

Usability Test: *Chappell Family Gallery Exhibit*

Recommendations

1. Place the kiosk near the middle of the wall that is painted white, a position that will help patrons understand that it is part of an exhibit. This location will also place the kiosk outside of the typical pedestrian pathways within this space, which should help people feel more comfortable lingering at the kiosk without feeling as though they are blocking people who are passing through.
2. Place the large sign about the exhibit on the wall that is painted white, immediately to the right side of the left-most exhibit display case, a position that will be more easily noticed by patrons as they enter and exit the space and that will be framed as being part of the exhibit by its placement to the right of the left-most display case.
3. Ensure that a kiosk and a physical sign both have lighting that highlight them.
4. On the kiosk, include overview text on the home screen that can be read quickly in passing by people who are "surfing" the exhibit as well as a link to more detailed textual information for patrons who want to "dive" into the exhibit.
5. Accompany each audio or video selection with overview text so that patrons who do not want to take time to explore audio or video or who are uncomfortable with sound in this space can still learn something when surfing through kiosk content.
6. Give equal weight to textual information and to multi-media information in the layout so that the kiosk can serve both patrons who prefer to read and patrons who are comfortable exploring audio and video.
7. Provide a brief highlight reel of audio or video content, perhaps less than 30 seconds, for people who want to quickly surf content without taking time to explore in depth. Make navigation to the highlight reel visually distinct from the more detailed audio or video content.
8. Clearly display the length of each video and audio selection so that patrons will know what to expect and can more easily determine if they want to commit their time to a selection.
9. Make controls for displaying videos in full-screen easier to identify as well as controls for exiting full screen and for exiting a video.
10. Allow users to control the volume of the kiosk content, and make it obvious where users go to adjust sound (participants tried to adjust sound using the buttons on the right side of the kiosk but were unsuccessful).

Background

Emily Daly and Thomas Crichlow conducted a usability test of the Duke University Chapel exhibit displayed in the Chappell Family Gallery on May 20, 2016 between 12:30 and 2:00 p.m. A pilot test was conducted with a student worker from Access and Delivery Services on May 19. The test consisted of two general questions, three tasks, and brief followup questions; each test took approximately 15 minutes to complete. See Appendix B for the test script.

Questions we hoped to answer through this study:

1. How clearly do people understand the purpose of the gallery space and the topic of the current exhibit?
2. Where do people go to learn more about the exhibit; do they use the signage or the kiosk to learn about the exhibit?
3. How do people interact with the gallery space and the exhibit kiosk?

Participants

Seven people completed the test; three looked to be older than 30 while four looked to be younger. Three people had come to the Von der Heyden Pavillion and four had come to Perkins Library (two to pick up books, one to study and one for student work). Three people responded that they walk through the exhibit space 3 times a week, one walks through 2 to 3 times a week, two walk through daily, and one walks through twice a day. Six out of seven participants have previously looked at exhibits within the space.

Key findings

1. How clearly do people understand the purpose of the gallery space and the topic of the current exhibit?

All seven participants understood that this space is intended to display or highlight a variety of items, with five participants seeing it as a place to highlight history. Five out of seven participants understood that the theme of the current exhibit highlights Duke University Chapel; two participants thought that the exhibit included religious or Chapel-related information as part of a broader Duke-related theme. Two participants mentioned that they previously viewed a Neuroscience exhibit in this space, and two participants mentioned previously viewing exhibits in the Biddle, Trent, and Stone rooms.

2. Where do people go to learn more about the exhibit; do they use the signage or the kiosk to learn about the exhibit?

Only one participant said that the kiosk would be their starting place for learning more about the exhibit. Another participant said that Google or the Library website would be their starting place for learning more. Five participants said they would start with the display cases or would read placards. Participants' attention seemed to be drawn to a number of different cases depending on where they were standing and depending on what objects within the cases caught their attention. No one noticed the large sign next to the case with the cross.

