

Student Experience – Design Thinking

Insights in wishes and needs of students regarding information literacy

29-11-2019, Leonie Kamminga



Background

- Education Experience team at Education & Student Affairs (ESA)
- WUR goal: Improving information for and communication with students
- Library, team Education Support: insight experience, expectations, and needs:
 - Information literacy education
 - Process scientific publishing (new e-learning module)

Process

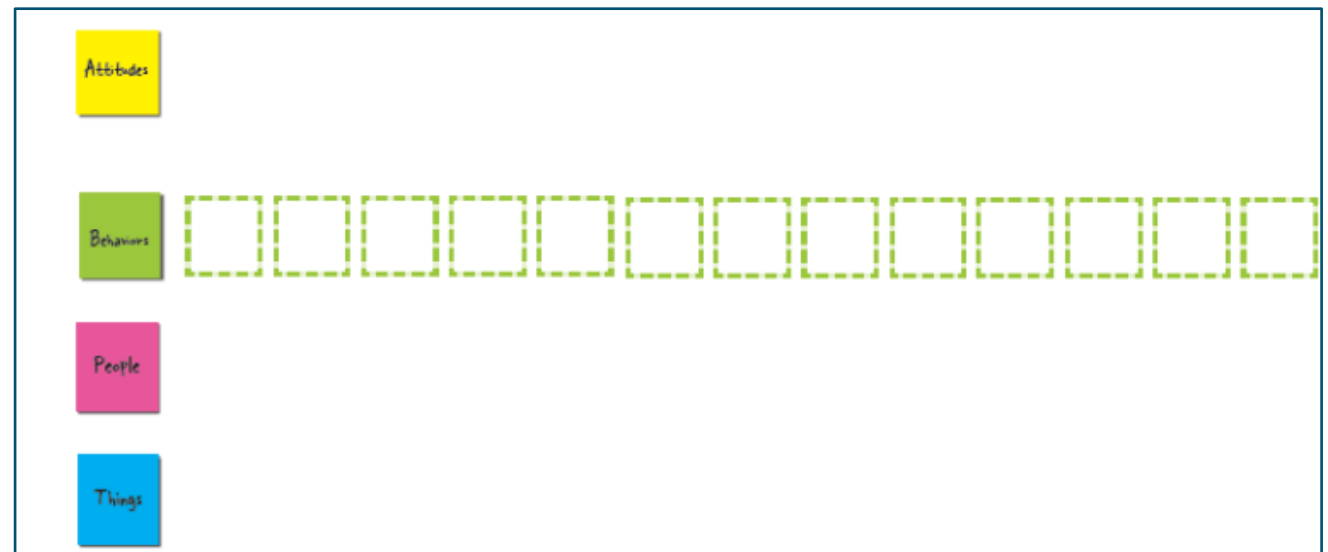
- Preparation
- Execution
- Results
- Evaluation
- Perspectives

Preparation

- Get aims clear
- Discussion Education Experience team
- Determine 'Customer (student) Journey' or 'Design Thinking' session

Methodology - Customer journey

...visually illustrates customers' processes, needs, & perceptions throughout their interaction and relationship with an organization



Methodology - Design Thinking

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Our choice: Design thinking

Execution - Persona

...fictional character created to represent different user types that might use a site, brand, or product in a similar way



Execution - Design Thinking challenge

Team A and Team B

Every team gets their own persona with some specific characteristics. Team A is going to find solutions and design for Team B and vice versa.

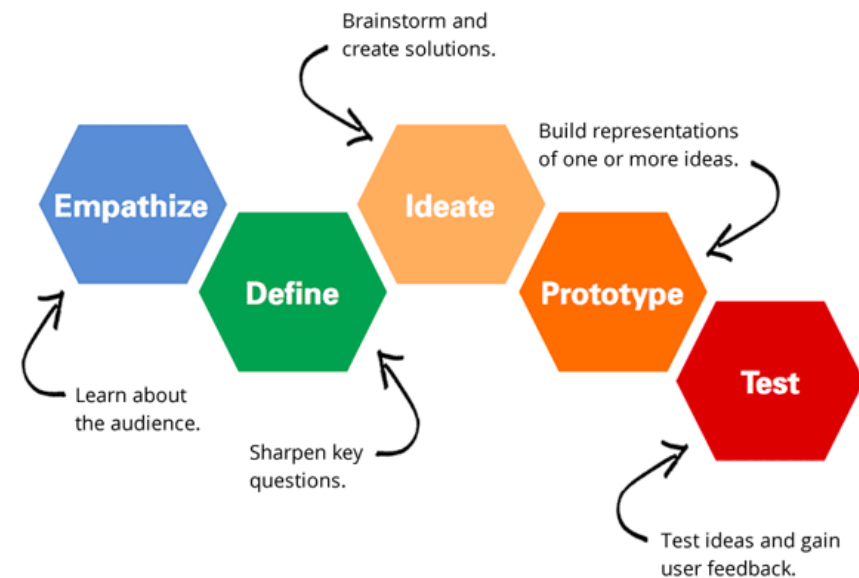
Execution - Redesign the Student Experience

