

An OCLC Event

IS THERE A LIBRARY-SHAPED
BLACK HOLE
IN THE WEB?

Friday 16th October

#OCLCLD15



Ken Chad

Helping create more effective libraries

kenchadconsulting

Twitter @kenchad
ken@kenchadconsulting.com
Tel: +44 (0)7788 727 845
www.kenchadconsulting.com

Linked Data – why care?

and what to do....

Edinburgh October 2015

Library linked data benefits

“Potential benefits of publishing library catalogues as open linked data

It is obvious that publishing the catalogues of major libraries as open linked data will permit their use in ways that will never be possible as long as they are kept in-house as MARC records.

If such data were available as open linked data in a triple store with a SPARQL query endpoint, they would be available to anyone, in a machine-processable format that could immediately be integrated automatically with similar data from other sources, rather than available only to human eyeballs via the library’s online catalogue (excellent as that might be).”

Libraries and linked data #6: Why publish library catalogues as open linked data? Semantic Publishing. 1st March 2013

<http://semanticpublishing.wordpress.com/2013/03/01/lld6-catalogues-and-linked-data/>

Library linked data benefits

- ➡ The visibility of the data is improved.
- ➡ It is possible to establish links to other online services.
- ➡ The transformation of topics in SKOS is facilitated.
- ➡ Interoperability is enabled without affecting the data source models.
- ➡ It is possible to query linked metadata from multiple institutions.
- ➡ It allows the modelling of things of interest related to a bibliographic resource, such as people, places, events and themes.
- ➡ The end user resources annotations improve their credibility



Current state of Linked Data in digital libraries. Maria Hallo. Journal of Information Science 1–11 2015
DOI: 10.1177/0165551515594729

Who is persuaded so far?



FLIKR : U.S. Department of Agriculture 20120209-RA-NCATT-0001 North Carolina A & T State University student

What are the linked data *Value Propositions*?

‘A value proposition is a short statement that clearly communicates the benefits that your potential client gets by using your product, service or idea’.

‘It's not enough just to describe the features or capabilities of your offer, your statement needs to be very specific. **Your value proposition must focus closely on what your customers really want and value**’

Creating a Value Proposition

<http://www.mindtools.com/CommSkll/ValueProposition.htm>

What are the linked data *Value Propositions*?

Your value proposition needs to be in the language of the customer

What the value proposition is NOT

It's not a slogan or a catch phrase.

This is not a value proposition: L'Oréal. Because we're worth it.

It's not a positioning statement.

This is not a value proposition:

America's #1 Bandage Brand. Heals the wound fast, heals the hurt faster.

Positioning statement is a subset of a value proposition, but it's not the same thing.

Useful Value Proposition Examples (and How to Create a Good One) <http://conversionxl.com/value-proposition-examples-how-to-create/>

What are the linked data *Value Propositions*?

What (linked data related) products or services are you offering?	How do your users benefit?	What differentiates your offering or makes it unique

Then test/validate the above with potential customers....

Where is linked data on the *library* adoption curve ?

