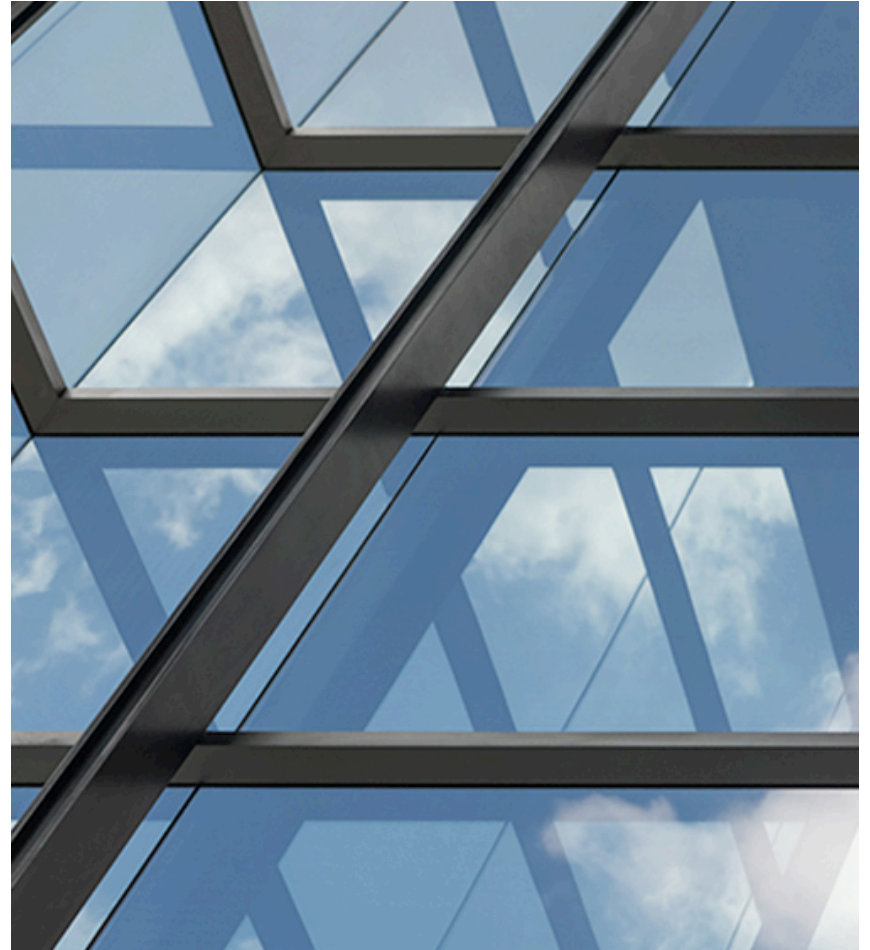


CRIG Seminar 2019

Design Thinking in Academic Libraries: Building Capacity for User-Centred Services

Edward Luca

Manager, Academic Services
University of Sydney Library



My Journey in Design Thinking

2013-2016: worked at UTS Library as a Communication Officer

2015: started teaching user experience and design thinking

2016: published my first journal article using design thinking

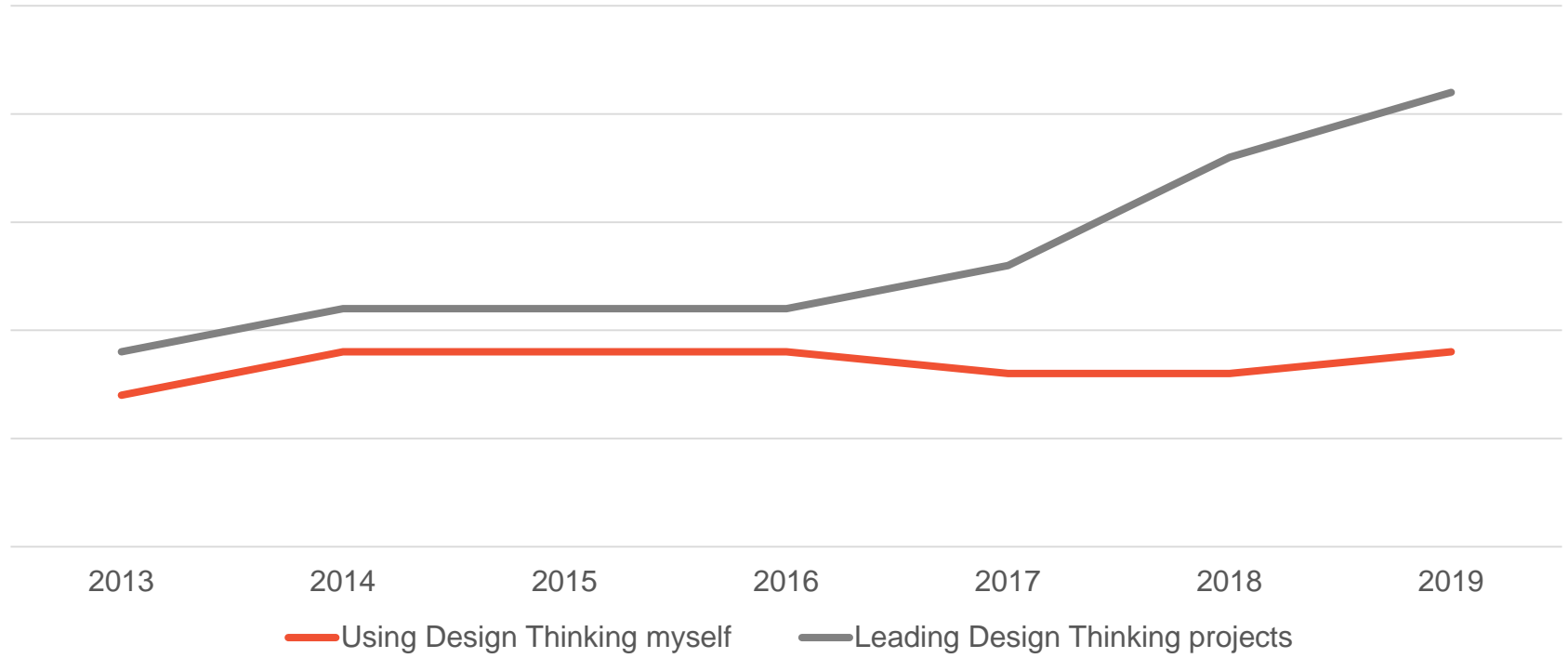
2017: moved to the University of Sydney as an Academic Liaison Librarian

2018: co-led a Design Thinking Community of Practice

2018: became a Manager, Academic Services (Medicine & Health)

2019: started my PhD (which may or may not use design thinking)

My Journey in Design Thinking



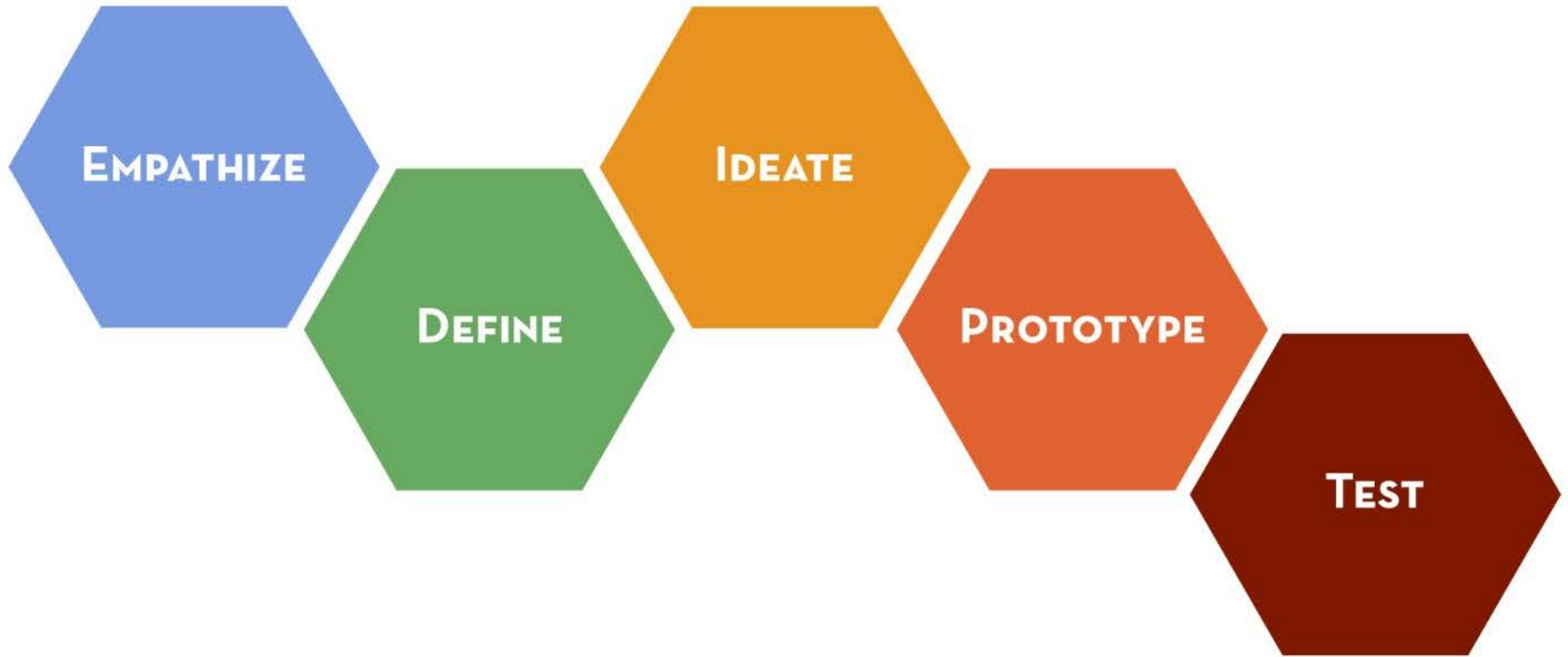


An intellectual
approach emphasising
empathy, abductive
reasoning and rapid
prototyping
(Kolko 2012)

