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Collaborative design and assessment: Learning ‘with and for’ users

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Collaborative Design and Assessment: Learning ‘With and For’ Users

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Collaborative Design Elements

- Identification of user requirements
  - User surveys, focus groups, participant observation

- Implementation of user design tools
  - Paper prototypes, focus groups, usability studies
Learning Commons Mission

◆ Enable faculty innovation and curriculum revitalization with technological infrastructure, pedagogy and technology expertise, and information resources and consultation

◆ Encourage application of constructivist principles to advance students’ information, communication, and technology proficiencies for life long learning
Students’ Learning Aspirations

◆ Provide flexible, multi-use collaborative space and services

◆ Promote cross-disciplinary inquiry and discourse

◆ Create interactive student-faculty-staff learning communities
Senior Project Marketplace

◆ Purpose
  ♦ Create a comprehensive development and viewing tool for Senior Projects

◆ Motivation
  ♦ Senior Project is the culminating Cal Poly graduation requirement.
  ♦ Students need integrated system for sharing ideas, developing concepts, and demonstrating competence.

◆ Functionality
  ♦ Senior Idea Meeting Place: find student researchers
  ♦ Senior Project Development: facilitate faculty supervisor identification and communication
  ♦ Showcase: find and view finished projects
Kennedy Library “Learn by Doing”

- Collaborative re-design produces insights into users’ perspectives.

- Interactive dialogue improves user-centered design concepts.

- Evidence-based techniques initiates promising user-designer relationships.
Organizational Aspiration

“Assessment should become part of the everyday work process … part of the decision making loop in the organization, a normal part of evaluating internal processes.”

“… time for group learning, and the creation of supportive organizational systems must be deliberately developed.”

Lakos and Phipps, portal, July 2004
Collaborative Design and Assessment

- Philosophy: Collaboration improves library user experiences and builds interactive relationships

- Process: Interactive, user-centric design and assessment creates context and promotes learning

- Outcome: Communication systems and reflection opportunities ensure continuous improvement
Guiding Organizational Principles

- User-centric, inquiry based relationships advance participants’ learning
- ‘User as co-researcher’ activities produce ‘authentic voice’ insights
- Evidence-based project outcomes reflect user-centric success indicators
- Dialogue-based processes sustain communication and enable improvement
User-Centered Process Guidelines

- Who are the stakeholders (students, faculty, staff, public) affected by the plan?
- How have you determined that the plan is what stakeholders want?
- What will project success look like from users’ perspective?
- How will stakeholders determine the success of the project?
- How will stakeholders be informed of the results of the project?
- How is continuous improvement and growth built into the project?
Process Based Inquiry

Problems / Issues
Decision Making / Problem Solving
Framework (s) / Comparison
Questions → Evidence
Workplace Situation
Reflection and Dialogue Elements

- Grounded Theory
- User Evidence
- Inquiry Learning
- Situated Practices
Innovation Leader Responsibilities

• **Design** workplace environment supportive of information exchange and dialogue

• **Advance** collaborative campus relationships within a holistic learning context

• **Ensure** adequate human and financial resources

• **Create** collaborative design and assessment culture
Master Blog Communication System

Master Blog
- Library Management Team (category)
  - Agendas (tag)
  - Summaries w/ Minute Attached (tag)
  - Feedback Requests (tag)
  - Decisions and Explanations (tag)
- Emerging Technologies Team (category)
  - Agendas (tag)
  - Summaries w/ Minutes Attached (tag)
  - Feedback Requests (tag)
  - Decisions and Explanations (tag)
- Electronic Resource Team (category)
  - Agendas (tag)
  - Summaries w/ Minutes Attached (tag)
  - Feedback Requests (tag)
  - Decisions and Explanations (tag)

Agendas Page (all groups’ agendas)

Summaries/Minutes Page (all groups’ summaries and minutes)
Master Blog Logistics and Processes

- One master blog designed for all group, unit, and branches
- Content providers post in categories (agendas, minutes, decisions)
- Posts tagged with group name, as well as content categories
- Participants subscribe to entire blog or just certain tags via email or RSS
Discipline-Based Teams
Monthly Meetings

ASSOCIATE DEAN

TEAM LEADS
Associate Dean will meet on a monthly basis with team leads for team info sharing, team direction/priority setting, and team process updates.

- Social Science
- Science & Health
- Humanities & Arts

TEAMS
In addition, she will meet monthly with each team:

- Social Science
- Science & Health
- Humanities & Arts
Discipline-Based Teams
Monthly Meetings

INFORMATION LITERACY LEADS
Coordinator and leads will meet for discussion of instruction program planning, pilot projects, and program evaluation.

TEAMS
In addition, she will meet monthly with each team, supplemented by one-on-one consultation on instructional design, program evaluation, learning outcomes, and learning assessment in alignment with the strategic planning inquiry learning task force report.

King Library
Discipline-Based Teams
Quarterly Meetings

Discipline Based Teams
Teams would create their goals annually, with quarterly meetings to report progress and discuss insights.
Collaborative Design and Assessment Elements

- Planning, decision making, and communication structures and practices encourage access, dialogue, and reflection.
- Organizational incentives and rewards value thought leaders, boundary spanners, and culture shapers.
21st Century Organizational Outcomes

Employees express increasingly more sophisticated appreciation of information sources, information use, problem solving, and knowledge management. They increasingly situate decision making within progressively evolving contexts, oftentimes aided by appropriate technologies.
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