

Appendix B: Script for interviews and think-aloud exercises

Primo UX session scripts: Interviewer Notes

1) Prior to session: Before the session check and/or record the following:

- Session Room and Date : e.g. Room 325
- Session ID/participant ID: 2-R325 (# on Primo UX sessions timetable)
- Panopto should be open (Not turned on yet)
- Browser: Use Firefox (or Google Chrome if you really have to)
- Interview pack ready
- Check bookmarks for Current Primo and Future Primo

2) Primo UX Research Themes:

- Document Delivery and the route for the user to Document Delivery
- How users get to us as a source and how/why they choose to use the library for information seeking.
- Compare old Primo with new Primo and gather rich data on user preferences
- Information seeking behaviour in general: this gives our results broader validity than restricting it to Primo usability and makes our results more applicable to other systems and contexts.
- Which features are more used, how users navigate the UI, and which features are under-used

When asking questions and taking notes, you will want to think broadly in each step about things such as:

- Context – Where is the user? What is around them? Are there any external factors which may be distracting them? Further reading: Contextual product backlogs
- Progression – How does each step enable them to get to the next?
- Devices – what device are they using? Are they a novice or expert? What features does the device have?
- Functionality – What type of functionality are they expecting? Is it achievable?
- Emotion – What is their emotional state in each step? Are they engaged, bored, annoyed?

A. Introduction (2 mins)

Explain interview procedure as outline on the consent form and gain their consent for recording, etc.

Choose consent form depending on the attendance of Joe in the session

Once consent is given, turn on Panopto recording (Panopto window will minimise when the recording start)

A1. What programme are you on?

- Degree level (e.g Undergraduate)
- Department (e.g Medicine)
- Course (e.g BSc Humans)
- Campus (e.g Central)

B. Semi-structured interview (20 mins)

Run through these questions encouraging discussion of relevant issues. Pay particular attention to the themes in the Notes section above.

The participant may want to use Library Search or the web to demonstrate their points. Encourage them to do so.

Follow up with prompting questions. Use them when you need the participants to keep talking/ get more details from the main questions, need clarification or/and to refocus the questions/responses to context.

B1. Where do you look for information? What resources do you use? (e.g. library website, specific databases, Google, Bing, Google Scholar, bibliographies, lists of new publications, blackboard, etc.)

B1a. If participants mention Library Search: what kind of information do you look on "Library Search" (e.g books, articles, etc.)

B1b. How does the Library Search compare with other search engines or databases?

B1c. What do you find difficult when using Library search to look for information?

B2. If you get a list of results, how many of them do you normally check?

B2a. If you hadn't found what you were looking for, would you change your research query or try somewhere else?

B2b. What do you do if you cannot find a resource/information you need for your coursework/assignments?

B2c. Would you purchase a book/article if you cannot find it in the Library?

B2d. Have you heard about the Document Delivery service?

B3. When doing a search, how do you identify relevant/useful information?

B3a. Does the reliability or the authority of the information source matter in your searches?

B3b. How do you decide if a source is reliable / authoritative?

B3c. Is there anything Library Search could do to make this easier? (e.g. recommender services, search suggestions, database recommendations)

C. Journey mapping (15 mins) Page 3

Explain journey mapping process to participant:

- *Journey mapping exercise helps us get a rich source of “visual qualitative data” and “helps to uncover unarticulated needs” and “tacit knowledge” which is often difficult to express in words.*
- *we seek to get an 'insight' into your information seeking experience*
- *The main thing a journey map should contain is a series of steps during the searching process*
- *It is up to you to decide how you want to best represent your journey.*
- *Make sure to note where the journey starts: maybe change colour of pens every couple of minutes. You can ask the participants to use a red pen as the “Painpoints” pen*
- *Hand Instructions to participant and ask them to read while you set up the task.*
- *During the task, the note taker needs to note the order of the colours for data analysis.*

Exercise 2: Map the journey of how you would get information for your research.

