

User Observation Quest: Ethnographic Research and Interviews

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Executive Summary

Purpose

The purpose of this ethnographic report is to inform the design of a classroom library app/product to help teen readers determine if a book would be enjoyable to them.

Methods

- All three participants were in their early/mid-twenties and read Young Adult literature for pleasure.
- For the first task, participants examined a classroom library and verbalized their thoughts.
- For the second task, participants examined a specific book they were interested in reading and verbalized their thoughts.
- For the final task, participants were interviewed.

Findings

- All of the participants were drawn to book covers because of the artwork and colors.
- Participants needed to be interested in a book's title and/or cover before they would pick up the book.
- The amount of "library stamina" that each participant had seems to connect with the frequency that the subject readers and/or visits libraries/bookstores.
- It should be made clearer if a book is part of a series.
- Summaries and/or key points of the books appear to be more useful to a reader than excerpts.
- People with less reading experience feel more uncomfortable exploring a library.

- Two thirds of the participants selected books based on recognition or connection to similar books.
- Two of the three participants appreciated that the library was organized by genre to find books more easily.

Recommendations

The overall product should...

- Be able to be used quickly
- Contain cover art and colors
- Contain quick, bullet-point previews of books
- Be organized by genre/interest (limited selection)
- Indicate if a book is part of a series
- Contain personalized recommendations based on interest/previously read books
- Contain recommendations based on others' review

Methods

Purpose

Ethnographic research was conducted to inform the design of a classroom library app/product to help teen readers determine if a book would be enjoyable to them.

Recruiting/Observation Method

Observations were conducted for 30-60 minutes each in a large classroom library with over 800 books tailored for students in 8th-12th grade. Three separate observations were scheduled over the course of two days. Two research sessions (Avid-Reader Andrew and Moderate-Reader

Molly's) took place on Monday, October 9 at 3pm and 4pm respectfully. New-Reader Nancy's session took place at 3pm on Tuesday, October 10th.

Sample Selection

- The participants for the ethnographic and interview researches were recruited under the following criteria: must be in their early or mid 20s (since this is an age close to the target audience) and enjoy reading Young Adult Literature (since this is primarily what the classroom library contains and, therefore, what the target audience would read).
- [A screener](#) was used to narrow down the list of candidates and ensure that each subject met the two requirements of the study.

Interviewed

There were three individuals that were observed and interviewed. The pseudonyms for the participants are as follows:

Pseudonym	Age	Sex	Currently Reading a Book for pleasure?	Ability to find books to read
New-Reader Nancy	23	Female	Yes	Extremely Difficult
Moderate-Reader Molly	23	Female	Yes	Moderately Difficult
Avid-Reader Andrew	26	Male	Yes	Easily

The two female participants, New-Reader Nancy and Moderate-Reader Molly, are in their early twenties while the male participant, Avid-Reader Andrew, is in his mid twenties.

Although all participants are current readers (since they indicated they are currently reading a book for pleasure), their reading rates and ability to select a book to read next varies drastically. New-Reader Nancy recently (within the past year) began reading for pleasure in her free time. Since she is new to pleasure reading, she finds it extremely difficult to find books to read next. Moderate-Reader Molly has enjoyed reading for pleasure for many years and stated that she has moderate difficulty finding a book to read next. Avid-Reader Andrew reads heavily and can easily find books he wants to read.