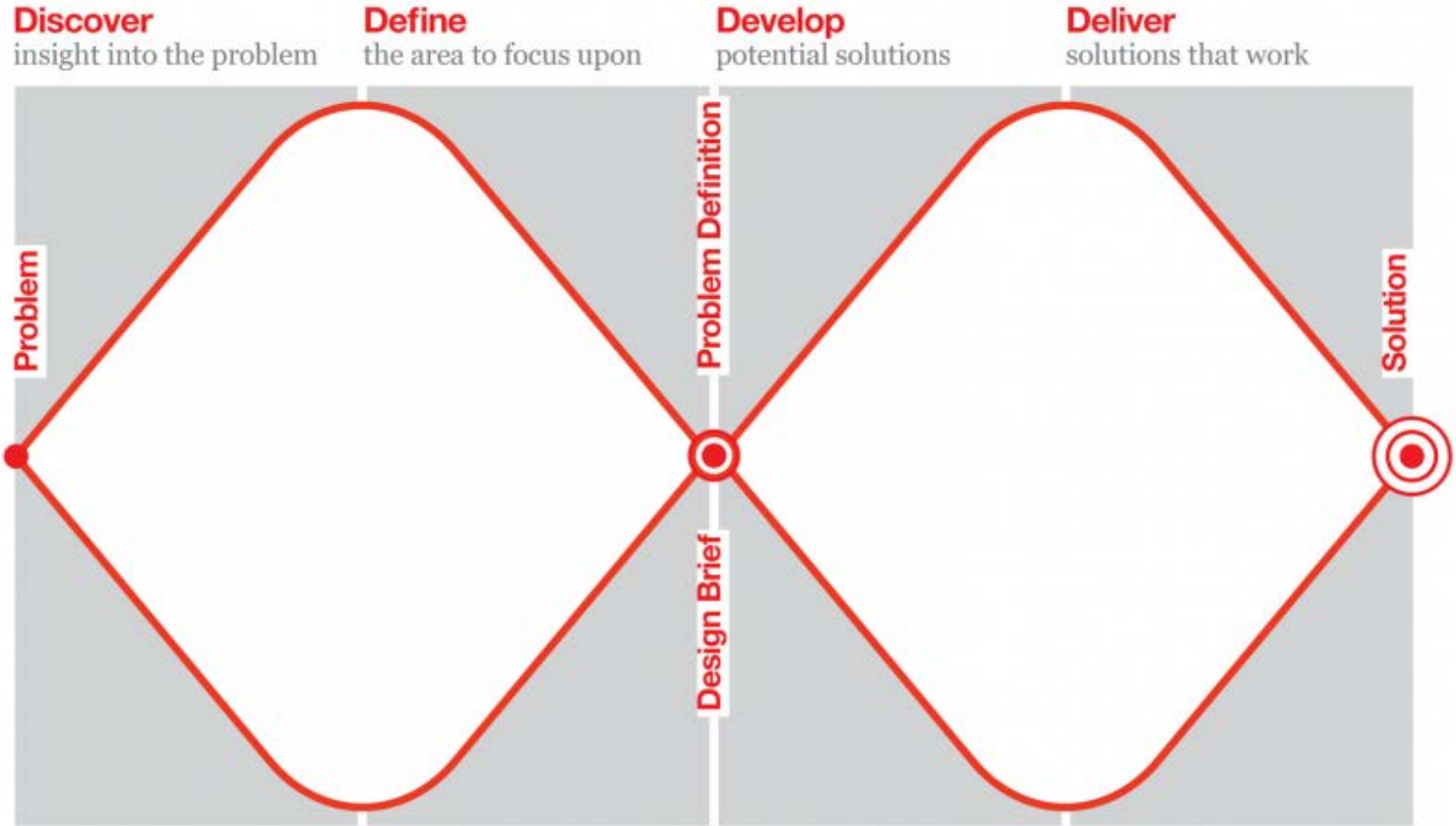




A process of creative problem-solving

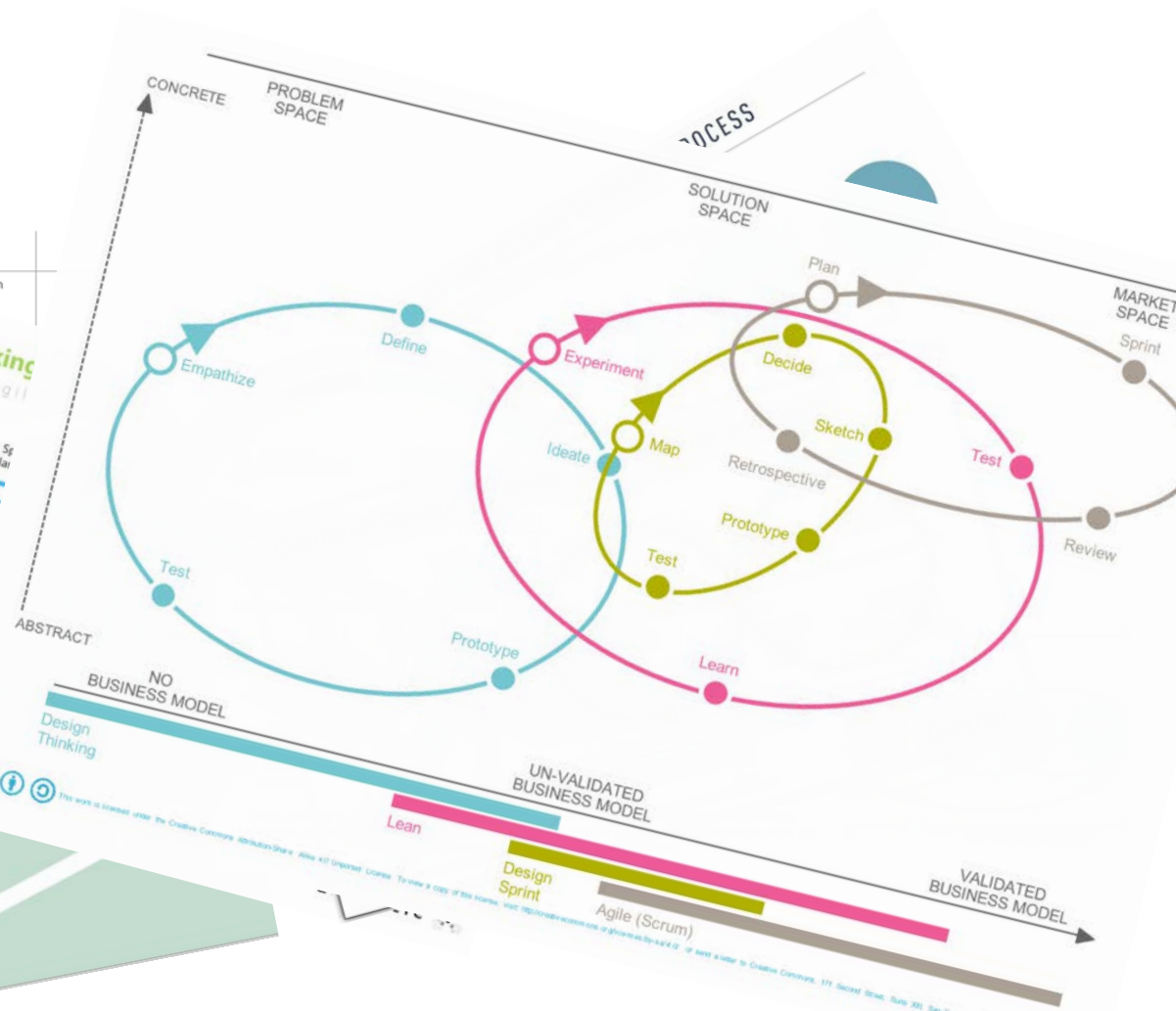
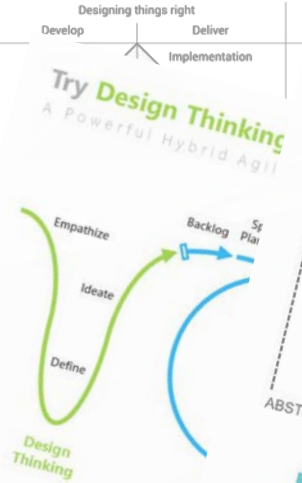


Stanford d.school model



Double Diamond (British Design Council)

And many more...



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Uncertainty / patterns / insights

