


Babe... You're a Bit of a Know It All

Student Love and Breakup Letters to a Library Research Skills Tutorial


Danielle Dennie & Susie Breier
Concordia University Library's 17th Annual Research Forum
April 26, 2019


In February 2018, we launched the Library Research Skills Tutorial



Library Research Skills Tutorial

LIBRARY


Live chat 

GETTING STARTED SEARCH BASICS FINDING ARTICLES FINDING BOOKS FINDING OTHER TYPES OF SOURCES READING, WRITING & NOTE-TAKING CITING CONCLUSION


Concordia.ca / Library / Learn

This tutorial can be used to help you achieve academic success and undertake university-level research by providing the necessary skills to find useful information, evaluate it critically, and use it wisely for your various assignments.




Getting started

Learn how to choose a research topic, come up with a research question, and find the right place to search.




Search basics

Discover the best search techniques for finding books and articles, as well as what to do if a search produces too few or too many results.




Finding articles

Learn about the different types of articles and the peer review process. Explore how to identify, search for, select, access and evaluate articles.

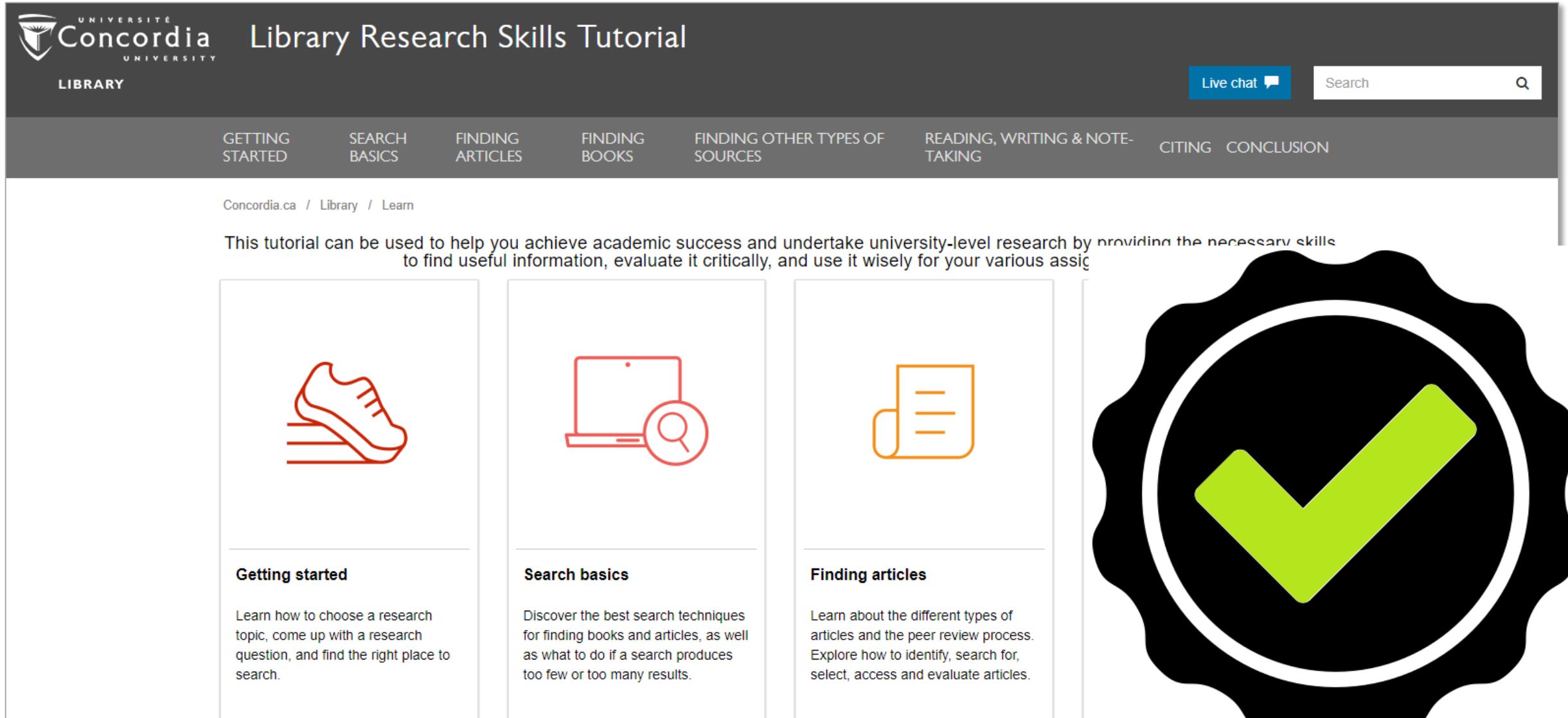


Finding books

Learn about the different types of print and online books available at the Library. Explore how to identify, search for, select, access and borrow books.