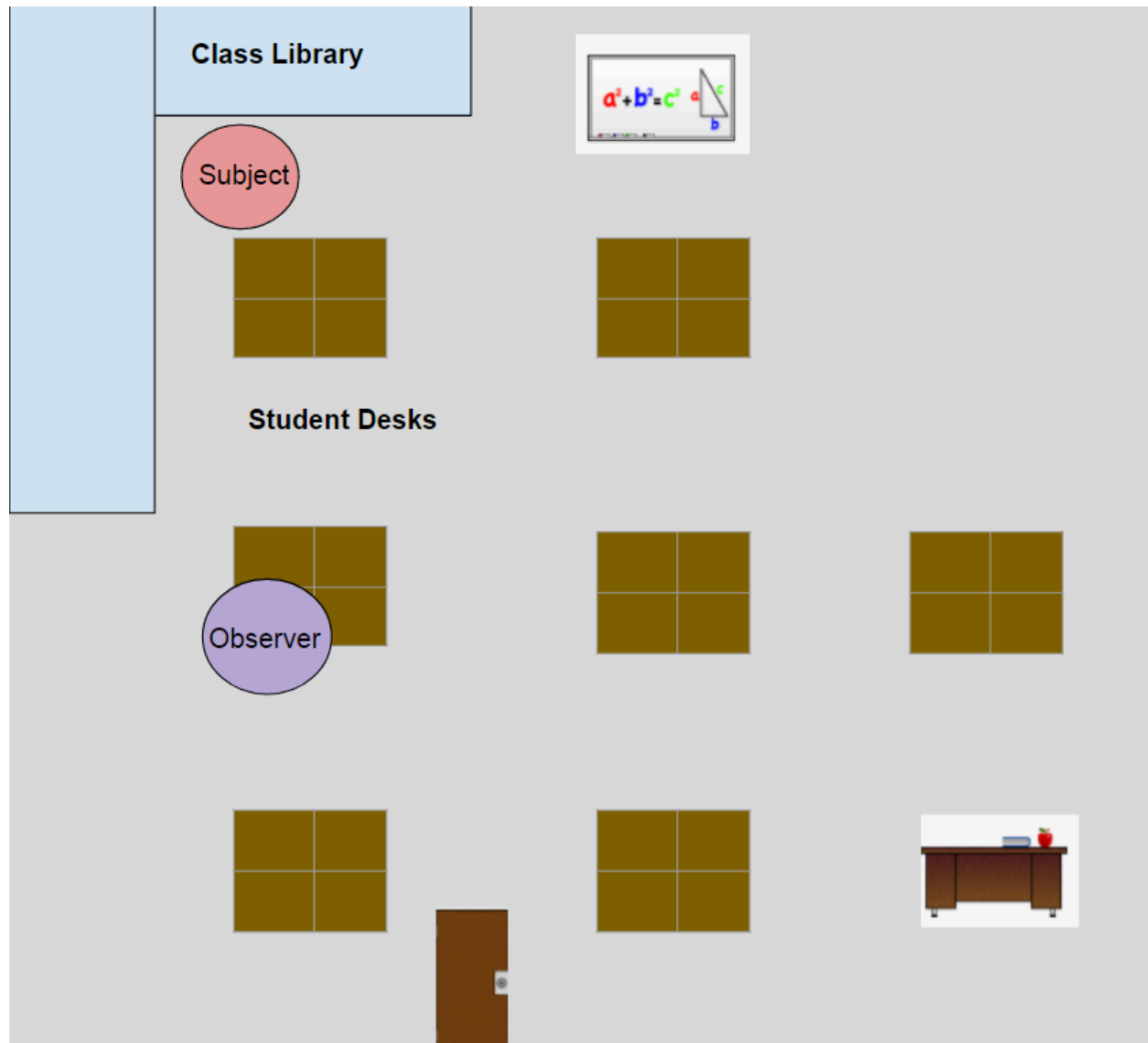
Study Location

- Each observation took place in an English classroom with over 800 choice reading books.



- The image above is an actual photo of the classroom library that subjects examined during the observation.
- The diagram below is a representation of the classroom where the three observations took place. During the ethnographic research, the participants were facing the classroom

library and examining books. The observer was sitting at a student desk to avoid encroaching on the subjects' space while still being able to view verbal/nonverbal cues.



Ethnographic Research

- Each session began with a brief introduction of the tasks the subjects would complete and explanations regarding the participant's confidentiality in the study.
- For the first part of the interview, the subjects completed two tasks.

- To begin, the subjects were asked to browse the classroom library the same way they would if they had stopped by a bookstore to browse. They were also asked to think aloud by describing what they noticed and what they were thinking about as they looked at the covers or picked up books.
- For the second task, the subjects were asked to find a book they actually wanted to read. Then they completed the same process of thinking aloud about what they noticed about the book and what they were thinking about as they located and found their book of choice.
- After the two tasks were completed, each subject was interviewed with the same set of questions.

Interview Process

- Each subject was given the same thirteen questions to answer. Some subjects were given specific follow-up questions as well.
- The first three questions were basic demographic questions
 - How old are you?
 - What is your gender?
 - Do you own a smartphone?
- The next set of questions were a reflection of the tasks the subject just completed.
 - Pick one word to describe how you felt when looking for a book today.
(follow-up: why this word?)
 - What made you interested in the book you selected today?
 - What made it difficult to find a book in the library today?

- What made it easy to find a book in the library today?
- The following question (with additional probes) showed the subjects' relationship with books and bookstores/libraries
 - What was the most recent book that you read for pleasure?
 - What did you like about this book?
 - When is the last time you read this book?
- Finally, the last three questions asked subjects to reflect on their experiences the last time they were at a bookstore or library.
 - Describe any difficulties you had in finding a book to buy or check-out the last time you were at a bookstore or library.
 - Think of the last book you bought at a bookstore or checked out from a library.
What were the reasons you went home with this book?
 - What are strategies you used to find books you wanted to read the last time you were at a bookstore or library?

