

WAYFINDING ACTIVITY: THOMPSON LIBRARY RESOURCES FOR STUDENTS  
Procedures and Results

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## **ABSTRACT**

This report closely examines and analyzes all components of *Thompson Library Resources for Students: A how-to guide of the Satellite Writing Center and Accessing Presentation Materials*. The report includes six sections: (1) objective, (2) rationale for initial draft, (3) first usability test and results, (4) rationale for revised draft, (5) second usability test and results and (6) final revisions and future considerations. Our objective was to develop clear and easy to use instructions in brochure format that guide a user through the processes of locating the Satellite Writing Center, scheduling an online appointment, and locating presentation materials through the Thompson Library website. The initial draft section explains the process of forming the draft and reasoning behind our initial decision making. The usability tests were conducted by means of physical navigation to the library, the Satellite Writing center, and online navigation of both the Satellite Writing Center and Audio/Visual Resources. The revisions necessary required formatting improvements and minor alterations to the user testing methodology. The intention of this report is to accommodate a broad audience including users, executives of the Thompson Library and Satellite Writing Center as well as the corresponding websites of both entities.

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## EXECUTIVE SUMMARY

This report outlines the process of developing and testing a comprehensive set of instructions helping students take advantage of Thompson Library resources such as the Satellite Writing Center and the OSU Audio, Visual, and Imagery page located on the library's website. This report closely examines and analyzes all components of *Thompson Library Resources for Students: A how-to guide of the Satellite Learning Center and Accessing Presentation Materials*.

Our objective was to develop clear and easy to use instructions in brochure format that guide a user through the processes of locating the Satellite Writing Center, scheduling an online appointment with the Writing Center, and locating presentation materials through the Thompson Library website. We developed drafts of these instructions across two rounds of user testing including four tasks:

1. Physically navigating the library to locate the Satellite Writing Center
2. Navigating the Writing Center's website to schedule an online appointment
3. Navigating the library's website to browse the Audio, Visual, and Imagery section
4. Completing a survey collecting demographic information, prior knowledge, and opinion of the effectiveness of the written instructions, formatting, and visual aids

The results of the first user test were largely positive. The subject was able to complete the first and third tasks with minimal confusion and gave positive feedback about the formatting, ease of use, and size of visuals in the survey. Task two caused some confusion due to a minor inaccuracy in the instructions for that task.

Major changes based on the first round of testing included:

- a. Fixing an error about what colors the confirmed online Writing Center appointments turned
- b. Including information on the hours of operation, location, and appointment lengths of the Satellite Writing Center

Revisions based on the results of the first testing session were applied to the instructions before conducting the second testing session. The second testing session also yielded positive results, with the subject taking less time to complete task two, which had caused confusion to the first subject.

Final changes to the instructions were primarily minor cosmetic changes to make the formatting more uniform and slight rewording of certain steps to increase clarity. The major revisions to the

instructions based on the second round of testing included:

- a. Reworking step three of the Schedule an Online Appointment section so that the information in the image description was in the body of the instruction
- b. Changing that step's image description to a note about using the arrows at the top of the page to move forward in the schedule

Overall, the final version of the instructions is a very clear and easy-to-use reference for students. The brochure format would be best presented as a physical copy. Future considerations could include creating alternate versions that are more web friendly for the Satellite Writing Center website, but it would be important for the Satellite Writing Center to first improve the overall functionality of the site.

## **INTRODUCTION**

This report examines *Thompson Library Resources for Students: A how-to guide of the Satellite Writing Center and Accessing Presentation Materials*. The purpose of this report is to dissect and evaluate all components of the instructions and the user tests of those instructions. This report will explain how we developed a clear and easy-to-use set of instructions that intuitively guide a user through the processes of locating the Satellite Writing Center, scheduling an online appointment with the Writing Center, and locating presentation materials through the Thompson Library website. This report will also explain how those instructions might best be used moving forward.

