

Design Corps Library

Team T1 Update

Document

Design Corps x Library

Full Report

Design Corps x Library

Term One Report

Overview

Project Partner

Laura Braunstein

Design Corps Team

Adelaide Dixon '26

Aren Carlson '27

Sabine Spier '26

Sara Shelton '26

Technigala Presentation Slides

Process

Our Challenge

Challenge Constraints

Benchmark Research

Defining User Groups

Interview & Survey

Ideate

Future Plans

1. Benchmark
Research

3. Interview & Survey

5. Future Plans

2. Define User Groups

4. Ideate

Our Challenge

“To develop a user-centered design concept for a new digital scholarship facility on the second floor of Berry Library that pairs library staff expertise with flexible facilities for data science, geographic information systems, podcasting, media capture, oral history, digital storytelling, computational textual analysis, web project creation, inquiry with primary materials, and other digital scholarly activities. A successful solution will include an innovative design concept for a digital scholarship facility that incorporates user feedback from students, faculty, and library experts likely to support this facility with compelling visuals that can be used for future fundraising.”

Challenge Constraints

Background

The second floor of Berry, also known as 2FB, is home to the Dartmouth Jones Media Center and Evans Map Room which have supported student scholarship with media and maps over the past years as teaching, learning, and research needs have changed. The library experts working on these floors have

long led innovation in transforming these collections with technology and need a space to help them do so. Using this background, we started to tackle two main *How Might We Questions* which the design process utilizes to focus research and ideation.

How Might We Questions

“How might we design a space that meets the needs of current students and has the flexibility to adapt to the future?”

“How might we connect library staff expertise to new research and scholarship practices and evolving student needs?”

Parameters and Success Criteria

Our design concept will need to account for all of the spaces on 2FB including the Jones Media Center, the Evans Map Room, and the clerestory study area, but excluding the Media Production space formerly known as the Starr Instructional Center located at the north end of the floor. Additionally, our proposal will carefully consider the kinds of services offered and expertise available in the space.

Our solution will meet the following success criteria:

- Innovative design.
- Schematics, renderings, and compelling visuals.
- Student behavior and preference accommodations.
- User feedback from students, faculty, and library experts.
- Thoughtful consideration of Accessibility and inclusivity needs.
- Demonstrations of future use and how transition projects might work.

Benchmark Research

Before we started conducting interviews and gathering insight from the users of the space, we first sought to gather benchmark research as users of the space so we could compare our experience and preliminary understanding of the space with other students and the library expertise. Here is what we observed.

Resources

2FB is home to a copious amount of resources divided amongst the different rooms and departments. The floor's most important asset we

noticed is the human expertise that the librarians and department staff members have regarding the collections and equipment housed on the floor.

Stemming from the human expertise, we found five main categories of resources on the floor:

Physical Collections

- Maps
- Music
- DVD's, CD's, VHS's, etc.
- Games

Special Equipment

- Podcast and Audio Recording
- Video Recording
- Printers

Classroom Space

- Workshops
- Collaborative Space
- The Innovation Lab

Computers

- Coding, Editing, and GIS Software
- Large and Powerful Monitors

Study Space

- Desks
- Seating
- Socialization Space

Jones Media Center

The Jones Media Center (JMC) is a vibrant space that is home to a vast majority of the floor's physical collections. Most students that use the space sit in the various study spaces that exist around the entrance or sit at the computers to do work, but some students don't use the computers. Staff help provide students with equipment for media projects and often teach users how to operate the gear. The JMC's Innovation Lab is a dynamic space that is used every once in a while located next to the Media Production space and a staircase as well as an elevator.

Evans Map Room

The Evans Map Room (EMR) is also home to an abundance of physical collections and professional expertise including GIS software and specialty poster printing. The collections occupy a lot of the room's space but there are also study spaces near the entrance. The room has operation hours from 9am to 5pm.

