ENGAGING USERS THROUGH ACCESSIBLE AND PEDAGOGICAL GUIDES

A webinar for Emporia SLIM, April 29, 2020

Proposal for Cancelled OLA Conference, sponsored by ACRL-Oregon

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Link to slides:

Collaboration and Thanks!

Thanks also to:

- Karen Matson, Veronica Vold, James Whisenhunt, and Meg Spivey (UO Online)

- Sheen Hua (UO Accessible Education Center)

- Ray Henry and Student Employees (UO Libraries); Alex Mueller (former UO Libraries' Thomas Intern)

- Sara Lowe & Gary Maixner III (IUPUI)

- Yoo Young Lee (U. of Ottawa)

Outcomes for Participants

Articulate difference between pathfinder and pedagogical guide design

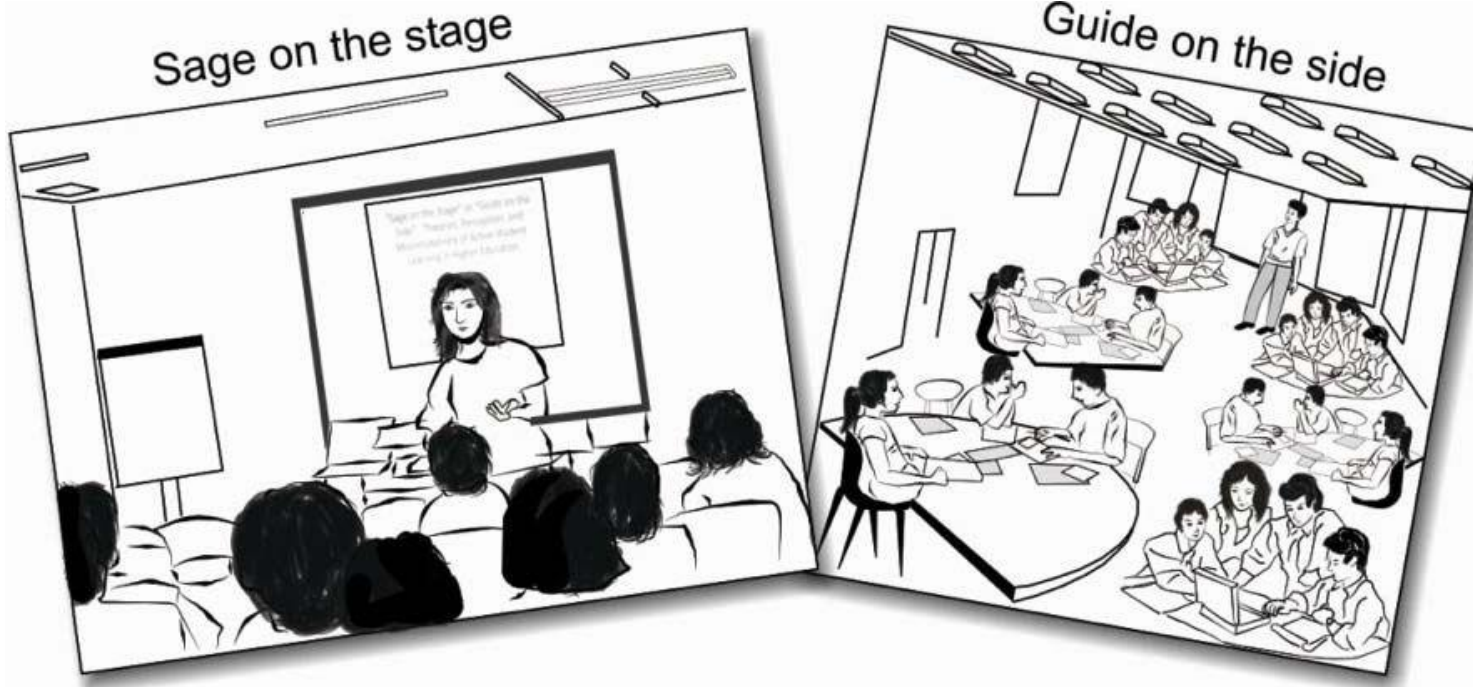Apply knowledge of text accessibility to LibGuides, specifically for graphics

Draw or sketch out an aspect of the research process (fun for you and your students/users!)

@Soccerbrarian

What is the purpose of a Guide?
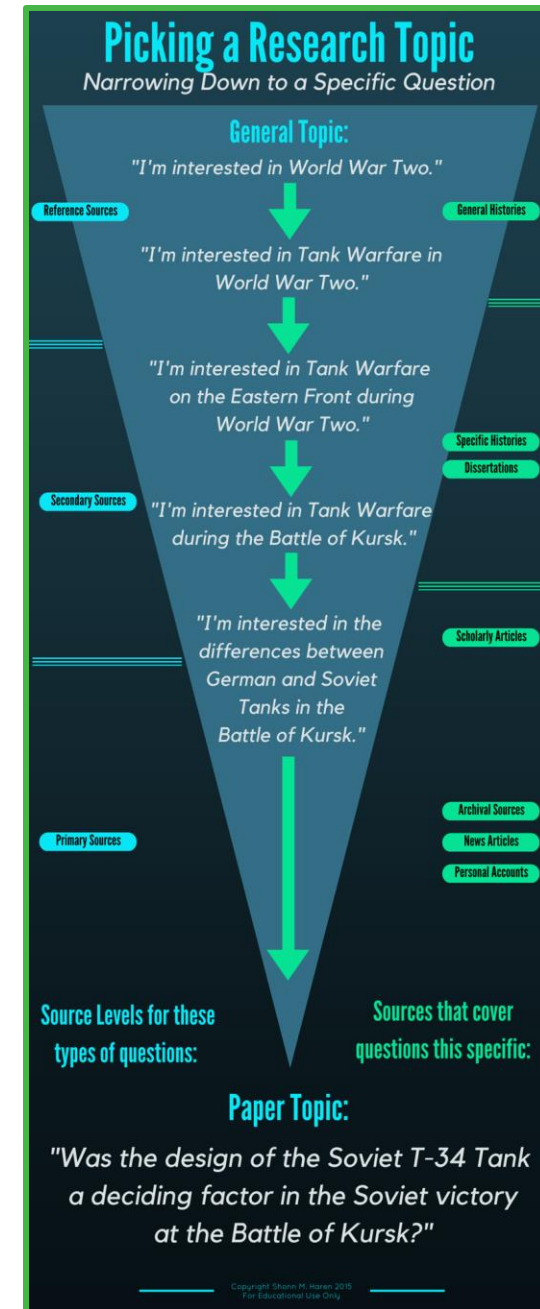

Sage on the stage

Guide on the side

A curated list of "best bet" sources

Guidance and support that reflects the "Nature of Inquiry"

The Origin Story

The graphic that caught my eye...