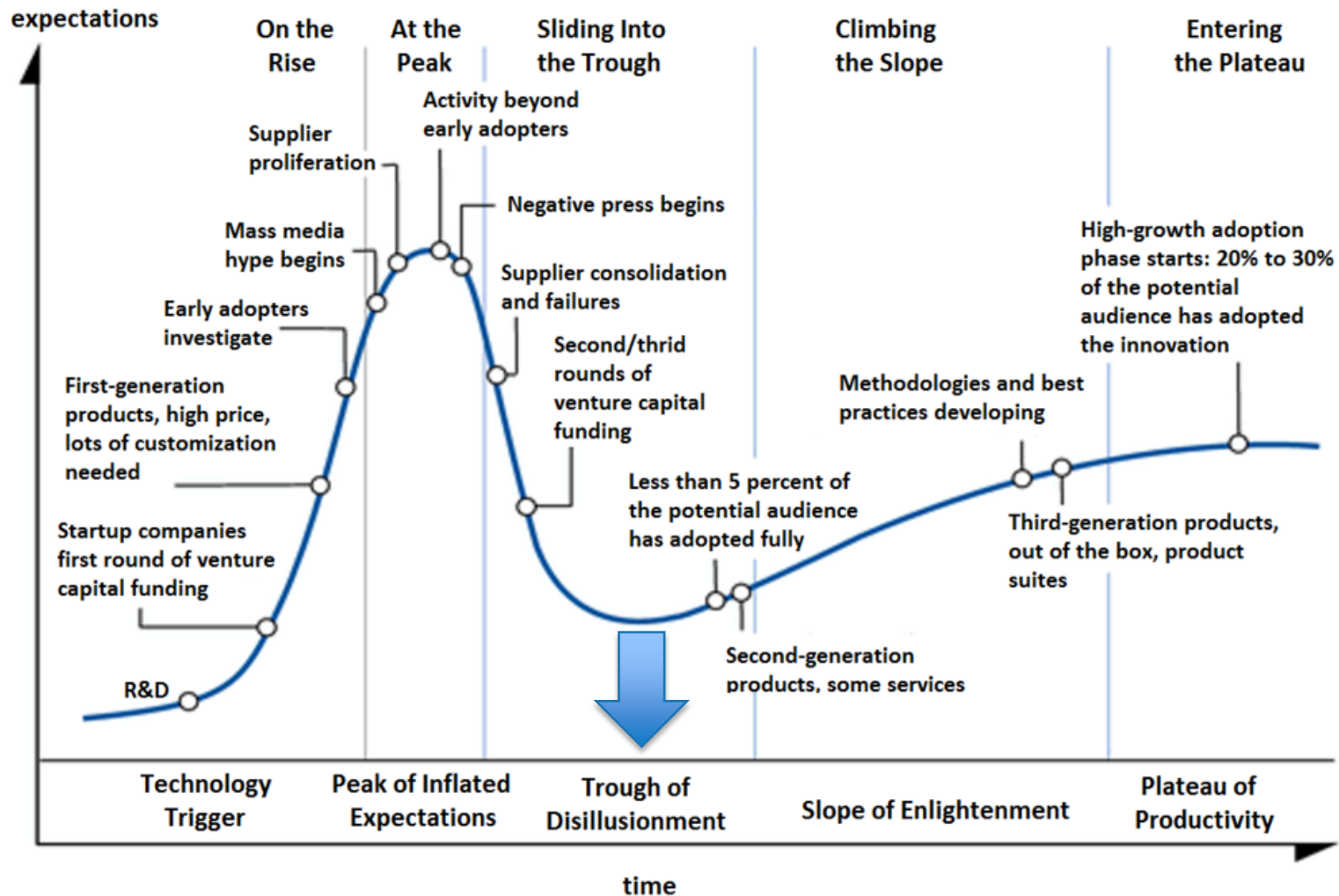
Are linked data solutions stuck here?



Chasminstitute;

<http://www.chasminstitute.com/METHODOLOGY/TechnologyAdoptionLifeCycle/tabid/89/Default.aspx>

Where is linked data on the *hype cycle*?



https://en.wikipedia.org/wiki/Hype_cycle#/media/File:Hype-Cycle-General.png

Gartner.