### **Objective**

Our objective was to create a comprehensive set of instructions focused on Thompson Library resources for students. It was felt that not many students were aware of the resources available to them and that more attention needed to be drawn to resources like the Satellite Writing Center and the audio/visual presentation materials available online. Creating a set of instructions that guided students through the process of accessing those resources was one way of drawing more attention to the resources and making them more accessible.

### **Initial Draft**

The overall layout of the initial draft was designed in the tradition of a trifold brochure. The brochure format provides a simple and familiar medium for information dissemination. The focus is to deliver the information as clearly as possible and not distract from the instructions with complicated design elements.

We chose to organize the information in two main sections with corresponding subsections. First, the instructions guide the user to the Thompson Library from both main entrances—the entrance facing the Oval and the entrance facing the RPAC. We included this information in separate subsections to account for the possibility of entering from either direction. The instructions direct the user from the door to the Satellite Writing Center in four steps with with corresponding figures with images of ‘landmarks’ to help the user find where they are going.

The next portion of the Satellite Writing Center Section explains the process of scheduling an online appointment. This was the next logical step since the writing centers hours of operation are somewhat limited (3-7pm) necessitating the use of online resources to schedule an appointment. The steps are represented following the same format as the previous subsections for continuity, for our aim is to maintain simplicity despite accurate and thorough detail. There are seven simple steps to this process with corresponding figures to aid in website navigation.

Then begins the section that directs the user to accessing presentation materials through the Thompson Library website. All information is displayed in the same fashion as the previous sections to again maintain consistency. The information is delivered in four simple steps with corresponding figures, numbered and referenced within the text.

## ANALYSIS

We wanted to determine if the instructions were clear and easy to use and to determine if the visual aids were effective and sized appropriately. In addition, we wanted to determine if the changes we made to the instructions were beneficial. In order to obtain this information, we conducted two rounds of user testing using the same methodology on two subjects. Revisions based on the results of the first testing session were applied to the instructions before conducting the second testing session.

The methodology of both rounds of user testing was to verbally introduce the scenario to the test subject, give them the printed instruction brochure, and then commence the user test with a talk aloud protocol. We followed behind the subject at a slight distance as they physically navigated the library while taking audio and video recording. We then directed them to a library desk where they navigated the online portions of the instructions using a laptop we provided. We ran screen and audio recording during the online sections. Once they completed all sections of the instructions, we stopped recording and had them take an online survey [see Appendix C] with a few comprehension test questions which measured their prior familiarity with the material, how they felt about the instructions, and their recall of a few key points. Upon completing the survey, the subject was given the opportunity to ask any questions and/or make any comments they would like us to respond to, as we did not respond during the user edit. This commentary was recorded with handwritten notes.

	Task 1	Task 2	Task 3
Subject 1	75 sec	7.25 min	75 sec
Subject 2	80 sec	5.67 min	50 sec

Fig. 1: Table of timed results from both user tests

### First Usability Test and Results

The first usability testing session was conducted on October 16, 2018, between 9:35-10:55 a.m. with a volunteer who was being monetarily compensated for their time by an outside party. The test was completed using the methodology detailed above.

The subject was able to complete the first task of using the instructions to physically find the location of the Satellite Writing Center quite rapidly and with ease. They located the area in approximately 75 seconds. The only complication with this initial task came from the time of day the test was conducted; we were not able to conduct the user test during the Writing Center's hours of operation.

The subject was able to complete the second task of scheduling an online appointment with the Writing Center in approximately 7.25 minutes, which included the time it took to register an account with the Writing Center as someone who had not used it before. The subject was able to complete this task with minimal confusion, with only two areas causing any problems. The first being that the subject initially skipped step two of this section of the instructions; they logged in before selecting the correct option on the dropdown menu on the login screen and had to log out to select it before logging back in again. The second area of confusion was how to clarify an appointment has been made on the mywconline website. The instructions stated that confirmed online sessions would turn yellow in the schedule, but confirmed sessions turn red in the schedule regardless of whether they are scheduled for online or in person.