Picking a Research Topic
Narrowing Down to a Specific Question

General Topic:
"I'm interested in World War Two."

Reference Sources   General Histories

"I'm interested in Tank Warfare in World War Two."

"I'm interested in Tank Warfare on the Eastern Front during World War Two."

Specific Histories
Dissertations

Secondary Sources

"I'm interested in Tank Warfare during the Battle of Kursk."

"I'm interested in the differences between German and Soviet Tanks in the Battle of Kursk."

Scholarly Articles

Archival Sources
News Articles
Personal Accounts

Primary Sources

Source Levels for these types of questions: Sources that cover questions this specific:

Paper Topic:
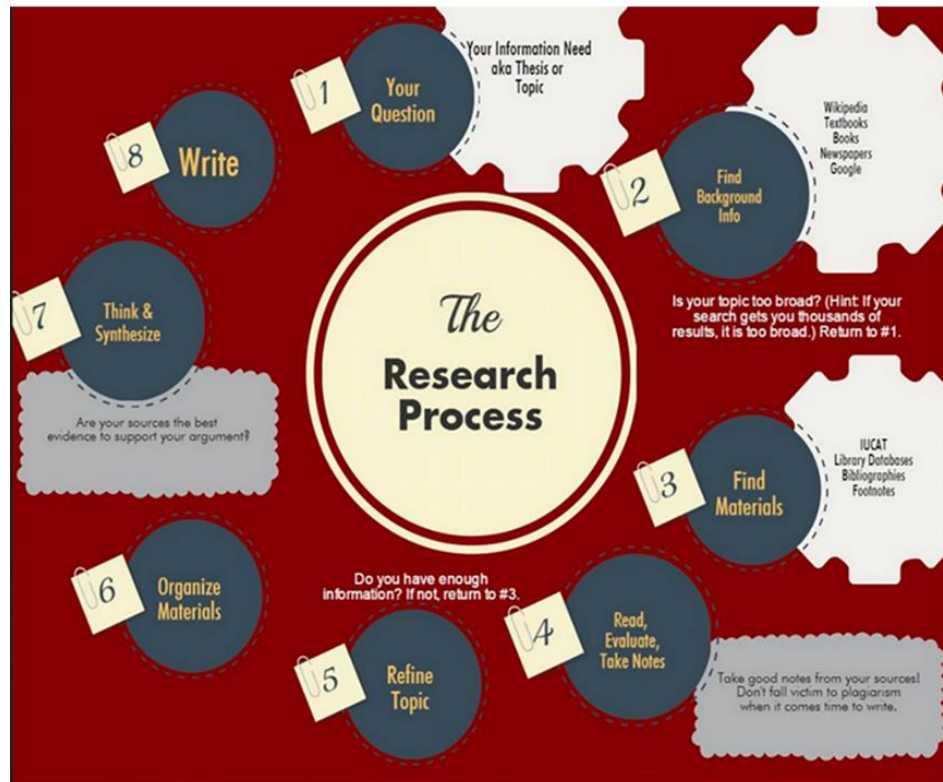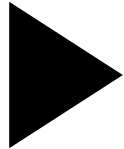"Was the design of the Soviet T-34 Tank a deciding factor in the Soviet victory at the Battle of Kursk?"

Copyright Shonn M. Haren 2015
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Picking a Research Topic

Narrowing Down to a Specific Question

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The Research Process Graphic

Figure 2. Infographic of the research process in the pedagogical guide (Stone et al., 2018).

Watch and Learn…

▶

Classroom Experience: Accessibility as Inclusion

Equality   Equity   Accessibility
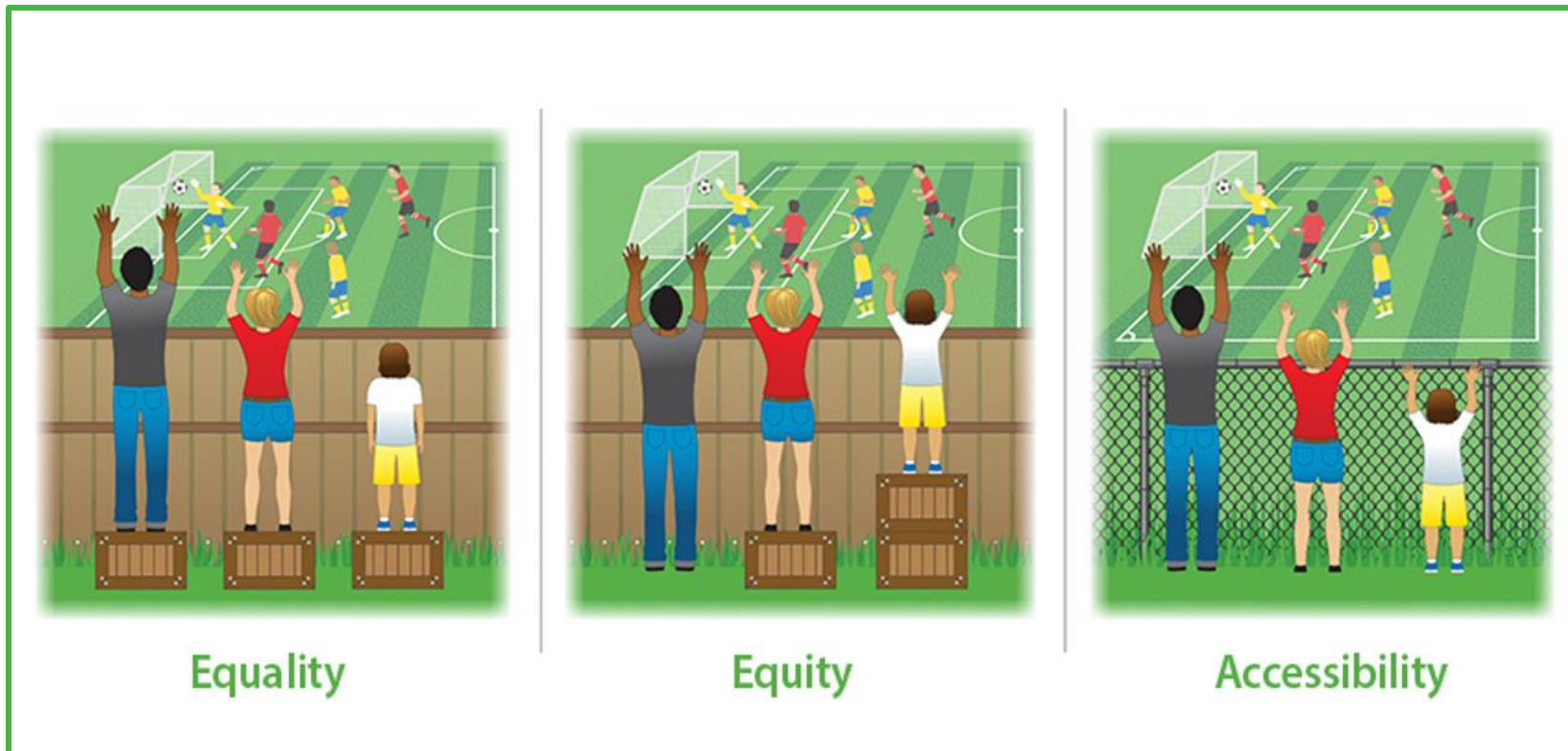
Two Approaches