- To help us identify the steps of your journey, change pen colour every couple of minutes. You can use a red pen as the “Painpoints” pen

- Draw a map of your searching environment. Searching environment can include physical spaces, online sites, tools, devices, etc. that you use when searching for information.

Some questions you can ask yourself when drawing your map:

- What steps do you take along your search journey to find various materials (books, articles, etc.)?
- Mark the most difficult parts on the path (use the "Painpoints" pen colour)
- Mark where you are willing to pay for resources or services
- What are your feelings about different parts of the journey? (e.g ☺ or ☹)
- Where would you get something that the library does not have. (i.e. through Doc Del, other libraries, colleagues, Sci-Hub, etc.

When taking notes during the journey mapping, you will want to think broadly in each step about things such as:

Context – Where is the user? What is around them? Are there any external factors which may be distracting them? Further reading: Contextual product backlogs

Progression – How does each step enable them to get to the next?

Devices – what device are they using? Are they a novice or expert? What features does the device have?

Functionality – What type of functionality are they expecting? Is it achievable?

Emotion – What is their emotional state in each step? Are they engaged, bored, annoyed?

D. Think-aloud (20 mins)

D1. Non-comparative

Ask interviewee to think-aloud while inputting a Document Delivery request and to provide as much detail as possible about their thought process. Inform them that we want to find out how they go about doing Document Delivery: there is no 'wrong' way to do it.

Briefly explain what doc del is if the participant is not aware: Doc Del is a free and unlimited service available to Imperial students and staff. This service can be used when the item you need is not help in any Imperial College Library or

Online. <https://www.imperial.ac.uk/admin-services/library/find-books-articles-and-more/document-delivery-service/faq/>

Before sending the Doc Del request form please add UX test in the comment text box

Non Comparative: How would you go about ordering these resources through Document Delivery service?

1. **Sign in** and search one of the following **books** on Library Search
 - Lewis, R., Design for murder, Publication Date:2011
 - Seigel, R., Another day in the monkey's brain, Publication Date: 2012
2. Search one of the following **Articles** on Library Search using the **Expand my results feature**
 - Du Bois et al. (2012) '*Taking a stance on emotion*' , Text & Talk, 32 (4) pp 433–45,
 - Alexis Kirke, Joel Eaton, Eduardo Miranda, 2015. '*Real-time hallucination simulation and sonification through user-led development of an iPad augmented reality programme*', Leonardo journal, 48 (3)

D2. Comparative

In this exercise, we're going to ask you to do some tasks on the two different versions of our Library Search interface.

Tell the participant to:

- *Think-aloud while searching and to provide as much detail as possible about their thought process.*
- *We want to find out how you go about doing searches: there is no 'wrong' way to do it. Also, we will not offer guidance or advice with their search.*

Please feel free to adapt these queries: it may be better in the first instance to suggest that the interviewee create their own searches. The purpose is to do one subject-based search (to determine how they browse and what helps them to select materials to use) and two known-item searches (to determine how they search for known items).

Do a search on one of the following on Current “Library Search” and Future “Library Search”:

- Search for something on your latest research topic (e.g. 'soil acidity' or 'European politics')
- Hawking, S. W., 1988. A brief history of time: from the big bang to black holes

Links:

Current Primo: http://imp-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?vid=ICL_VU1&reset_config=true

Future Primo: https://primo-direct-eu-sb.hosted.exlibrisgroup.com/primo-explore/search?vid=ICL_VU1&lang=en_US

Discussion topic guide:

General Interface

- Display: what do you think of the Text font? The font size?
- Colour scheme
- Icons
- How do you know what items are available in the library?

Result Display

- Full results screen: what do you like about this? What don't you like about this?
- Relevant results? Is the ranking clear to you? Clarity of results? Is it clear to you what you're looking at?
- Sorting/ Facets?
- Brief results screen: what do you like about this? What don't you like about this?

Other Features:

- Drop down in search box (Search everything)
- Referencing software integrations? Refworks? Endnote?
- Request options
- Actions menu
- Bookmarking? Save-for-later? Do you use this? Would you use this?
- Sign-in: what do you like about this? What don't you like about this?