This year's [2015] Hype Cycle

Sliding Into the Trough

Natural-Language Question Answering

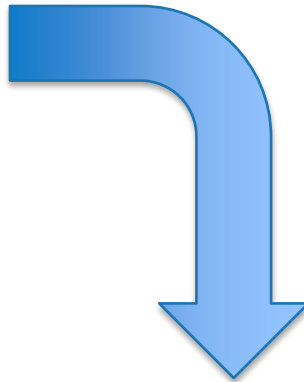
Model Management

Speech Analytics

Linked Data

Text Analytics

Video Analytics



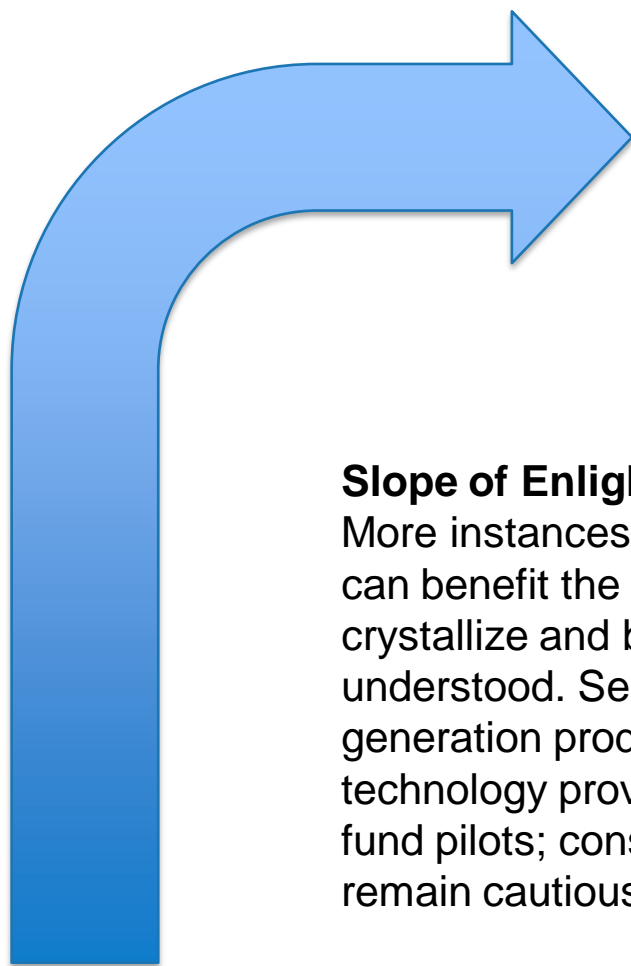
Hype Cycle for Advanced Analytics and Data Science, 2015. 06 July 2015
<https://www.gartner.com/doc/3087721/hype-cycle-advanced-analytics-data>

Trough of Disillusionment

“Interest wanes as experiments and implementations fail to deliver. Producers of the technology shake out or fail. Investments continue only if the surviving providers improve their products to the satisfaction of early adopters.”

https://en.wikipedia.org/wiki/Hype_cycle

Up the **Slope of Enlightenment** to the **Plateau of Productivity**



Plateau of Productivity

Mainstream adoption starts to take off. Criteria for assessing provider viability are more clearly defined. The technology's broad market applicability and relevance are clearly paying off.

Slope of Enlightenment

More instances of how the technology can benefit the enterprise start to crystallize and become more widely understood. Second- and third-generation products appear from technology providers. More enterprises fund pilots; conservative companies remain cautious.

https://en.wikipedia.org/wiki/Hype_cycle

How do we get there? (the plateau of productivity)



Focus on the user Ken Chad 13 December 2013

The impetus to be more and more ‘customer driven’ or ‘consumer focussed’ seems almost universal and relentless. “Consumerization” has taken on a specific meaning in terms of information technology. It represents the growing tendency for new technology “to emerge first in the consumer market and then spread into business and government organizations”¹. The consumer market is seen as the *primary* driver of information technology innovation. It wasn’t always so. Indeed information technology typically focussed first on the ‘back end’ tasks and then evolved to meet consumer needs. Library systems evolved in this way with the public facing catalogue or “OPAC” coming along relatively late as a module.

Linked data –who cares?