Traditional Pathfinder vs. Pedagogical Process-Driven styles

Comparing two approaches: Navigation

Pathfinder guide traits

Library Special Collections

Newspapers

Maps

Government Information

Social Statistics & Data

Reference Sources in the Social Sciences and Humanities

Film & Video Collections

Image Resources

Pedagogical guide traits

Home

Welcome!

The Research Process

1: Your Question

2: Background Information

3: Find Materials

4: Read & Evaluate

5: Organize, Write, & Cite

Pathfinder-style guide

Basic Research Tips

These are a few tips for conducting [   ] research. Please check out the UO Libraries' "Getting Started with Research" guide for more detailed information.

Background Reference Research

- Get started by familiarizing yourself with basic concepts and facts about your subject. The reference resources listed on the various specific guides above will provide much of this information.
- Take note of important information: basic timelines, names of major individuals, locations, relevant institutions and/or government agencies, and so on to use as keywords for your further research.
- If there are particular theoretical or interpretative frameworks or concepts used by scholars of your subject, take note of those as well.

Search Strategies

- Research is a process: You will not find everything you need in the first search. Research requires iterating on your subject. Retry searches if you initially come up with too little material, or too much. Note new keywords and topics you discover as you search and read your works. Pay attention to what is being cited in the works you are reading, and track down the sources they cite for your own work. Give yourself time to search out sources, read those sources, and potentially do further, new searches as you learn more.
- Keywords: Before any search, select key terms that describe your subject. Proper nouns (people's names, geographical locations, etc.) are strong, but consider other terms that when associated together are likely to describe your topic.
- Synonyms: Do not stop with your initial keywords. Frequently the terms that initially come to mind are not those used by scholars to describe the event.

Consider synonyms for terms ("conflict" for "war," for example) and add those to your list of potential keywords.

- Subject Headings: Library catalogs and article databases often include specific, formally defined tags to items to link items about similar topics to each other.
  - In the LibrarySearch catalog the full descriptions of titles include a section for "Subjects," which follow the Library of Congress's rules for assigning subjects to books. For example, the Subject for World War II is "World War, 1939-1945." Subjects also combine terms according to formal rules to differentiate specific sub-areas of a subject, to denote a title about a specific location or time period, etc. So, for example, "World War, 1939-1945 -- Canada" is assigned to books about Canada's involvement in World War II. Note the specific subject headings applied to titles you are using for your work.
  - Other resources, like the America: History and Life and Historical Abstracts databases, will also include Subjects, Topics, or similar headings in their item descriptions that are different from Library of Congress Subject Headings, but have a similar function, linking related titles using formal descriptive language. Note the Subjects/Topics/etc. applied in each resource you use.
- Advanced Search: The "Advanced Search" in LibrarySearch allows you to perform more sophisticated searches as you go. You can combine a Subject Heading with keywords, for example, or an author with keywords (excellent for searching for specific sources produced by a prolific scholar). Get creative and dial in your research focus as you go.

Evaluating Sources

There is a lot of information out there, much of it of questionable value. There is much historical information out there marked by strong ideological or other biases, which can lead to misinterpretation or even falsification of events. When evaluating sources make the following considerations to account for these biases.

- Is the research backed up? Citations exist, in part, to ensure honesty and transparency in our scholarship, allowing us to see where an author found their information, and how they came to their conclusions. For serious research, secondary sources lacking a clear citation system are therefore suspect. This also can apply to works aimed at popular audiences, which may not include formal citations but should clearly identify sources for quotes, statistics, and so on, frequently with links to the original sources. Works that rely excessively on assertion of "facts" without citation or anonymous and/or unidentified quotes are suspect.
- Who is the author? What organization(s) (a university, a government agency, a think tank, etc.) is the author affiliated with, or sponsored the research? Author blurbs and book prefaces or acknowledgments will often explain much of this information, and can help you to situate the work in the larger conversation.
  - Some authors, publishers, research sponsors, etc. use neutral sounding names to hide deep biases or advance palpably false historical narratives. For example, the Institute for Historical Review uses a neutral-sounding name and professional presentation style to distribute works downplaying or denying the Holocaust. A little time searching for the organization on open internet resources (Google, Wikipedia, etc.) can expose bad actors behind seemingly "objective" works.
- "Peer Review": The foundation of academic publication is a process called peer review, where publications are sent to other scholars in their field to evaluate whether or not a title meets basic standards. Peer review can be difficult to identify for books, but when searching in article databases like America: History and Life and Historical Abstracts you can see whether or not a journal that published an article follows a peer review standard or not, and can even narrow search results to only those from peer reviewed journals. Peer review is not flawless, and by no means guarantees that a work is 100% accurate, but it does give you some assurance that the title has met basic standards.

Pedagogical-style guide

Critiquing Traditional Approaches

"Ultimately, when we construct LibGuides around the resources that the librarian thinks the student should know about in order to ace their research paper, we attempt to simplify the processes of research. Yet, as Freire points out, this is problematic because it positions research as a transferral of information, **rather than as an act of exploratory and liberatory meaning-making**."

