

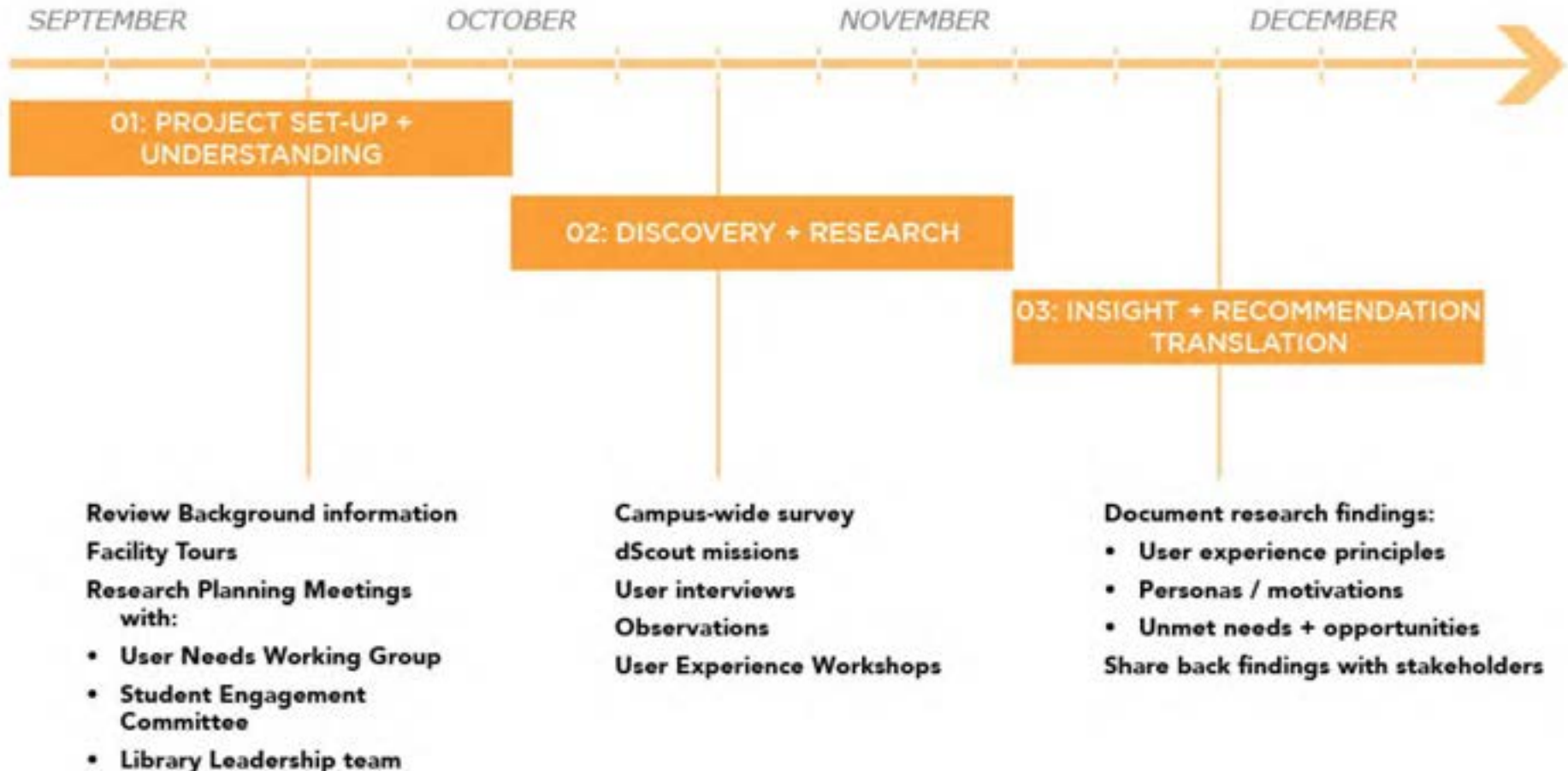
brightspot's Research Process



research objectives

- understand how the library's spaces, services, collections, tools and technology are used in research, teaching, and learning
- explore the role that the future Neilson library could play in supporting research, teaching and learning as well as in encouraging collaboration, creating community, and offering inspiration
- incorporate new user-centered insights into library planning and design

research process





research approach

- gather broad and deep input directly from as many students and faculty as possible
- use a mix of research tools and approaches (quantitative and qualitative, in-person and asynchronous) to give students and faculty a variety of ways to provide input on the future direction of Neilson Library

research methods

Selection of research tools engage a range of participants and gather complementary types of content, data while engaging the campus community in a variety of ways.

