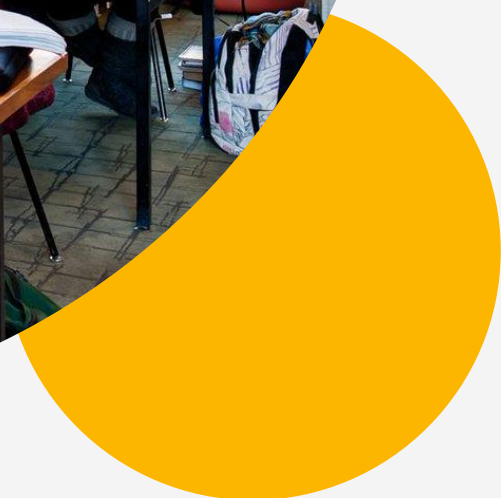
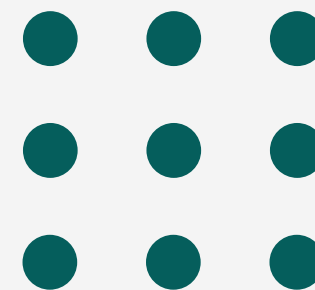
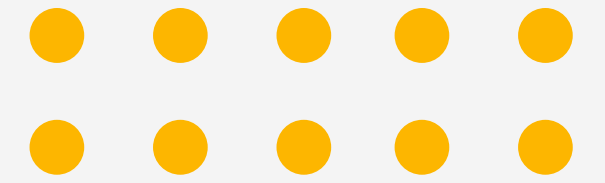


# Exploring User Centered Methodologies as Inclusive Practice

Wynn Tranfield  
Jess Waggoner  
Sheila Garcia Mazari



# Who We Are



● **Wynn Tranfield**

STEM Librarian



● **Jess Waggoner**

User Experience Librarian



● **Sheila Garcia Mazari**

Online Learning Librarian



# Land Acknowledgement

The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.

# Agenda

- User Research
- Exploration of DEI in User Research
- Case Studies
  - ◆ Reconnecting with Department
  - ◆ Decolonial Skillshare
  - ◆ Student Needs for Library Study Spaces
- Strategies
- Reflection



# User Research

## Practices:

- Design thinking
- Regular engagement
- Iteration

## Concerns:

- Transactional nature of process
- Lack of transparency to users
- Engagement ≠ Inclusion



# Challenge

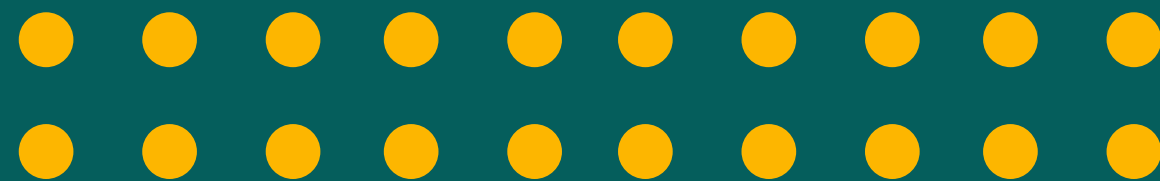


How can we move beyond a transactional approach to user research and engagement?

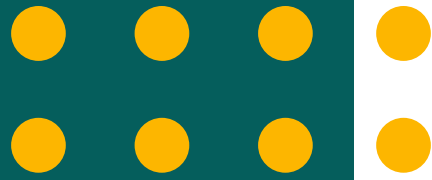




# Reconnecting with the Engineering Department



# Goals + Outcomes



Build connections  
between the  
library and SoE

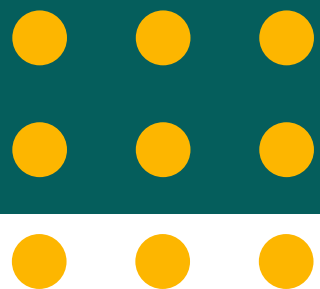
We want students, staff, and  
faculty to feel *listened to*

