Lauren Jhin

28 April 2020

Library Research Award Application

A variety of Hesburgh Library resources - including the building itself - played a critical role in my Glynn Family Honors Program thesis: *Collaborative Space Design in College Campus Libraries: Partnering with the University of Notre Dame's Hesburgh Library to Evaluate Collaborative Spaces*. In partnership with library employees, my thesis assessed the effectiveness of first and second floor library renovations to promote collaborative work. The project relied heavily on digital and print sources, software, physical equipment, renovations information, and library staff to complete the three project phases: (1) literature review, (2) data collection and analysis, and (3) document formatting.

First, the original fall literature review on collaborative space design required library staff guidance, library services, digital and print sources, and physical equipment to identify, review, and cite over 100 scholarly sources and 30 library images. I learned how to use these resources throughout my time at Notre Dame. For example, Cheri Smith, the psychology librarian, taught me to utilize OneSearch, ND Catalog, WorldCat, Web of Science, Google Scholar, and Scopus to identify relevant sources. She introduced me to the psychology database page and additional sources available through the Encyclopedia of Educational Psychology. Additionally, Jennifer Parker, the architecture librarian, introduced me to RefWorks, a citation management software, that I used to quickly enter sources into RefWorks via links embedded in search databases and efficiently review the sources I sorted into multiple nested folders. I also explored Yewno, a search tool that shows results in tree-like data visualizations, and used its knowledge map on the term "library" to find documents on the history of college libraries.

Beyond online sources, I took advantage of Interlibrary Loan services numerous times, experimenting with both the Architecture Library and Hesburgh Library as a home base. I identified relevant sources by perusing the Architecture Library's course reserves. I borrowed physical equipment such as an iPhone charger so I could remain in the library to work on my literature review. Multiple times a week, I relied on the library's large Mac computers and screens to view scholarly articles and my thesis simultaneously, expediting the review process.

Second, during data collection, Hesburgh's librarians, staff, and student workers joined me to conduct user observations and distribute student questionnaires. This phase evolved based on digital sources, software, physical equipment, 4 library spaces, and staff. Jessica Kayongo, Chair of Hesburgh Library Renovation Steering Committee, first explained the intentions behind the renovated spaces related to collaborative and individual work. She coordinated our weeklong observation of 4 library spaces (1st and 2nd Floor Collaboration Hubs, Fishbowl, Research Commons) with the student workers. Kayongo directed me to the Library's renovation website and master building plan, which I extensively cited in my thesis. Student library workers mapped collaborating and individual workers in the 4 spaces every hour the circulation desk was open for one week. Kayongo also facilitated my interviews with renovations project manager, Pam James, and Mandy Havert, the librarian who led student focus groups prior to renovations. The library provided a reservable conference room for my phone interview with Pam James. Kayongo and I met often and sent more than 40 emails to each other. She even wrote me a letter recommendation for the Kellogg Postgraduate Fellowship.

The library supported me in distributing student questionnaires. I received two locked boxes and stands, colored paper, poster paper for advertising questionnaires, and guidance on printing with 11x17 paper. Library staff allowed me to place questionnaires anywhere I deemed

best on tables and at library entrances. Lastly, I completed about 30% of the digital data analysis on library desktop computers. I used SPSS to digest over 2,000 space observations and create 17 charts; I employed Excel to create 8 heat map-inspired figures and 2 tables for my final thesis paper.

Third, for the formatting of my thesis document, I received customized support for developing the graphic elements of my project: icons, data visualization, and binding.[1] This work benefited from library staff, tutorials, physical equipment, and links to visualization tools. Media Corps coaches showed me a rich database, *feathericons.com*, to search for scalable vector graphic (svg) icons that I used for my fall literature review.

The Center for Digital Scholarship aided me with visualizing data from the space observations and student questionnaires. Julie Vecchio gave me relevant big-picture advice: find the key insights and create infographics for them. Her examples of infographics have inspired my infographics for my thesis. She pointed me toward different sites for finding quick color schemes and formats for bar charts, pie charts, and tables. With her advice, I originally used Canva, Piktogram, and Infogram to create professional visualizations. Vecchio had prepared a plethora of useful visualization material before our meeting (e.g., a chart chooser cheat sheet and an inspiring data visualization book), but when she saw that I had already created some visualizations and wanted to efficiently improve them, she immediately adjusted and provided links that met my needs.

---

[1] The intended final document graphic format was halted ¾ through the process and was unable to be completed due to COVID-19 and working remotely. An alternate document without Canva formatting was submitted for this application. However, I still intend to complete the last ¼ of aesthetic elements for Jessica Kayongo, Professor Kim Rollings, and my own sake even if the timeline is delayed after graduation when I can get adequate resources for final formatting (e.g. access to heat binding).

Lastly, I received a one-on-one tutorial for binding my thesis. Eric Morgan met with me individually because I was not available during his book binding class. He spent an hour teaching me sewing, cutting, and folding techniques, and helping me make a practice book using a heat application. He even gave me a sheet from his painting to use as a beautiful cover. I eventually intend to bind my final project using the same heat application. Binding my thesis in a professional manner is beneficial because it could be referred back to by Jessica Kayongo who reviews effects of library renovations and Professor Kim Rollings who teaches a class on evaluating effectiveness of designed spaces.

In conclusion, all three phases of my project benefited from the library's digital and print sources, software, physical equipment, spaces and renovation information, and library staff. The project also uniquely relied on campus architects and planners, student workers, circulation desk staff and four library spaces.