Date	Research tool	Participants	Content	Data	Input	Timing
10/13 - 10/21	Observations (and synthesis)	30 students 4 brightspotters ~40 <i>intercept</i> <i>interviews</i>	broad	qualitative	indirect	synchronous
10/20	User Experience workshop	8 students	deep	qualitative	direct	synchronous
10/12 - current	dscout mission	62 "scouts" (students & faculty)	deep	quantitative & qualitative	direct	asynchronous
10/20 – 11/12	Interviews	5 students 15 faculty	deep	qualitative	indirect	synchronous
9/30 - 10/15	Survey	950 respondents	broad	quantitative	direct	asynchronous

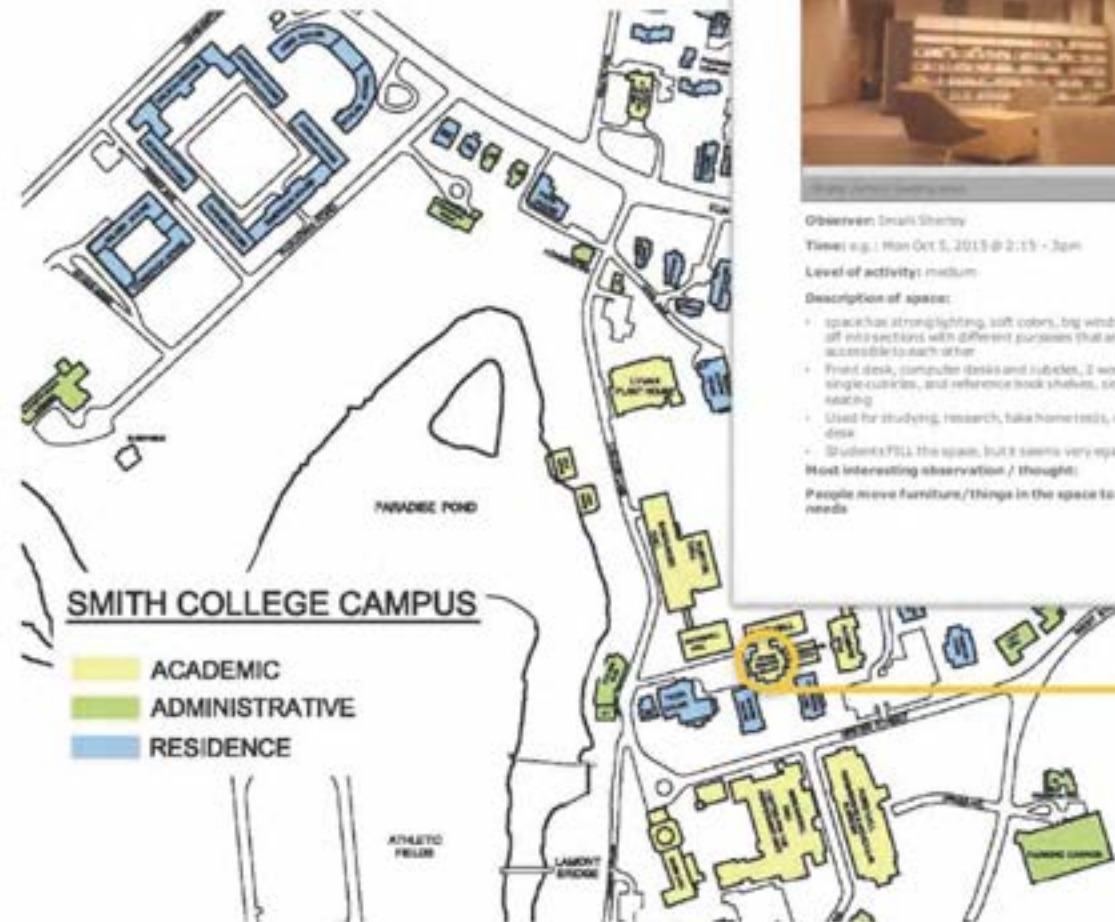
observations

58 observation sessions at 12 locations in collaboration with anthropology majors and students in Professor Suzanne Gottschang's Introduction to Cultural Anthropology class



observations

sample documentation from a student observation session



Science Library



Observer: Sarah Sherley

Time: e.g., Mon Oct 5, 2013 @ 2:15 - 3pm

Level of activity: medium

Description of space:

- space has strong lighting, soft colors, big windows, is split off into sections with different purposes that are easily accessible to each other
- front desk, computer desks and cubicles, 2 work desks, single cubicles, and reference book shelves, single person seating
- used for studying, research, take home tests, information desk
- students fill the space, but it seems very open and

Most interesting observation / thought:

People move furniture / things in the space to suit their needs

Activities and patterns observed:

- People work individually, even at group tables, with books, notebooks, and laptops. Even people at computers sometimes have laptops (Mac)
- Quiet, talking is minimal - people at their desk, infrequent between students, they come in together, separate to study, then leave together
- Everyone has their backpack, a water bottle, and paper. At computers too. People stay for long periods of time, not in and out.