Feedback 

Informal user testing gave us very positive results



The screenshot shows the top portion of the Concordia University Library Research Skills Tutorial. The header includes the university logo, the title "Library Research Skills Tutorial", a "Live chat" button, and a search bar. A navigation menu lists various tutorial sections. The main content area features an introductory paragraph and three columns of content, each with an icon and a brief description. A large green checkmark icon is overlaid on the right side of the page.

UNIVERSITE
Concordia
UNIVERSITY

LIBRARY

Live chat Search

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We had two research questions that we wanted to explore

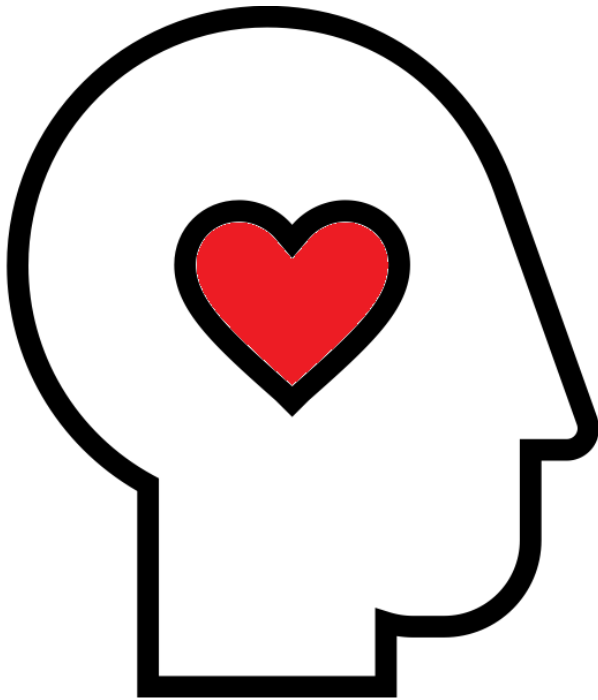
1

Is the Library Research Skills Tutorial a useful tool when recommended to undergraduate students with research assignments?

2

...

We decided to investigate our question using a UX methodology



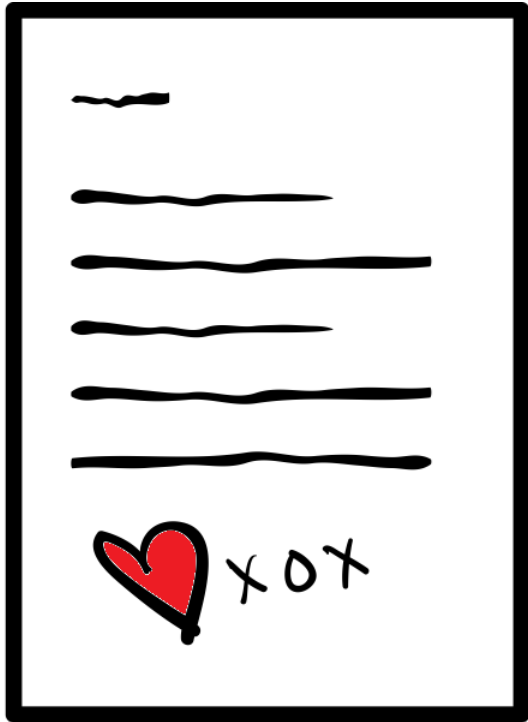
Created by Mooms
from Noun Project

“

User Experience is everything that happens to your users when they interact with your service in any way (physically or remotely). It includes everything they **see**, everything they **hear**, everything they **do**, as well as their **emotional reactions**.