Findings

Section Introduction

- Two sets of findings will be examined in this section: the ethnographic research results and the interview question data.
- For the ethnographic research data, the observer noted qualitative and quantitative data.
- The qualitative data involved the subjects verbal reflections about what they noticed as they were looking for books in the classroom library. It also contains information about distractions that interfered with the process and verbal/nonverbal emotions displayed.

- The quantitative data recorded was the total time a subject spent looking at the library and different parts of a book (such as the cover, inside jacket, back cover, and inside the book).

Ethnographic Research Task One

- To begin, the subjects were asked to browse the classroom library the same way they would if they had stopped by a bookstore to browse. They were also asked to think aloud by describing what they noticed and what they were thinking about as they looked at the covers or picked up books.

1. Verbal and Nonverbal Comments During Task One

Pseudonym	Browsing Speed	Noticed Color	Noticed Genre	Number of Books Pulled out
New-Reader Nancy	Rushed	Yes	Somewhat	4
Moderate-Reader Molly	Casual	Yes	Yes	9
Avid-Reader Andrew	Meticulous	Yes	Yes	13

Overall

The three participants looked at the library with very different speeds which led to each participant viewing a different amount of books.

Details

New-Reader Nancy went through the library in a very rushed manner. She browsed through the library at eye-level only and quickly skimmed over several different bookshelves without a second glance. She made comments on the color of the books (“Those ones are too colorful. Wow! I’m really picky!”) and pondered aloud if the library was organized by genre, but did not

come to a conclusion if it was or was not. Moderate-Reader Molly walked through the library at a casual pace (that was slightly rushed after the ten minute mark). She learned into the bookshelves, picked up nine different books, and made detailed comments. She commented on the book covers' colors by saying "middle school books are brighter than the rest" and "this has a fun cover so I pulled it out." She noticed that the books were separated by genre immediately, and noted that it was "more accessible to students" than the traditional alphabetical order approach. Avid-Reader Andrew was very meticulous in his book process. He examined many different elements of the books, but determined quickly (within thirty seconds) if it would be a book he'd be interested in reading. Avid-Reader Andrew noticed the genre immediately and also noticed the covers of books. For example, he said "these are shiny!" to one set of books and noticed that the "Young Adult genre has brighter covers."

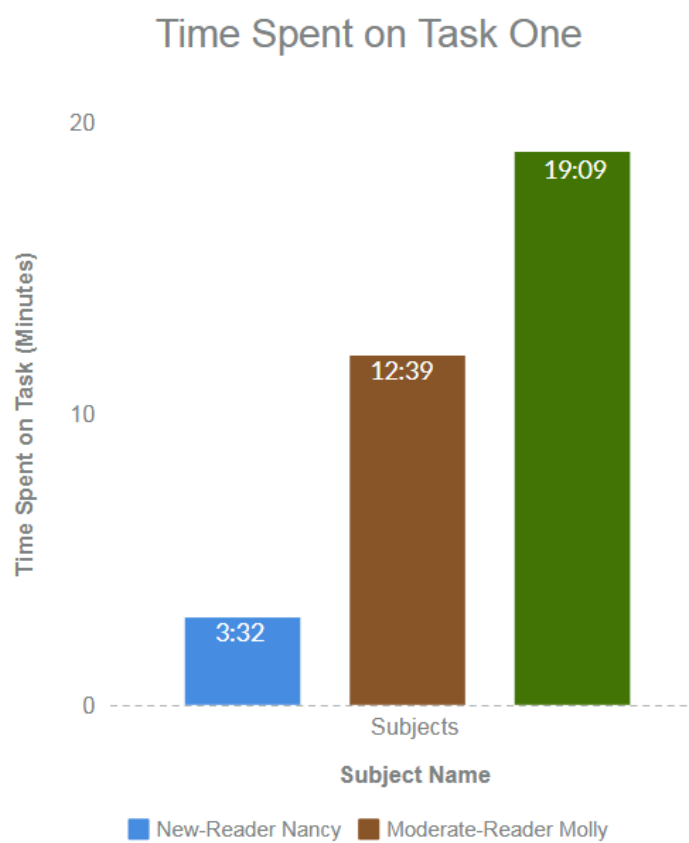
Insights

All of the participants were drawn to book covers because of the artwork and colors. Therefore, the final product should also be eye-catching and use color carefully for effect. Based on the amount of time spent on book browsing, the product should be something that is easily navigational to allow a user to determine interest in a book quickly.

2. Total Time Spent on Task One

Overall

New-Reader Nancy spent 3 minutes and 32 seconds on task one, Moderate-Reader Molly



spent 12 minutes and 39 seconds, and Avid-Reader Andrew spent 19 minutes and 9 seconds.

Details

New-Reader Nancy hurriedly looked through the library, only gazing at books at eye-level.