The subject was able to complete the final task of finding audiovisual resources on the Thompson Library website very quickly and with no complications. They were able to get on the website commence browsing of the materials within approximately 75 seconds.

After completing all of the tasks in the instructions, the subject completed an online survey through Google Forms [see Appendix C]. They reported that they were a Junior and had no prior knowledge of or experience with the Satellite Writing Center or the Thompson Library audiovisual resources. The subject strongly agreed with the statements that the written instructions were presented in a logical order, easy to use, and formatted in a way that was easy to follow. They reported that the visual aides were not too big or too small and that the visual aides provided helped them understand the instructions.

Overall, the subject of the first testing session was able to use the instructions to navigate both physically and online efficiently and with minimal confusion and noted that they considered the instructions to be easy to use.

### **Revised Draft**

The second draft contained specific revisions that increased clarity and decreased confusion experienced in the first user test. We realized the most obvious revision required the addition of the hours of operation of the Satellite Writing Center, as we overlooked this pertinent

information in the drafting process. This was resolved by adding the hours of operation directly beneath *The Satellite Writing Center* heading.

Our brochure contained misinformation about how to confirm an appointment due to an error on the mywconline website. The confirmed sessions turned red in the online schedule regardless of whether they are scheduled for online or in person sessions, whereas information elsewhere on the Writing Center website leads a user to believe that online sessions turn yellow. We revised this in step seven of the *Schedule an Online Appointment* subsection of the Satellite Writing Center section of the instructions.

Aside from the aforementioned revisions, all that was required was the addition of a few minor formatting changes, such as inconsistencies of font, that had previously gone unnoticed.

### **Second Usability Test and Results**

We conducted the second usability testing session on October 23, 2018, between 9:35-10:55 a.m. after implementing revisions to the instructions as detailed above. This session used a member of the Technical Writing (English 3305) class, who was not being compensated for their time in any way, as a test subject. The test was completed using the methodology detailed previously.

As with the first testing session, the subject was able to complete the first task of using the instructions to physically find the location of the Satellite Writing Center quickly and easily. They located the area in approximately 80 seconds. The 5 second difference in times can easily be accounted for by different walking speeds between subjects. The only complication with this initial task came once again from the test not being conducted during the Satellite Writing Center's hours of operation.

The subject was able to complete the second task of scheduling an online appointment with the Writing Center in approximately 5.67 minutes, which included the time it took to register an account with the Writing Center as someone who had not used it before. This task went more smoothly and took less time for this subject because we had corrected the misinformation about the scheduling confirmation colors. Areas of confusion were around steps two and three of this task. This subject also initially skipped step two of this section of the instructions; they logged in before selecting the correct option on the dropdown menu on the login screen. They also were initially confused about which slots on the screen were open (this information was included in the step's corresponding image description) and how to move forward in the schedule when no open slots were shown on the initial screen.

As in the first session, the subject was able to complete the final task of finding audiovisual resources on the Thompson Library website with no complications. They were able to get on the website and commence browsing of the materials within approximately 50 seconds.

After completing all of the tasks in the instructions, the subject completed an online survey through Google Forms [see Appendix C]. They reported that they were a Senior, less familiar with Thompson Library, and had no prior experience with the Satellite Writing Center or the Thompson Library audiovisual resources. The subject strongly agreed with the statements that the written instructions were presented in a logical order and were easy to use. They agreed with a 6 on a scale of 1–7 (7 being the strongest agreement) that the instructions were formatted in a way that was easy to follow. They also reported that the visual aides were neither too big nor too small and strongly agreed that the visual aides provided helped them understand the instructions.

The results following the survey show that the changes made to the brochure resulted in an easy-to-follow step-by-step guide and successfully mitigated the areas of confusion that the first test subject had while maintaining the positive aspects of the instructions noted in the first session.

### **Final Revisions and Future Considerations**

After the second testing session, not many changes needed to be made to the brochure other than minor aesthetic changes, formatting corrections, and slight rewording of certain steps for improved clarity.