Clarity / Focus



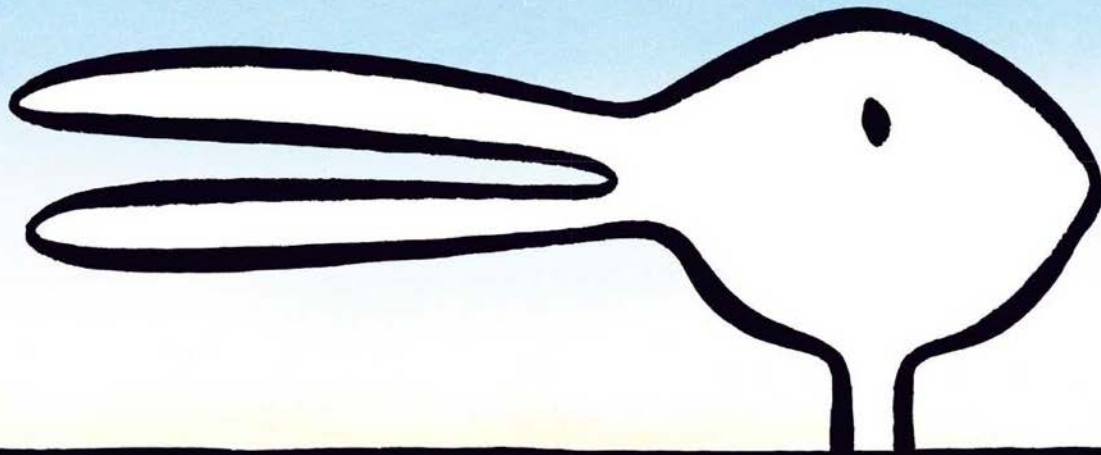
Research

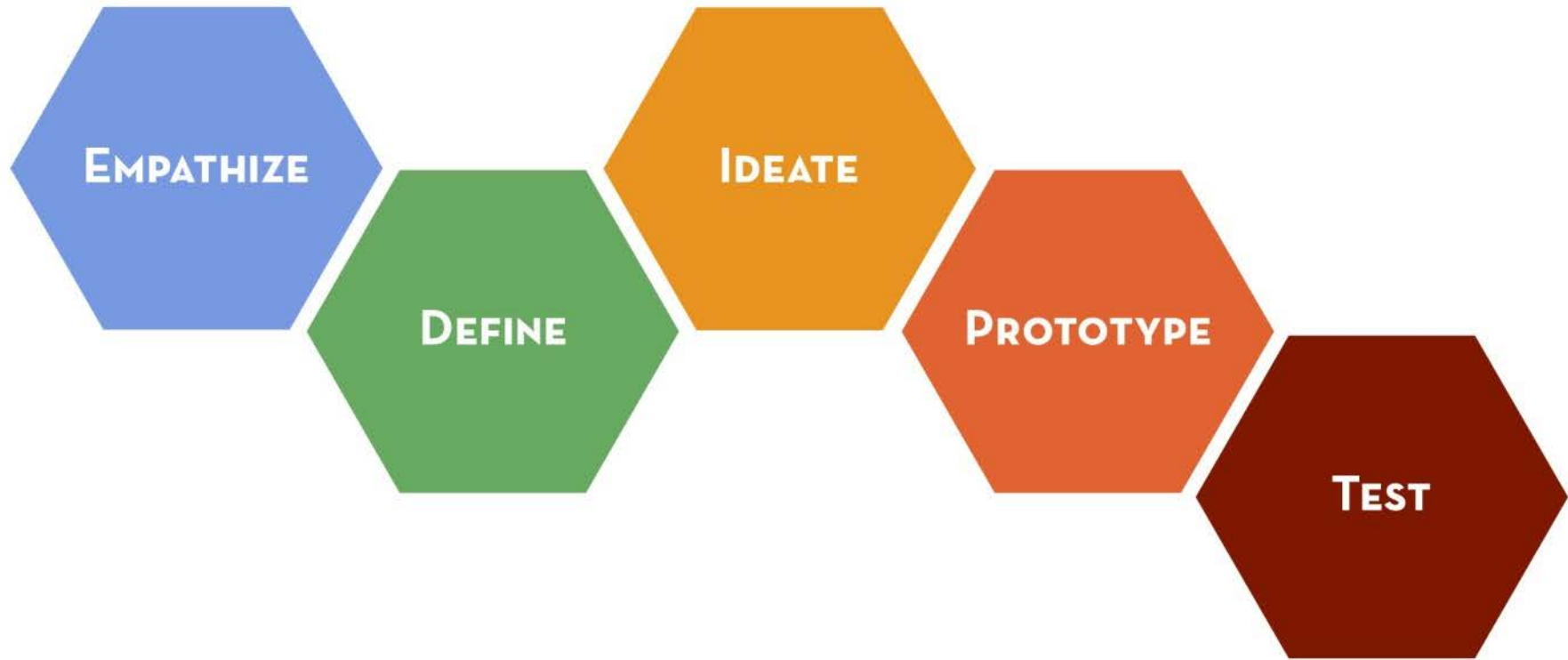
Concept

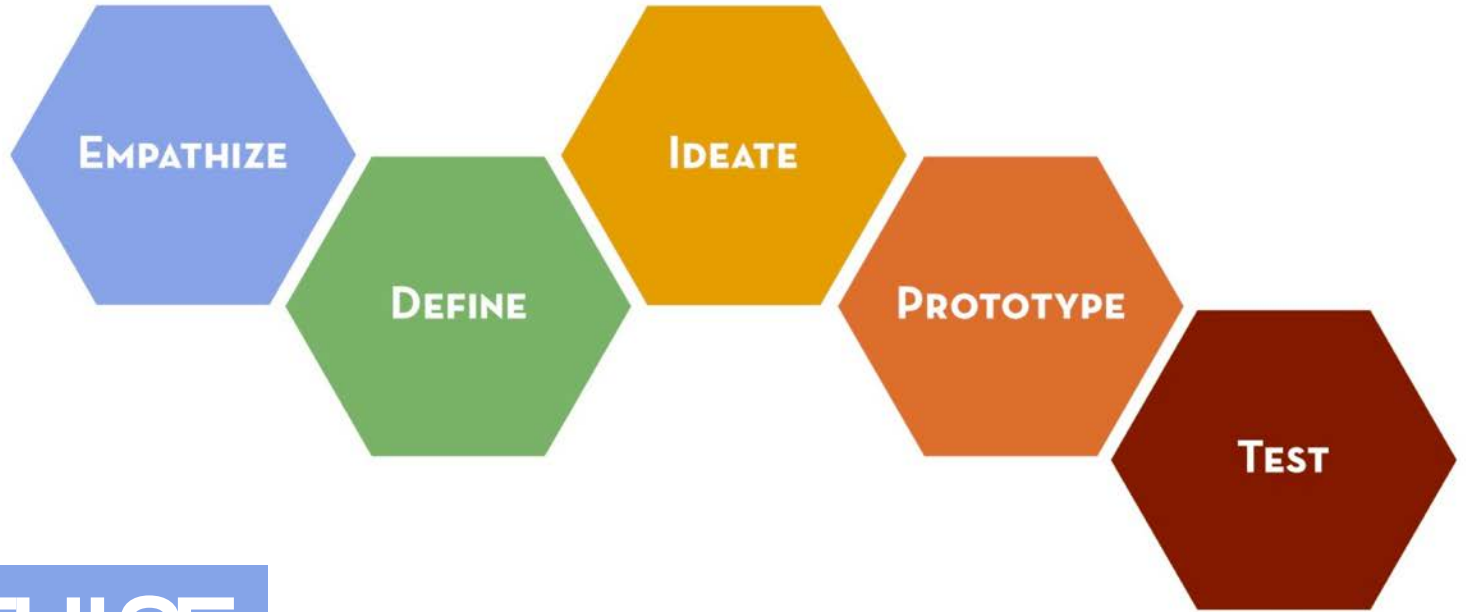
Design

Are you kidding me?
It's totally a duck.

It's for sure a rabbit.

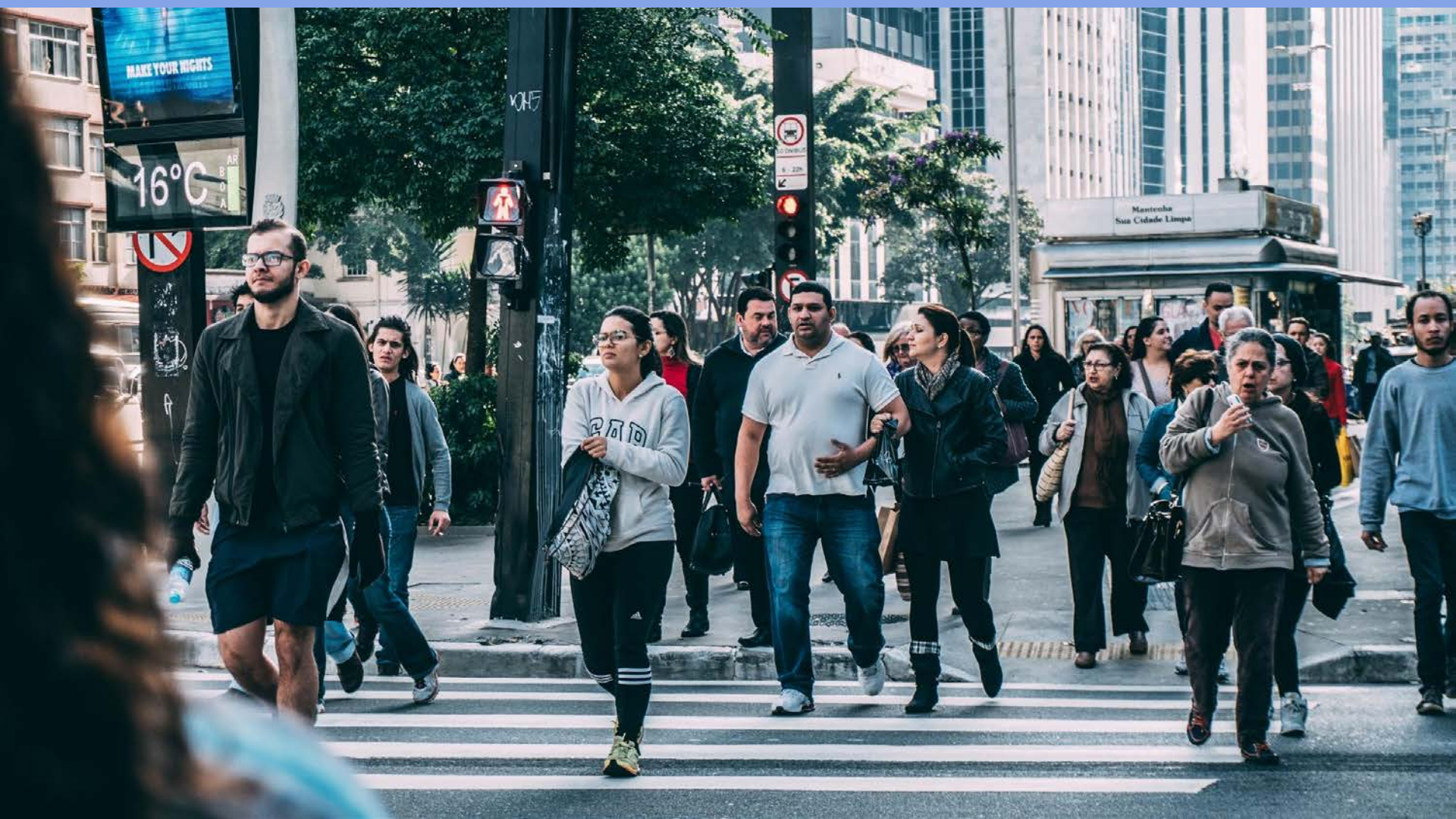


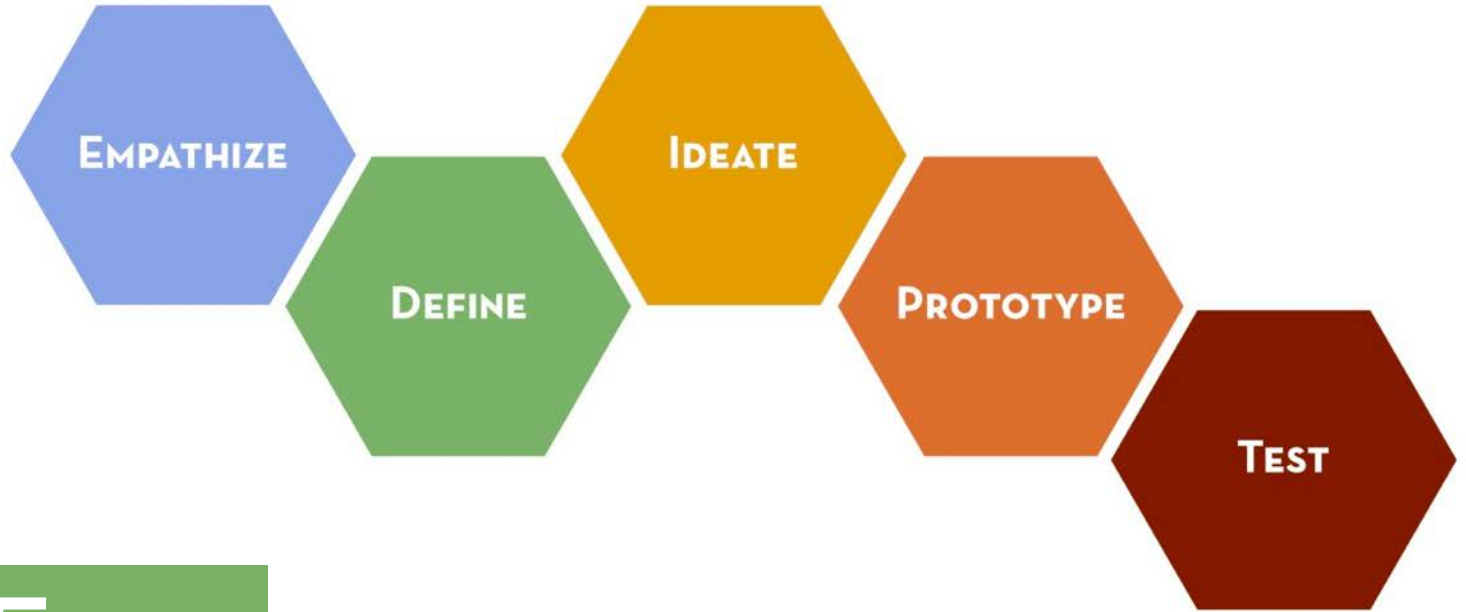




EMPATHISE

Gather data to understand your users and their needs





DEFINE

Describe the specific
problem you have
identified

**We get a lot
of enquiries
at the desk
about
printing**

**How might we
make printing
in the library
more intuitive
for users?**

Clark Andrews

AGE 26
OCCUPATION Software Developer
STATUS Single
LOCATION San Jose, CA
TIER Experiment Hacker
ARCHETYPE The Computer Nerd

Friendly

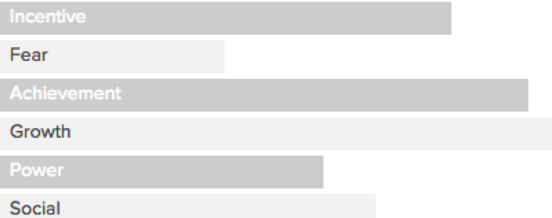
Clever

Go-Getter



"I feel like there's a smarter way for me to transition into a healthier lifestyle."

Motivations



Goals

- To cut down on unhealthy eating and drinking habits
- To measure multiple aspects of life more scientifically
- To set goals and see and make positive impacts on his life

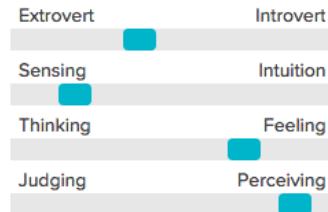
Frustrations

- Unfamiliar with wearable technology
- Saturated tracking market
- Manual tracking is too time consuming

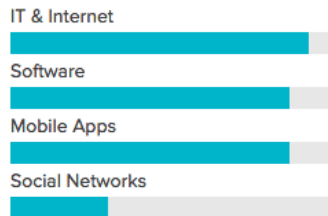
Bio

Aaron is a systems software developer, a "data junkie" and for the past couple years, has been very interested in tracking aspects of his health and performance. Aaron wants to track his mood, happiness, sleep quality and how his eating and exercise habits affects his well being. Although he only drinks occasionally with friends on the weekend, he would like to cut down on alcohol intake.

Personality



Technology



Brands





PERSONA NAME

Short description of this persona

Descriptive text that explains a little bit about who the persona is. This will provide background context for the information below and help your audience develop empathy for the persona.



"A quote for persona that demonstrates emotion and/or job to be done. Make sure it sounds like something a real customer would actually say."

Importance to Customer



Typical Journey

Alternate Journey

NEEDS & EXPECTATIONS



VOICE OF CUSTOMER

PHASE 1 (Describe in customers' language)

- Customer needs
- Customer expectations

PHASE 2

- Customer needs
- Customer expectations

PHASE 3

- Customer needs
- Customer expectations

PHASE 4

- Customer needs
- Customer expectations



- "Customer quotes"
- C-SAT, NPS
- Social Media Sentiment
- Metrics / KPIs

- "Customer quotes"
- C-SAT, NPS
- Social Media Sentiment
- Metrics / KPIs

- "Customer quotes"
- C-SAT, NPS
- Social Media Sentiment
- Metrics / KPIs

- "Customer quotes"
- C-SAT, NPS
- Social Media Sentiment
- Metrics / KPIs

YOUR LOGO

TASKS

What tasks are users trying to complete? What questions do they need answered?



FEELINGS

How is the user feeling about the experience? What really matters to them?

INFLUENCES

What people, things or places may influence how the user acts?