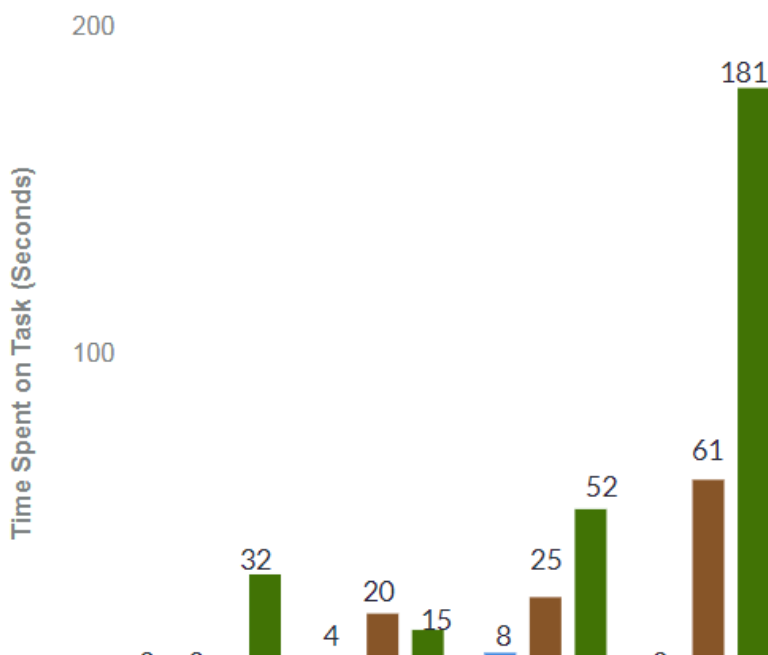
New-Reader Nancy explained in the interview that she was “in a skirt and didn’t want to squat down.” Moderate-Reader Molly said, ten minutes into the task, that she was “exhausted at looking at books.” Avid-Reader Andrew was slow and steady throughout his nineteen minute excursion of the library.

Insights

The amount of “library stamina” that each participant had seems to connect with the frequency that the subject readers and/or visits libraries/bookstores. For example, since Avid-Reader Andrew reads the most books, it is not surprising that he spent the most time looking at books in the library. Since the target audience is teenagers that most likely have a low library stamina (like New-Reader Nancy), the final product should help students find a book they want to read quickly.

3. Time Spent on Book Elements for Task One

Time Spent Browsing Book Elements



Overall

In general, most participants spent most of their time book browsing looking at the inside jacket flap, then book covers, inside the book, and then the book cover.

Details

New-Reader Nancy, in the three minutes and thirty-two seconds she spent on task one, only looked at three total elements (two book covers for three minutes and five seconds and inside one book for four seconds). She realized her book browsing strategy was a problem because while she was looking for books she said, “This is why I can’t find books! I never read the back covers.” However, even after saying that, she did not look at any books’ back covers.

Moderate-Reader Molly looked at fourteen total book elements. She looked at nine different covers (with a range of two to four seconds each), two inside flaps (one for forty-five seconds and the other for sixteen seconds) and three books’ interiors (one for sixteen seconds, and two for two seconds each). Avid-Reader Andrew looked at thirteen different covers (ranging from one second to twelve seconds each), nine inside flaps (ranging in time from seven seconds to forty-two seconds), four back covers (ranging from four to fifteen seconds) and inside two books (one for four seconds and the other for eleven seconds). Based on the physical behavior of the participants, all three looked at the book spines before moving to view the book further.

Moderate-Reader Molly said, “I look for exciting spines before I look at covers.” Avid-Reader Andrew said that he reads the inside flap only when he is interested in a book (based on the title and/or cover). New-Reader Nancy did not seem to have a clear strategy for selecting books (other than ones she had heard of before based on recommendations).

Insights

Based on this information, participants need to be interested in a book’s title and/or cover before even picking up the book. From there, two of the participants were able to determine if they

would be interested in pursuing the book further based on quick observations of the book's jacket flap. The crucial step here is the initial interest. For my product I will need to determine how to market the books to pique student interest in a short amount of time. Having the product display the title, cover art, and quick bullet-points about the genre/main overview of the book should be enough to help my target audience determine if a particular book is something they want to read.

Ethnographic Research Task Two

- For the second task, the subjects were asked to find a book they actually wanted to read. Then they completed the same process of thinking aloud about what they noticed about the book and what they were thinking about as they located and found their book of choice.

4. Verbal and Nonverbal Comments During Task Two

Pseudonym	Positive Comments	Negative Comments	Nonverbal
New-Reader Nancy	Recognition	Format	Engaged
Moderate-Reader Molly	Cover	Part of a series	Engaged
Avid-Reader Andrew	Side-art	Part of a series	Engaged

Overall

Nonverbally, all three participants were engaged in their book; they were drawn by the art and recognition and turned off by formatting and series length.