The Clerestory

The Clerestory is the space that acts as 2FB's lobby. There are desks and tables to accommodate student study space. There is a glass structure that occupies space in the middle of the floor. The floor's only bathrooms and water filling stations are also located here, with a staircase and elevator located in the corner.

Defining User Groups

In our efforts to understand the users of the space, we interviewed 20 staff members, 15 students, and created a survey that received over 45 responses.

We spoke to the floor's librarians and staff members from various departments involved including:

- Library Fellows
- The Evans Map Room
- The Jones Media Center
- Research and Learning Specialists
- Research Data Specialists
- Digital X Dartmouth Specialists
- Student Access Service Specialists
- Associate Library Deans

Of the 15 students we interviewed and the over 45 that responded to

our survey, we identified three main student user categories.

The Non-User: The students who avoid the floor due to study preferences or lack of resource knowledge.

The Studier: The students who use the floor every now and then to study or access the resources.

The Regulars: The students who use the space daily to study, socialize, and access resources.

Interview & Survey

Throughout our interviews and after analyzing our survey data, there were a number of key insights that we identified which we have used to guide us throughout the remainder of the project.

Interview

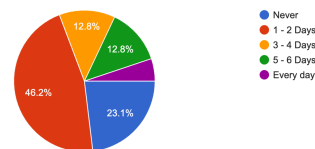
In each of the interviews, we brought a series of standardized questions but prioritized facilitating a conversational discussion of the floor. Generally, our interviewees spoke on their likes, dislikes, and desires for what a redesign of the floor might look like.

“Tell us about a time when the layout of 2FB made sense or frustrated you?”

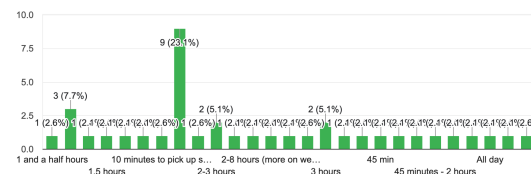
Survey

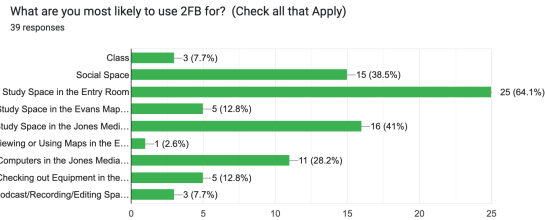
In addition to speaking directly with students and staff, our survey gathered information about student usage patterns and preferences about the floor.

How many days a week do you visit 2FB on average?
39 responses



When you visit 2FB, how much time do you spend there on average? For Example: 50 minutes or 2 hours
39 responses





The survey was distributed online and via posters placed throughout the building. There was also an incentive for students to conduct an in-person interview with a member of the team at the end of the survey. Of the respondents, we were able to speak with 15 students directly.

Insights

After collecting data from interviews and surveys, we downloaded and visually mapped quotes and key ideas. This allowed us to categorize what we had learned which eventually led us to our six key insight themes.



These insights, gleaned from categorizations like the one pictured above are as follows.

Student Awareness: Students are unaware of the entirety of resources available to them on the floor due to signage and restricted access.

Physical Collections: Physical collections, while important, are separated from the respective expertise and compromise work areas.

Space Function and Time of Day: At different times of the day, depending on staff hours and

student work periods, the floor becomes louder and busier.

“There is a vibrancy to 2FB that is unlike any other floor in the library.”

Expertise Location: Because 2FB is home to so many professionals, they require space and tools necessary to complete their work.

Job Responsibility: Further, the staff have many responsibilities which conflict with scheduling availability and demands of students.

2FB’s Identity: The general feeling of the space is unique and there are discrepancies between student and staff perceptions of 2FB.

Ideate

Given these insights, we began to construct additional *How Might We Questions* which have directed our focus in alignment with the

discoveries we have already made and the insights we continue to uncover.

How might we...

...dedicate space for both **individual projects** and **collaborative projects**?