Specifically, on the aesthetic front we fixed a misnumbered step in the Directions to the RPAC Side Entrance section of the instructions [see Appendix B]. We also fixed one of the numbers in the Schedule an Online Appointment section, which was italic and should not have been and a part of the written instructions in the section that was not in italics but should have been. We shifted step two fully into the right column, where it had previously been split between the center and right columns.

In terms of content, we reworked step three of the Schedule an Online Appointment section, adding specific information about the color of the open time slots, which had formerly been included as part of the corresponding image description, to the body of the instruction in order to mitigate confusion. The image description was changed to a note about using the arrows at the top of the page to move forward in the schedule if no open slots were available in the shown week.

## **CONCLUSIONS AND RECOMMENDATIONS**

Overall, we felt we succeeded in our endeavor to create a useful set of instructions. The one drawback is that the current format of our instructions only works well as a physical brochure. More work would need to be done to fit it into a web and phone friendly format. However, before work is done to make these instructions available on the Writing Center's website, the Writing Center's website needs to be revamped to make it more functional for students.

We noticed that, while our subjects were able to complete the online portions of the user testing tasks, they still ran into issues with portions of the library website due to the confusing layout and design of the website. For example, when scheduling an online appointment, the overall color scheme was confusing and there was no section on the scheduling website that explained how it worked.

Additionally, on the Writing Center's main website, a big issue was that the navigation provided was very confusing and many of the links provided were broken. Streamlining the navigation and either fixing or getting rid of the broken links would improve the functionality and user-friendliness of that website.

## **APPENDIX A: GRAPHIC DESIGN**

The overall layout of the instructions is a trifold brochure, which is a simple and familiar format for students to use. It would work best as a physical copy—formatting adjustments would need to be made to make the instructions web/phone friendly.

The information is organized into two main sections with corresponding subsections. The steps within each subsection are numbered in chronological order. Numbered figures corresponding to these steps are provided and referenced in text breaks allowing the user the advantage of written directions with immediate visual representation. An important design element for the clarity of the instructions is that the visual aids are placed directly after the step that references them and remain within the same column to prevent confusion.

The left justified, chronological representation and horizontal orientation of the directions appease the western method of processing written information from left to right, top to bottom. We used the same typeface for the entire document for cohesiveness. Different fonts were used to differentiate between sections. Arial bold was used for the main title of the section, Arial tall was used for subheadings, and Arial was used for the main body text.

We chose to use three main colors, blue and black and orange. The headings and subheadings are blue to draw attention to the important elements by differentiating from the black text of the numbered instructions. The figures have orange borders and are referenced in orange text for a bold appearance. This deliberate use of color allows for quick retrieval of specific information and the limited pallet keeps the overall design simple. Blue is not so loud a color as to be distracting and the shade of orange used is just bold enough to stand out and just soft enough to compliment the tones of the other colors used.

APPENDIX B: THE INSTRUCTIONS

**Find Presentation Materials**

*Instructions on how to use OSU audio visual resources on OSU library website:*

1. Start from: [library.osu.edu](http://library.osu.edu) [Fig. 1].

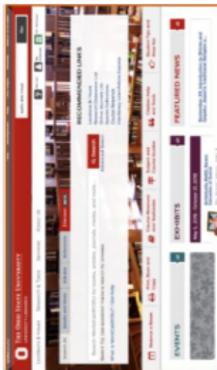


Fig. 1 Start from the OSU homepage

2. Select the Research and Tools drop down tab at the top of the page.
3. Select "Find Streaming, Videos, Images, etc." [Fig. 2].



Fig. 2 Select "Find Streaming, Videos, Images, etc."

# Thompson Library Resources for Students.

A how-to guide of the Satellite Learning Center and Accessing Presentation Materials.

4. Once on the OSU library audio, visual, and multimedia page you can browse through the catalogs located on the left-hand side of the page to locate the desired media [Fig. 3].



Fig. 3 Select streaming media



Cont. on back...

