical day at the library: The parent assists the teenager in using the library website. This is usually done at home, after the teenager has reviewed what is available on the Internet. The parent is coming in after the research has begun. Once they identify the books they need they will put them on reserve or check to see if they are available. Once there, they may decide to browse the young adult library collection (if they have time). Otherwise they are focused on getting the materials for the project. Once they have the material they need, they leave. The parent will likely have to bring other children to the library at the same time. They will be pulled in multiple directions, looking after their younger children and their teens. She wants to use the library as more of a recreational facility for herself, but given her busy lifestyle, she is unable to. When she is there, the library becomes a social setting. She talks with the staff socially, and enjoys the interaction.

Information-seeking behavior: The info seeking behavior of this parent is utilitarian although they’d prefer it to be more recreational. They start by working with the teenager to browse available information from the library online at home. When they go to the library they go there to find specific items (books, music) or to browse newspapers or journals. They may help a child to post a community notice on a bulletin board at the entrance to the Library for example, Scouts or Babysitting. At the library the adult may be responsible for signing the teenager on to the computer equipment.

Ultimate goal: The parents want their children to know how to use the library and to use the best sources of materials to complete a project. They also may see the library as a great location to post availability to baby-sit, or to announce a community event.

Frustrations: Students needing regular permission from the adult to use the computer equipment. Safety with respect to sites used. Noisy students. The parent wants to know what’s happening in the library, but is not often notified of events they may be interested in. They want communication pushed out to them in a form they find useful.
Mommy Marcie

A typical day at the library: Mother and children typically drive to the library. The four year old girl is in a reading group. The two year old attends storytelling. Each Monday they go to the library to attend the reading group and to hear a story. Afterwards they use the time to check out new books, videos or DVD’s for children, as well as to find time to look for any adult materials.

Information-seeking behavior: She typically doesn’t have time to use the computer at the library. At the library she is usually busy looking after the children either participating in a reading group session, or attending a storytelling session. She uses the computer at home to put materials on reserve for herself or if she knows exactly what she wants for the kids. She picks up the books, DVD’s or videos when she is leaving the library. She uses the library website to hear more about upcoming events.

Ultimate goal: She wants her child to learn to read and to discover new ideas in a safe, informed setting. She wants her children to be exposed to books early on – even when they don’t know how to read yet. She wants to be able to find time to meet some of their own needs knowing their children are safe.

Frustrations: Not finding librarians who can help the children to learn to read, is troubled by reduced library hours (nights and weekends), and wants to have an easy way to know about upcoming events on the website.
Rick Researcher

**A typical day at the library:** Will first check out which library to go by using their home computer. If they need to they will request books from other libraries to be reserved and sent to their own local library. Once they receive a notification that the materials are available to be picked up they will drive or walk to the library to pick them up.

**Information-seeking behavior:** Often orders books online through Amazon but doesn’t always want to own the book itself so uses the library to complement their own library. Extensive user of the Internet for current information. As part of a broader library network will search for the library with the best set of resources for the task at hand and either request them online – or if they have the time, go down to the library to use them. Once at the library they will talk with the reference librarian to ensure they are getting access to the best reference sources such as encyclopedias, journals and special collections. Likes iBistro. Often looking for professional information that is very current.

**Ultimate goal:** Complete the research ensuring use of the most appropriate resources.

**Frustrations:** Library not being open late at night. Inability to get really current information available in an easy-to-use package. Not finding the same information on the virtual catalog as the librarian. Not finding government information at the county and state level. Ideally would like ratings and user feedback.
Senior Sally

- **A typical day at the library:** As part of a daily or weekly routine, the senior goes to the library to take a scheduled class, participate in a program, volunteer, or just browse the shelves for pleasure. The scheduled event may be a computer class, a search class, cultural event, book group or how to use the library website. Once at the library they are likely to spend a good deal of time browsing the collections to see if there is anything new or different that catches his or her attention.

- **Information Interests:** The senior tends to be a hobbyist or heavy information seeker primarily in the areas of health, digital photography, travel, and genealogy. Senior men tend to focus more on lifelong learning such as political, historical, or educational topics. The senior woman focuses more on entertainment; including fiction, cooking, quilting, travel, do-it-yourself topics.

- **Information-seeking behavior:** The senior goes to the library to attend an event such as a poetry reading or art show or music recital. It may be a meeting place for a reading group. He or she may take a class on computer use (e.g. Google It). They pick up books that they have requested online or from the librarian on a previous visit. They may spend up to a half day there browsing the magazines, books, CD’s and videos. They are likely a member of the Friends of the Library and will help to run the book sales. The senior also looks for or interacts with information in a linear fashion; they search or browse for topics and content step-by-step or one thing at a time.

- **Ultimate goal:** To learn and to spend time with others and using technology to stay in touch.

- **Frustrations:** Rapid change in technology products and general resources without transitioning or guided instruction within a traditional classroom environment. Need to reach seniors who are housebound. Not being aware of what is happening at the library.
Tasha Learner

**A typical day at the library:** Goes to the library to use the computer. Is working on a project that requires the Internet, as well as completing her reading with books she doesn’t own. Is likely using the computer to print a report or to create marketing collateral.