...**optimize the staff expertise** in the JMC and EMR for a variety of consultation levels?

...**keep resources accessible** to students when the space is not staffed?

...**increase student awareness** of resources?

...**integrate**, both physically and organizationally, **resources across departments**?

...efficiently **combine, locate, and store** physical collections?

Future Plans

Going forward, our team will combine the information above with further efforts to gather input from students and stakeholders on 2FB to devise spacial design solutions which address and incorporate such

findings. We will continue to validate our work by testing and adapting prototypes according to feedback from users in an effort to make our final recommendations with our end-of-project deliverables.

Design Corps x Library

Term Two Report

Overview

Project Partner

Laura Braunstein

Head of Digital Scholarly Engagement, Dartmouth Libraries

Design Corps Team

Aren Carlson '27

Sabine Spier '26

Sara Shelton '26

Yaying Yu '26

Keyue (Joyce) Li '26

Will Hanson '26

Technigala Poster

Process

Ideate

Prototype

Insights

Refine

Next Steps

Ideate

Following the *How Might We Questions* at the end of term 1, we expanded the ideate phase into competitive analysis and student charrettes. These were designed to obtain further information about specific aspects that we had begun considering following the term 1 research.

Competitive Analysis

Competitive analysis consists of identifying close competitors and identifying what they do well/poorly. We chose to analyze a number of academic institutions, including Duke, Carnegie-Mellon, University of Texas - Austin, and all seven other Ivy League schools. We wanted to see exactly what the multimedia spaces look like at these schools and how they are operated. We also wanted to understand what satisfied students and staff, particularly ideas we had not previously been considering.

The first major insight was that many of the new designs have more open floor plans with plenty of glass. This is particularly important for this project because there are great windows on each side but plenty of

non-windowed space between, so we saw examples of how to maximize this space pictured below.



We also learned how many schools showcase both their collections and especially student work, which draws interest in the actual media center to the floor. It also gives students a sense of pride in their work, and many schools reported how this improved their space. The picture below, for example, demonstrates students live at work, but it can also show premade videos.



Through looking at various successful spaces, we concluded

Student Charrettes

(PDFS OF STUDENT SLIDES)

DESIGN CORDS → Quantifying Student Design Choices

OPEN STUDY SPACE (NON-EXCLUSIVITY) TTT TTT TTT TTT TTT
- Consider "live living", tables facing windows
- movable desks/space
- booths ✓
- Big open Tables like FFB/3FB (quiet v. loud?)
- "circular"
- carrels
- pet lounge
- Design Ideas
- Banquet Seating ✓
- meditation chairs ✓
- "modern vibe" (massage desks) ✓
- fine pt lol
- likes bookshelves
- printers ✓✓
- sleeping corner
- "white board desk"

MAP ROOM AS STUDY SPACE IIII
- "smaller"
- "ramon"
- "KEEP ME" III
- "map station" w/ walls

MEDIA / COMPUTER ROOM TTT I
- virtual reality room
- IT Support
- Specifies: digital arts room, video editing, Audio library - movie room!, projection room recording room, music Room (stick figs)

CLOSE CLOSETORY WINDOWS II OR KEEP TABLES FROM WINDOWS III
- changers avoid theme

HANG OUT AREA / SNACK BAR TTT III
- TV
- like One Wheelcool / Back of the Napkin

KEEP CIRCULATION / RENTAL COUNTER TTT II

STUDY ROOMS TTT TTT TTT TTT I[?]
- "individual study space"
- w/ whiteboards
- quiet study space / "silent"
- whiteboard EVERYTHING

STAFF OFFICES TTT I
- help center / offices ✓
- "mtms"
- glass walls separating Collaborative v. quiet areas
- "S TRAP OF SILENCE"

CLASSROOM II

(SLIDESHOW OF OUR DESIGNS)

Prototype

We combined our collected insights from competitive analysis, charrettes, and term one research for the following five broad ideas to prototype with staff:

1. Service

- a. an “all-in-one” service bar that integrates the various sections of 2FB
- b. encourages collaboration of different sectors

2. Collections & Storage

- a. displaying work completed via the resources offered on 2FB
- b. relocation of collections and storage to be more in sight of library-goers, displaying what is available

3. Open Floor Plan

- a. minimizing the number of walls, maximizing how open the space feels
- b. adaptive and flexible wall set-ups, foldable

4. Vibes

- a. offering a distinctively aesthetic appearance and feel from the different floors of the library

5. Layout

- a. tying together the above concepts, suggesting potential floor plans

Midterm Workshop

We brought together the staff of the second floor and hosted a midterm workshop. Our process consisted of a presentation of the proposed 5 concepts, and we invited staff members to leave feedback on each, answering the following questions:

1. *What excites you about this concept? How do you envision yourself interacting with the space?*
2. *What challenges or obstacles could you (and others) encounter with utilizing this space? How could the concept be improved to work around it? What will you miss if this concept is implemented into space?*

We collected the feedback, performing quantitative and qualitative analysis.

Insights

Workshop Qualitative Analysis

Idea 1: Service

Staff were excited about the concept of multi-purpose workspaces that could be

utilized after hours. They appreciated the inclusion of plants and a vibrant, engaging environment, as well as the clear visibility of user points of contact and expertise. However, concerns were raised about the orchestration of staffing and expertise, balancing public versus private consultation spaces, and potential issues with overcrowding and noise. There was also a desire for private consultation spaces and an emphasis on maintaining concentration in service exchanges. Overall, staff liked the idea of incorporating spaces for both student and staff meetings, but were worried about overcrowding and the balance between public and private meetings.

Idea 2: Collections & Storage

Staff were excited about the visibility of collections and student projects. They valued the flexibility and purposeful display of collections and the increased accessibility of collections to students. Concerns included staffing and security challenges,

balancing visibility with practicality, and decision-making about which items to display. Staff also emphasized the importance of practicality and accessibility, and the need to encourage browsing and resource usage. They liked the potential for fresh displays of resources but were worried about the long-term flexibility, upkeep, and space utilization, prioritizing student work and collections over equipment.

Idea 3: Open Floor Plan

Staff were enthusiastic about the potential for multi-purpose and vibrant spaces filled with natural light. They appreciated the flexibility to accommodate various activities and scales but raised concerns about maintaining staff privacy and concentration. Other obstacles included balancing diverse space needs, managing noise control and equipment access, and ensuring privacy for sensitive activities. The importance of private workspaces and recording spaces was also noted. Staff

loved the natural light and open ideas for maximizing space and collaboration but emphasized the need for sound-proof and light-proof rooms for privacy and media services.

Idea 4: Vibes

The idea of a bright, plant-filled, and welcoming atmosphere was well-received. Staff liked the integration of contemporary and playful elements and the importance of balancing various uses and spaces. Potential obstacles included considerations of environmental psychology and inclusion, balancing social and serious spaces, and concerns about mixing food with technology. The need to balance playfulness with noise and focus was also highlighted. Staff liked the comfortable yet “techy” vibe and the idea of connecting with the outside through stairs and a potential patio but were concerned about ensuring that collections and services remained central and opposed

mixing food with tech and maps.

Idea 5: Layout

Staff were particularly excited about the flexibility and integration of staff and study spaces. They highlighted the importance of noise and light gradients, as well as the benefits of co-locating collections and expertise. Challenges included balancing staff, collections, and study spaces, ensuring accessibility and specialized equipment, and addressing noise enforcement and study room placement. Accessibility and specialized equipment were emphasized as critical elements that could be missed. Staff loved the sound gradient concept, highlighting the need for both collaborative and quiet workspaces, but were concerned about enforcing the noise gradient and ensuring ample office and storage space.

