Using User Research to Improve Site Redesigns

Jennifer Cady | Courtney McDonald | Adam White
Charleston Conference
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Why Usability Is Important

AT THIS POINT, I’D GIVE UP AND GO TO GOOGLE.

BUT WE HAVEN’T EVEN STARTED THE TEST YET!

cc: morville - https://www.flickr.com/photos/morville/4273644961/
Usability

1. **Learnability.** Systems should be easy to learn.

2. **Efficiency.** Systems should be efficient to use.

3. **Memorability.** Systems should be easy to remember.

4. **Errors.** Systems should have low error rates.

5. **Satisfaction.** Systems should be pleasant to use.

User Research Methods

- Usability Testing
- Surveys
- Interviews
- Focus Groups
- Heat Maps
- Personas
- Card Sorting
Usability Testing

- Defined tasks
- Observation
- Think-Aloud Protocol
- Record user expressions and voice
- Opportunity to learn how users think about and navigate your content
Surveys

• User feedback
• Ease of collection
• Flexibility of types of information collected
• Non-response → non-representative sample

Interviews

• Follow up interview after usability testing
• Further discussion, clarifications
• In depth open-ended questions
Heat Maps

- Users in native environment, completing real tasks
- Opportunity to analyze user behavior
- Does not capture task success or user goals/expectations
- Click tracking software (ClickHeat, CrazyEgg, Heatmap.me)
Personas

• Fictional depictions of your target audience
• User Research: Interviews
  • Learn about behaviors, lives, motivations, goals
• Snapshot of someone’s life
• Brainstorm ideas based on user understanding
Card Sorting

- Open Card Sorts
  - How users categorize items
- Closed Card Sorts have predefined categories
- How users look for information (thematically, by format, by purpose)
- Focus is on content and grouping – the architecture of your site
Planning User Research

• Many methods can be accomplished with little money and resources, leaving time as the major commitment

• To have a truly user-centered website, incorporate a variety of user research methods, as different methods can inform different aspects of redesign

• Iterative process, an ongoing effort to improve your website and overall user experience

• As with any research involving human subjects, consult your Institutional Review Board (IRB)
Usability Guides and Research

Thank you!

Jennifer Esteron Cady
University of La Verne
jesteron@laverne.edu
Fixer Upper

Refreshing our website’s front door

Courtney McDonald | Charleston Conference | Nov 4, 2016
Flagship campus of Indiana University: over 40,000 students, 3000 faculty

11 libraries across campus, including the Herman B Wells Library and our state of the art offsite storage facility, the ALF (Auxiliary Library Facility) + numerous independent libraries

Library web presence includes:
- Drupal 7 website
- LibGuides
- LibCal
- Blacklight-powered library catalog

Discovery & User Experience department:
4 FTE
questions
Please tell us about the last time you were doing research? What's your favorite tool? How would you describe this process/item/etc?
So what ARE the top tasks that people want to do on the website?
Digital is a space of endless replication. It has never been easier to create—and create, and create. People love to publish, but they hate to remove, which leads to overloaded websites and constant, inevitable redesigns. The top layers get a shiny new coat of graphics and new tiles, or “new releases,” content, but underneath the surface, Lauve a pool of data...
look around for your giant tasks
don't leave out tiny tasks
strategically overwhelm them
Help us make it easier to find what you need on the Libraries' website (libraries.indiana.edu).
This survey is open to all, & should take you about 5 minutes. Here's what you'll do:
- select your top tasks on the library website
- tell us a little about you

Current IUB students not employed by the Libraries may opt to add 50 b/w pages to your UITS printing allotment ($2 value) to thank you for your time.
Why do you visit the IU Libraries' website?

From the list of tasks and activities below, please select the five (5) that are most important to you personally. Please trust your instincts and spend no more than five minutes.

- e-learning support (library resources within OnCourse, Canvas)
- facts, figures, statistics about the libraries
- how long I can keep a book I've checked out
- publish an open access journal
- suggest an item for the library to purchase
- for IU alumni, information about using the IU Libraries
- promote my event or organization within library spaces (flyers, digital signage, table in lobby)
- request an item be delivered from one IU library to another IU library for pick-up
- research a company or industry
- browse recommended resources by subject
- computers available right now in library (Student Technology Center/STC) labs
- advice or assistance with transferring between digital formats (e.g., older floppy discs, Betamax, Laserdisc, digital forensics station)
- submit my research or data to the institutional repository
- request an item from offsite storage facility (Auxiliary Library Facility/ALF)
- place a hold on an item
- library classes, workshops, and events - what's happening today and/or the overall schedule
- copying, printing, or scanning in the library
- library floor plans/maps
- electronic resource trials and information about new research databases
- equipment - using and borrowing (incl AV, projectors, recorders, cameras)
- assigned readings, texts, or textbooks for my classes
- tech support & training - help with personal computer/devices or IT training
- locate a particular item (book, film, etc.) on shelf in a campus library
- student jobs at the library
- available hardware and software to support my research
- for non-IU-affiliated visitors, information about using the IU Libraries
- access the full text of a specific article for which I have the citation
- items in the collection in languages other than English
- parking information
Why do you visit the IU Libraries' website?