### The Satellite Writing Center

Located in room 122A, the Satellite Writing Center is available for 25 minute drop-in sessions from 3-7pm Monday-Friday

#### Directions from Oval Side Entrance:

1. Enter and proceed straight ahead to the Reference & Assistance desk [Fig. 1]. If you start going down the stairs you have gone too far.



Fig. 1 Reference and Assistance Desk

2. Walk through the study area behind the reference desk to the check-in table in front of the glass wall with the door to study room 122A [Fig. 2].



Fig. 2 Check-in Table

3. Sign in on the sign-in sheet and take a number card.
4. Wait for your number to be called for your consultation to begin.

#### Directions from RPAC Side Entrance:

1. Enter and proceed up the stairs to the Reference & Assistance desk [Fig. 1]. If you pass the gallery you have gone too far.
2. Walk through the study area behind the reference desk to the check-in table [Fig. 2] in front of the glass wall with the door to study room 122A.
3. Sign in on the sign-in sheet and take a number card.
4. Wait for your number to be called for your consultation to begin.

#### Schedule an Online Appointment

1. Go to [osu.mywvonline.com](http://osu.mywvonline.com) [Fig. 1]. If it is your first time, create an account by selecting the "Register for an account" link.



Fig. 1 Log into your writing center account at [osu.mywvonline.com](http://osu.mywvonline.com)

2. Select the "Online Live Chat Fall 2018" in the dropdown menu on the login screen or on the dropdown menu at the top of the dashboard after login. [Fig. 2].

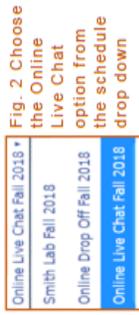


Fig. 2 Choose the Online Live Chat option from the schedule drop down menu

3. Find an open time slot, represented by white boxes, on the schedule with a tutor listed as either "Face-to-face or online" or "Online appts. only" [Fig. 3].

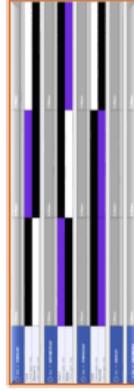


Fig. 3 If a time slot isn't available this week, use the arrows at the top of the page to move the schedule to the next week

4. Select the schedule slot. A form should open in a separate window.
5. Complete the form to confirm your time, provide information about what you want out of the session, and confirm your meeting preferences. Make sure the "Yes—Meet Online" option is selected. If this option is not available, go back and be sure to select a tutor who is listed as "Face-to-face or online" or "Online appts. only."
6. Select "Save Appointment" at the bottom of the window.
7. Your saved appointment should appear in red on the home screen.

## APPENDIX C: USER TEST SURVEY AND SURVEY RESULTS

A copy of the survey:

### Navigating Thompson Library Resources

Post-user-testing survey

\* Required

#### Familiarity

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These questions are about your prior familiarity with Thompson Library and Writing Center resources

**1. Grade Level \***

*Mark only one oval.*

- Freshman
- Sophomore
- Junior
- Senior
- Other: \_\_\_\_\_

**2. Prior to the test, how familiar were you with Thompson Library? \***

*Mark only one oval.*

	1	2	3	4	5	6	7	
Not at all familiar	<input type="radio"/>	Very Familiar						

**3. Prior to this test, how familiar were you with the Writing Center? \***

*Mark only one oval.*

	1	2	3	4	5	6	7	
Not at all familiar	<input type="radio"/>	Very familiar						

**4. Prior to this test, were you aware of the satellite writing center? \***

*Mark only one oval.*

- Yes
- No

**5. Prior to this test, were you aware of the online writing center options? \***

*Mark only one oval.*

- Yes
- No

6. Prior to this test, were you aware of the audio visual resources at Thompson Library? \*

Mark only one oval.

- Yes
- No

## Written Instructions

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These questions are about the written portion of the instructions

7. The steps were presented in a logical order \*

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

8. The steps were easy to follow: \*

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

9. The formatting of the document was clear and easy to navigate: \*

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

10. To schedule an online appointment I should: \*

Mark only one oval.

