What Do Students Want (from an undergraduate student collection)?

Introduction

In 2020 U. Michigan Library launched an 18-month service design project with student employees and librarians on the Undergrad Collection. This collection is especially for students in their first two years of college.

Objective

To answer: "How might we make our undergraduate collections a community-driven service?" We wanted to use inclusive, participatory design to build sustainable and responsive collection development practices.

WORKSHOPS — 21 service design workshops were conducted over 6 months

Steps:
4 librarians and 4 student employees joined the team
Techniques included personas, storytelling, journey maps, touchpoints
Result:
Formulated 5 Research Questions

INTERVIEWS — 12 Interviews were conducted

Steps:
Students created the interview instrument
12 undergrads from diverse backgrounds were interviewed
Result:
Ideas were generated on collections, navigation, representation, etc.

PROTOTYPES — 2 projects chosen to develop

Steps:
Students chose: Curated Mini-Collections and Social Media Promotion
Students designed prototypes, chose and curated the content
Result:
Two mini-collections were created, on relationships and the environment.
A prototype social media newsletter was created for Women's History Month.

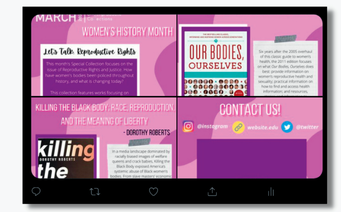
FOCUS GROUPS — 2 student focus groups

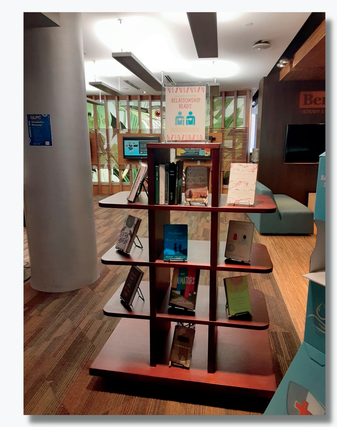
Steps:
Student-led sessions to review the prototypes
Result:
Prototypes improved

Research Questions

1. What experiences do students have when trying to discover and access physical materials in the undergraduate library?
2. What expectations do students have of the undergraduate library and its content?
3. How can we gather and use student input to make better purchasing decisions that reflect students needs and wants?
4. How can the collection and its development reflect the diverse student body?
5. How can the collection and its development actively promote engagement with social justice issues impacting the campus community?

Data from the project was collected on Mural





Further Reading

- Clair-Thompson, H. S., Graham, A., & Marsham, S. (2018). Exploring the reading practices of undergraduate students. Education Inquiry, 9(3), 284–298.
- Marquez, J., & Downey, A. (2015). Service design: An introduction to a holistic assessment methodology of library services. Weave: Journal of Library User Experience, 1(2).
- Gibbons, S. (2017, July 9). Service design 101. Nielsen Norman Group. https://www.nngroup.com/articles/service-design-101/
- Design Justice Network (2018). Principles of Design Justice. https://designjustice.org/read-the-principles

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