Focus on the users



Flickr Texas A&M University-Commerce Marketing Communications Photography
14284-educational technology 3535.jpg

Don't ask customers what they want

In his book *What Customers Want* Anthony Ulwick suggests that conventional 'customer driven' approaches often fail: **“the literal voice of the customer does not translate into meaningful inputs”**.

A focus on the 'job' -the problem that the user is trying to solve- contrasts with more conventional ways of 'segmenting' customers by age, gender, income or social group, (or in academic libraries by undergraduate, postgraduate etc). **The job approach delivers outputs that are meaningful and actionable.**

Focus on the jobs customers are trying to get done



14284-educational technology 3535.jpg

People 'hire' (with money, time effort) products and services to accomplish a task, achieve a goal or solve a problem.

these are the “jobs-to-be-done.” #JTBD

#JTBD

What is the *job* -problem that needs to be solved?

Who needs to get the job done/solve the problem?

What is the particular *circumstance* of the problem?

Gains/Outcomes-what (measurable) criteria does the user consider in order to decide if the job has been successfully accomplished?

Pain points and barriers to getting the job done

<http://www.kenchadconsulting.com/how-we-can-help/innovation/>

Think 'job' rather than process

Process (each process may help get several jobs done)	WHY	some possible JTBD
search for an ejournal	WHY	complete an assignment
find a book on the shelves	WHY	present a project
download an ebook	WHY	get a good degree
manage research data	WHY	improve my research reputation
(cataloguer) add/edit metadata	WHY	make the resource more discoverable

Working through the JTBD method: the Job and the User

kenchadconsulting Ltd

Group 3
Example A- Assignment

Using the 'jobs'-to-be done' methodology to understand user needs

PART 1: The job, user and circumstance

Job/Task/Problem to be solved/job-to-be-done (be as clear and succinct as you can)

Completion of assignment

Student wants to do a high quality piece of work

Wants to deliver the assignment on-time

User/customer

BROAD CUSTOMER SEGMENT: First year undergraduate

Attributes:

- On business course — large number of students in the group
- Inexperienced - still trying to find the way round how library services work and the resources on offer
- This is the first or at least an early assignment
- Doesn't have good search/information literacy skills — missed library induction
- Willing-keen to improve-wants to be one of those students that prepare and doesn't leave everything until the last moment
- Somewhat anxious-sometimes the information from lecturers about assignments can be confusing/contradictory

Working through the JTBD method: the Circumstance

Circumstance (be descriptive and precise) Where is the user? What are the relevant attributes of the environment they find themselves in when they are trying to get this job done?

- On the train with a tablet/smartphone
- Most assignments are on Moodle and may not require additional resources—even reading lists—so the student is trying to improve on that while on the train (to achieve a better grade)
- Has already done a good part of the assignment—looking for stuff that will make it above average
- No time to do all the reading—want some good online resources to quickly improve assignment

**There can be hundreds of
Job/User/Circumstance scenarios**

scoring them helps you focus....

Importance 1=not important; 5=critical	Frequency 1=rarely 5=very frequent	Frustration 1=very happy 5=very frustrated	Score (importance+fre quency) X frustration = a score 2 to 50
4	3	5	35

Why is the specific job important? Why does the user *care*? What is the fundamental problem the user is facing?

Why important

- Student is ambitious-so wants to do a **good** job
- So the question is **how** to make that added difference to get a good grade

Fundamental Job

- Get a top class degree

Analysis –how might we address the issues?

What doesn't the user like about the process they use now to get the job done

- I don't know I have looked in the *right* place
- Can I trust the resource-book/article? E.g. Is the author to be trusted?
- I am unsure if I have fully/correctly understood what the article/book is about
- Not sure results will deliver high marks
- Have I cited it correctly?