- Select a purple box
- Select a white box
- Select a yellow box
- Select a black box

## Visual Aides

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These questions are about the photos in the brochure

**11. The visuals are: \***

*Mark only one oval.*

	1	2	3	4	5	
Too small	<input type="radio"/>	Too big				

**12. The visuals help me understand the written instructions \***

*Mark only one oval.*

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

**13. Visuals included photos of (select however many you remember): \***

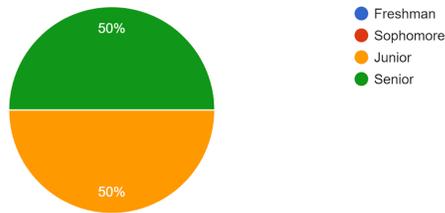
*Check all that apply.*

- The [osu.mywconline.com](http://osu.mywconline.com) sign-in page
- The Thompson Library Reference and Assistance desk
- The Satellite Writing Center check in table
- Calendar for scheduling online appointment with writing center
- Thompson Library "help finding materials" menu
- Thompson Library audio, visual, and multimedia page
- Writing Center homepage
- Other: \_\_\_\_\_

The survey results:

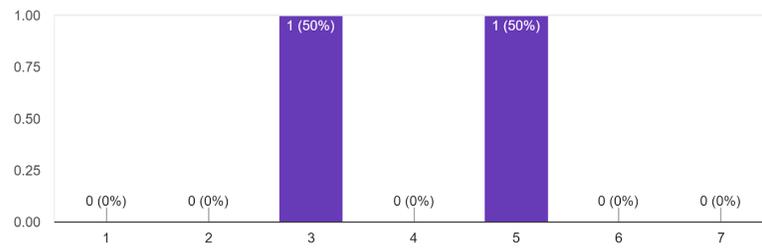
Grade Level

2 responses



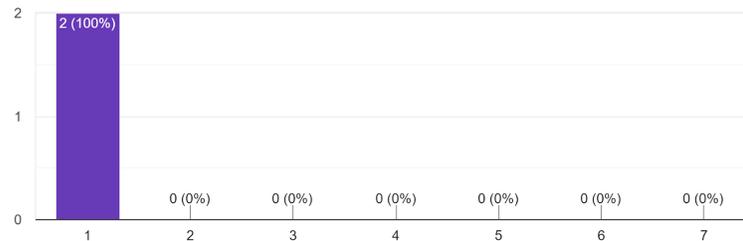
Prior to the test, how familiar were you with Thompson Library?

2 responses



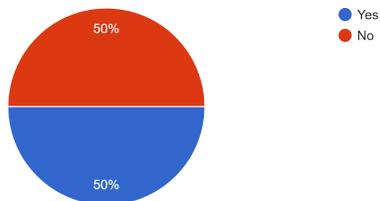
Prior to this test, how familiar were you with the Writing Center?

2 responses



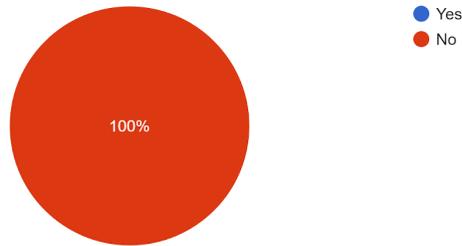
Prior to this test, were you aware of the satellite writing center?

2 responses



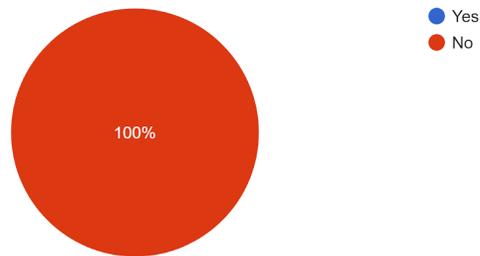
Prior to this test, were you aware of the online writing center options?