Hicks, 2015
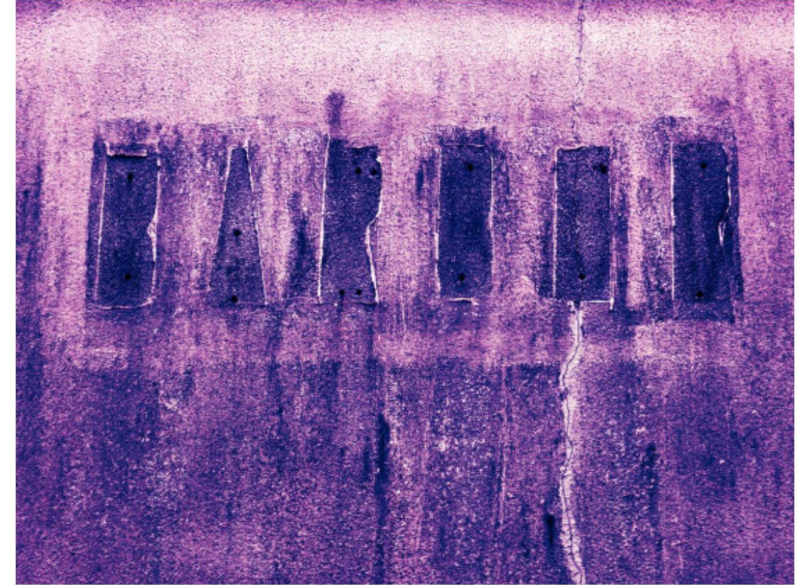
LibGuides: Pedagogy to Oppress?

APRIL 16, 2015 / ALISON HICKS

Universal Design for Learning

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.	Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.	Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

Graphic Design

A luxury...

Importance of Drafts
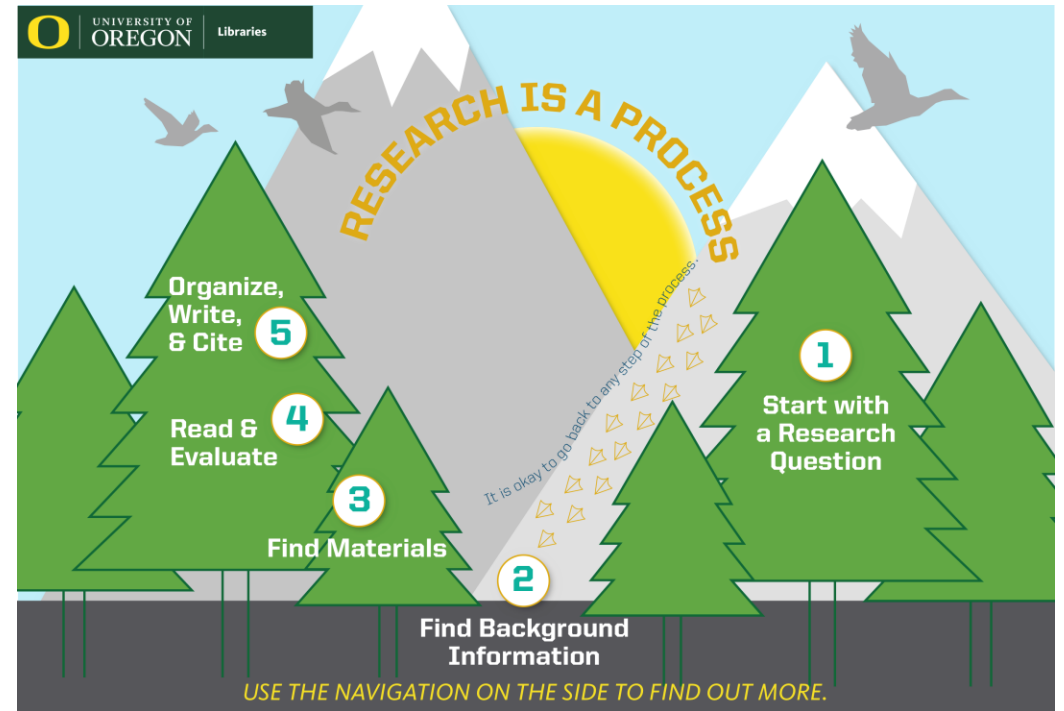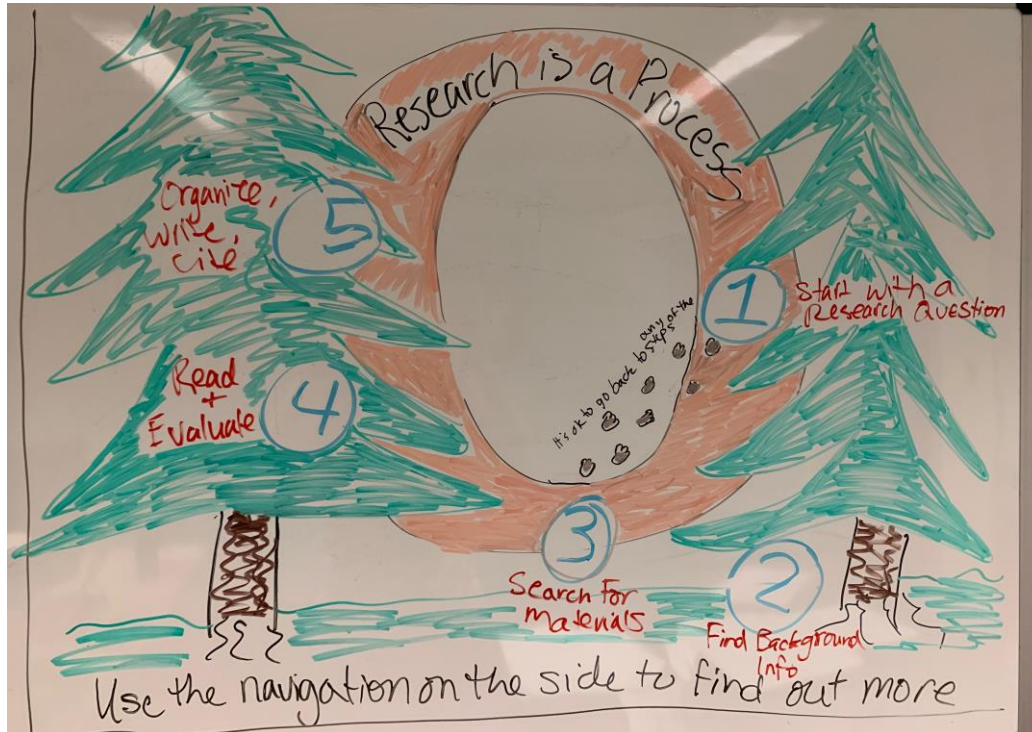
Importance of a Graphic Designer on your Team