- Think back to the last time you had a lesson about searching, finding and using scientific information, online or in a classroom
- Think back to the last time you needed information or wanted to learn something about the scientific publication process

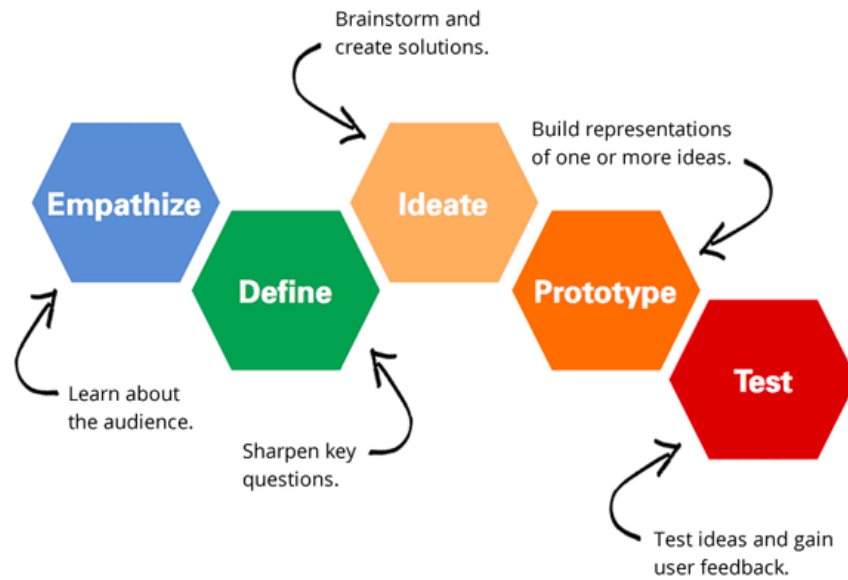
Execution - Redesign the Student Experience

The steps taken in the design thinking process:

- 0 - Get acquainted
- 1 - Interview the other team
- 2 - Dig deeper
- 3 - Capture findings
- 4 - Take a stand with a point of view
- 5 - Sketch to ideate
- 6 - Share solutions and capture feedback
- 7 - Reflect & generate a new solution
- 8 - Build!
- 9 - Share your solution and get feedback
- 10 - Group gather and present



Execution - Redesign the Student Experience



<https://www.entrepreneur.com/article/338261>

Source: Stanford d.School

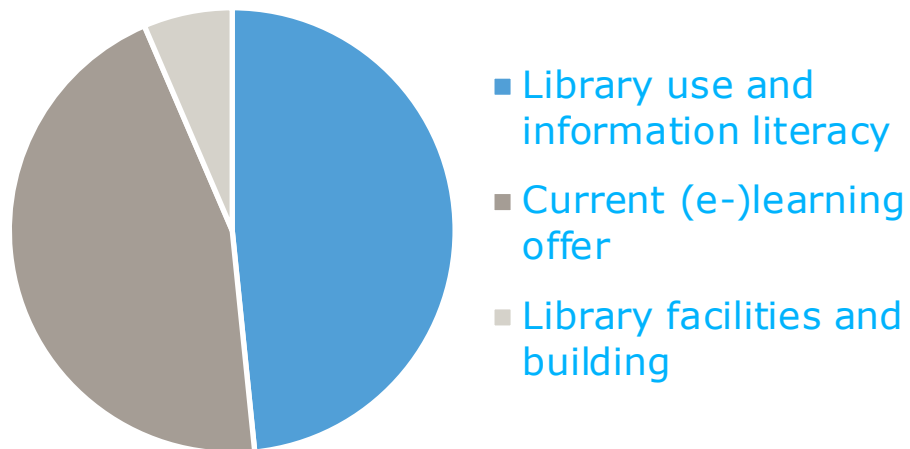
9 Share your solution and get feedback.