Activities well-supported and why:

- Enough space at work tables for everyone to spread out their things without over crowding
- Computers have comfortable chairs and leg room
- Individual seating is comfortable with space underneath chairs to put things

Activities poorly-supported and why:

- Cubicle computer work because there are not a sufficient amount of nearby outlets
- Not really a space for interactive group work, too quiet and open, no privacy
- Coffee tables shared in individual seating sections make it hard to spread out work

Questions raised:

- Are people charging their computers behindhand? Why aren't they using outlets?
- Who uses the library? Where do they live? What is their major?
- Is the number of people capped because the space isn't built for a lot of students at a time?

Other take-aways:

- Students bring water bottles everywhere
- Students study alone even when they arrive with friends
- Quiet spaces are created by everyone together.

observations

Observations synthesis in collaboration with anthropology majors and students in Professor Suzanne Gottschang's class, clustering observed motivations of students / individuals

Some key motivations included:

quiet

accessing resources

comfort

relaxation

"light" work

"serious" study / work

convenience

choice / flexibility

meeting and working with others



user experience (UX) workshop



Workshop with students to map ideal research and learning experiences in the renovated Neilson Library

some key moments included:

Help searching and navigating the collection

Dedicated workspaces for quick turnaround

Writing help in the library

dscout "mission"

62 student and faculty "scouts" are currently taking part in dscout missions to document key moments in their learning and research activities.



How I learn
10/26/2015,



How I focus
10/24/2015,



How I learn
10/23/2015,



How I focus
10/22/2015,



How I connect with ot...
10/21/2015,



How I connect with ot...
10/21/2015



How I'm sharinz my w...
10/21/2015,



How I learn
10/21/2015,



How I connect with ot...
10/21/2015,



How I learn
10/20/2015,



My last big discovery
10/20/2015,



My last big discovery
10/20/2015



interviews

We are conducting one-on-one interviews with students and faculty to do a deep dive on how they work and learn today, and how the library has supported them – in the past and currently – as well as the role it might play in the future

Interview topics:

Background: Tell us a bit about yourself. What roles do you play at Smith College (e.g.: student, researcher, teacher, director, mentor)? Why did you choose Smith College? How did you arrive at your current [major, position, etc.]?

Work: What are your top goals and motivations? What are you most excited about? What work are you involved in on a day-to-day basis? And in doing your work, where do you envision yourself at the end of your time at Smith College?

Success Story: Share with us one of your success stories from Smith College. What determined 'success' in this story? What role did the College play in that (e.g. its spaces, resources, people, etc.)?

Needs: Reflecting on your current work environments and processes, what helps you be productive and accomplish your work? What's missing?

Roles of the Library: Reflecting on your activities and needs at Smith, what role do you see the library playing in supporting these? Consider library spaces, services, people, technology, collections, and programs. If you don't use the library, what other places or resources do you use? Why?

interview participants

20 interviews conducted with faculty and students across different disciplines and positions.

Humanities	Social Sciences and History	Natural Sciences
1 Senior Student	1 Junior, 1 Senior Student	1 Assistant Professor
2 Ada Comstock Scholars	2 Associate Professors	1 Associate Professor
1 Senior Lecturer	1 Professor	1 Professor
2 Assistant Professors		
1 Associate Professor		
5 Professors		

survey

A campus-wide survey was sent faculty and students and was administered over a three week period. We received just over 950 respondents, the majority of which were students.

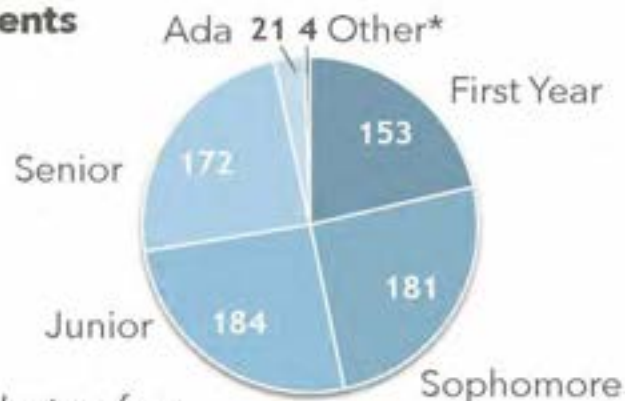
Survey Respondents:

241 Faculty



*other includes lecturers, staff and course support

715 Students



*other includes transfers

Survey Topics:

- Frequency of visits to Smith Libraries
- Preferred Library
- Frequent activities
- Barriers to visiting / using Neilson
- Collections Usage
- Satisfaction with current resources
- Importance of resources
- Improvements for the future Neilson Library

Neilson Library

is the most frequently visited library and the most preferred by survey respondents (58%), followed by Hillyer Art Library and Young Science Library (~15% each)



analysis approach

- results of all research methods will be analyzed together to create a comprehensive reflection of the data gathered
- output will be synthesized into an understanding of research, teaching and learning at Smith college, highlighting the:
 - learning and research “ecosystem”
 - user experiences and key moments
 - opportunities and potential responses