From a Table to a Graphic

Making Complex Graphics Accessible

Accessibility Tips

Headings

- Use the built-in heading options in the document or webpage style

Bullet Points

- Use the built-in bullet point option in your word processor or on the web

- Do not use the hypen (-) or asterisk (*) for this purpose because it will not make sense to screen reader software

Text and Fonts

- Use a sans serif font (without the little "tails") like Arial, Calibri, or Helvetica

- Make embedded PDFs readable using Adobe or a similar tool to recognize text (using OCR technology)

Links

- Use descriptive links rather than "click here." E.g.: information about descriptive links from UO Communications

Use Alt Text for images

- Describe images in PDFs and webpages by using the Alt Text field

- Use your judgment when describing an image; explain how the image fits the document's context. For decorative elements, you can simply state that it is decorative (alt text: "decorative element")

- For more information, see guidance from WebAIM for Alt Text (or Axess Lab Alt-texts: The Ultimate Guide

- For longer graphics, consider creating a text description and linking it to the graphic....(see next slides)

Accessibility and Springshare™

Box Type: Tabbed

Guide Navigation Layout
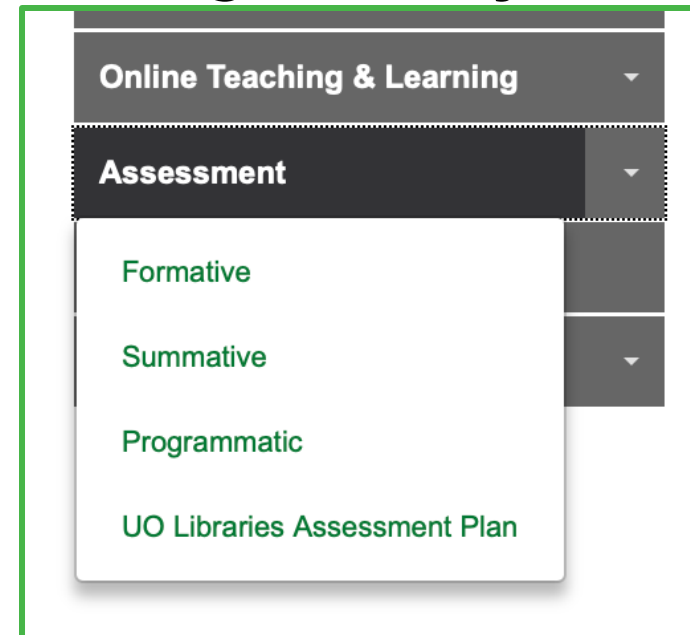
Alt Text Isn't Enough

It would be ideal to create the graphic in html as accessible from the get-go, but if you are using another tool like Canva or Piktochart, these are the steps to follow...

Research is a Process graphic appears in the Getting Started with Research guide

Alt Text for Navigability & Continuity

Example of Alt Text for Infographic:

"Research is a Process" infographic: Follow the "long description" infographic link for a web accessible description.
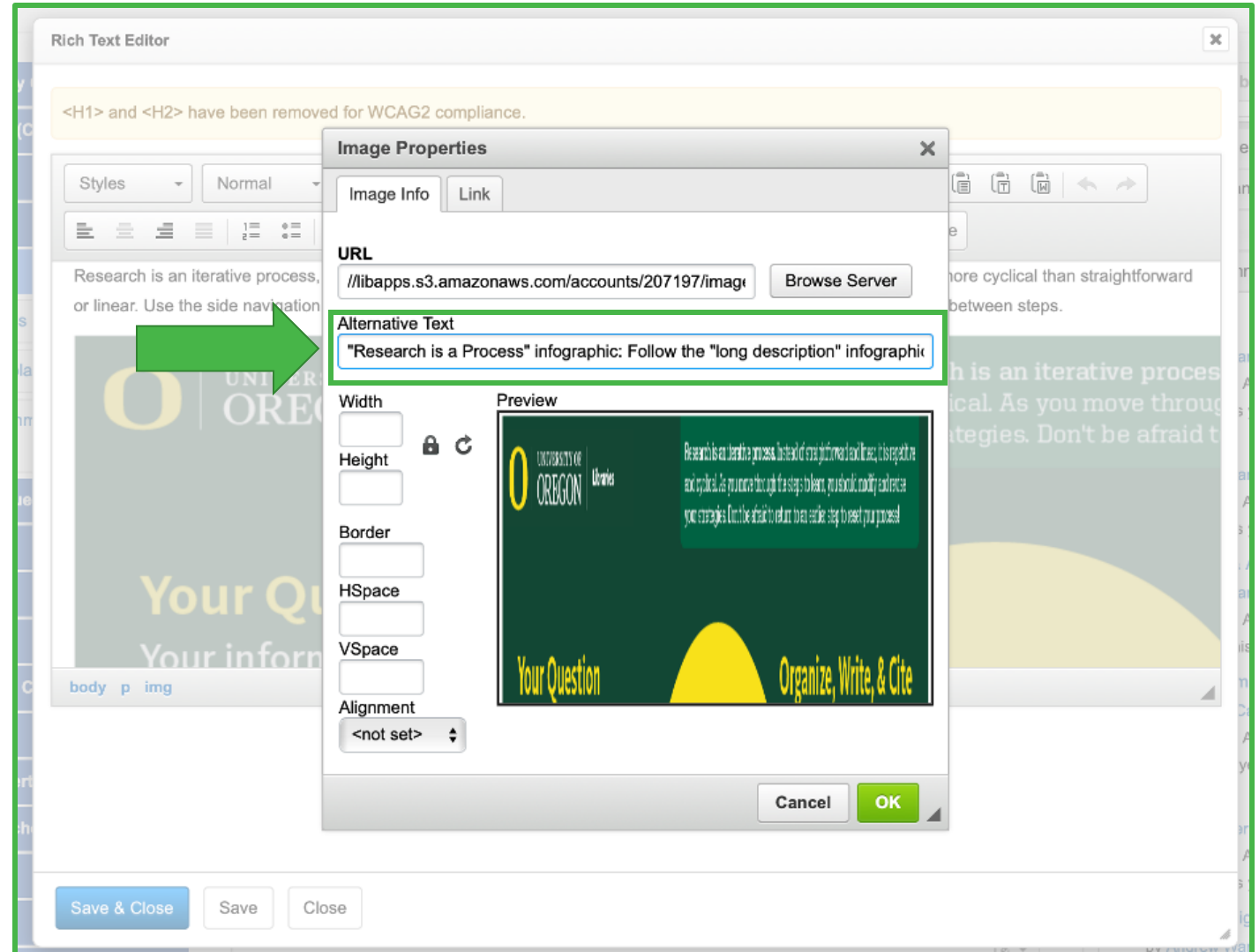
Alt Text Workaround: Show & Tell

Steps for creating an accessible infographic description

1. Create your graphic and upload it through the LibGuides Image Manager - add some alt text , e.g.: **"Research as a Process" infographic." Follow the "long description" infographic link for a web accessible description.**

2. Type a phrase below (or above) the graphic that uses the title of the graphic and explains there is a long text description for accessibility, e.g.: Long Description of "Research is a Process" for Web Accessibility

3. Go to the Text Descriptions of Images in Guides guide (all instruction librarians can edit this guide) and create a **new page** (not just a new box), and write/type out the text version of the graphic.