+ What worked...	- What could be improved...
? Questions...	! Ideas...
8min (2 sessions x 4 minutes each)	

- Allocated total time: 1.5-2 hours
- Designated times per step
- During each step notes were taken on dedicated forms

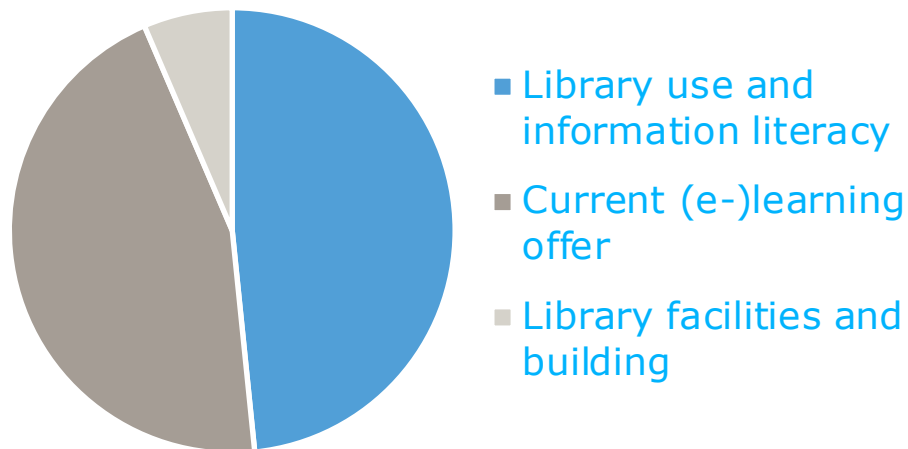
Results - *Students' needs*

Students' needs, by overall category



Results - *Students' needs*

Students' needs, by overall category



- Library use and information literacy
- Current (e-)learning offer
- Library facilities and building

Library use and IL, main needs:



Need to learn or refresh basic skills (searching, finding, reading scientific articles).



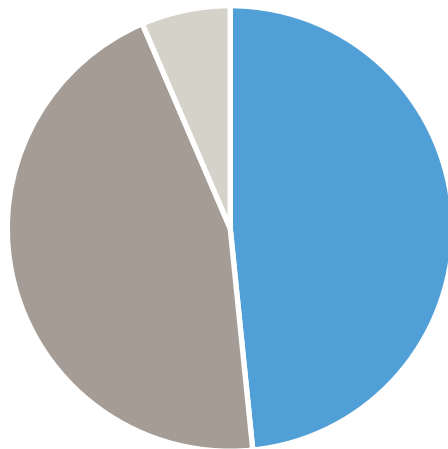
International students: Adjustment to Dutch educational / library system; digital skills.



Convenience: easy access; WUR library use most needed at time of their thesis.

Results - *Students' needs*

Students' needs, by overall category



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Current (e-)learning offer, main needs:



Better awareness of existing possibilities.



Appropriate timing of the learning offer.



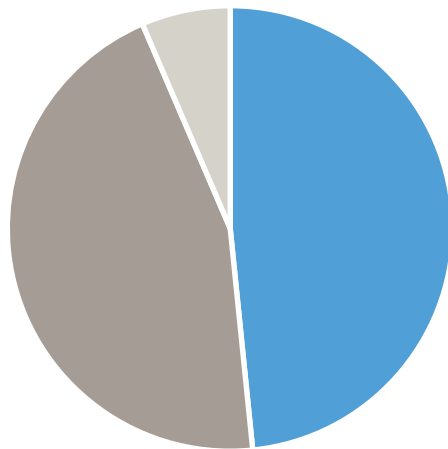
Suitable offer with regard to content and method (level, optimal retention)



Time and incentive to look for / make use of learning offer.

Results - *Students' needs*

Students' needs, by overall category



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Library facilities, mentioned:



Well working Library PCs and printers.