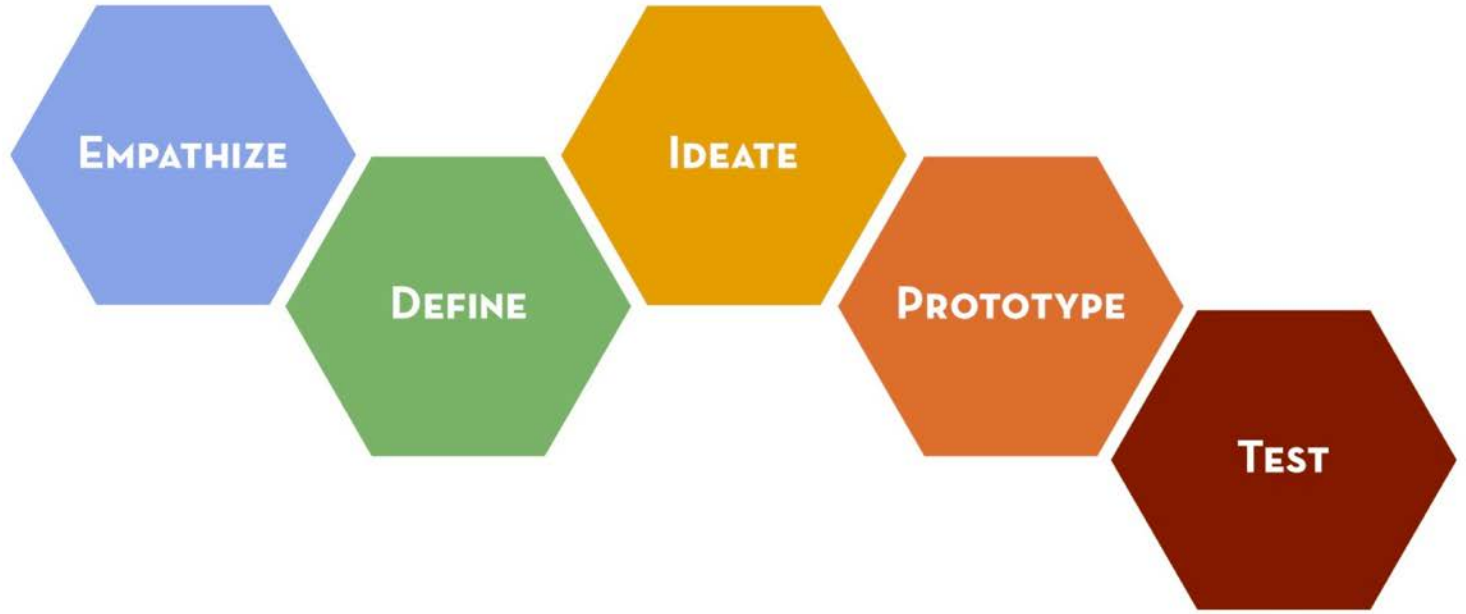
NAME

PAIN POINTS

What pain points might the user be experiencing that they hope to overcome?

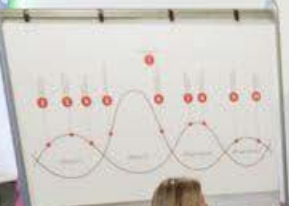
OVERALL GOAL

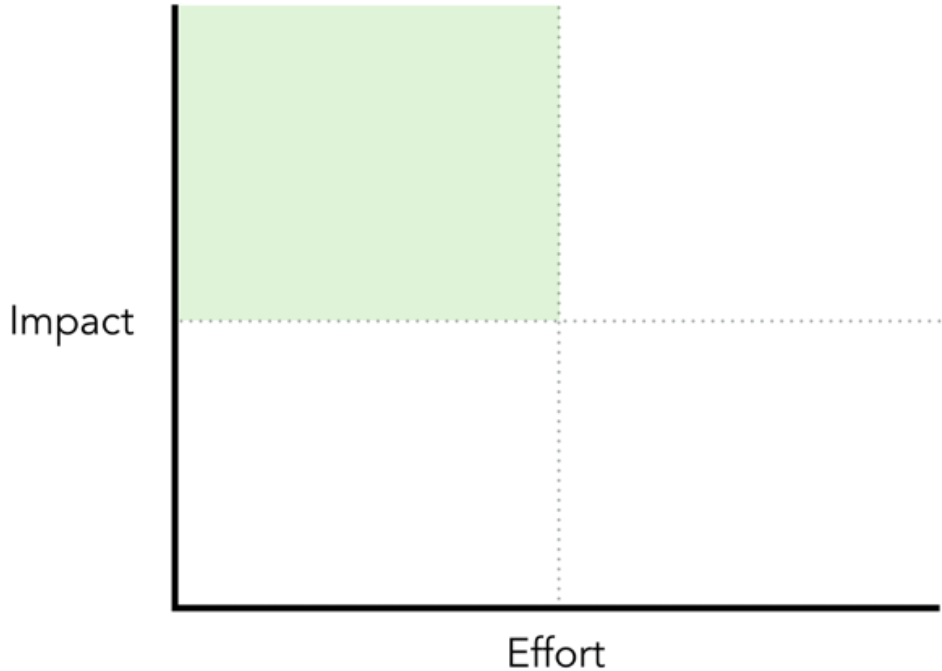
What is the users ultimate goal? What are they trying to achieve?



IDEATE

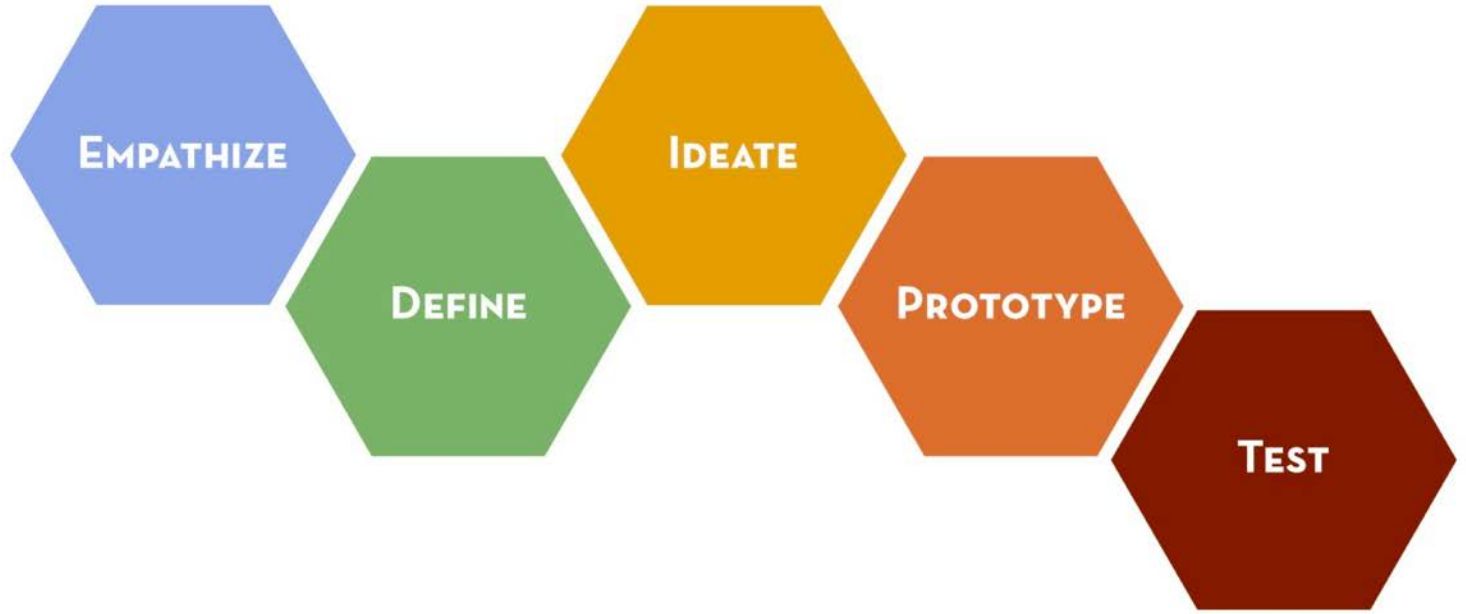
Generate ideas to meet
your users' needs





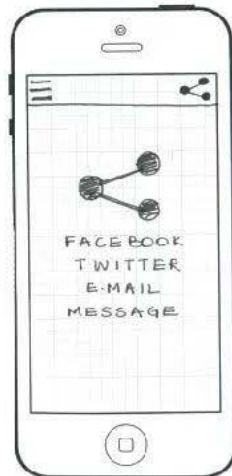
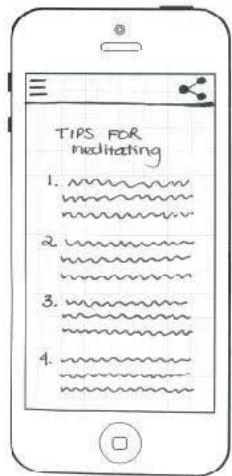
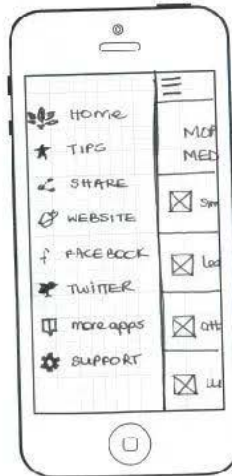
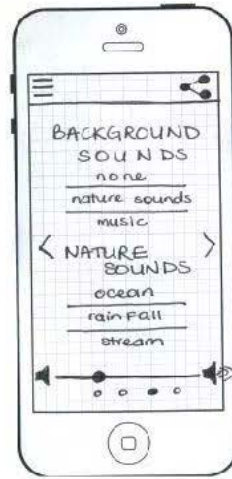
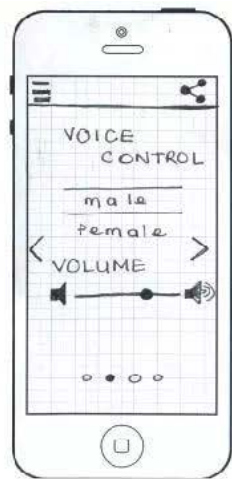
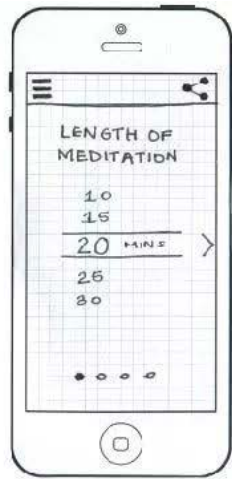
IMPACT/ EFFORT MATRIX | Lightning Design Jam

[bit.ly/ Impact_Effort_Matrix](https://bit.ly/Impact_Effort_Matrix)



PROTOTYPE

Create mockups of
your solution





PHOTO



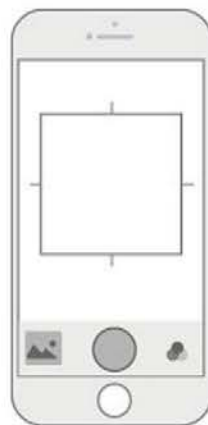
ALBUMS



WELCOME



FILTERS



CAMERA



MUSIC



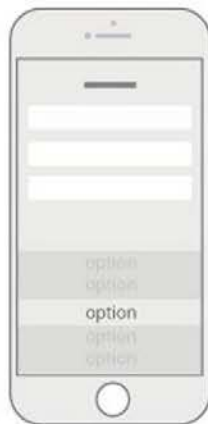
VIDEO



FORM



SINGUP



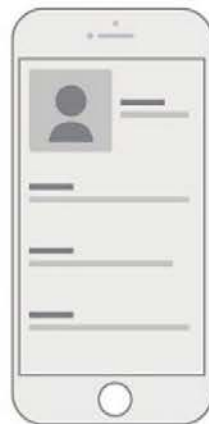
PICKER



BLANK



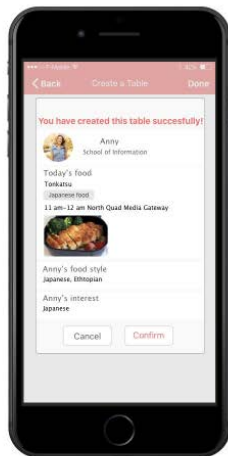
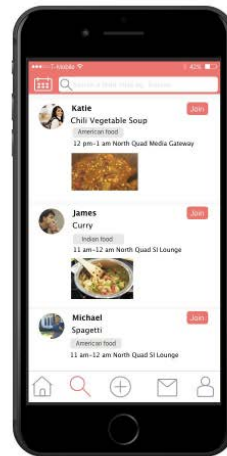
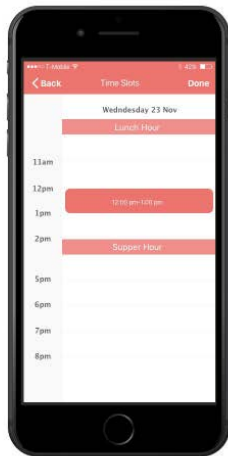
CONTACTS