- Priestner (2017)

We chose a novel UX method: the love / breakup letter



Created by Lil Squid
from Noun Project

“ A method that reveals how people relate to and are attached to everyday technologies [or services] by asking them to participate in the familiar activity of writing love or break-up letters (...). These letters tend to be playful, but also facilitate emotional expression in a way that can allow users to easily reflect on their attitudes and feelings

- Walker (2018)



Our second research question relates to the effectiveness of this UX method

1

Is the Library Research Skills Tutorial a useful tool when recommended to undergraduate students with research assignments?

2

Will the love / breakup letter method work in a library setting? Will students know how to participate? Will it provide helpful feedback, different from our pre-launch user testing?

We worked with four social sciences classes to recruit participants

Incorporated tutorial
in assignment
description



Created by Thijs Rentier
from Noun Project

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Created by Thijs Rentier
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Did not reveal
methodology to students
until evaluation day



Created by Adrien Coquet
from Noun Project

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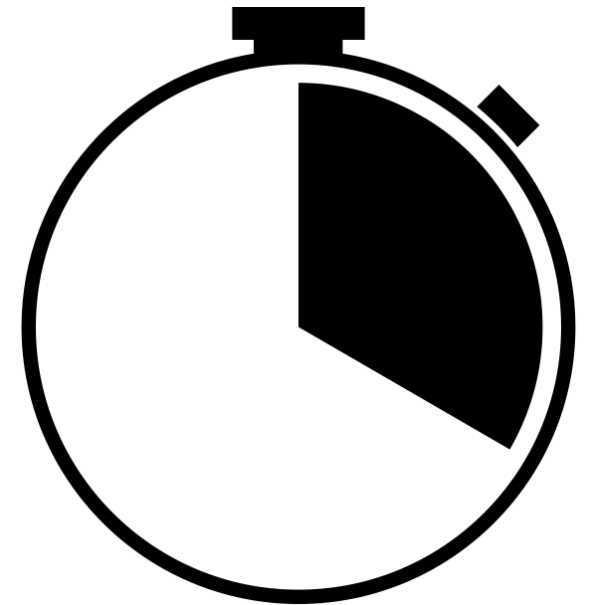
Created by Thijs Rentier
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from Noun Project

Gave students
only 20 minutes
to write letters

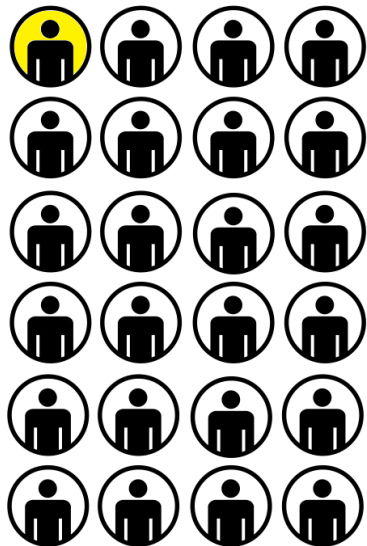


Created by Thomas Marijnissen
from Noun Project

52 students participated in our study

SOCI/ANTH 298

2 (75)



AHSC 281

21 (50)



AHSC 350

21 (41)



SOCI 402

8 (9)