Details

New-Reader Nancy selected a *Narnia* book because she recognized it. She said, "C.S. Lewis.

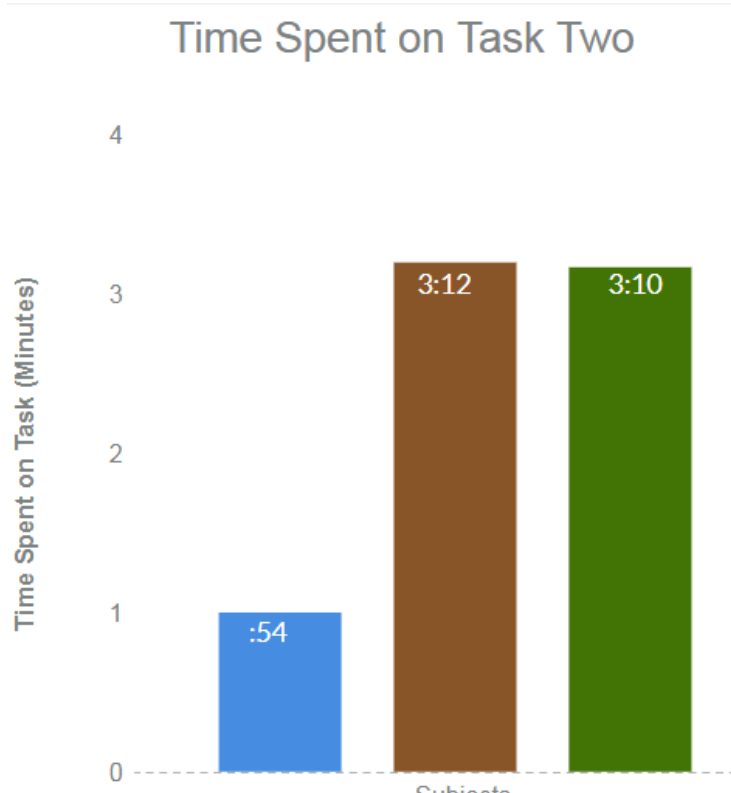
I know that guy. I've listed to this audiobook." When she flipped open the book, however, she noticed the formatting wasn't to her liking. New-Reader Nancy said that the "single spacing would turn me off." Moderate-Reader Molly noticed her book based on the cover art initially; she also noticed the writing style and a map in the book. When she noticed there were six other books in the series, she said "yikes" and declared she did not want to read the book.

Avid-Reader Andrew said that since he is a "fantasy lover [he] was drawn by the title and side art." After reading the inside jacket of the book, he said "ahh...this is book two" and explained that he would read the first book in the series, but he did not like to read books out of order.

Insights

Based on the users' experiences, the product should make it clear whether the book is part of a series or not. It took several minutes for Avid-Reader Andrew and Moderate-Reader Molly to figure out the book was part of a series and was not the first book in that series. The product should also contain the book image since this is what caught the eye of two of the participants initially.

5. Total Time Spent on Task Two



Overall

New-Reader Nancy spent less than a minute analyzing her book, while Moderate-Reader Molly and Avid-Reader Andrew both spent roughly three minutes.

Details

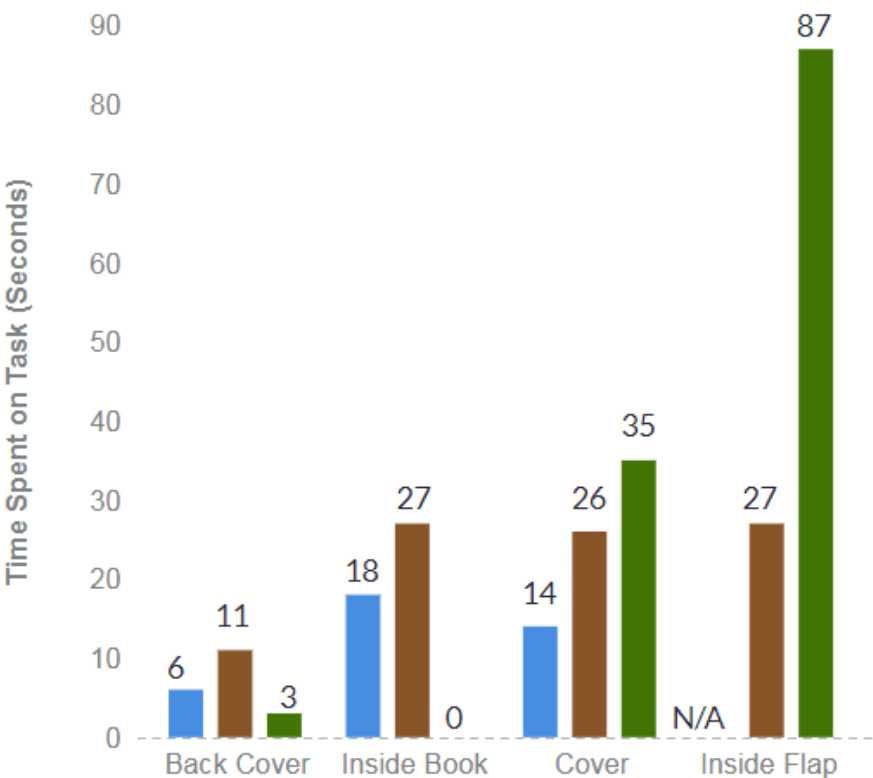
New-Reader Nancy did not say much about her book. She selected it based on a previous recommendation, which appears to be her primary strategy for selecting books. Moderate-Reader Molly found more information about her book by examining it closer, such as a map (which interested her) and the fact that it was part of a series (which did not interest her). She inquired, “Do I want the commitment of a series?” Avid-Reader Andrew also discovered his book was part of a series while examining his book thoroughly.