Understand research  
and publishing  
behaviors

Inform our understanding

Identify student  
support gaps

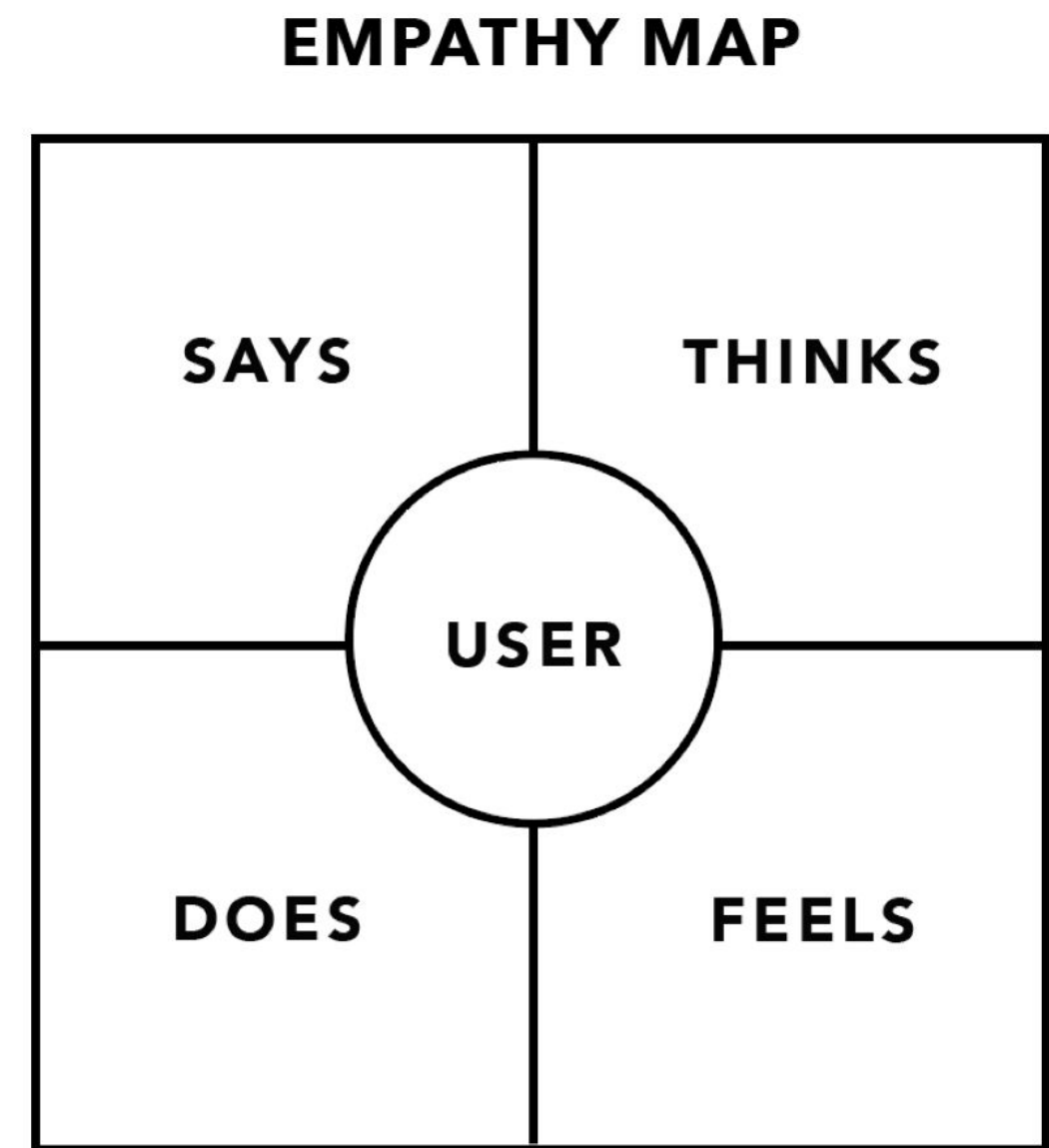
Prioritize efforts and  
energy in response to need





# Engaging Student Voices

- Give students choice and voice early on in the process
- Be honest and transparent about your motivations
- Approach conversations with as few preconceptions as possible
- Compensated students for their time.
- Built psychological safety
  - RA note-takers
  - Empathy maps
  - Affinity groups