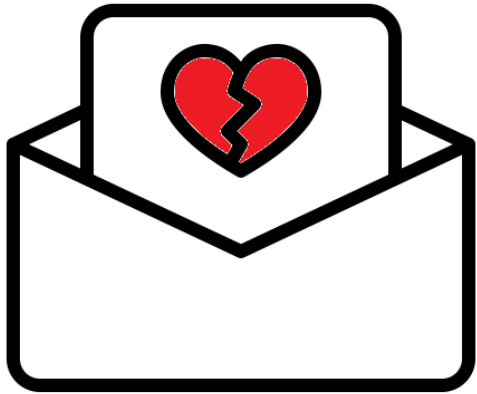




We received 41 usable letters, which we divided into 4 groups

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Breakup



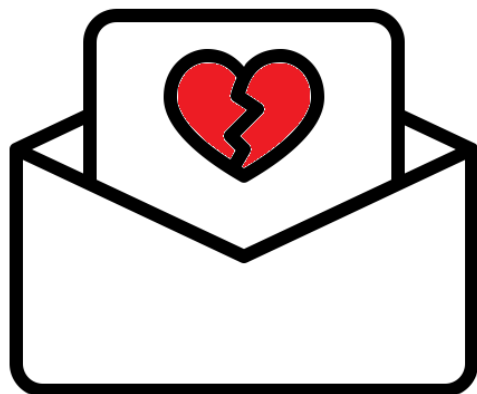
Love



We received 41 usable letters, which we divided into 4 groups

Breakup

56%



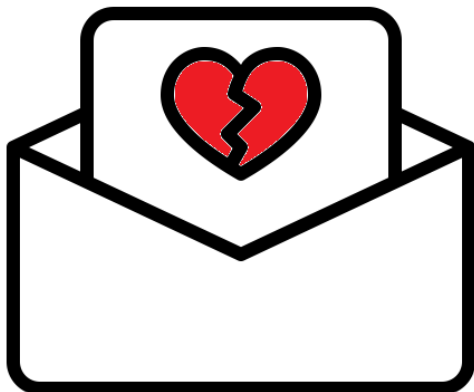
Love



We received 41 usable letters, which we divided into 4 groups

Breakup

56%



Love

22%



We received 41 usable letters, which we divided into 4 groups

Breakup

56%



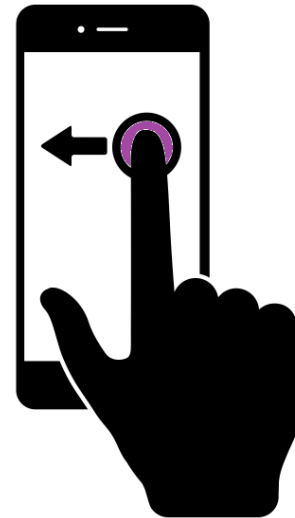
Love

22%



Swipe left

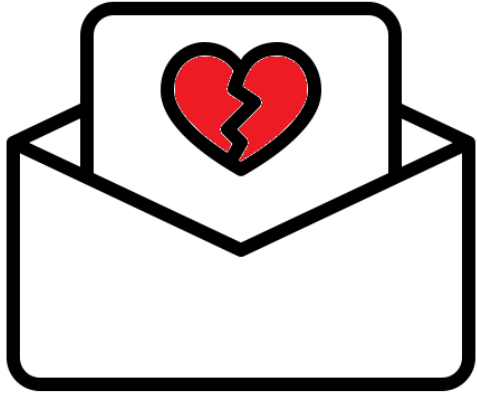
15%



One-night stand

7%





Created by amy morgan
from Noun Project

“

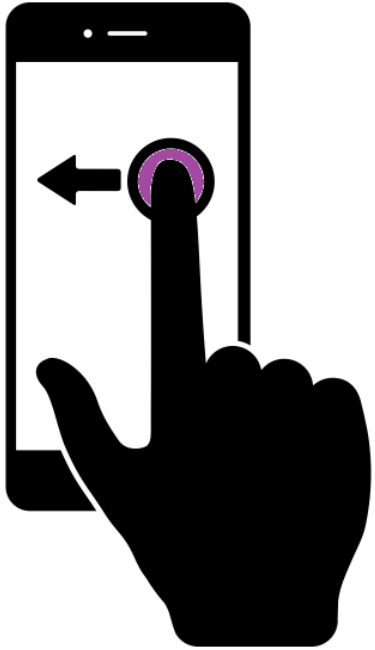
Dear LRST,

As I am already pretty comfortable looking for articles and research papers I was very reluctant to go on a first date at all.

Seeing how a friend set us up, I decided to give it a chance. I wasn't particularly wowed as the information was pretty basic. Too many links also create stress. I personally would have preferred a webinar style tutorial

Anyway, it was nice to meet you

Take care



Created by TMD
from Noun Project

“

Dear Library Tutorial,

I'm sorry I never gave you a fair chance. I am sorry to say I've been using another software. Coming from cegep where I am used to using google scholar to write my papers, I have trust issues using someone new.