4. Once your page with a text box is completed, you'll need to copy the box's link. To get the link to the box with the long/text description of the graphic, click the **Edit option** on the desired box (pencil logo in LibGuides) to open the **Edit Box** menu.

5. Click on the second tab, 'Box Link & Widget Code,' and copy the link.

6. Next, go to your graphic and paste the link over the phrase that uses the title of the graphic and explains there is a web accessible option.

>> Demo with the Getting Started with Research guide.

What About Assessment?

How do we know if this approach to guide design is better?

Crazy Egg Heat Map
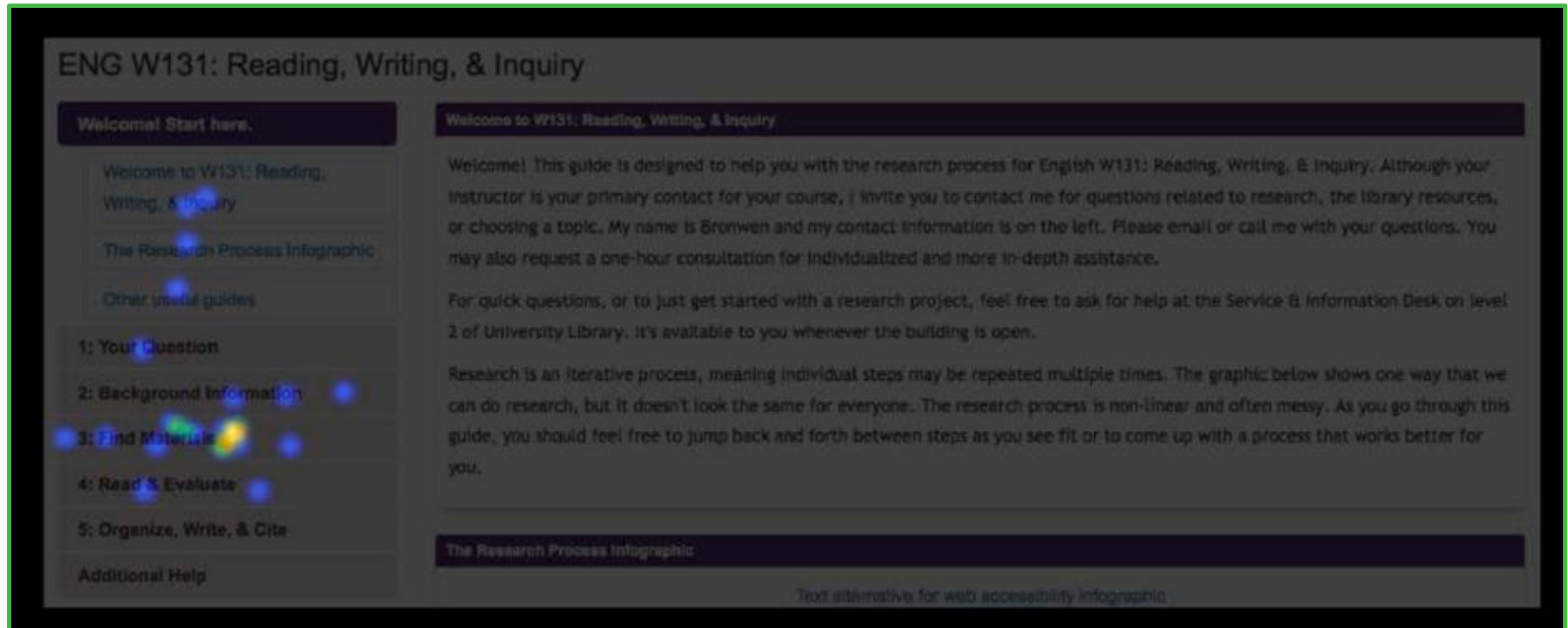
A Study from Lee & Lowe, 2018

Emotional Response Frequency

Figure 6. Emotional response frequency based on reactions to the research process, using databases, and using the assigned library guide.
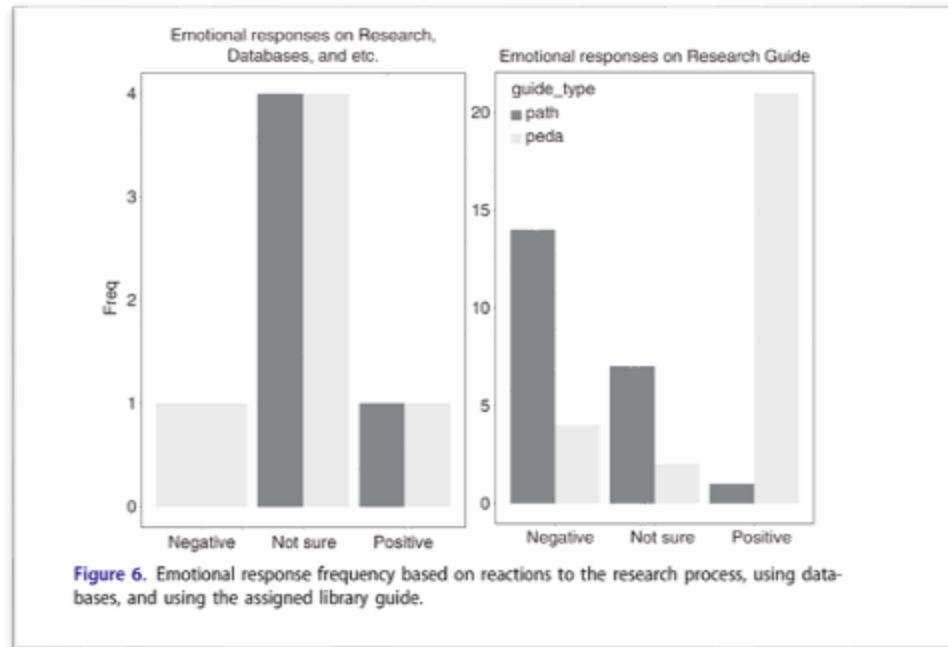
Usability and Learning Experience