# Select Outcomes



## Teaching Assistants

**UG:** TA's "make or break a course"

**Grad:** "I'm stretched pretty thin"

Second study focusing on TAs to identify specific challenges or gaps in support



## Job Prep

**UG:** "Getting an internship is the goal."

**Grad:** "I absolutely need to secure an internship this summer."

Informed outreach to Career Services, and instruction

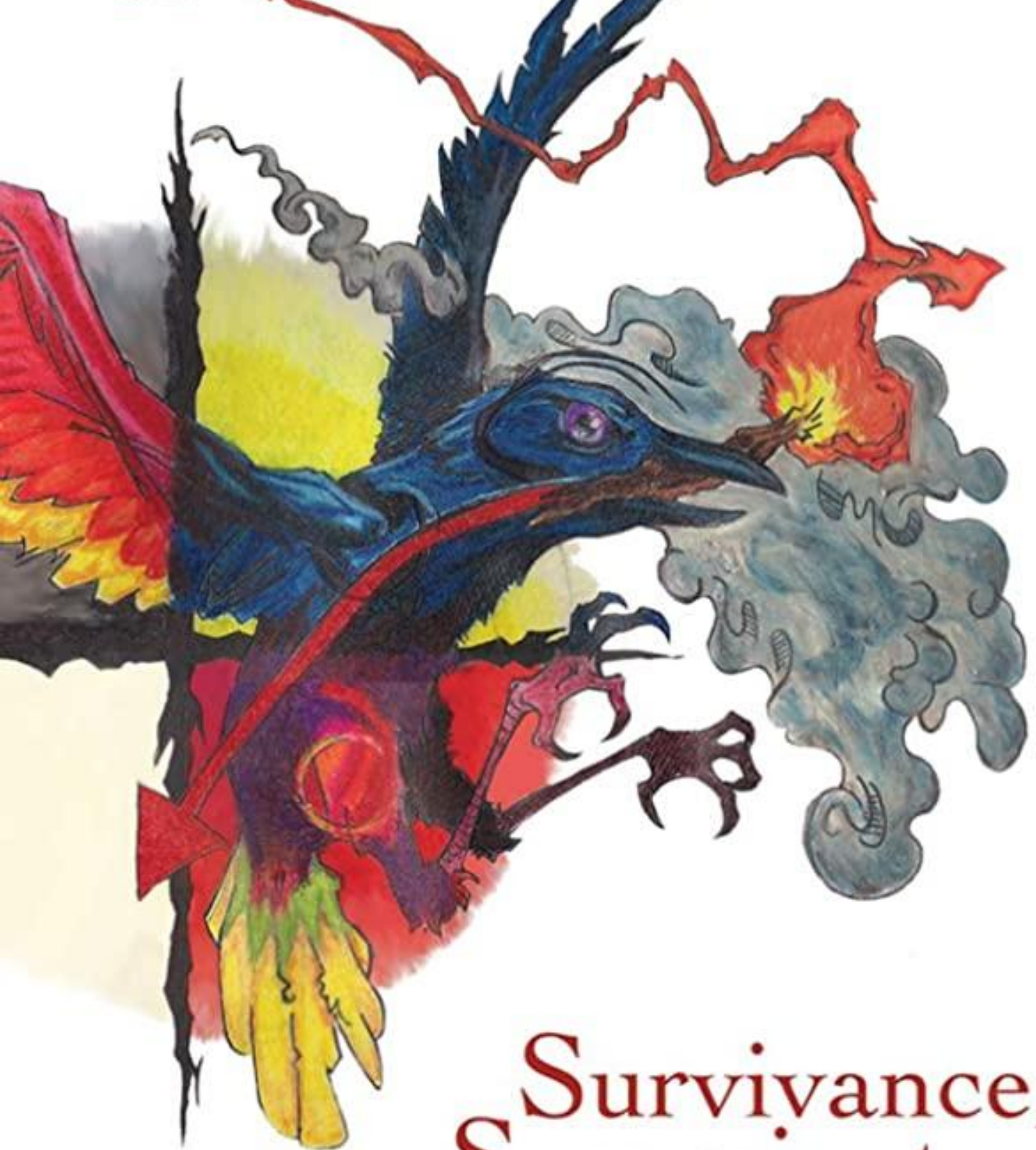


## Socialization

**UG:** Sought connections with other students and valued the "experience"

**Grad:** Many felt isolated

Programming goals include networking and socialization outcomes

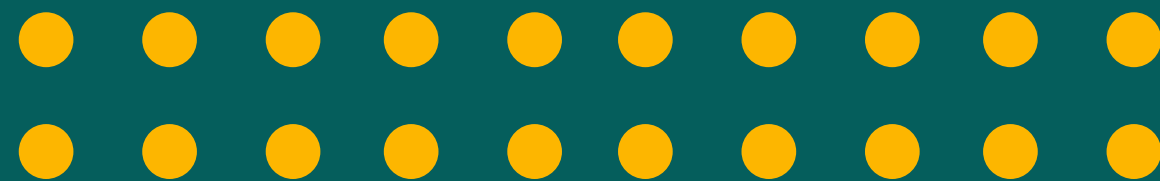


Survivance,  
Sovereignty,  
and Story

TEACHING AMERICAN INDIAN RHETORICS

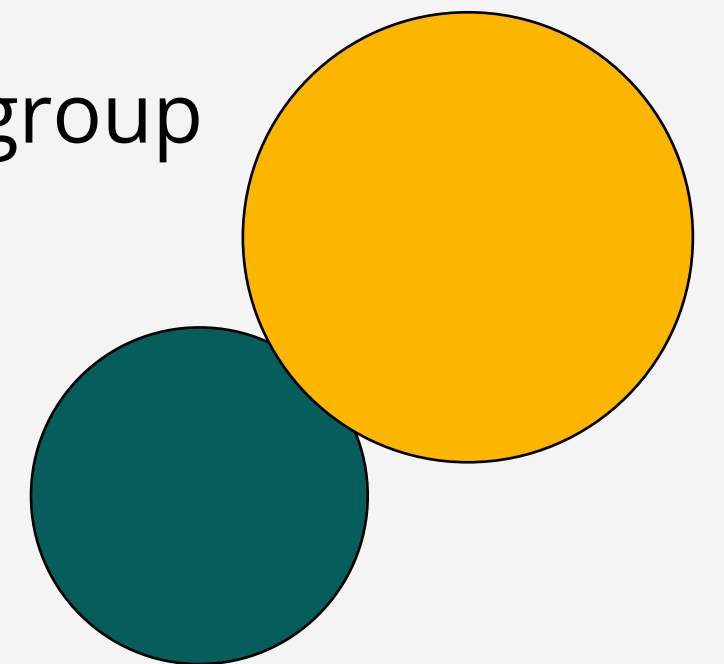