I suggest to promote yourself competitively to convince me why I should choose you. Don't be so shy next time, brag about your qualities!

I am not used to new relationships and tend to stick to my old ways.

Maybe in the future I will give you a second chance 

I mean it when I say, it's not you it's me.

Love, Google Scholar user 



Created by Gan Khoon Lay
from Noun Project

“

Dear Library Research Skills Tutorial,

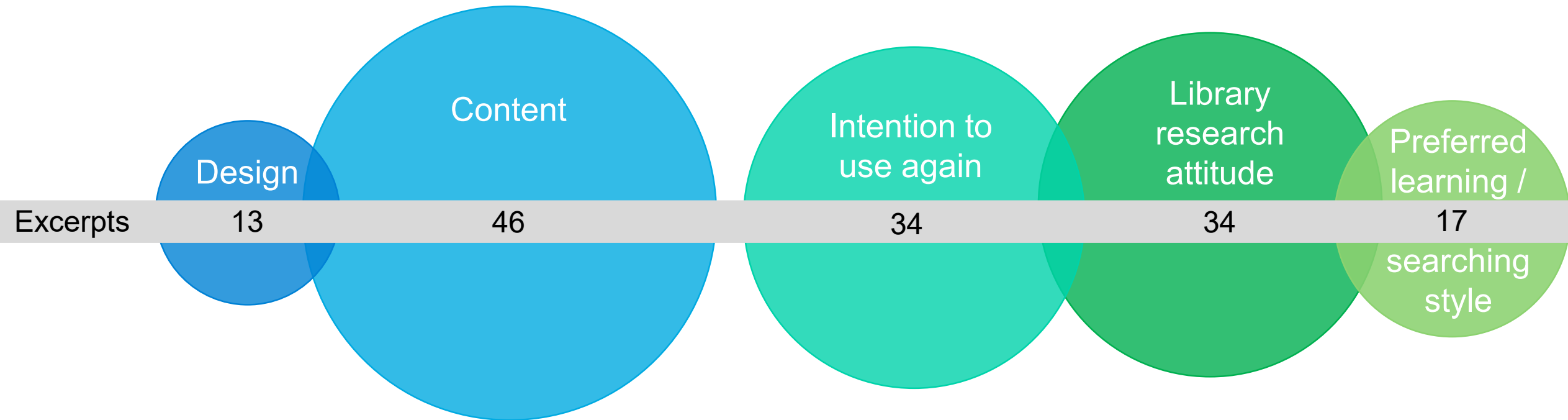
Our relationship is kind of like when you try and make a meal for the first time. You already have an idea of how it should be prepared, but you feel somewhat unsure of all the intricacies of how to go about it. Looking at the long list of steps to follow is daunting and makes you question if it's really worth it or if you should just pop a microwavable meal in instead. You muster up all your energy and plow forward. As you continue, you see that it isn't so hard at all, and when the meal is done, it was well worth [it]. The next time you make the meal however, you don't follow the guidelines. You might look at it every now and then for a reminder, but generally you don't need it and want to go forth and try things on your own. You were great at the start (...) However, I've grown since then and want to fly on my own now. We can stay in touch.



We uncovered five major themes in the letters, divided into two frames:
tutorial characteristics and student context