Insights

It took several minutes for Moderate-Reader Molly and Avid-Reader Andrew to determine that their books were parts of a larger series. My end product should make it clear if the book is part of a series (and if so, what book number the book they are looking up is) or is a stand-alone book.

6. Time Spent on Book Elements for Task Two

Time Spent Browsing Book Elements



Overall

In general, participants looked at the inside flap, book cover, and inside of the book most often. Most participants did not look at the back cover for long.

Details

New-Reader Nancy spent 6 seconds looking at the back cover of a *Narnia* book, fourteen seconds on the cover, and nineteen seconds looking inside the book. This was a paperback, so there was no inside flap. When she looked inside she exclaimed that “the single spacing would turn [her] off” if it was a book she had not heard of. She still wants to read the series after completing the series she is currently on (*Harry Potter*). Moderate-Reader Molly spent eleven seconds on the back cover, twenty-six seconds on the front cover, and twenty-seven seconds each on the inside of the book and the inside flap. Moderate-Reader Molly explained, “I don’t flip too much when looking for a book.” Avid-Reader Andrew did not look inside the book, looked at the back cover for three seconds, examined the cover for thirty-five seconds, and read the inside flap for one minute and twenty-seven seconds. He did not look inside the book because he was able to determine from the inside flap that this was the second book in the series. He then became uninterested and said, “I would pick up book one of this series” but would not read the series out of order.

Insights

Based on the time the participants spent viewing the inside flap versus the book itself, summaries and/or key points of the books appear to be of more use to a reader than flipping aimlessly through the pages. Therefore, on the product I am creating, it would be beneficial to not have excerpts of the text, but rather short descriptions of what the book is like and/or a short overview of what the plot of the novel is.

Interview

1. How old are you? What is your gender? Do you own a smartphone?

Pseudonym	Age	Sex	Do You Own a Smartphone?
New-Reader Nancy	23	Female	Yes
Moderate-Reader Molly	23	Female	Yes
Avid-Reader Andrew	26	Male	Yes

Overall

Each participant is in his/her early or mid-twenties and owns a smartphone.

Details

New-Reader Nancy and Moderate-Reader Molly are twenty-three year-old females with smartphones, while Avid-Reader Andrew is a twenty-six year-old male with a smartphone.

Insights

Based on this data, all participants would have the capability of connecting to an app with their smart phone. However, further research would be needed to determine if the majority of my target audience (teenagers) also have smart phones.

2. Pick one word to describe how you felt when looking for a book today. (follow-up: why this word?)

Pseudonym	How participants felt looking for a book
Avid-Reader Andrew	Normal
Moderate-Reader Molly	Curious
New-Reader Nancy	Stumped

Overall

When asked to select a word to describe how they felt when looking for a book, two participants selected positive words (normal or curious) while the third selected a negative word (stumped).

Details

Avid-Reader Andrew stated that he felt normal because he is “always looking for my next book to read.” Moderate-Reader Molly said she was curious when she noticed that the library was organized by genre. She was “interested to see what was next.” New-Reader Nancy felt stumped because she has difficulty finding books in a library. She said, “I don’t know what I like. I see books, but I don’t know what they’re about. It would probably would help to look at the back, but I just look at the side binding.”

Insights

People that are comfortable with libraries (such as Avid-Reader Andrew and Moderate-Reader Molly) had positive emotions when experiencing the classroom library. New-Reader Nancy, who has less experience in libraries, felt very uncomfortable. Since some of my target users are reluctant readers, they may feel a negative emotion when viewing the classroom library just like New-Reader Nancy did. This shows a need for a user-friendly product that make the library more accessible and less overwhelming.