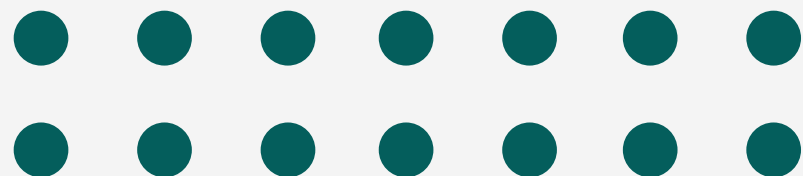
EDITED BY Lisa King, Rose Gubele, and Joyce Rain Anderson

# Engaging In a Decolonial Skillshare Practice



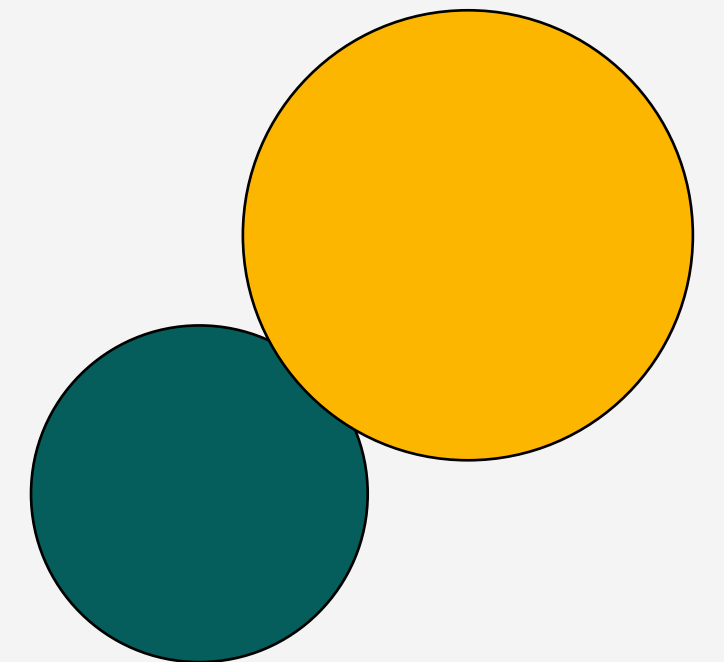
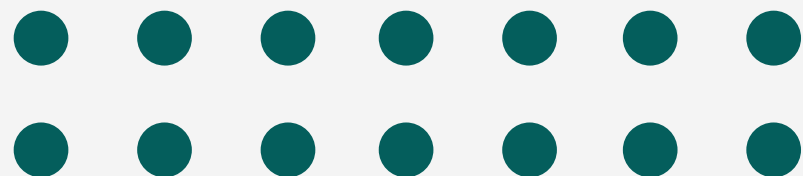
# Creating a Psychologically Safe Space

- Offering the option of a focus group or a 1-on-1 interview
  - Students could choose either or both
  - Emphasized in all material – advertisement, sign-up survey, and during the interview itself that there were no right or wrong answers.
- Students could use a jamboard or process out loud.
  - Jamboard allowed students to anonymously add things in a focus group setting.
  - In a 1-on-1 setting, allowed student to process and communicate in an alternate manner.