Figure 5. Average usability and user experience score for the pedagogical and pathfinder guides.
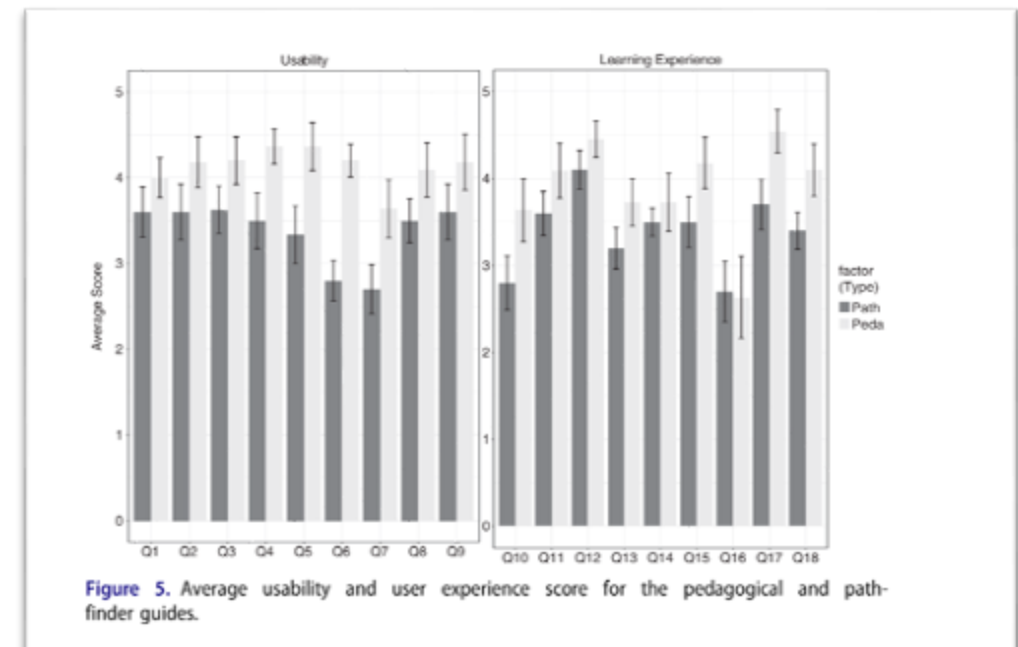
Get User Input

- Ask your students/users; ask your employees

- Work with a UX group in your library to design a study

- Put a comment or feedback box in your guide

Drawing as Assessment

"Drawing not only enables students to examine their assumptions and misconceptions, they also provide librarians with a means to assess what students have learned. **Before and after drawings exemplify this**."
Brier & Lebbin, 2015

Guide views

Guide Tracking - Total Views

| Getting Started with Research | Monthly | 2019-09-01 | 2020-04-29 | Run Report |

1 guides, **9910** views, 8 months

Export All Records

Guide ID	Guide Name	2019-09	2019-10	2019-11	2019-12	2020-01	2020-02	2020-03	2020-04	Total Views
318981	Getting Started with Research	591	2266	1713	535	1263	1008	1041	1493	9910
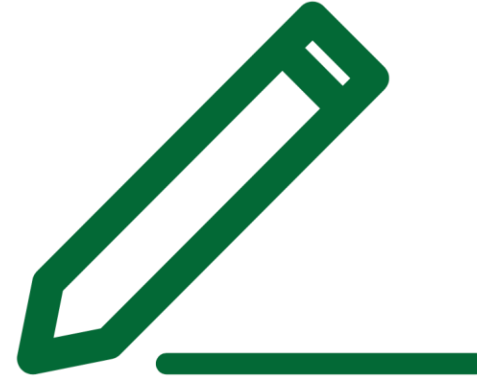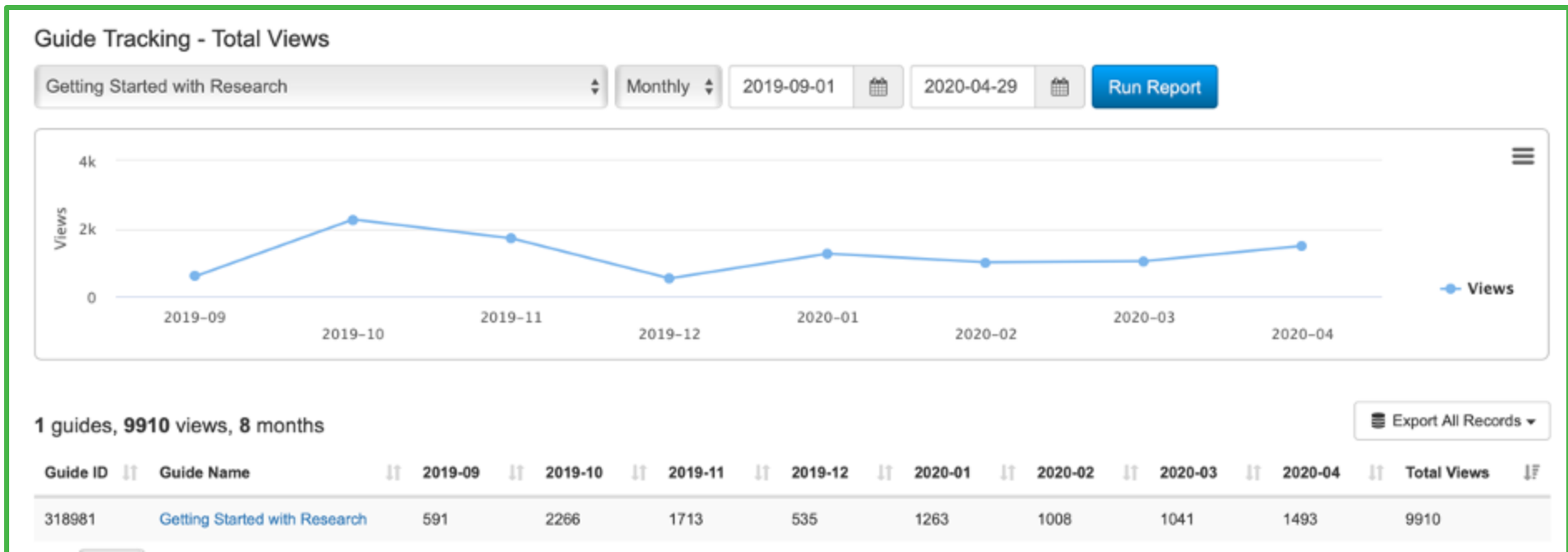
Diversity, Equity, Inclusion

IDEAL

Inclusion: Cultivating a more welcoming and respectful environment for all.