Next Steps

Summer Plan 24X (Term 3)

(COMPLETE SUMMER PROPOSAL)

During the summer term of 2024, the Design Corps Library team plans to prototype the newly designed IDEAS Lab situated on the second floor of Berry Library. We propose an overarching plan that encompasses:

- Creating visual representations of user journey maps
- Analyzing how the space is currently operated
- Testing user journey maps with student and staff stakeholders
- Prototyping layouts that support successful user journeys
- Developing prototypes and concepts that stakeholders can respond to

Term 1

Design Corps x Library

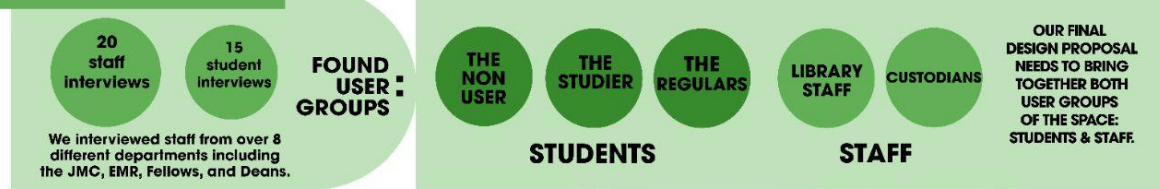
Sara Shelton '26, Aren Carlson '27, Sabine Spier '26,
Will Hanson '26, YaYing Yu '26, Keyue (Joyce) Li '26



Benchmark Research



Define User Groups



Survey & Insights

We sent out a survey that received 45 responses from a variety of students. We brought this and our interviews together to form 6 key insights.

How many days a week do you visit 2FB on average? (in response)

What are you most likely to use 2FB for? (Check all that apply)

INSIGHTS

- Student Awareness:** Students are unaware of the entirety of resources available to them on the floor due to signage and restricted access.
- Physical Collections:** Physical collections, while important, are separated from the respective expertise and compromise work areas.
- Space Function and Time of Day:** At different times of the day, depending on staff hours and student work periods, the floor becomes louder and busier.
- Expertise Location:** Because 2FB is home to so many professionals, they require space and tools necessary to complete their work.
- Job Responsibility:** Further, the staff have many responsibilities which conflict with scheduling availability and demands of students.
- 2FB's Identity:** The general feeling of the space is unique and there are discrepancies between student and staff perceptions of 2FB.

HOW MIGHT WE...

- ...dedicate space for both individual projects and collaborative projects?
- ...optimize the staff expertise in the JMC and EMR for a variety of consultation levels?
- ...keep resources accessible to students when the space is not staffed?
- ...increase student awareness of resources?
- ...integrate, both physically and organizationally, resources across departments?

Term 2

Competitive Analysis

Analysis of peer institution media and technology centers. We found that most centers already share similar resources. Main differences lie in the display of work done in the multimedia labs and the way resources were conveyed to students.



5 Design Concepts

Through competitive analysis and insights gained from interviews & surveys, we created 5 main design concepts:



Student Charettes

Analysis of peer institution media and technology centers. We found that most centers already share similar resources. Main differences lie in the display of work done in the multimedia labs and the way resources were conveyed to students.

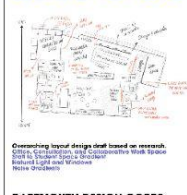


Midterm Workshop

The team hosted 2 workshops this spring term (Weeks 6 & 7). Library staff from many different departments were introduced to our 5 main design concepts and given two questions to respond to:

1. What excites you about this concept and how do you see yourself using the space?
2. What obstacles might you encounter with this concept? How can it be improved to fit your needs? What might you miss if the floor changes?

IDEA #5 LAYOUT



What excites you about this concept and how do you see yourself using the space?

What obstacles might you encounter with this concept? How can it be improved to fit your needs? What might you miss if the floor changes?