3. What made you interested in the book you selected today?

Pseudonym	What made you interested in the book you selected today (first response)	What made you interested in the book you selected today (second response)
New-Reader Nancy	Title	Recognition
Moderate-Reader Molly	Cover Art	Recognition
Avid-Reader Andrew	Cover Art	Title

Overall

The initial aspects of the books that the three participants noticed were the cover art, title, and a connection to a book they recognize.

Details

New-Reader Nancy was drawn to a *Narnia* book because she “knew what it was about” since she “listened to an audiobook of it when she was a kid.” As a result, she was drawn to look at the book by the title and the recognition of this as a book that she had heard before.

Moderate-Reader Molly and Avid-Reader Andrew both were initially drawn to a book by its cover art. Moderate-Reader Molly then noticed one of her favorite books was listed on the title as a book that was similar in style (“if you loved the *Maximum Ride* series, you will enjoy this book!”) second, while Avid-Reader Andrew was intrigued by the title of the book he selected.

Insights

Since two thirds of the participants chose a book based on recognition, the final product should contain a recommendation feature that connects books that the users have read and enjoyed with

other, similar books. An additional recommendation feature should contain books that users would recommend that could be viewed by other users.

4. What made it difficult to find a book in the library today?

Pseudonym	What made it difficult to find a book?	What made it easy to find a book?
Moderate-Reader Molly	Amount of books	Amount of books
Avid-Reader Andrew	Already read most	Organization by genre
New-Reader Nancy	Unsure what books to look for	Organization by genre

Overall

The three participants thought that the organization of the books by genre and the amount of books made it easy to find a book to read. However, having books that the participant was too familiar with, or conversely, not familiar enough, led to difficulties in finding books.

Details

Moderate-Reader Molly thought that the amount of books in the library was both a blessing and a curse. She explained that having a lot of books “is not a bad thing, but can be overwhelming” which is why she spent most of her time looking at books in her “comfort zone” (genres that she knows she likes). Avid-Reader Andrew, since he is a heavy reader, had difficulty finding books that were new to him. New-Reader Nancy had the opposite problem: since she was unfamiliar with many books, she did not have many strategies to locate books she wanted to read. Both New-Reader Nancy and Avid-Reader Andrew agreed that the organization of the classroom library by genre helped them find books.

Insights

The final product should be organized by genre since this was a trait two of the three participants enjoyed. It should also narrow down book selections in a way that is less overwhelming to the target audience. (So, for example, instead of displaying the entire classroom library, it would only display certain books that fit what the searcher was looking for)

5. How long has it been since you last read for pleasure? How would you describe yourself as a reader?

Pseudonym	How long since you last read for pleasure?	How would you describe yourself as a reader?
Avid-Reader Andrew	0 days	Avid
New-Reader Nancy	1 day	New
Moderate-Reader Molly	7 days	Vivacious

Overall

All three participants read for pleasure within the past week and described themselves as readers in a positive way.

Details

Avid-Reader Andrew had read for pleasure the day of the interview and described himself as an avid reader. New-Reader Nancy read a book for pleasure the previous day and described herself as a new reader (since, within the past year, she has developed a love of reading).

Moderate-Reader Molly last read a book for pleasure a week ago, but described herself as a vivacious reader.

Insights

For users that are heavy readers, they will need a reliable product that will help them find their next book quickly. For new or reluctant readers, the product will need to be user-friendly to ease any uncertainty they have with the book-finding process.

6. Describe a recent time you went to a bookstore or library

Pseudonym	Location		Time Spent	Where did you look?
Moderate-Reader Molly	Library	OverDrive App	15 minutes	Adult Fiction
New-Reader Nancy	Library		20 minutes	YA Fiction
Avid-Reader Andrew	Bookstore		20 minutes	YA Fiction

Overall

On their most recent visit to a bookstore or library, each participant spent fifteen-twenty minutes in the fiction section.

Details

Moderate-Reader Molly spent fifteen minutes in a local library to look at the new adult fiction.

She explained that she only browses the new books because “otherwise it’s too many.” She

explained that she does not go to the library as much now that she has discovered the OverDrive

App. ”New-Reader Nancy went to a library for roughly twenty minutes. She hunted for books

that she had heard of before, or knew that people liked. Avid-Reader Andrew spent twenty

minutes at a bookstore in the young adult section. He went there purposely to buy a new book he wanted, and then browsed for other books he might like to read in the future. Avid-Reader Andrew explained that he “took a picture [with my phone] of two books I was interested in reading” and checking out at a library in the future.