CONTACT



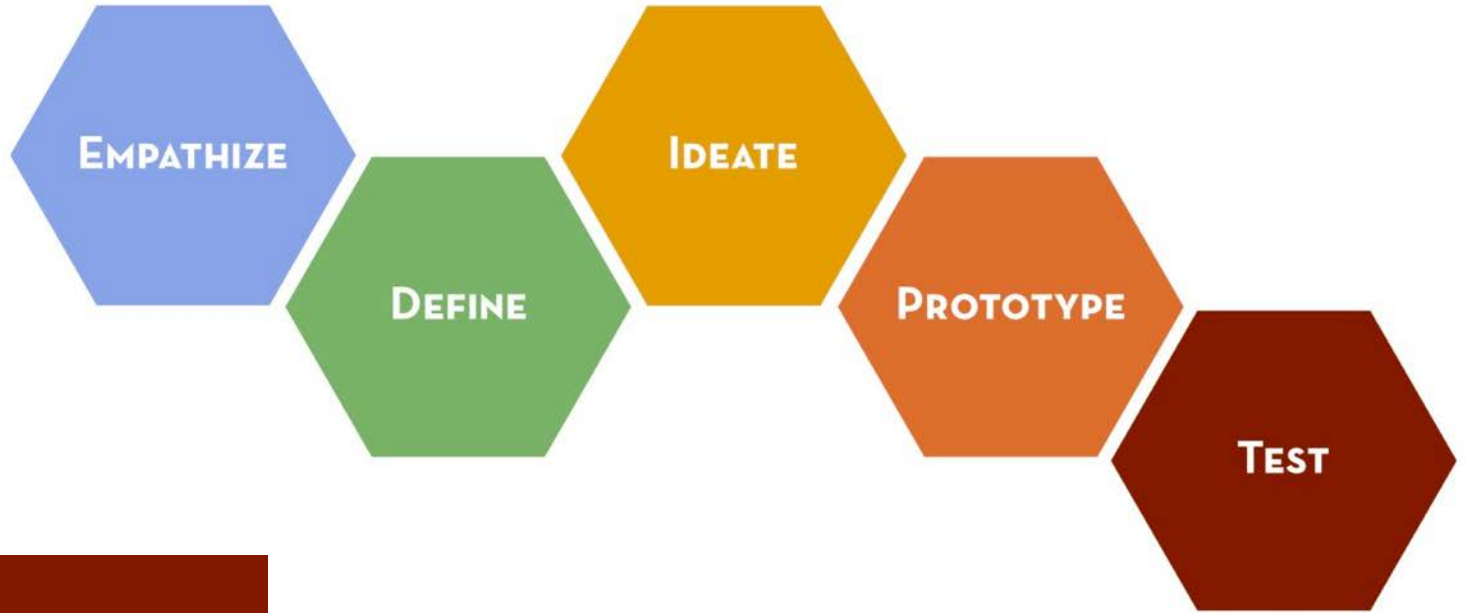
NEW CONTACT





Binhai Library, Tianjin (China)





TEST

Test your mockups with users and modify based on their feedback



Research Methods

ASPECTS OF RESEARCH	QUANTITATIVE	QUALITATIVE
Relationship between researcher and subject	Distant	Close
Relationship between theory/ concepts and research	Confirmation	Emergent
Research strategy	Structured	Unstructured
Image of social reality	Static and external to actor	Processual and socially constructed by actor
Nature of data	Hard, reliable	Rich, deep

(Shareia 2016)

**How can Design Thinking
be used in academic
libraries?**

Systems

U.Va. Home My Account


University of Virginia Library


Search Search


[Go to Virgo for more options >>](#) Also try: [Journal Finder](#) [Databases A-Z](#) [Site Search](#)

[Home](#) [About the Library](#) [Research](#) [Collections](#) [Services](#)

News & Events


 Lorem ipsum dolor sit amet, maiores ornare ac fermentum, imperdiet ut vivamus a, nam lectus at nunc. Quam euismod sem. [Continue reading...](#)

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Explore Library News, Events, and Blogs...

Current Exhibitions

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The University of Virginia Library

maiores ornare ac fermentum, imperdiet ut vivamus a, nam lectus at nunc. Quam euismod sem, semper ut potenti pelentesque quisque. In eget sapien sed, sit duis vestibulum ultricies, placerat morbi amet vel, nullam in in lorem vel.

[Libraries & Labs](#)
[Link Two](#)
[Link Three](#)
[Support the Library](#)

Improve Your Research




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- [Research Guides](#)
- [Databases A-Z](#)
- [Journal Finder](#)
- [Library Instruction](#)

Find Spaces & Services

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- [Map of the Libraries](#)
- [Room Reservations](#)
- [Scanning](#)
- [LEO Delivery](#)
- [Interlibrary Loan](#)

Have questions? Need help?  Phone: 434.924.2031  Email: library@virginia.edu  Chat now

Hours	Using the Library	Initiatives	Other Sites	© by the Rector and Visitors of the University of Virginia This library is a Congressionally designated depository for U.S. Government documents. Public access to the Government documents is guaranteed by public law.
Staff Directory	Library Use Policies	Hydra Partnership	UVaCollab	
Jobs	Accessibility Services	AIMS Project	SIS	
Press	Off-grounds Access	GIS Institute	ITS	
Site Map	Library & ITS Accounts	Media Commons	U.Va. Home	
Feedback	Directions & Maps	Preservation		

Spaces



Programs

Check

Bias
Viewpoint
Objectivity

Check
Assess

Bias
Self assess
Everything
is biased
Impact
of being
biased
importance

When/why
does bias
matter?
When is it
good?

How to
assess
bias?

Authority
Expertise

Check
assess

where
does
authority
come
from?

Impact
important

How do
assess?

Validity

Audience
Intended

Check
assess
Audience/
Intended

Why does
this matter?
Why you
should be

Impact

How
you
assess

How

Content/
detail
Relevance
Coverage

Check
match my
situation
against content

Origin:
knowing needs
is crucial

Impact:
when-always

How assess
personal
intentionary

Reliability

Accuracy
Evidence
Validate

check
how to
ascertain

Where does
it come
from?
What is fact
truth?

fact vs opinion
situations
When do
facts matter

How assess
Accuracy
Likelihood of
truth

+

Currency

Check
currency

What is the
issue?
Information value
validity change-
with time

Importance
relates
to accuracy

Currency
different
scenario

Round up

Services



Dave's Law

Users should not have to become mini-librarians in order to use the library

(Pattern 2012)

**I'm going to share two
case studies with you**

Towards a **User-Centred** Systematic Review Service

What are systematic reviews?

A systematic review attempts to collate all empirical evidence that fits pre-specified eligibility criteria in order to answer a specific research question.

- clearly stated objectives
- pre-defined eligibility criteria
- explicit, reproducible methodology
- systematic search of the literature
- assessment of validity of included studies
- systematic synthesis and presentation of findings

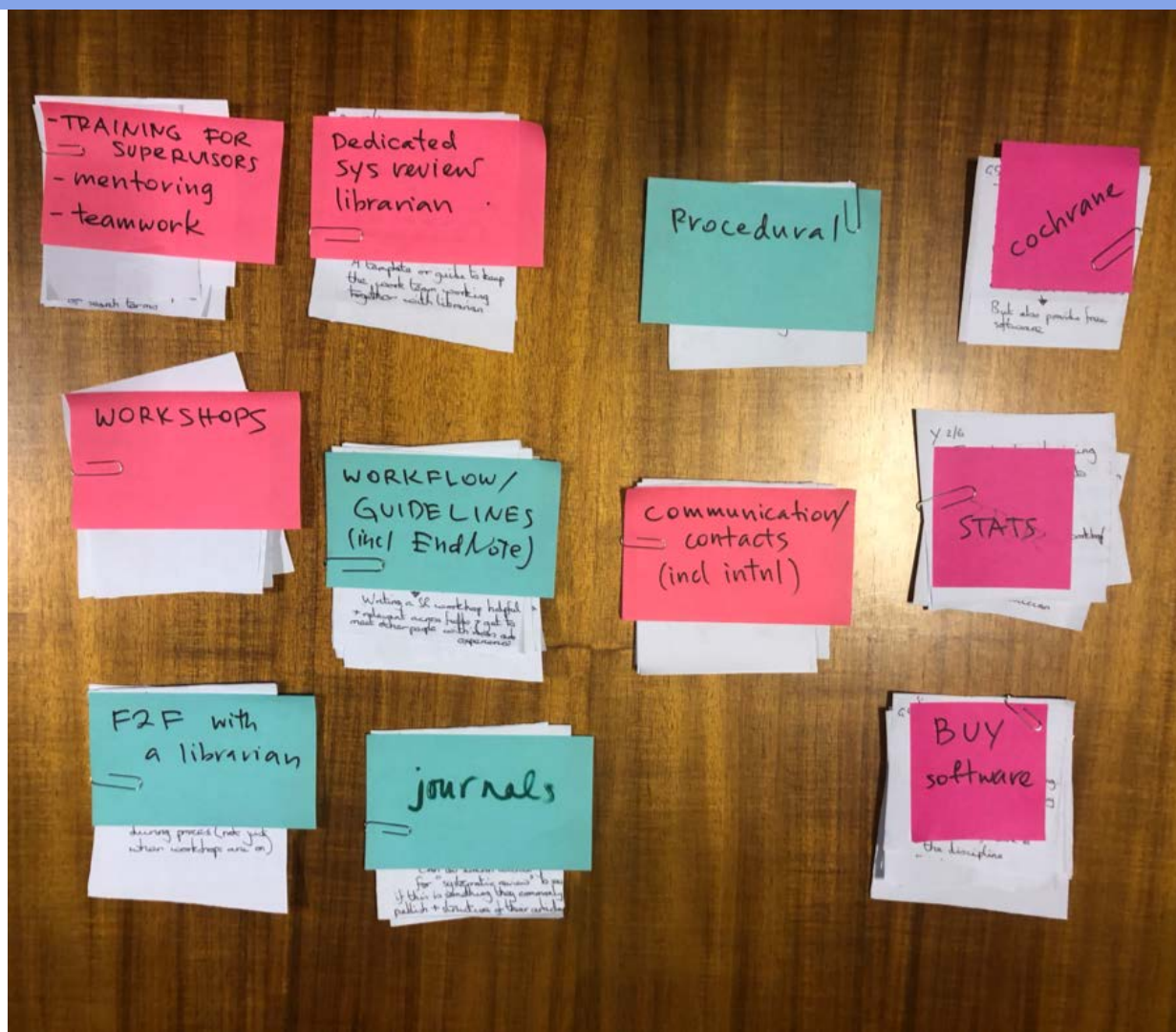
Higgins JPT, Green S (editors). *Cochrane Handbook for Systematic Reviews of Interventions* Version 5.1.0 [updated March 2011]. The Cochrane Collaboration, 2011. Available from www.handbook.cochrane.org

What we wanted to know

- What are the career levels and disciplines of researchers conducting systematic reviews?
- How do researchers define a systematic review?
- What services, either offered by the University or externally, are researchers conducting systematic reviews accessing?
- What are researchers' pain points when conducting a systematic review?
- How would researchers prefer to access systematic review support?