It's you

It's not you, it's me



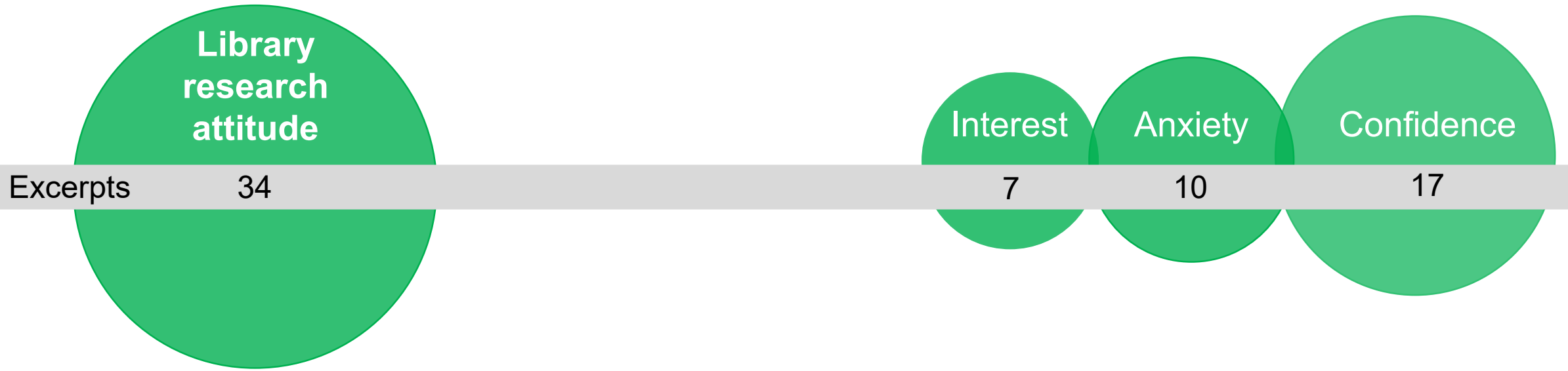


It's not you, it's me

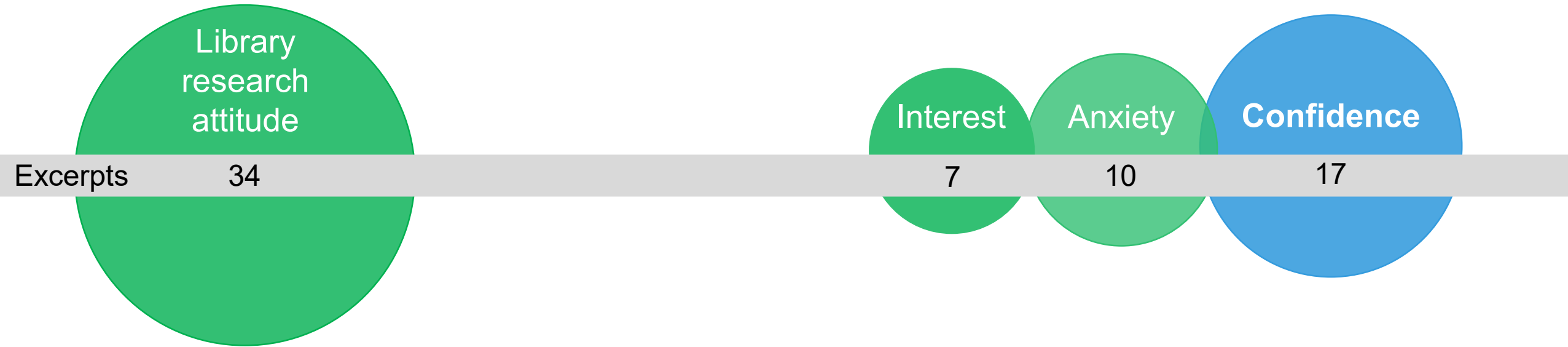


Attitude towards library research:

Refers to how students perceive library research

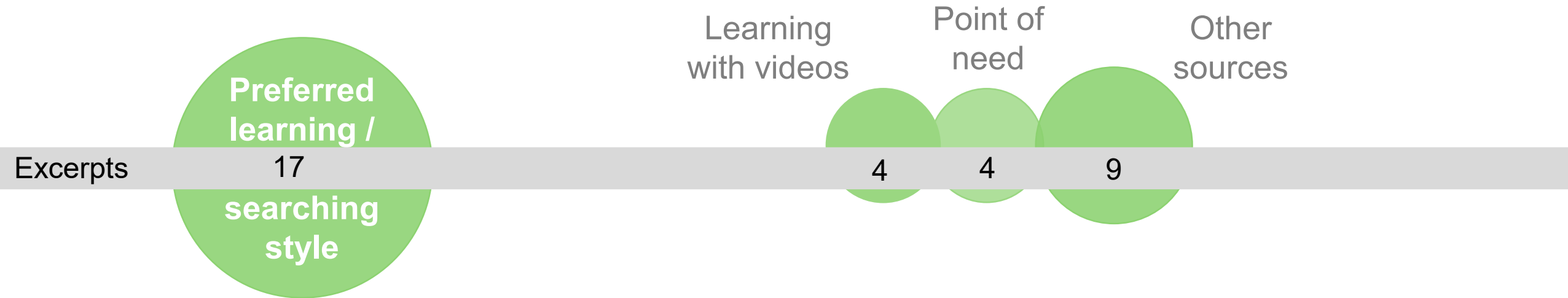


Confidence: students already know how to do library research or learned it previously