2 responses



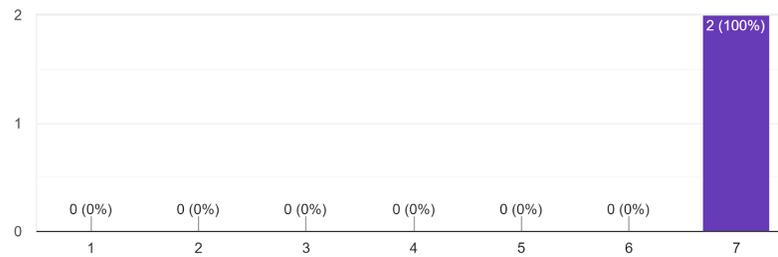
Prior to this test, were you aware of the audio visual resources at Thompson Library?

2 responses



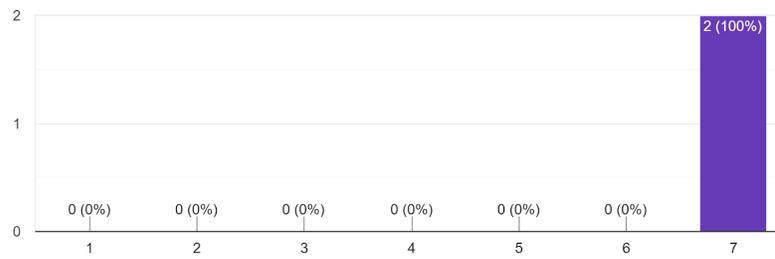
The steps were presented in a logical order

2 responses



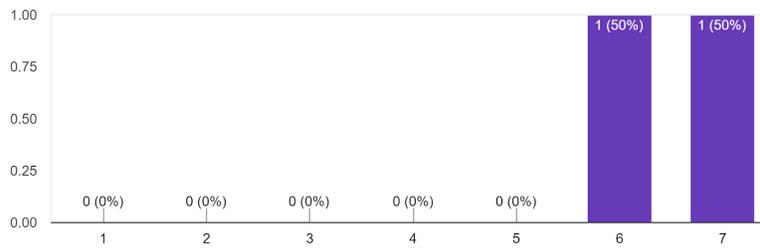
The steps were easy to follow:

2 responses



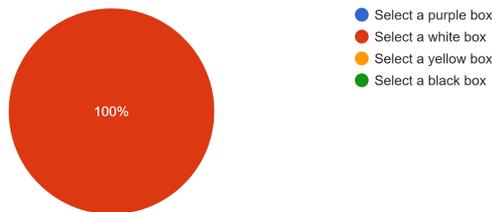
The formatting of the document was clear and easy to navigate:

2 responses



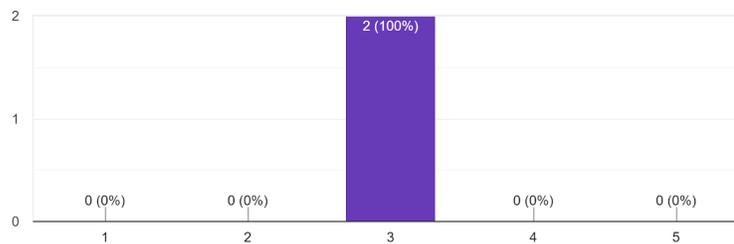
To schedule an online appointment I should:

2 responses



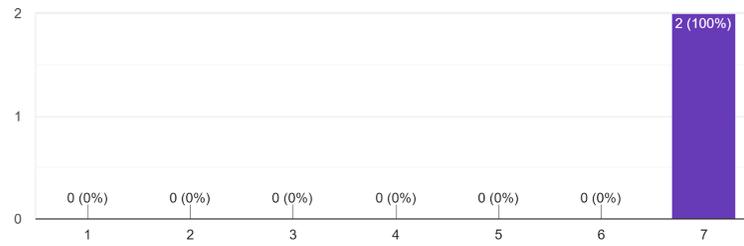
The visuals are:

2 responses



The visuals help me understand the written instructions

2 responses



Visuals included photos of (select however many you remember):

2 responses