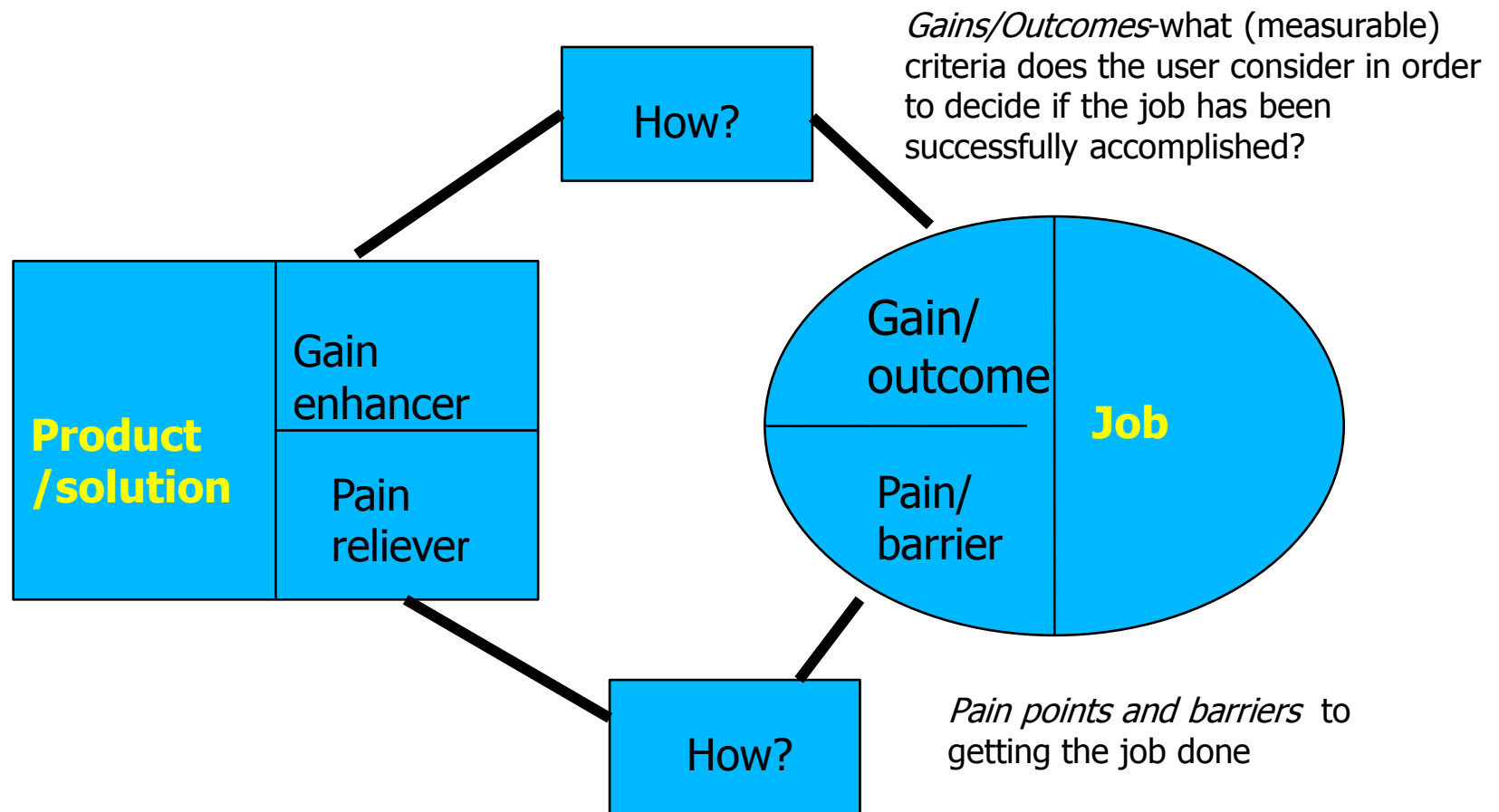
Analysing (potential) solutions
-(think linked data and) focus on the
following....

**what outcomes can it address?
(‘gain creators’)**

**what barriers does it overcome?
(‘pain relievers’)**

for what *jobs* is the solution applicable?