3. How do people interact with the gallery space and exhibit kiosk?

Gallery Space:

All participants mentioned having previously seen or glanced at exhibits in this space as they passed through, giving the impression they see parts of the exhibit briefly in passing rather than lingering to browse through an exhibit in its entirety. Participants seemed more directly drawn to the objects and small placards within cases and less directly drawn to larger signage outside of the cases or to the kiosk.

Kiosk:

Did they notice? Two participants noticed and used the kiosk without prompting. Two participants noticed the kiosk, but did not use it; one participant said they thought using the kiosk would take too much time while the other participant said they like the quietness of the exhibit space and are not a fan of interactive stuff. One participant noticed the kiosk, said they might use one if it was working, but said they expected technology in this space to be broken; they used the kiosk after prompting. Two participants did not notice the kiosk, but used it after being prompted.

What did they think? Two out of the five participants who used the kiosk thought it should be located somewhere other than the current location, perhaps on the middle of the wall between display cases and further away from a pedestrian pathway. Four participants expressed concerns related to the time it would take to view the kiosk, with two participants saying that the kiosk would more likely appeal to older people. Two participants expected to be able to read more about the exhibit using the kiosk. All five participants who used the kiosk seemed comfortable with the layout of the screen and with clicking to start a video; several seemed confused about how to expand a video to full screen and about how to close a video. No one watched a video to the end. One participant was concerned about energy usage by the kiosk.

Appendix A: Task Notes

General Questions:

What brought you to the library today?

- Participant 1: Hang out in Pavilion
- Participant 2: Picking up ILL
- Participant 3: Student work
- Participant 4: To study
- Participant 5: Come for caffeine and phone call
- Participant 6: Return books and pick up new books
- Participant 7: Came to pavilion to get a snack

Have you visited this space before?

- Participant 1: I walk through about 3 times a week
- Participant 2: I've walked through and glanced at the exhibit. I come through about 3 times a week.
- Participant 3: I walk through daily. I take a quick glance every time the exhibit changes.
- Participant 4: I walk through daily. I glance at it. I loved the previous neuro exhibit and looked at it.
- Participant 5: I walk through 2 times a day. Walk through sometimes and look more closely. I sit with friends on the couch at times.
- Participant 6: I pass through three times a week. I've looked at this exhibit twice
- Participant 7: I pass through two or three times a week and have looked at this a couple of times.

Estimated Age:

- Participant 1: Over 30
- Participant 2: Under 30
- Participant 3: Under 30
- Participant 4: Under 30
- Participant 5: Under 30
- Participant 6: Over 30
- Participant 7: Over 30

Task One:

Question: What do you remember about the space (after viewing the space for 5 minutes)?

- Participant 1:
 - Sharp
 - Minimal
 - Clean

- Crisp
 - Glass
 - White space
- Participant 2:
 - University history
 - Exhibits
 - Books
 - Lighting
- Participant 3:
 - Duke campus
 - Julian Abele
 - Duke artifacts
- Participant 4:
 - The giant gold cross
 - The different pictures of the Duke Chapel
 - Books on display
- Participant 5:
 - The title
 - A robe
 - The cross
 - Bookcases of old things
- Participant 6:
 - Open books
 - Cross
- Participant 7:
 - Antique items
 - Religious icons
 - Old books

Question: What is the purpose of this space?

- Participant 1: To expose patrons to documents that they would otherwise not be exposed to.
- Participant 2: To show university history
- Participant 3: To highlight the founding and construction of west campus
- Participant 4: To show pictures and history of Duke Chapel and the story behind it
- Participant 5: It is a display gallery that changes
- Participant 6: To show material from Rubenstein Library
- Participant 7: To show how Duke University was built

Question: Is there a theme or topic to the items on display?