# A Modified Interview Approach

- Use of Dr. Andrea Riley-Mukavetz's "Making Space" context
  - Situates the interview as a conversation toward collectively building knowledge.
  - In line with Qwo Li Driskill's Decolonial Skillshare practice.
- Integrating the 4C's
  - Characteristics (What is research?)
  - Components (What do you need to do research?)
  - Challenges (What are sticking points in your research process?)
  - Characters (Who/What do you use to help with your research?)



# Moving Forward



**1**



I have organized my data into key insights, moving toward an initial set of learning objects.



**2**



I plan to pilot the learning objects through an iterative model.



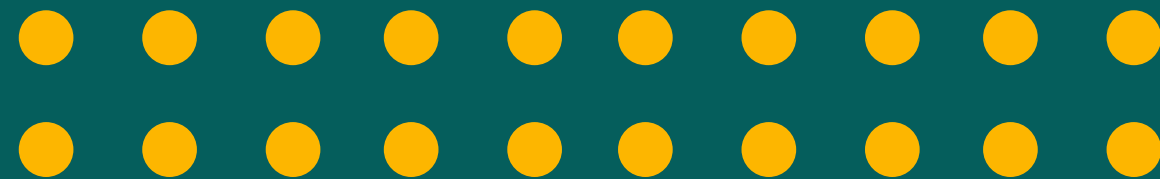
**3**



I plan to iterate on my interview approach for greater accessibility and engagement.



# Student Needs for Library Study Spaces





# Research Questions



How do students use library study spaces?



How do students feel about library study spaces?



What obstacles do students have using these spaces?



# Method

## Cognitive Interviews:

- Tabled outside the library
- Conducted 5-7 minute interviews
- Interviewed 10 students over 2 hours

## Psychological Safety:

- Student workers conduct interviews
- Students are trained in active listening
- Tables are set up outside the library



# Compensation

Guiding principle:

- Show students we value their time  
Always compensate - even for 5 minutes!



# Takeaways

1

Libraries have a good will advantage - don't abuse it!

2

Students like talking to other students

3

Paired approach allows for better listening

4

How do we ensure our students feel valued in these interactions?

5

How can we provide space and time for students to express themselves?

6

How do we include students in the design phase?



# Concrete Strategies

Provide Compensation

Be transparent about your research, including the research process

Avoid preconceptions

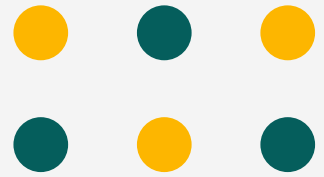
Involve student stakeholders in design and summative evaluation

Be intentional about creating psychological safety



**Take a Moment to Reflect...**



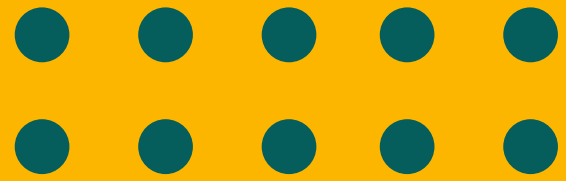


What is one step you can take today to build an intentional inclusive practice?

How can you integrate a form of compensation for students into your workflow?

What challenges do you face at your institution in using user-centered methodologies?

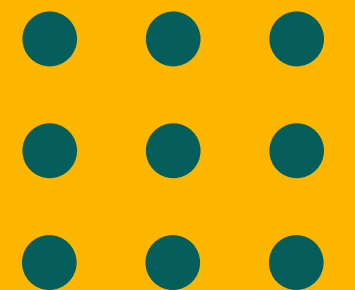
Think about the spaces you use when engaging in user research. What fosters psychological safety? What can you improve?



**It's so lovely to meet  
all of you!**



Thank you for listening



# More Resources

Gray, D., Brown, S., & Macanufo J. (2010). *Gamestorming: A playbook for innovators, rulebreakers, and changemakers*. O'Reilly Media.

Driskill, Q. (2015). Decolonial skillshares: Indigenous rhetorics as radical practice. In L. King, R. Gubele, & J. R. Anderson (Eds.), *Survivance, sovereignty, and story: Teaching American Indian rhetorics*. (pp. 57-78). Utah State University Press.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Fernwood Publishing.





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