From the list of tasks and activities below, please select the five (5) that are most important to you personally. Please trust your instincts and spend no more than five minutes.

- e-learning support (library resources within OnCourse, Canvas)
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

Please select the option that best describes your affiliation with IU.

- Undergraduate Student
- Graduate Student
- Faculty (tenure-track, clinical, visiting)
- Staff
- Indiana Resident
- Unaffiliated Researcher (out-of-state)

Are you currently employed by any IU Library?

- Yes
- No

[ ] for non-IU-affiliated visitors, information about using the IU Libraries
[ ] access the full text of a specific article for which I have the citation
[ ] items in the collection in languages other than English
[ ] parking information
similarities & differences
<table>
<thead>
<tr>
<th>Answer</th>
<th>U-Grad Percentage</th>
<th>Grad Percentage</th>
<th>Faculty Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>access a resource for a class</td>
<td>29%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>find articles for my assignment</td>
<td>29%</td>
<td>29%</td>
<td>2%</td>
</tr>
<tr>
<td>copying, printing, or scanning in the library</td>
<td>25%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>today's hours and/or all hours for campus libraries</td>
<td>19%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>access a specific resource for which I know the name (e.g. JSTOR, OneSearch@IU, Herald-Times Online, Academic Search)</td>
<td>18%</td>
<td>30%</td>
<td>51%</td>
</tr>
<tr>
<td>search the library catalog (IUCAT) for a specific type of item or a specific format: book, e-book, DVD, VHS, map, manuscript</td>
<td>17%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>identify peer reviewed/scholarly/referred journals and articles</td>
<td>14%</td>
<td>16%</td>
<td>32%</td>
</tr>
<tr>
<td>search the library catalog (IUCAT) for a specific title or works by a specific person (author, composer, director, etc.)</td>
<td>13%</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>printing quota/allotment &amp; prices for printing</td>
<td>12%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>e-journals listed from a-z</td>
<td>12%</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>assigned readings, texts, or textbooks for my classes</td>
<td>11%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>café/food service in the libraries (locations, hours)</td>
<td>10%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>locate a particular item (book, film, etc.) on shelf in a campus library</td>
<td>10%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>citation guides and how to cite sources</td>
<td>9%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>data services (GIS data, research data management, etc.)</td>
<td>9%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>assistance with research for a specific assignment for a class I am taking</td>
<td>9%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>e-journals listed by topic</td>
<td>9%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>access the full text of a specific article for which I have the citation</td>
<td>9%</td>
<td>27%</td>
<td>34%</td>
</tr>
<tr>
<td>student jobs at the library</td>
<td>7%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>writing help</td>
<td>7%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>computers available right now in library (Student Technology Center/STC labs)</td>
<td>7%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>find materials placed on reserve by my instructor</td>
<td>7%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>place a hold on an item</td>
<td>7%</td>
<td>8%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Known Items:
- Specific database that I know
- Specific title that I know in catalog
- Specific format item (book, media, etc.) in catalog
- Specific article that I know in full text
- Request Delivery

Coursework:
- Articles for my assignment
- Access resources for my class

“Research”
- Interlibrary loan
- Scholarly journals
- Find; and browse e-journals
- Identify peer-reviewed
Known Items:
- Specific database that I know
- Specific title that I know in catalog
- Specific format item (book, media, etc.) in catalog
- Specific article that I know in full text
- Request Delivery

Courses:
- Articles
- Accounts

"Research"
- Interlibrary loan
- Scholarly journals
  - Find; and browse e-journals
  - Identify peer-reviewed
Thank you!

@XOCG | COURTNEYMCDONALD.LY
SAGE Research Methods 2.0

What every researcher needs

Find resources to answer your research methods and statistics questions.

I want to...

- Read classic and cutting edge books
- Watch methods come alive
- Find quick answers and definitions
- Learn about quantitative methods
The challenge
Project Goals (June 2015)

• We will develop a site that is able to support Video to the same standard as the other SAGE Video Collections
• We will develop a mobile friendly site
• We will put the user's needs at the center of the design and decision making for developing the site
• We will solve numerous issues that occur in the current site
• We will align the design with other SAGE products, while keeping the brand of SRM strong
Undergraduate student learning about a research method (or doing a research project, term paper or dissertation)

Course: Upper level undergraduate course that requires learning research methods such as Psychology or Education

Site entrance: Enters via a search engine (primary), from the library site, or via the direct link that they have been given

Desired Site behavior: Searches for a specific content highlighted by their professor, browses by specific method, uses the 'methods map' visual representation of methods, reads and downloads specific content from books and reference material, watches videos, reads Cases and uses Datasets when prompted by faculty