Diversity: Developing and implementing equitable strategies for recruiting, retaining and advancing cadre of student, faculty and staff, with a wide variety of backgrounds, talents, perspectives and experiences.

Evaluation: Using assessment and measurement strategies to evaluate our process in meeting university's goal of equity and inclusion.

Achievement: Ensuring that our policies, processes and practices provide access for all to achieve their personal best.

Leadership: Develop, nurture and coach leadership to facilitate inclusive environments as well as the resources for success.

Critiques

Cognitive Overload?

The User Experience Perspective

"...in the UX field, in order to minimize user tension, progress trackers show users their progress along the way by presenting **information in chunks** as well as in **logical and numbered steps**. […] users see a **clear path to completion**, thereby minimizing cognitive overload (Babich, 2016)."

Lee & Lowe, 2018

Too Long?

"A comparison of click performance shows that students using the Short Version of the guide took more mouse clicks to complete all five tasks than students using the Long Version."

Bowen, Ellis & Chaparro, 2018

Not Critical?

"In creating LibGuides that define research through its resources, we unconsciously reinforce academic power dynamics, limit dialog and marginalize the student voice from the very academic conversations that surround them."

Hicks, 2015

Invite your Users into the Freireian Dialogue

Welcome to My Class/Guide

Too Prescriptive?

What's the alternative? A pathfinder?

"It was not until I limited my search to wordpress.com and then traced a bunch of links and pingbacks that I could even start to gather a sense of the conversation round the topic. Yet, ironically, **it is exactly this twisting, infuriating and (occasionally) joyful process of research that is stifled by the way that most librarians structure and organize their LibGuides.**"

Hicks, 2015

Final Thoughts

Questions & Considerations

- How can librarians take a critical approach to guides?
  - Talk about info privilege;
  - Talk about "authority" of sources in new ways
- How can our guides better reflect the "nature of research" (Hicks)?
- Can we find balance between intellectual freedom while also complying with accessibility standards?
- CC licenses, open content are helpful both on graphics and whole LibGuides (make yours a 'community guide' in Springshare).
- More studies are needed retention of IL practices and guide usability

Tech Tools

Open or Freemium

- **Piktochart**, **Canva**, etc. for infographics
- **YouTube** for videos and captioning
- **CVSimulator** (App) simulates color vision deficiencies
- **WebAIM Contrast Checker**
- **ChromeLens extension** (for Chrome browser)
- **Text Inspector** and **Readable** for accessible writing for the web (English)

Subscription / Licensed

- **Adobe Illustrator** (graphic design)
- **Panopto** (video)

References

1. Bowen, A., Ellis, J., & Chaparro, B. (2018). Long Nav or Short Nav?: Student Responses to Two Different Navigational Interface Designs in LibGuides Version 2. *Journal of Academic Librarianship*, *44*(3), 391–403. DOI: 10.1016/j.acalib.2018.03.002

2. Brier, D. J., & Lebbin, V. K. (2015). Learning information literacy through drawing. *Reference Services Review*, *43*(1), 45–67. DOI: 10.1108/RSR-08-2014-0030 [OA copy]

3. Hicks, A. (2015). LibGuides: Pedagogy to Oppress? *Hybrid Pedagogy*, 1–8. Retrieved from: https://hybridpedagogy.org/libguides-pedagogy-to-oppress/ [OA copy]

4. Lee, Y. Y., Lowe, M. S., Maxson, B. K., & Stone, S. M. (2017, May). *Pedagogical v. pathfinder: reimagining course and research guides for student success*. Presented at the LOEX annual conference, Lexington, KY. Retrieved from http://hdl.handle.net/1805/12569

5. Lee, Y. Y. & Lowe M. S. (2018). Building Positive Learning Experiences through Pedagogical Research Guide Design. *Journal of Web Librarianship*, *12*(4), 205–231. DOI: 10.1080/19322909.2018.1499453 [OA copy]

6. Michalak, R., & Rysavy, M. D. T. (2020). Assessing the Accessibility of Library Tools & Services When You Aren't an Accessibility Expert: Part 2. *Journal of Library Administration*, *60*(3), 295–300. DOI: 10.1080/01930826.2020.1727283 [OA copy]

7. Mortimore, J. M., & Baker, R. L. (2019). Supporting student-led content creation in the distance learning environment with LibGuides CMS. *Journal of Library and Information Services in Distance Learning*, *13*(1–2), 88–103. https://doi.org/10.1080/1533290X.2018.1499239

8. Mortimore, J. M., & Baker, R. L. (2019). Let the right ones in: Supporting patrons as content creators with LibGuides and LibGuides CMS. *Journal of Electronic Resources Librarianship*, *31*(3), 129–143. https://doi.org/10.1080/1941126X.2019.1634950

9. Rysavy, M. D. T., & Michalak, R. (2020). Assessing the Accessibility of Library Tools & Services When You Aren't an Accessibility Expert: Part 1. *Journal of Library Administration*, *60*(1), 71–79. DOI: 10.1080/01930826.2019.1685273 [OA copy]

10. Stone, S. M., Lowe, M. S., & Maxson, B. K. (2018). Does Course Guide Design Impact Student Learning? *College and Undergraduate Libraries*, *25*(3), 1–17. DOI: 10.1080/10691316.2018.1482808 [OA copy]

Image Sources

1. Various screenshots from articles at the UO Libraries' website, UO Libraries' LibGuides, and from some of the cited references in this presentation.
2. Sage on Stage from EIT.edu
3. Haren, S. "Picking a Research Topic" graphic. Wichita State libguides (No longer available online).
4. Screenshot of IUPUI University Library's YouTube Channel
5. Accessibility as Inclusion from Wilson Language
6. UDL Brains from CAST http://www.cast.org/our-work/about-udl.html#.XmL_Ki2ZPNZ
7. Prototypes of student employee infographics for UO Libraries' website
8. Pencil icon from Noun Project
9. Cognitive Load https://teachinghow2s.com/blog/cognitive-load
10. Screenshot of UO's Panopto video with captions
11. Open Lock icon from Wikipedia
12. Profile outline with question mark icon from Noun Project

Questions?

- Please ask in the chat
- You're welcome to follow up with me at bmaxson@uoregon.edu