Insights

One participant (Moderate-Reader Molly) already uses a library app (called OverDrive) which shows a viability for the creation of a classroom library app. Each participant spent a limited amount of time in the library and focused only on specific sections. This shows a need for a quick product that will help users locate a book in a particular genre they are interested in.

7. Is it easy or difficult to find a book you want to read at a library or bookstore?

Pseudonym	Easy or Difficult to find a book?	What was the difficulty?
Avid-Reader Andrew	Easy	Selection limited
Moderate-Reader Molly	Moderately Difficult	Can't find books to read
New-Reader Nancy	Difficult	Don't know what to look for

Overall

The amount of books that each person has read directly corresponded to the ease of which they were able to find a book to read next.

Details

Avid-Reader Andrew had an easy time finding books at the library. He states that “I know what I want, but it's hard to find something that meets that niche.” This is difficult for an avid reader especially because, as Avid-Reader Andrew states, “the more I read the less books there are to

choose from.” Moderate-Reader Molly had a moderately difficult time finding a book. She felt frustrated because there was no one to help her find a book since she explained that “the librarians don’t like what I like to read” so they can offer her no book suggestions and do not always offer books in the library itself that she wants to read. Moderate-Reader Molly continued by explaining that she has had greater success recently using the OverDrive app through her local library. New-Reader Nancy thought finding a book at the library was very difficult. She says, “I want to know what other people like. I don’t do well finding books on my own.”

Insights

Moderate-Reader Molly and New-Reader Nancy both mentioned other people as references in finding good books. Moderate-Reader Molly was frustrated because there were no librarians that could give her good recommendations, while New-Reader Nancy also wanted others’ advice. In the product, there should be a recommendation function where both teachers and students can rate books and give recommendations for other users to see.

8. What were the reasons you last checked-out/bought a book? What strategies did you use to find this book?

Pseudonym	Reason to checkout/buy book	What strategies did you use?
Avid-Reader Andrew	Complete a series	Book examination
Moderate-Reader Molly	Recommendation	Online reviews
New-Reader Nancy	Recommendation	Recommendation

Overall

Two participants' main strategy for finding books was through recommendations while the third participant bought a book to finish a series he owned.

Details

Avid-Reader Andrew used his prior experience with a book series to motivate his most recent book purchase. When he does not know the book, however, Avid-Reader Andrew looks at the “title, then the cover, then the blurb, and then I flip to a section to read. I take a picture of the cover to order at the library if it sounds good. Or, if it’s really good, I just buy it right away.”

Moderate-Reader Molly said she “went on goodreads, found a list of top-fifty sci-fi books, and went one-by-one to see what was available [at my local library]. I checked out the first one there that seemed interesting.” She avoids recommendations from people “because people don’t read for fun or read books I don’t like.” New-Reader Nancy’s primary strategy is book recommendations from friends/family. The only books she has currently read for pleasure within the past year have all been recommended to her.

Insights

Since recommendations were chosen by two thirds of the participants as a useful strategy, a recommendation feature should be a function of the final product. Since one participant mentioned that she did not value others’ opinions, while another participant highly valued others’ opinions, there should be two types of recommendations available: user-ranked books (where other users rate books that they liked/disliked) and specific recommendations for the user based on personal likes/dislikes created by the product.

Overall Recommendations

The overall product should.....

- **Be able to be used quickly**
 - Two of the three participants showed a lack of “library stamina” after a set amount of time. Therefore, the product should allow the user to find a book they’d be interested in reading within a few minutes.
- **Contain cover art, colors**
 - All participants noticed book covers’ artwork and were drawn to interesting covers. Therefore, the product should display the cover of the books.
- **Contain quick, bullet-point previews of books**
 - All three participants were able to determine if they would be interested in reading a book or not after a thirty-second (or less) examination. Therefore, when the user looks at a particular book in the product, they will be given key information quickly.
- **Be organized by genre/interest (limit selection)**
 - To help users find books they would like to read quickly, the product will have a function to show books that contain a specific genre (such as sports) or topic (such as basketball). This limited selection will help the user not feel overwhelmed by the amount of books in the library.
- **Indicate if a book is part of a series**
 - It took two of the three participants several minutes to determine if a book was part of a series. This will be clearly displayed on the product for each book.
- **Contain personalized recommendations based on interest / previously read books**

- Users will be able to indicate in the product what books they have read. Based on this, the product will give the users recommendations on books they may enjoy reading next.
- **Contain recommendations based on others' reviews**
 - Users will be able to look at friends' list of previously read books / recommendations to find books they want to read.

Appendix

[Link to Coding Form for Person #1 \(Avid-Reader Andrew\)](#)

[Link to Coding Form for Person #2 \(Moderate-Reader Molly\)](#)

[Link to Coding Form for Person #3 \(New-Reader Nancy\)](#)