**Information-seeking behavior:** Makes a specific point of going to the library to complete her project. She consults with a reference librarian to ensure she has a good starting place and then uses the online catalog and the Internet to source both electronic and hardcopy information sources. She prints out materials to work with them. She is aware that some sources are more appropriate than others, but consults with the librarians to ensure she has the best possible sources.

**Ultimate goal:** Wants to complete her project by ensuring all the appropriate resources are used and needs to use the library computer to do so.

**Frustrations:** Not finding all the sources she needs. Having to get off the computer within a particular timeframe. Inconsistencies in which library has which resources, e.g. dictionaries, inaccessible librarians i.e. not available when you need them.
Sirsidynix Product Considerations for "Tasha Learner"

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Other Steps

• K-12 Research
• Scholarly Personas
• Public Library Usability
• Context Personas – Librarians, Mobile, etc.
# Main Menu

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Enterprise 3.0 Features

• **Search Enhancements**
  - Matching term highlighting
  - Availability information in search results

• **New search targets (data harvesting)**
  - Library catalogs
  - Library favorites web sites
  - Local rooms content

• **Federated Searching**
  - Z39.50
  - Serials Solutions
  - Muse Global
  - Federated “facets”, Results tab
Enterprise 3.0 Features

• Guided Discovery
  – New Room wizard
  – Room editing (WYSIWYG or HTML)
  – Search within room
  – Patron-selected filters
  – Administrator-selected filters for rooms and profiles

• Configuration Enhancements
  – Reviews and Ratings (ChiliFresh as an option)
  – Bib detail display
  – Search target assignment for rooms and profiles
  – Content tree assignment for rooms and profiles
Select Search Targets
Discovering the real world of Harry Potter

AUTHOR: Laurie, Hugh, 1959- Ouestar Video, Inc.

BIBSUMMARY: Explore the myths and legends that inhabit the world of Harry Potter; learn about witches and wizards, Greek gods, the Celts, ghosts, magical creatures and ancient spells. Discover where a school like Hogwarts is located, what lies beneath Platform 9 3/4 at King’s Cross Station, what ancient civilization had a 3-headed dog like Fluffy, what are the real origins of the Philosopher’s Stone, and what links Harry Potter to the journeys made by King Arthur and Odysseus.
Share...when you feel like it!

- Enterprise Version 3
  - Intuitive Discovery layer
  - Did you mean based on YOUR catalog
  - Fuzzy logic
  - Best of Web
  - Guided Discovery
  - And Union Catalog capabilities for SirsiDynix Symphony and Horizon catalogs
  - Simplify resource discovery/retain autonomy
### America the Beautiful: South Carolina

- **Author**: Kent, Deborah
- **Summary**: Introduces the geography, history, government, culture, recreation, and people of the Palmetto State.
- **Publication Date**: 1992
- **Library**: Public Library: W.S. Parker Branch
- **Relevance**: 100.0

### South Carolina in Words and Pictures

- **Author**: Fradin, Dennis B., Wahl, Richard, 1939- Meints, Len W.
- **Summary**: Briefly explores the Palmetto State's history, geography, and interesting places to visit.
- **Publication Date**: 1980
- **Library**: Public Library: Green Street Branch, K12 - Elementary School
- **Relevance**: 100.0

### South Carolina

- **Author**: Carpenter, Allan, 1917-
- **Summary**: An introduction to the Palmetto State, including its history, natural resources, famous citizens, and places of interest.
- **Publication Date**: 1979
- **Library**: Siredyne Memorial Library, K12 - Elementary School
- **Relevance**: 100.0
Web Services & APIs

• **SIP API**—Industry standard for self-service circulation used by Horizon and Symphony
  - Support 15 standard SIP messages
  - Support 5 proprietary SIP messages
• **NCIP API**—Next generation of SIP
  - Support 15 standard messages
• **Symphony API** (HAT Protocol)—Full access to Symphony
  - 415 supported HAT commands
• **Symphony Web Services** — Simplification of HAT API
  - Version 1: Support 30-40 Web service methods
  - Version 2: Roadmap – target e-Library and JWF APIs
• **Platform Web Services**— Used by Enterprise, SchoolRooms and Hyperion applications
  - 9 Web Services (WSDLs): 146 methods
Sirsidynix API/Web Service Strategy

- Continue SirsiDynix commitment to open systems
- Enhance Symphony HAT API in Web Services
- Invite partnerships – Come With Us
- Foster developer community
- Provide training and SDK
Prototype Mobile Applications

- **Staff Mobile Applications**
  - BI: Business Intelligence
  - SIP Barcode & RFID Holds Management

- **Patron & User Mobile Applications**
  - iPhone Application
  - Enterprise & SchoolRooms V3 iPhone Support
Free Resources

- SirsiDynix Institute – Now with podcasts
- SirsiDynix OneSource Newsletter
- My columns in Information Outlook and Multimedia and Internet@Schools
- Stephen’s Lighthouse blog
Recommended Books

- Designing the Digital Experience: How to Use Experience Design Tools & Techniques to Build Websites Customers Love by David Lee King
- The Information Commons Handbook [ILLUSTRATED] by Donald Robert Beagle
- Anything from Pew or Jakob Nielsen
Stephen Abram
Vice President, Innovation

Email: stephen.abram@sirsidynix.com
Blog: Stephen’s Lighthouse
Website: http://www.sirsidynix.com