A New Way to Improve Library Services:
Conducting a Participatory Design Study of Faculty Research Practices

SCELC Research Day
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AN INTRODUCTION TO PARTICIPATORY DESIGN
OVERVIEW

- Research question
- Purpose
- Expected benefits
• Conducted 45-minute semi-structured interviews of each faculty member in the faculty member’s office
• Asked six questions to start a conversation
  • Tell us about your current research project.
  • What materials are you using for this project?
  • How do you organize your work?
  • Do you use materials in your teaching?
  • How do you keep current in your field?
  • If you had a magic wand to help you with your project, what would you do with it?
GETTING STARTED

• Presented the research proposal to the Dean of Libraries
• Submitted an Institutional Review Board (IRB) application
• Completed a web-based training course on “Protecting Human Research Participants”
• Selected faculty members through nomination by division chairs and library liaisons
• Completed nine interviews (6 Divisions, 3 graduate programs)
• Review process: Coding, categorization, and themes
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<td>GSEP-1</td>
<td>Seaver-1</td>
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<td>10</td>
<td>Print vs. electronic?</td>
<td>Electronic, sometimes prints them out</td>
<td>mix (did not ask directly)</td>
<td>He likes to print things out</td>
<td>mostly digital</td>
<td>mix, increasingly digital</td>
<td>Both. Really appreciates access through Jstor</td>
<td>Both. Doesn't print ever but does sometimes (is physically located far away)</td>
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<td>Systems for organizing research materials and notes</td>
<td>RefWorks; takes notes on computer (backed up)</td>
<td>Sometimes prints out PDF files, sometimes puts them on thumbnails; stacks of paper (by project) in his office, then donates papers to archives; deposits some data sets (that he created) to Peppermint Digital Commons (&quot;there's like a Berkeley site or something that has made them publicly available&quot;);</td>
<td>Per IRB, datasets are stored on local computers (more than one computer); the data itself is sensitive (not for the public); has used Mendeley for reference management (not supported by university); prints out PDF to annotate; cut and paste quotes; keeps everything on his computer</td>
<td>&quot;I don't have trouble finding things. Sometimes I have trouble tracking things.&quot; Wants student worker to help organize her data and &quot;catalog her books.&quot; Uses Zotero (after experimenting with Endnote, Evernote, and Mendeley); likes Zotero's integration with Jstor; tries to keep filing system consistent across email, hard drive, and Zotero files (certain categories of work; some tagging—ex. &quot;books to check out&quot;). Zotero is her &quot;memory bank.&quot; Buys her own books often, since she likes to write in them.</td>
<td>With digital document: Copy and paste quotes/sections to Word Doc for later and export the citation; if it's an analog text, it's more traditional note-taking; Organize files on personal computer in color-coded folders</td>
<td>For current project: builds binders of manuscripts by composer</td>
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<td>Teaching and learning materials</td>
<td>Sakai, PowerPoint; directs students to graduate librarian</td>
<td>Textbooks; Sage green books now online (ebooks); uses Course for reserve items (PDF); other resources are already online; students do a lot of work in the library for their research papers (reference materials, Country studies, Oxford handbooks, and current online databases/websites)</td>
<td>Current articles brought into course teaching; copyright becomes an issue with books and textbooks; grant-funded training videos in the works access from a secured site; could be revenue generating for access by other institutions (IT support)</td>
<td>Requests books that she uses in class for purchase in the library; uses InfoGuides too; she lends her own books to students</td>
<td>The classes that he teaches have a pretty standardized materials list (short stories, novels, etc.)</td>
<td>Students use CDs in the library; he expresses concern that students rely too much on videos/recording and less on studying the score; students may find recordings on YouTube</td>
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<td>Methods for keeping current</td>
<td>6 or 7 online journals and newspapers, 2 to 3 hours a day reading on the computer; RSS feeds; &quot;like the currency of journals; &quot;You're reading history when you're reading a book...I couldn't live without electronic journals&quot;</td>
<td>By doing research; go to a lot of conferences, talk with colleagues; a lot of article and manuscript reviews (sometimes for pay); a student asks a question that he doesn't know the answer to</td>
<td>Publication projects force him to stay very current; PsychInfo (again)—he likes the citation tools with this database; grants too require staying current</td>
<td>Especially in her areas of specialization—social media, Speculum journal, etc.; keeps up on higher ed issues</td>
<td>&quot;I don't—the answer is I don't stay current.&quot; (joke); conferences; tries to stay up to date on what's published on the authors that he writes about; attends book fairs in Spanish speaking countries, which provide a look at what's coming out (he buys a bunch of stuff at these fairs)</td>
<td>&quot;How do I keep current? I'm not quite sure what that means anymore. Because yesterday I thought I was current, today I'm not so sure, and tomorrow I'll be less sure.&quot; In music, we constantly learn new literature for our instrument; belongs to six musical organizations, reads some to the societies' journals</td>
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Is an editor for a journal says yes to review papers to meetings/conference services by email; lists discussion groups (into groups)
CATEGORIZATION

- Systems for organizing research material
- Preferred physical location(s) for conducting research
CATEGORIZATION

• Preferences for reading print vs. electronic

• Methods for communicating and collaborating with co-authors/colleagues

• Familiarity with particular staff or subject liaisons
“It’s all on the computer now, right?”
“You’re reading *history* when you’re reading a book…I couldn’t live without electronic journals.”
“I still love paper. I have a really hard time not having the paper article and reading it, and working it up. And I have a tablet I can do that on, but I just don’t think I understand the work unless I’m actually reading a physical piece of paper.”
“There’s something about the smell of dust and old leather that is really pretty intoxicating.”
INSIGHTS INTO FACULTY CULTURE

• Most faculty involved in multiple, simultaneous research projects
• Many responded “more time” to the magic wand question
• Direct integration of research with teaching load not widely indicated
• Social media is used by some faculty for communication and staying current
• LESSONS LEARNED

• NEXT STEPS

• CONCLUDING REMARKS
THANK YOU!

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