“ If I have made it to university its because this isn't the first paper I write

Preferred learning or searching style: How students prefer to learn or where they prefer to get library research help or to search for information



“ I have found other, better, more user friendly resources to have my academic paper writing time with

The answer to the first research question:

1

Is the Library Research Skills Tutorial a useful tool when recommended to undergraduate students with research assignments?

The answer to the first research question: NO

1 Is the Library Research Skills Tutorial a useful tool when recommended to undergraduate students with research assignments?

Gross & Latham (2009)

“

[S]tudents report that they do not use electronic resources such as help files or online tutorials. Their overwhelming preference is just to ask someone else, whether that is a family member, a friend, a classmate, or the person who happens to be sitting next to them

“

[P]eople who have a lot of confidence about their level of ability are unlikely to seek opportunities to build skills they think they already have. (...)



The answer to the second research question is more nuanced

2

Will the love / breakup method work in a library setting?
Will students know how to participate? Will it provide helpful feedback, different from our pre-launch user testing?

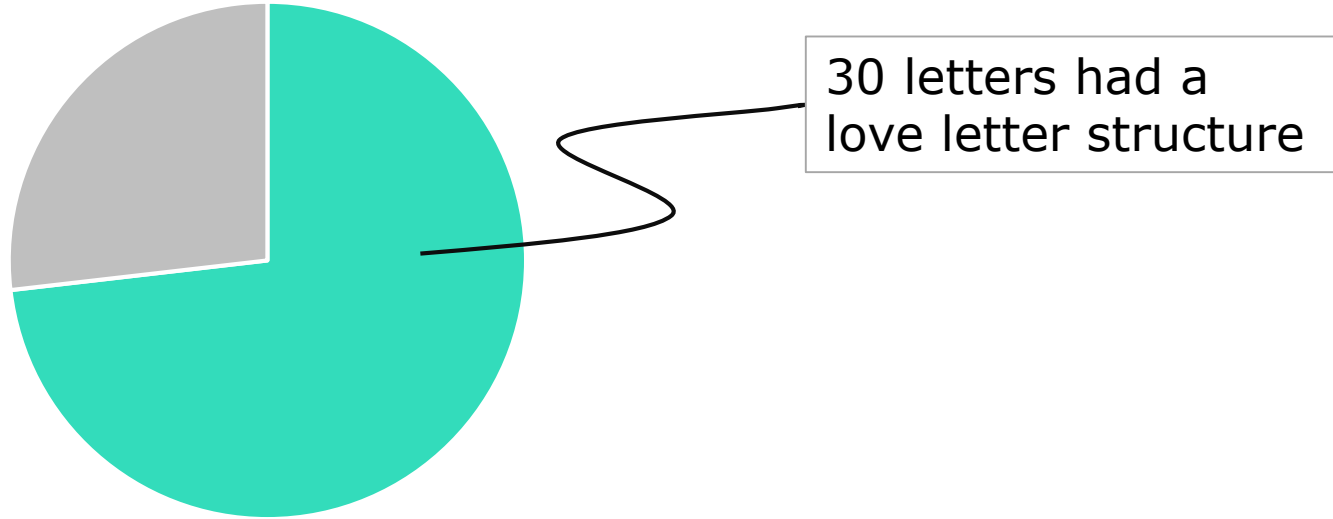



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 The methodology may be more successful if attempted with a technology / service that elicits attachment

2

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Acknowledgements

Andrea Cameron, Dianne Cmor



References

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Gross, M., & Latham, D. (2009). Undergraduate perceptions of information literacy: defining, attaining, and self-assessing skills. *College & Research Libraries*. **70**(4), 336-350.

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Thank you!