EMPATHISE

Workshop to understand
the research process
(and a quick survey)



Survey

- 103 responses, primarily Medicine & Health (74%), followed by Science (22%), Arts & Social Sciences (3%) and Engineering (1%)
- Primarily higher degree by research (HDR) students and early career researchers (ECRs)
- The largest group of respondents demonstrated a 'moderate' level of understanding of the systematic review process
- Opportunity to recruit participants for our user research workshop

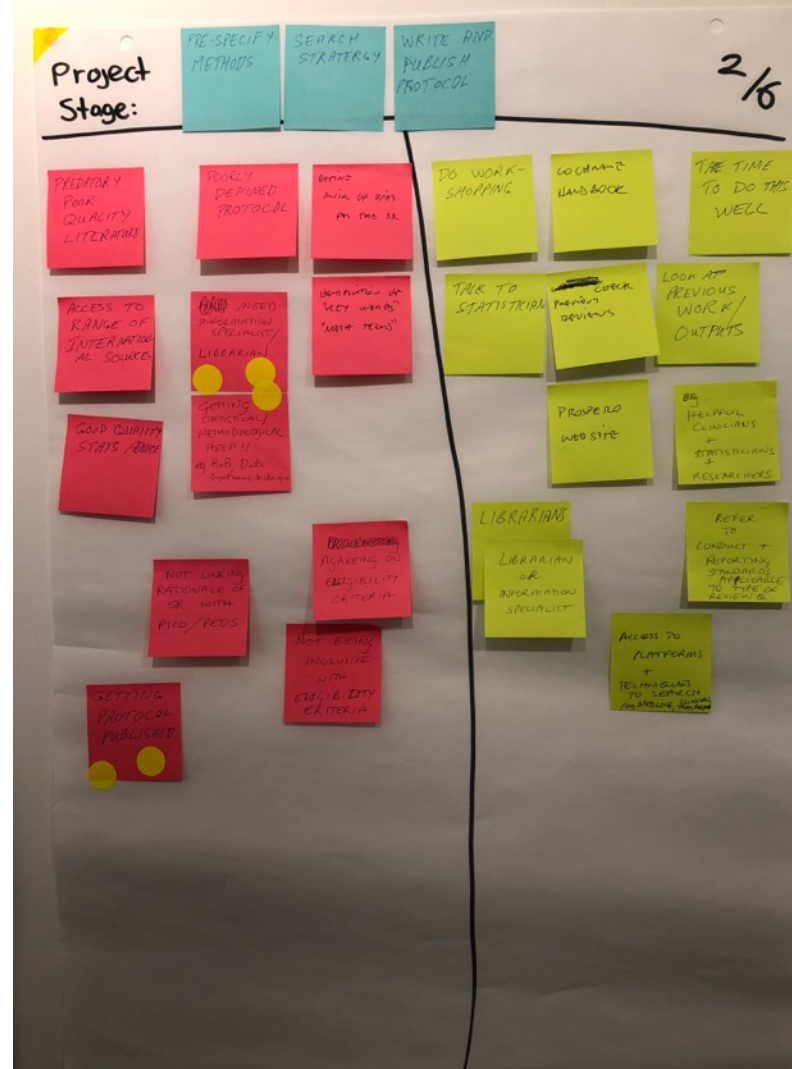
Survey

Level of understanding	Example of response	Percentage
None	'I don't know' or left blank	5%
Basic	'A search of the literature with a defined question'	33%
Moderate	'A critical evaluation of the academic literature on a specific topic'	45%
High	'A robust, reproducible, structured critical synthesis of existing research'	17%

User Research Workshop

14 participants were asked to:

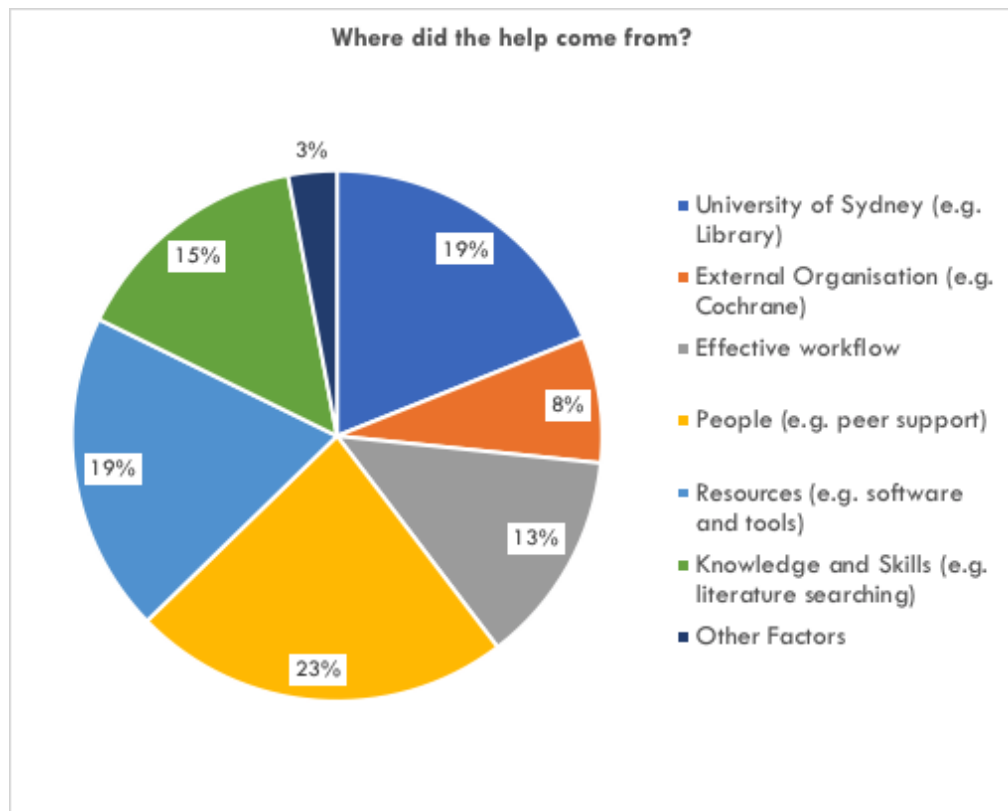
- Identify **stages** in the process of conducting a systematic review
- List things that **helped** in each stage (resources, services, information, activities, people, etc.)
- List the **issues** that they faced during the process
- Ideate **possible solutions** using the Brainwriting method



Stages of the systematic review process

Preparation
Define Research Question
Develop and Register Protocol
Plan Search Strategy and Select Databases
Perform Search
Screen Results
Data Extraction and Appraisal
Analysis and Interpretation
Write and Publish

Things that helped



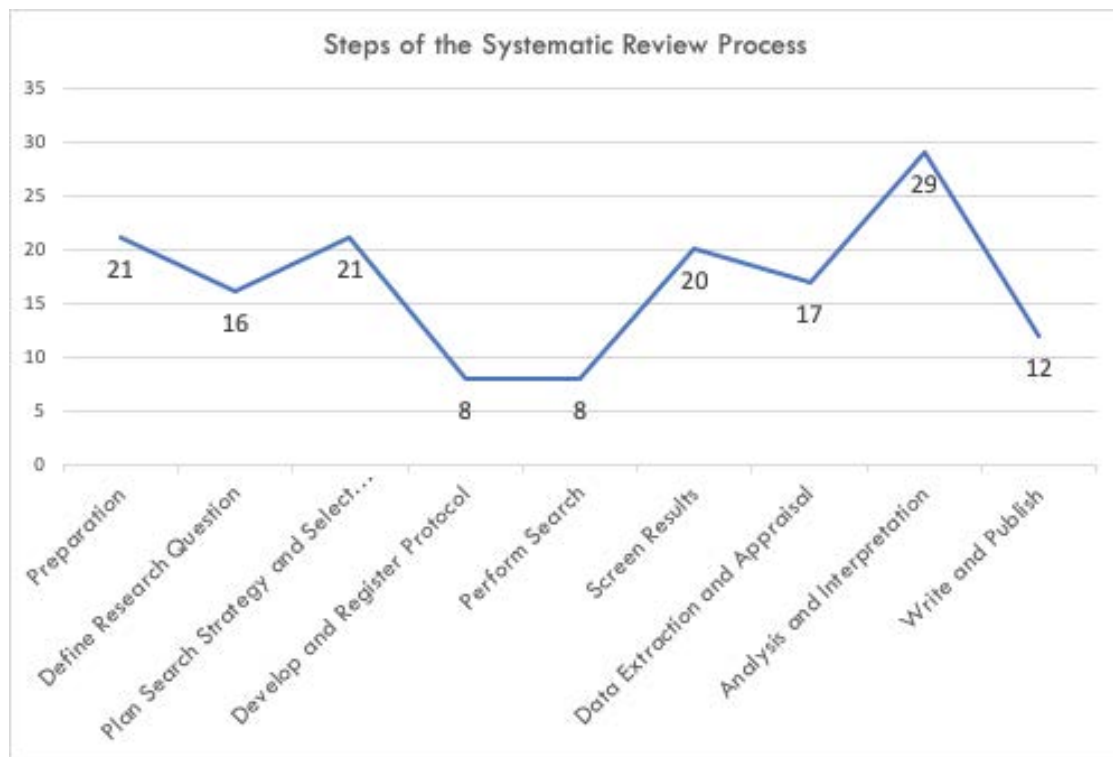
Pain points

- **Access, availability or affordability**
- **Knowledge or skills**
- Researchers identified gaps in service relating to resources (full-text content, statistician, software), and the most significant constraint was a lack of time.
- The most voted for issue in the knowledge and skills theme, “selecting relevant terms”, relates to library skills, but the second and third most voted for issues, “defining research question” and “understanding inclusion/exclusion criteria”, may be better addressed by subject experts.

Knowledge or skills issues

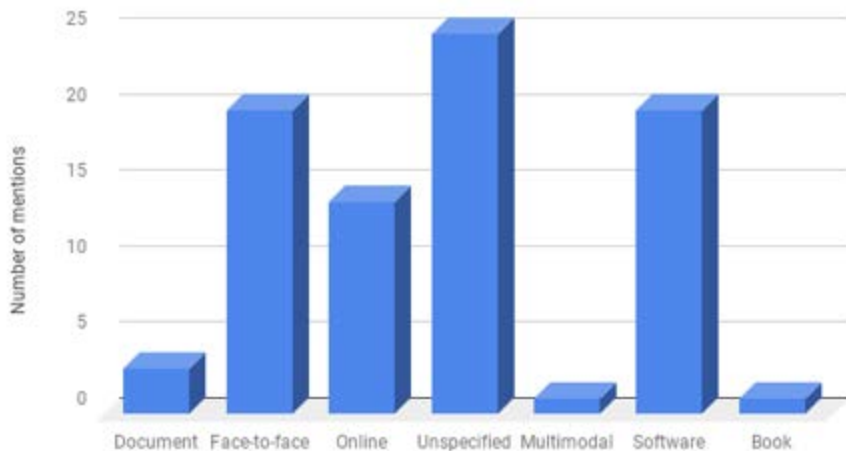
Common issues encountered	Number of mentions
Understanding different types of systematic reviews	18
Defining research question	10
Quality of data	9
Selecting databases	8
Checking if another systematic review exists	6
Selecting appropriate software	6
Extracting data	6
Finding a journal to publish in	6
Selecting relevant terms	5
Understanding different types of systematic reviews	5

Knowledge or skills issues

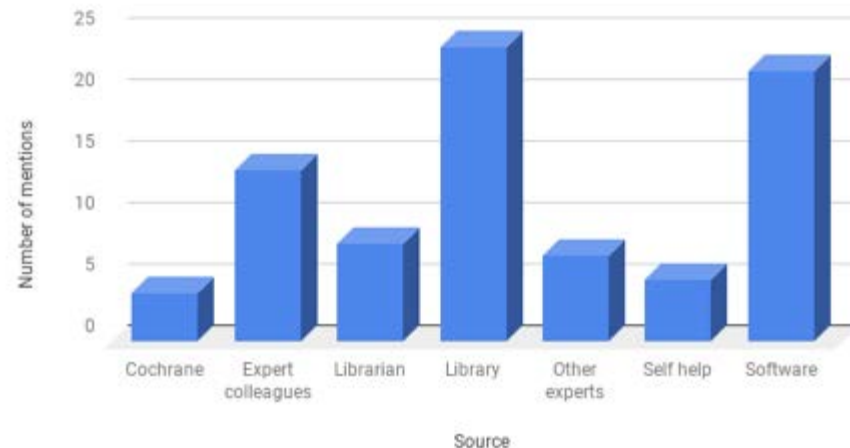


Possible solutions

Preferred mode of delivery according to Brainwriting



Where a proposed solution comes from



DEFINE

The steps of the process according to our users

Preparation
Define Research Question
Develop and Register Protocol
Plan Search Strategy and Select Databases
Perform Search
Screen Results
Data Extraction and Appraisal
Analysis and Interpretation
Write and Publish

HOW MIGHT WE

simplify the research process for
users who are conducting
systematic reviews?