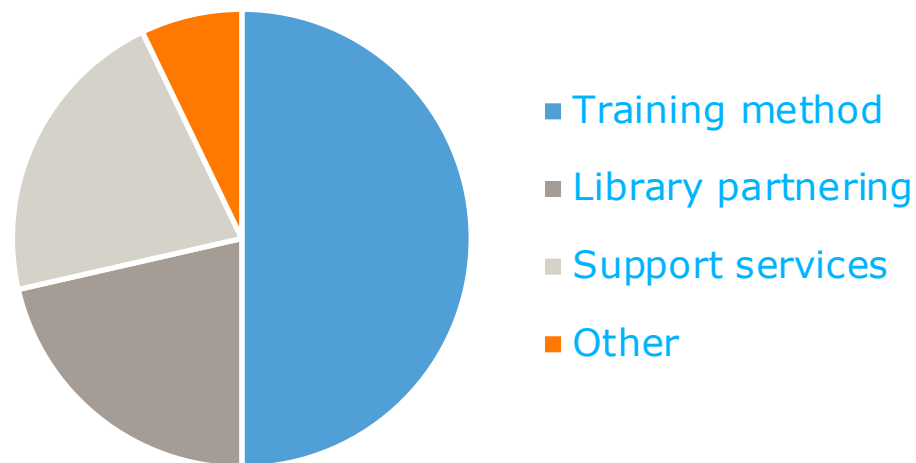
More library space, for various studying purposes (working / relaxing / being creative).

Results - *Examples of defined problem statements*

- “This first year master student needs a way to be introduced to WUR e-modules. They learned to work with Brightspace only in context of courses and therefore didn't know these e-modules even existed”.
- “This international master student needs a way to learn how to publish papers, because it is part of their thesis and they don't have enough time or awareness in the first year to learn about this”.
- “This Dutch master student needs a way to learn the process before the start of certain courses. The training was scheduled too late and she had already learned it by herself. The training was therefore too late and too basic”.
- “This Dutch bachelor student needs a way to refresh lessons from their first year, because they still don't know how to search for articles”.

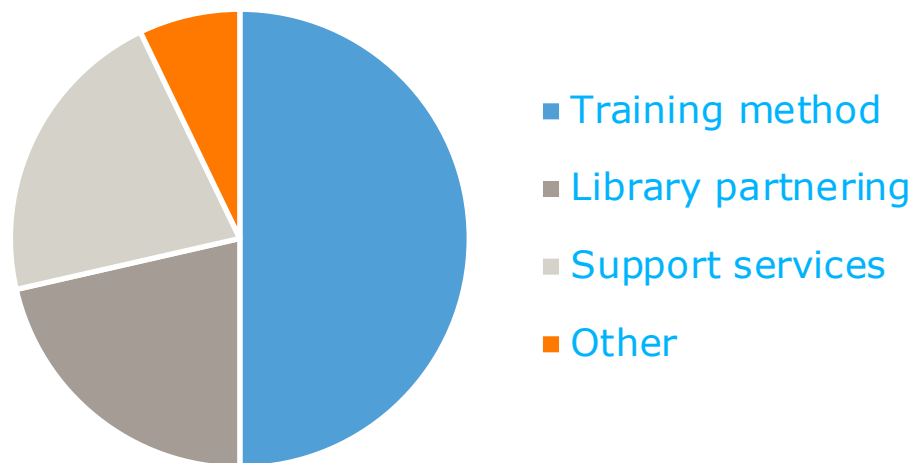
Results - *Students' ideas for solutions*

Students' solution approaches



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Students' solution approaches



Training method, to improve the suitability of the learning offer:



Active learning: writing your own manual, Library Challenges.



Personal approach: Peer learning, library classes with small groups.

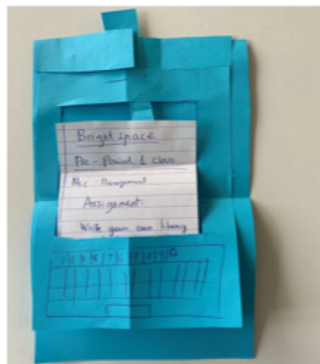
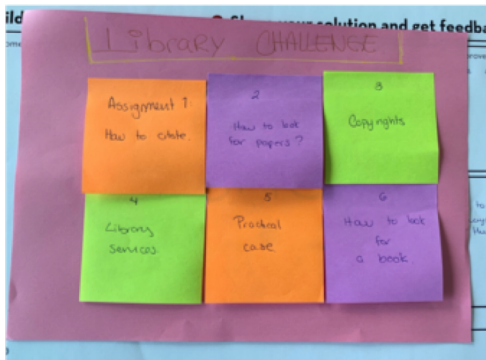


Online: e-modules with active learning; short (2 min) videos to explain topics and give tips.