- Participant 1: Duke Chapel
- Participant 2: The identity of the Chapel
- Participant 3: It is hard to tell. Stuff about the Chapel and stuff about student activism might not be cohesive
- Participant 4: Religion/Duke Chapel. Construction and architecture.
- Participant 5: Julian Abele and construction of Duke Chapel
- Participant 6: The Chapel
- Participant 7: Religious things and things from when campus was built

Task Two:

Question: Show me what you would do to learn more:

- Participant 1: Would go to the video kiosk; technology is my "go to" for an explanation (I'd hit up you tube first), then I'd go to the cases.
- Participant 2: I'd go through reading the placards starting with the case with the choir robe. I might go to the computer if it is working, but I often expect that the technology would be broken.
- Participant 3: I would walk up to cases and read the information; I would start in the middle. I like looking at objects better than pictures.
- Participant 4: I would walk up to read a placard, it feels natural to start on the left side of painted wall. Played with Kiosk.
- Participant 5: Would Google and then maybe search via the Library and maybe University Archives. I might read the blurbs in the cases.
- Participant 6: Would start with the flat cases. I find them appealing. I prefer to look down at cases. I would read the cases awhile. I would not use the computer; I am not a fan.
- Participant 7: Would read placards. I've previously looked in these cases and in the Trent room.

Kiosk:

How many participants noticed or used the Kiosk?

- 28.5% (2 out of 7 participants) noticed and used the Kiosk without prompting
- 28.5% (2 out of 7 participants) noticed the Kiosk, but did not use it.
- 14% (1 out of 7 participants) noticed the Kiosk, said they might use one if it was working, but said they expected technology in this space to be broken; they used the kiosk after slight prompting

- 28.5% (2 out of 7 participants) did not notice the Kiosk, but used it after being prompted to do so

Task Three / Post Test Interview:

- Participant 1: Used Kiosk without prompting. Started the video on Organ music. Said it was incredible and added a new layer to the exhibit but said they were more interested in "Water skiing, not deep diving" -- thought a 30 second highlight reel would be better for them. Liked the youtube format and interactive touch screen. Said he was less likely to read material in the display cases. He likes having the aesthetic experience of walking through the exhibit as he passed through the space. He had been in the "Treasure Room" before when invited to view the Heschel exhibit and liked the rich and full experience of that room; but going there was more social because he was invited by friends. Said he might recommend Chapel exhibit if he knew someone would be drawn to it.
- Participant 2: Noticed computer and said she might use it if it wasn't broken, but expected technology in this space to be broken. Approached Kiosk after prompting. Started the video of the Chapel Choir. Was uncertain about having sound in a library space. Was also concerned about energy use of kiosk and projector. Also have often felt there was too much people traffic when she is passing through to feel comfortable viewing exhibit -- such as during a class change. She thought different lighting would help. Saw the purpose of the touch screen as providing more interactive content. Liked that the touchscreen page was well laid out with easy to see options and liked that it was a touchscreen -- easy to use without a mouse. Did not like placement in the corner; thought it could be more in the middle of the white wall. They had noticed the touchscreen before but had never previously used it; never felt like they had time. Would consider recommending the exhibit if family were visiting and thought Dad might like it.
- Participant 3: Would recommend a friend check out the exhibit if they were already coming here and if they were interested in the topic. Noticed the Kiosk but have not used it. Did not use it during our test. Think of the kiosk as taking up more time than they have. They like when the exhibit changes and think that changing it out twice a semester would be good to provide a novel aspect. Mentioned remembering the Neuroscience exhibit.
- Participant 4: Noticed and used the kiosk during the test. Clicked on the organ video. though it was cool and that the sound is good without being disturbing. When asked how to change volume, said they would use buttons on side of computer. When asked, replied that the length of the videos looked good, but that it might help to display the length up front and to have both long and short videos. Tried to swipe to a second screen. Said the purpose was to display more interactive content so people could learn more. Liked that the videos were cool and that someone explained things in the video. Disliked that location of kiosk might block traffic on a busy day. She would recommend people use the kiosk since it gives more information and is

interactive. She likes the exhibit because it is pretty and fun to see as she walks in. Remembered the kiosk from the Neuroscience exhibit.