IDEATE

Analysed all the user-identified pain points and categorised them



Tips



Tools & resources



Need help?



References



Note - didn't look quite this fun

Systematic Review Toolkit: Systematic Review Portal

Systematic Review Portal

Before you start

Define research question

Develop and register protocol

Plan search and select databases

Perform searches

Screen results

Data extraction and appraisal

Analyse and interpret

Write and publish

PROTOTYPE

Created a simple mockup to test with users

What is a systematic review?

A systematic review is a method of answering a question by finding and appraising all the relevant research.

This guide will take you through the steps involved in conducting a systematic review. Support is available for each part of the process.

Preparation (average timeline - 5 months*)

- **Before you start** - determining if a systematic review is the best way to answer your question
- **Define research question** - scoping your topic, types of studies to include
- **Plan search and selecting databases** - composing a search strategy
- **Develop and register a review protocol** - declaring the methods you will use

Conducting review (average timeline - 10 months*)

- **Perform searches** - collecting the evidence, recording your search results
- **Screen results** - determining which studies to include in your review
- **Data extraction and appraisal** - using tools to assess the quality of the evidence
- **Analyse and interpret** - synthesising the results to answer your question

Write and publish (average timeline - 3 months*)

TEST

Tested a high-fidelity prototype before launching

Preparation

(average timeline - 5 months*)

Before you start

determining if a systematic review is the right fit and an overview of the logistics in conducting a review.

Define research question

scoping your topic, types of research questions and writing a focused question for your review to answer.

Develop and register a review protocol

declaring the methodology and eligibility criteria used to determine what evidence will be used.

Plan search and selecting databases

composing a search strategy to locate all relevant evidence to answer your question.

Conducting reviews

(average timeline - 10 months*)

Perform searches

collecting the evidence, recording your search, and exporting to a reference manager.

Screen results

determining which studies to include in the review and methods for reporting on decisions.

Data extraction and appraisal

using tools to assessing the validity of the evidence.

Analyse and interpret

methods to synthesise the results and table the findings to answer your question.

Write and publish

(average timeline - 3 months*)

Write and publish

writing up your review and getting it published

Testing the prototype

- Once we were happy with our content, we brought in an external UX agency to conduct **two rounds of usability testing**
 - With postgraduate researchers, our primary audience
 - With academics teaching systematic review methods
- Tested interaction design, language, content discoverability and navigation
 - “Why would you conduct a scoping search?”
 - “How do you know when you’ve searched enough databases?”
 - “What is a critical appraisal tool used for?”

What we did next



Research support

Find information & data

Systematic reviews

Stay up-to-date in your field

Finding datasets

Finding theses

Request an item the library doesn't have

Suggest an item for our collection

Manage information & data

Publish information & data

Promote & communicate

Measure impact

Services & training

Preparation

Conducting reviews

Write & publish

Overview

Before you start

Define research question

Develop and register protocol

Plan search and select databases

What is a systematic review?

A systematic review is a method of answering a question by finding, appraising and synthesising evidence in a systematic and unbiased way.

This guide will take you through the steps involved in conducting a systematic review. Click one of the stages below to see information, tips, resources and support available for each part of the process.

Preparation

(average timeline - 5 months*)

Before you start

determining if a systematic review is the right fit and an overview of the logistics in conducting a review.

Define research question

scoping your topic, types of research questions and writing a focused question for your review to answer.

Structure of each stage

Evidence, synthesised information about the process and workflow

Tips, best practice suggestions from Library staff

Tools & resources, links to suggested websites, guidelines and databases

Need help? Who at the University can support you with this stage

Preparation

(average timeline - 5 months*)

Before you start

determining if a systematic review is the right fit and an overview of the logistics in conducting a review.

Define research question

scoping your topic, types of research questions and writing a focused question for your review to answer.

Develop and register a review protocol

declaring the methodology and eligibility criteria used to determine what evidence will be used.

Plan search and selecting databases

composing a search strategy to locate all relevant evidence to answer your question.

Conducting reviews

(average timeline - 10 months*)

Perform searches

collecting the evidence, recording your search, and exporting to a reference manager.

Screen results

determining which studies to include in the review and methods for reporting on decisions.

Data extraction and appraisal

using tools to assessing the validity of the evidence.

Analyse and interpret

methods to synthesise the results and table the findings to answer your question.

Write and publish

(average timeline - 3 months*)

Write and publish

writing up your review and getting it published



Tools & resources



Tools

PRISMA

[PRISMA flow diagram template](#) (DOC, 56 KB)

[PRISMA chart generator](#)

Reporting on your searches

[Search text template for Cochrane reviews](#)

Best practice examples from Cochrane on how to write about your searches in a Cochrane review. Examples can be adapted to suit your systematic review.

Database search tools

[Flinders University's Database Syntax Guide](#)

A comprehensive table of operators used across different databases.

[Flinders University's guide to translating your search from Medline](#)

A guide detailing how to adapt your Medline search for CINAHL, Psycinfo and Scopus.

Managing references

[EndNote](#) (Tool)

[Mendeley](#) (Tool)

Resources

[PRISMA website resources](#)

Contains links to PRISMA explanatory documents, checklists, and advice for citing PRISMA in your systematic review.

Database search guides

[How to search in Medline](#) (PDF, 484KB)

[How to search in Embase](#) (PDF, 484KB)

[How to search in Psycinfo](#) (PDF, 484KB)

[How to search in CINAHL](#) (PDF, 484KB)

[How to search in Scopus](#) (PDF, 484KB)



Need help?



The Library's [EndNote guide](#) contains information and advice about using EndNote to organise your research. You can also get help with EndNote through [Chat Now](#).

For help with specific databases or to troubleshoot problems with EndNote, contact your [Librarian](#).



References



- Higgins, J.P.T., & Green, S. (2011). [Cochrane handbook for systematic reviews of interventions](#) .
- Gough, D., Oliver, S., & Thomas, J. (2017). [An introduction to systematic reviews](#) (2nd ed.). Los Angeles: SAGE.
- Liberati, A., Altman, D.G., Tetzlaff, J., Mulrow, C., Gøtzsche, P.C., Ioannidis, J.P.A., Clarke, M., Devereaux, P.J., Kleijnen, J., & Moher, D. (2009). [The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: Explanation and elaboration](#). *PLoS Medicine*, 6(7), e1000100.

<h1>SYSTEMATIC REVIEW SERVICE CHARTER</h1>	STANDARD	ACADEMIC	PREMIUM
	1-3 hours	3-5 hours	5-20 hours
	Available to postgraduate students and beyond	Available to post-doctoral researchers and beyond	
	Up to two research consultations N/A	Up to three research consultations Requires acknowledgement of librarian or library's contributions in the Acknowledgements section	N/A Requires the librarian to be listed as co-author on the publication (with University Library affiliation)
Review or refine your research questions or topic			
Provide advice on finding existing systematic reviews			
Recommend databases for your subject area			
Review or create up to one search strategy			
Provide advice on grey literature sources			
Provide support for reference management using EndNote			
Provide advice on documenting search results (e.g. PRISMA)			
Review or create up to three database searches			
Edit search strategy based on results			
Run the searches and extract the results			
De-duplicate references and prepare an EndNote library			
Contribute to the Methods section of the paper			
Provide copies of search strategies for inclusion in the appendix			



About this site



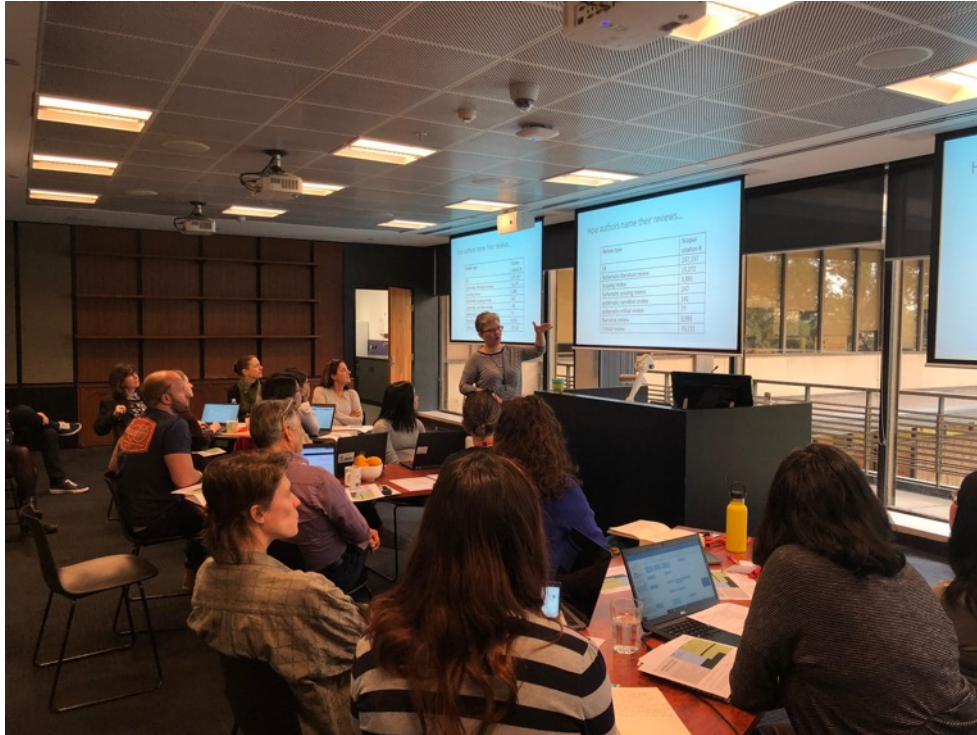
We developed this canvas site to guide you through the process of literature searching. No matter which field of study or what research topic you're working on, you'll need to have a good understanding of the literature that's already out there.

Searching for information is something you do every day as well as for your academic studies. Our aim here is to raise your awareness of your search habits, and enable you to *purposefully* plan out and execute effective searches.

After completing these modules, you will be able to:

- > turn your research topic into a searchable question
- > find research methods literature
- > use a scoping search to find synonyms for your topic's main concepts
- > compare databases and select the right ones for your research topic
- > search comprehensively in databases to retrieve relevant literature
- > adjust a search strategy to retrieve more relevant results

Staff Competencies



C1. Systematic review definition and appropriate review question

C2. Systematic review process and methodology

C3. Comprehensive searching

C4. Managing results

C5. Referral

Future directions

- Continue to refine our systematic review workshops, which offer a balance between one-on-one support and self-service
- Look for further opportunities to collaborate with academics and professional service units for additional support
- Investigate licensing for systematic review software to assist with the screening process
- Evaluate and refine systematic review service charter and staff development program

How do we demonstrate
the **impact** of our client
engagement?