Persona: Upper-Level Undergraduate - Kohei

Academic researcher exploring literature available for a method

Course: Research based course such as Business or Social Work

Site entrance: Enters from the library site (primary), uses a search engine, or via the direct link that they have been given

Desired Site behavior: Searches for, reads and downloads all types of content by method or methodology, or by seminal author, downloads citations, browses by method, reads related methods content in SRM and in other SAGE platforms such as SAGE Journals, creates private lists of content, filters results by date looking for most recent material

Persona: Reader - Management - Joseph
Case Page

- Similar to the SAGE Business Cases wireframe but without Teaching Notes

Story of the page

- This is the content page for the SRM Cases product
- This is one of the many content pages in the SRM suite
- The main route to the page is organic, but with a high number of referrals as well
- The most common previous page from inside the site is Browsing by Cases Content Type, followed by those coming from the Cases portal page
- By far the most common previous page is external to SRM - either an external search, or following a link
- The most common activities on the page are reading the case, and downloading the case, followed by using the page tools, such as citation export
- Most users exit after viewing a case, but those that stay tend to view another case, or search
- We want to increase the stickiness of the site from this page.
  - In essence, content pages need to become mini-homepages, with clear signposting and routes to more content and tools on the site
- Cases give users examples of methods being used in real projects, so that they can see what worked, what was difficult, and why and how a method was chosen
- Cases are single titles, they don’t have parts

Outstanding questions, queries, concerns, or comments

- The header is very busy and large currently, mostly due to the large amount of metadata - we want to keep the header as clean and clear as possible
- How can we encourage users to stay on the site after reading / downloading the content?

Features in order of importance

1. Content displayed as full text:
   a. Abstract
   b. Learning Outcomes
   c. Main body text
   d. Conclusion
   e. Exercises and Discussion Questions
   f. References

2. Content header structure
User flow 1  

85% users land directly on content page

- Direct Traffic: 12%
- Open Web Search: 85%
- Referrals: 3%
- Internal Search/Browse: 5%
- Methods Map: 1%
- Another Content Page: 40%
- Site Exit: 52%

We want to increase the % of people viewing another content page, the methods map, and internal search.
Consequentialist arguments (see Chapter 2) examine the results of an ethical practice, consider what would happen if the practice did not exist and make a decision about what to do on the basis of the consequences. In social science, interviewees might be reluctant to reveal details about themselves if they think the information could be freely disseminated to third parties, despite assurances to the contrary (O'Neill, 1996; Van Maanen, 1983) and,

Where there can be no trust between informant and researcher, there are few guarantees as to the validity and worth of information in an atmosphere where confidence is not respected. (Fitzgerald and Hamilton, 1997, p. 1102)

These claims seem to be particularly true where the research topic is sensitive and where dissemination of the information would have adverse consequences for the participant. Researchers who break confidences might not only make it more difficult for themselves to continue researching but, by damaging the possibility that potential participants will trust researchers, might also disrupt the work of other social scientists.

The second justification for confidentiality is rights-based. Allen (1997) maintained everyone has a right to limit access to his or her person. Such a right encompasses informational, physical and proprietary privacy. Beauchamp and Childress (2001) argued our right to privacy rests on the principle of respect for autonomy. On this basis, while some matters cannot or should not be concealed, people should have the right, as far as is possible, to make...
User flow 2  The second most popular landing page is the Homepage

We want to increase the % of people performing a search, browse, and accessing the methods map
Focus on: Methods Map

Methods Map 1.0
Focus on: Methods Map

Methods Map 2.0

methods.sagepub.com/methods-map
Key takeaways

• Stakeholder input throughout
• User testing
• User testing and feedback on SAGE Knowledge through migration

The website has easy to read, clean layout. The pages look very professional and easy on the eyes. It makes you feel like you could get a lot done quickly.

The mobile pages are nice and compact!

Looks very clean and has lots of white space. The pages are easy to read and navigate. I see how most of the things are presented the same way.

If I am using SAGE as a platform for an extended period of time, I would really like it, as it’s very easy to use.
Don’t stop!

- Big iterations and little iterations

We're very sorry, but the page you requested cannot be found. It seems that the page you were trying to reach doesn’t exist, or you may have typed the URL incorrectly. Please try again.

Looking for...
- Videos? Try http://methods.sagepub.com/videos
- Cases? Try http://methods.sagepub.com/cases
- Datasets? Try http://methods.sagepub.com/datasets
- The end of the line? Go to http://methods.sagepub.com/other
- Research? Try http://methods.sagepub.com/research
- Reading List? Try http://methods.sagepub.com/readings

Or why not try our Advanced Search page.

We hope this doesn’t happen, but if you keep landing on this page and really can’t find what you’re looking for, please contact us on onlinesupport@sagepub.co.uk.

Thank you for using SAGE Research Methods!
Thanks!

Adam White
Senior Product Manager
SAGE Publishing
adam.white@sagepub.co.uk
Any questions?