Timing: More frequently organised workshops; at fitting moments.

Results - *Students' ideas for solutions*



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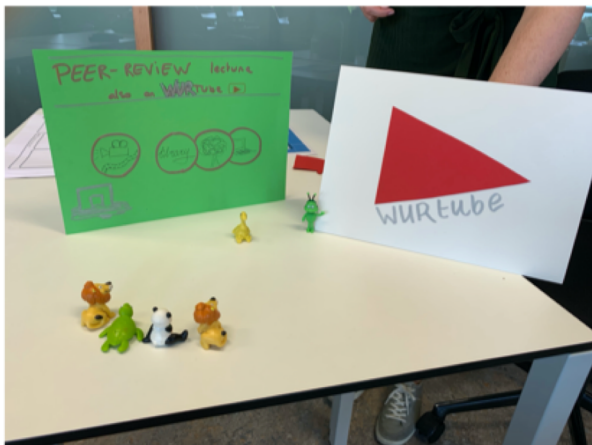
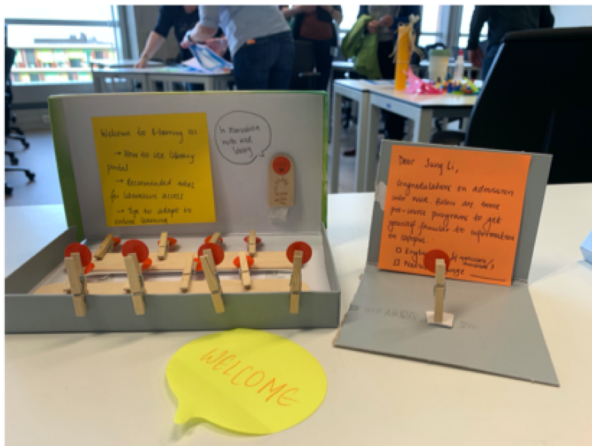


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Library partnering, to improve the awareness and suitability of the learning offer:



Thesis: Partner up with Thesis Rings and the Writing Lab.

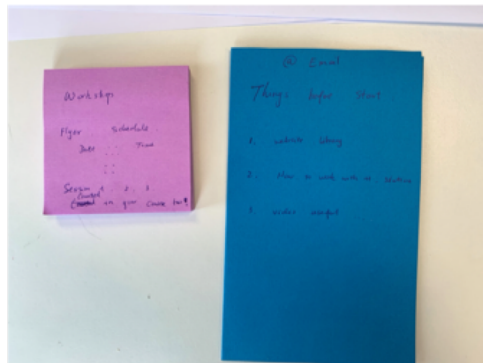


Curriculum: Partner up with Brightspace, chair groups, and (international) student associations.



Online: Partner up with WURtube

Results - *Students' ideas for solutions*



Library support services, to provide additional information next to the learning offer:



Email an information package (link), to be able to refer to at all times.



Online and offline helpdesk (24/7), incl. Library chat, FAQ with examples, trained master students as staff.

Results - *Students' ideas for solutions*



Library collaboration, to address the mentioned needs outside of the scope of the sessions:



An app to be able to print from your own device.



A library building (rather than limited space within existing campus buildings)

Evaluation - *Lessons learned*

- Design Thinking has been proved useful to gain insight in the general suitability of the current learning offer
- When looking to design with regard to the content of a learning offer (e.g. the publication process), it is wise to recruit more specific students, for example those currently working on their thesis
- New gained insights in students needs and solutions:
 - Students indicated a need for and made suggestions for timing and location to retrieve information related to Information Literacy
 - Suggestions about communication and timing, not content

Perspectives

- Based on expressed needs and suggestions discuss which wishes can be adopted, and how
- Timing:
 - Currently a pilot for modular learning trajectory in a Bachelor
 - Involved in pre-master program, share outcomes
 - Reach out to Thesis Ring and Writing Lab to team up
- Online: (long) e-learning modules will be split up
- Discuss options for (follow-up) sessions with students and/or employees

Acknowledgements

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