(a work in progress)

EMPATHISE

Workshop to understand
client engagement



Collect Information

- Understand the **useful data** underpinning a client engagement



Client Engagement

- Record the **types of activities** that constitute client **engagement**



Report Engagement

- Understand what **current systems** are already being used to record engagement activities

9 library staff members participated in a user research workshop

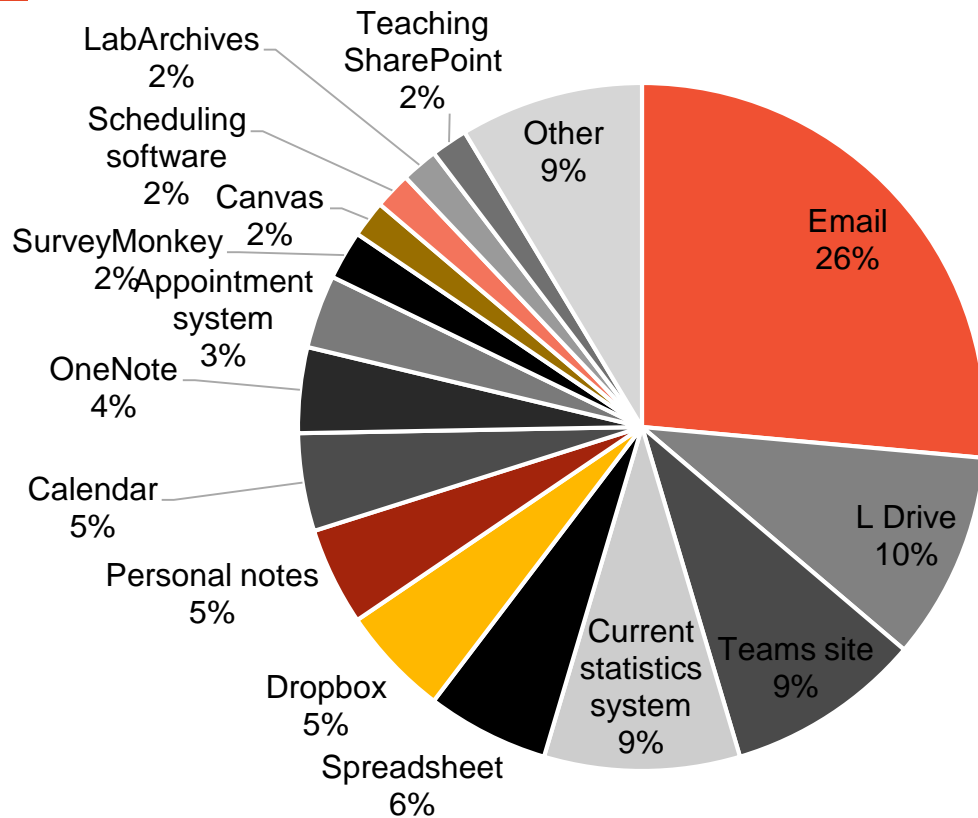
61 different kinds of engagement activities were identified by the group

66% of those were listed as one-off activities, and 34% were considered ongoing

Use Case 1: Library wishes to profile an individual's Library engagement

Activity	Pre-interaction	Post-interaction	Systems
Type of client engagement	What information the user needs from the system in order for the interaction to be successful	What information somebody needs from the system in order to report the interaction	What systems are currently being used to capture this data
One-off Ongoing			
- Research Consultation	<ul style="list-style-type: none">- Client name- Faculty affiliation- Which campus they're based at- Research topic- Contact information (email address, phone number)- Previous research consultations- Other Library interactions- Student's supervisor?	<ul style="list-style-type: none">- Client name- Faculty affiliation- Which campus they're based at- Topic of consultation- Date of consultation- Mode of delivery- Time taken- Evaluation data/client feedback- Any outputs resulting from engagement	<ul style="list-style-type: none">- ASEO- Email- LibAnswers- LibCal
Role:			

SYSTEMS



INTERACTIONS

What we **think**
we do:

Original Interaction Types
Research Consultation
Research Report
Meeting (non- Library)
Grant or Promotional Assistance
Project
Events and Exhibitions
Conference
Other



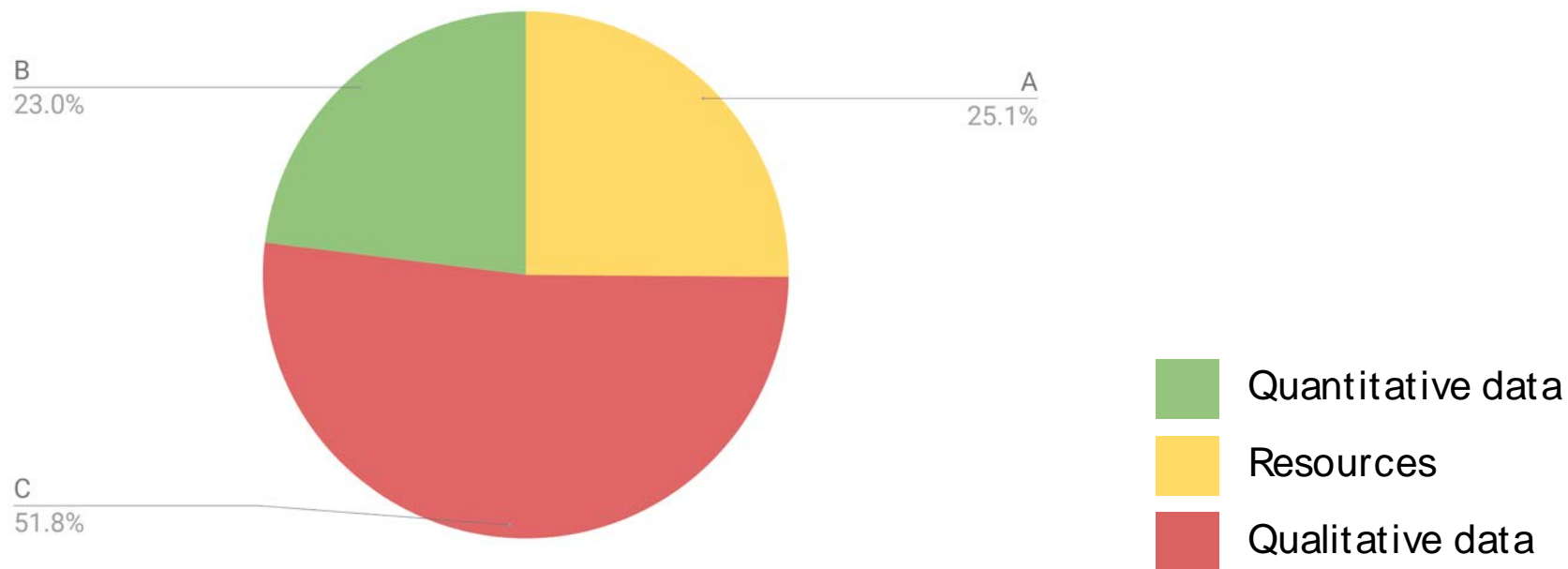
What we
actually do:

Proposed Interaction Types
Individual Consultation
Collaborative Project
Promotion
Business Intelligence
Invitation to Collaborate
Committee Meeting
Delivering Training
Hosting an Event
Individual Report
Attending Event or Training
Networking meeting

DATA POINTS

540 unique values,
820 unique uses

All Interactions



Deal breakers list

Deal breakers	Current system	Future CRM
Customise interaction types by role	X	Supported by user research
Interactions listed under staff member's profile automatically	X	Supported by user research
Automated profile creation for clients (other than csv import)	X	Supported by user research
Emails captured/scheduled automatically	X	Supported by user research
System used to 'push' engagement activities	X	Still not sure
Clear advantage/selling point to encourage uptake	X	Still not sure

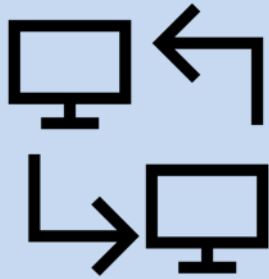
HOW MIGHT WE

enable staff to deliver excellent client engagement and also meet our reporting requirements?

DEFINE

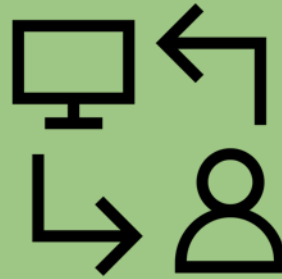
What do we actually
want to do here?





Automated system

Train staff to adopt
standardised workflows
for activities



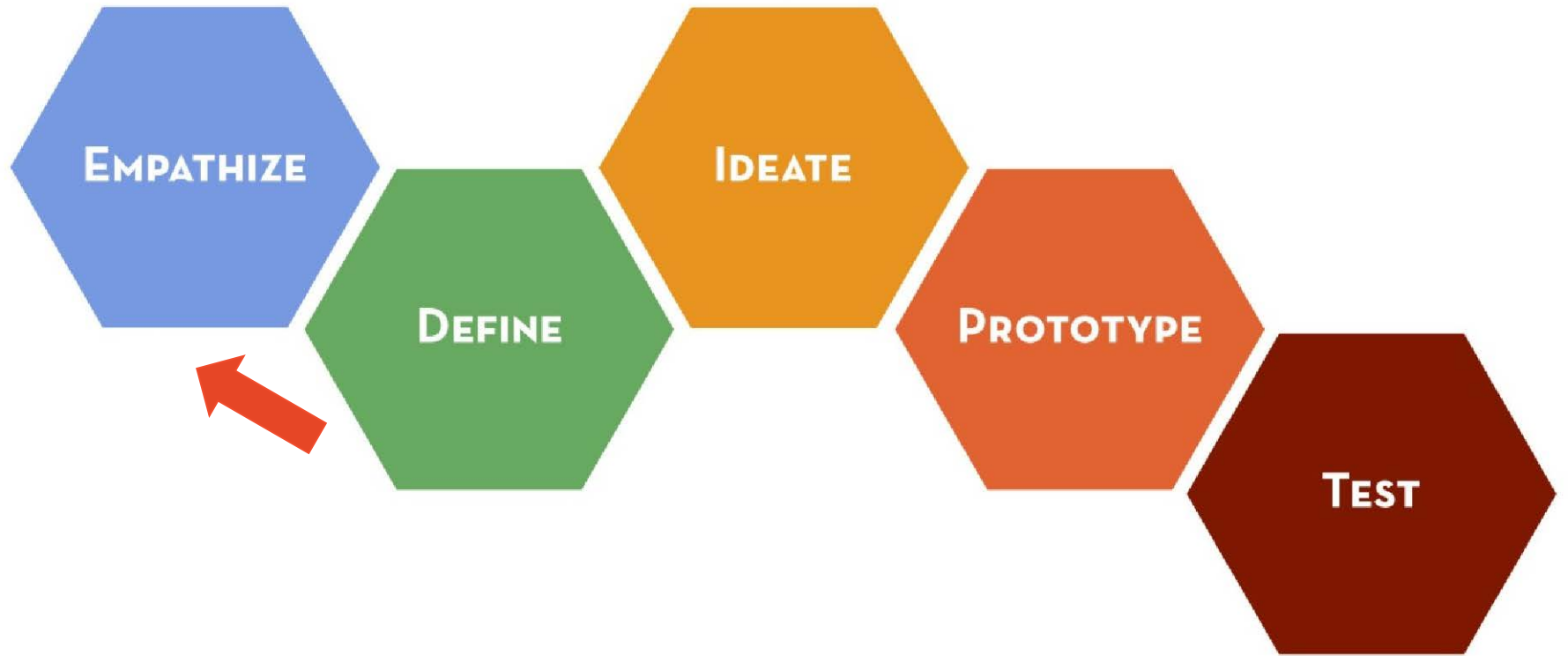
Manual system

Train staff on the value
of reporting and
encouraging adoption
of the system



Combination system

System prompts staff to
enter information about
'high potential' activities



Things **you** should know

Design Thinking is **flexible**,
you can use it as much or
as little as you like

Quantity over quality:
you need to trust that the
details will come later

You can learn as you go,
so don't be afraid to
experiment with new
methods and approaches

You can take an academic approach, but **don't lose the freedom** that comes from exploration

Make sure that you
tell somebody, so that
others can learn from your
work

Things **leaders** should know

Design thinking can help you
to develop an **evidence base**
for making decisions

Staff need to be given the
freedom to take risks, don't
expect answers right away

You can model the process
in planning sessions and use
it to start conversations

The idea of doing research **can be intimidating**, so think about how you can gradually introduce it into your team's work

Staff won't make **service design** part of their work unless you support them

We become more
empathetic

We begin to think
outside the box

We get more
comfortable with
ambiguity

What happens when librarians embrace design thinking?

We look critically
at the services and
programs we
develop

We learn to take
creative risks

We create a space
for everyone

Thank you!