Addressing gains and pains



Shelley Gullikson

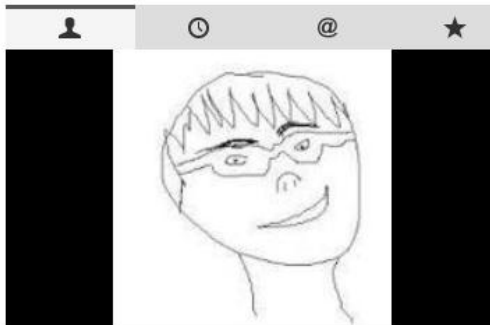
Usability and user experience in academic libraries. Mine mostly.

[HOME](#) [ABOUT](#)

UXLibs conference: thoughts

MARCH 23, 2015 ~ SHELLEY

Shelley Gullikson (shelley_gee)

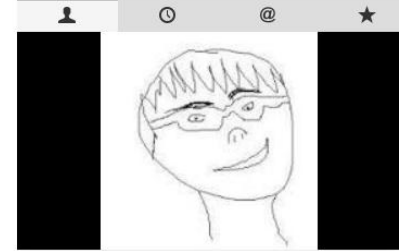


Carleton University, Library,
Faculty Member



Reflections

Shelley Gullikson (shelley_gee)



“How does the world reveal itself to us through our encounters with it?” In my notes, I continued “How does the library reveal itself through our encounters with it?” and – more pertinent to my work – **“How does the library website reveal itself through our encounters with it?”**by interacting with things, we are making meaning. So, by interacting with the library website, what meaning are we helping our students make?”

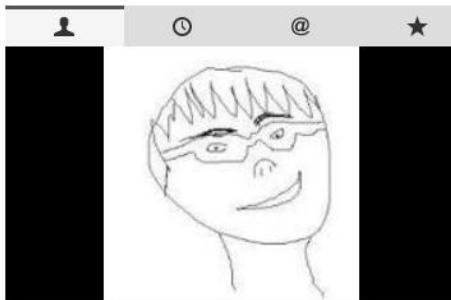


Reflections-looking at what users actually do

Ethnographic approaches

“One of the many things we did was watch videos of students trying to find information. A second year student needed to find peer reviewed articles but clearly had no idea what this meant. A fourth year student came upon an article on her topic from the Wall Street Journal and thought it could be useful in her paper because it sounded like it was on her topic and came from a credible source (not seeming to realize that a credible source is not the same as a scholarly source). **I found it striking that neither of these students seemed to understand what scholarship looked like; what it meant for a thing to be a scholarly source.**”

Shelley Gullikson (shelley_gee)



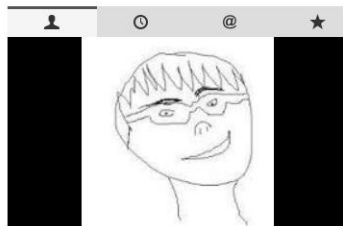
Reflections-how might we create solutions to help?

“is there a way we can help students make meaning of scholarship through interacting with our website? And I don’t just mean, how can we help them understand how to find various scholarly materials (you find books in this way, you find journal articles in that way), but can we help them understand how to interact with a journal article in a scholarly context?”

Can we help them use that article to first create understanding and then create their own scholarly work?

How might we design a library website that helps students focus less on finding and more on thinking and creating?”

Shelley Gullikson (shelley_gee)



Conclusion: innovate with users..



An OCLC Event

IS THERE A LIBRARY-SHAPED BLACK HOLE IN THE WEB?

Friday 16th October

#OCLCLD15



Ken Chad

Helping create more effective libraries

kenchadconsulting

Twitter @kenchad
ken@kenchadconsulting.com
Tel: +44 (0)7788 727 845
www.kenchadconsulting.com

Linked Data – why care?

and what to do....

Edinburgh October 2015