Feedback

Positive Opinions On:

1. Emphasis on collaboration and openness
2. Showcasing student work, collections, and resources
3. Sound gradient and overall ambience

Could Be Improved:

1. Open layout changing after staff hours
2. Noise gradient (quiet to loud) management
3. Ensuring privacy when needed

Summer

Future Plans

In the summer term of 2024, our team will further develop the IDEAS Lab on the second floor of Berry Library by creating user journey maps and analyzing current space operations. Our work will involve creating visual representations and prototypes to ensure user needs are met and to address any overlooked challenges. By the end of the term, we will have communicated and worked with the architects, providing a comprehensive design plan that integrates our work and meets the needs of library users and the staff.

Special Thanks To...

JSun, Paula, Eugene, Rachel, Constance, and our wonderful partner over at the library,
Laura Braunstein

Design Corps x Library

Term Three Report

Overview

Project Partner

Laura Braunstein

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Aren Carlson '27

Sabine Spier '26

Sara Shelton '26

Yaying Yu '26

Will Hanson '26

Process

Define

Ideate

Prototype

Feedback

Insights

Next Steps

As the Design Corps x Dartmouth Libraries project entered its third term, our team worked closely with our partner Laura Braunstein to understand changes for the final deliverable to hand-off a holistic project to administration for future space design considerations.

Define

Users

At the beginning of the term, our team started by researching key elements of library design through various readings concerning the design of academic libraries, user personas, and user journey maps. We also revisited our user interview documentation from prior terms to identify and curate more specific user identities that evolved from our initial staff, student, and faculty buckets.

The six core users we discovered were: The Invested Professor; The General Management; The Veteran Librarian; The Class Project Student; The Curious Academic; and The Advanced Community Researcher.

These users were then transformed into user personas and journey maps which give comprehensive insight

into the goals, needs, and areas for improvement that the proposed IDEAs Lab redesign might address.

Research Analysis

Once the team had identified the specified users, we supplemented our creation of these personas and journey maps using excerpts from *Designing Libraries for the 21st Century* (Published by the Association of College and Research Libraries) as a guide.

Ideate

User Experiences

Using quotes and commentary from the interviews we collected in the first term of the project as primary resources, we crafted outlines of the six identified personas. These conversations revealed a desire for collaborative space and accessible resources for users with limited experience using special equipment and collections.

Using the analyzed information to create personas and notes regarding the lived experiences of these individuals, we crafted narratives for what these six personas might experience on a day-to-day basis in

the IDEAs Lab as well as over the lifetime of a creative media project using the collections and expertise that exists on the second floor of Berry Library today.

Prototype

User Personas

After collecting the data from our interviews, we compiled information on a separate document through FigJam to answer the following questions: Who is using the space? What are their emerging needs?; What goals do they have in common?; Why are there frustrations with the existing methods of work?; What motivates them to create and collaborate?

Throughout numerous rounds of revision, the following personas are the product of this deliberation.

Journey Maps

Once the initial user personas were underway, the team began to put the experiences of our interviewees into perspective. This required breaking down their interactions into phases for further analysis. Once these phases were identified, it was easier to interpret the emotional

progression of users in the space as well as their expectations for what a future IDEAs Lab might provide. This was first noted and finalized, then transferred over to a FigJam, where our team was able to collaborate and stylize the final journey maps. This, like the user personas, was also revised numerous times to ensure clarity in delivery on the various stages of experience that users would go through according to the persona.

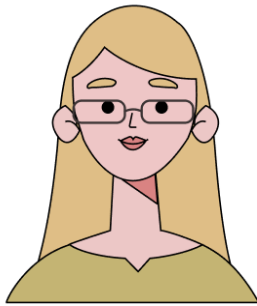
Feedback

Partner Feedback

Throughout the course of creating our personas and journey maps, our partner Laura suggested changes and offered new perspectives to consider in our work. The team additionally spoke with library representatives to gather a better understanding of the IDEAs Lab trajectory and place within the Dartmouth community.

Our program manager Jsun Velasco-Hebert similarly offered structural advice and revisions to our personas which combined to result in the following personas and journey maps.