- Participant 5: Did not notice kiosk until prompted. Clicked on the organ video. Said that they would probably walk away but that it would probably be nice for someone older. Said they might enjoy a documentary like this when sitting on their couch, but not here. Said they would love subtitles or something to read on the kiosk. Thought the purpose was to provide something interactive and that looks nice. Thought some might find it fun to manipulate something interactive that they could be immersed in. Said they were more attracted to the primary source materials in the display cases that were old and cool. Thought the videos were less tangible. Would not recommend because everyone is already passing through here. They pay attention when exhibits change and love the couch and the coffee.
- Participant 6: Noticed the kiosk and knows it has to be there, but they are not a fan of interactive stuff - did not use it. Liked the quietness of the space not the sound. Would read the cases for awhile. Prefers looking at the cases in the middle because of the angle. Likes warmer light for spaces and thinks cold light kills it. Would recommend this exhibit to a friend.
- Participant 7: Did not notice kiosk but used it after prompting. Would encourage someone visiting Duke to see exhibit, has encouraged one person. Clicked the Jazz video. Expected words not a video. Clicked the organ video and surprised to encounter sound in the library. Thought volume was good. Did not see anywhere to adjust volume when asked and wouldn't want to for fear of messing things up. Thought the purpose of the touchscreen was to show different aspects of music provided in the Chapel. Liked that the videos show what they do in the chapel and did not expect that. Did not like that there was no where on kiosk to read more text. Had never noticed kiosk before we prompted. Saw the cases and thought the exhibit was about the religious side of how Duke was built. Would have to use kiosk first before recommending.

Appendix B: Chappell Family Gallery Exhibit Test Script

Thank you for agreeing to take part in this study.

I'll be asking you to complete a task that may involve a little walking around. It would be very helpful to us if you could think aloud as much as possible while you're with us. Keep in mind that there are no right or wrong answers and that we're testing our systems and policies — not you.

Okay, first some general questions:

1. What brought you to the library today?
2. Have you visited this space before today?

- a) If yes, how frequently would you say you visit this space? (once a day, once a week, once a semester, less frequently)

[Record estimated age of participant: Under 30 or Over 30.]

Now we have a couple of short tasks for you to complete. Again, it would be really helpful if you would share your thoughts and observations as you do this, so try to think aloud as much as you can. Like I said, there are no right or wrong answers.

TASK ONE

We're going to ask you to spend 5 seconds looking around this space. We'll then ask you to write down what you saw during those 5 seconds. [Have participants shift their view to the eprint stations once 5 seconds are up, and give participants a moment to write down everything they remember about the space.]

Okay, now a couple of questions for you:

- a) What is the primary purpose of this space?
b) Is there a theme or topic of the items on display? If so, what is it?

TASK TWO

You've now spent a few minutes in this space and would like to learn more about the items on display. Show me what you would do to learn more.

[If participants notice the touchscreen, encourage them to complete TASK THREE. If participants do not notice the touchscreen, proceed to post-test interview.]

TASK THREE

You would like to learn more about the music of Duke Chapel. Use the touchscreen to learn about and listen to music from the Chapel.

Okay, that concludes our tasks. I have a few questions I'd like to ask you about your experience.

POST-TEST INTERVIEW

1. *For participants who did not use the touchscreen:*

1. Would you recommend that a friend visit the library to look at these items on display? Why, or why not?
 - 2.
2. As you were looking around this space, did you happen to notice this touchscreen?
 - a) If no, what would have helped draw your attention to it?
 - b) If yes, did you feel motivated to use it? Tell me more about that.

[Note that some participants might want to engage with the touchscreen at this point; encourage them to complete task three or use it on their own, and then ask questions below.]

3. *For participants who used the touchscreen:*

1. What is the purpose of this touchscreen?
2. What two things about the touchscreen did you like best?
3. What two things about the touchscreen did you like least?
4. Have you noticed this touchscreen before today?
 - a) If yes, have you used the touchscreen before today?
 - b) If no, why not?
5. Would you recommend that a friend use this touchscreen to learn more about
 4. this exhibit? Why, or why not?
6. Is there anything else you'd like to tell us about your experience in this space today?