Professor Everhart



1. Professor of writing and gender studies
2. Wants students to embrace creativity, learn concrete skills
3. Mediates between the classroom and the IDEAS Lab
4. Promotes the IDEAS Lab to other faculty

“ I have been assigning digital projects for many years, and I want to keep up with changing technology.

Goals & Motivations

- Enhancing their learning and teaching goals
- Fostering collaboration and creativity
- Facilitating pride in student work
- Utilizing media and technology for compelling student project creation

Emerging Needs

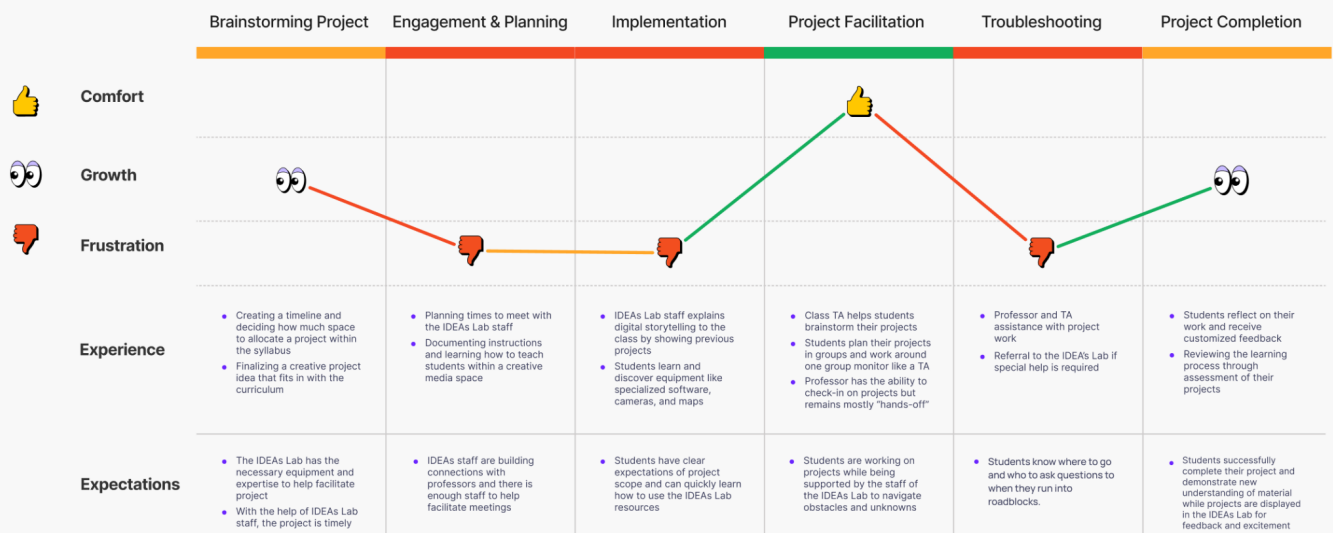
- Student collaboration in one space, in-person
- Understanding of the resources and events taking place in the IDEAS Lab
- A way to share student digital projects more broadly

Areas for Improvement

- Balancing collaborative student work in the IDEAS Lab with individual work on personal laptops
- Managing educational timeline and syllabus for project length
- Curriculum not always applicable for IDEAS Lab

Professor Everhart

Professor Everhart wants to enrich their curriculum with the use of media technology by encouraging their students to develop their creative skills through the use of resources in the IDEAS Lab, allowing them to go beyond traditional methods of learning.



Amara Okoye



1. Longtime employee of Dartmouth libraries
2. Experienced multiple redesigns and changes within the IDEAs Lab
3. Interacts with students & staff on a daily basis
4. High level of technological expertise

“ I want to balance the demands of a busy service point with more specialized engagement on research projects.

Goals & Motivations

- Assist students with expertise specific questions
- Help fulfill project visions of students and researchers
- Coordinating, supporting, and mentoring other IDEAs Lab staff

Emerging Needs

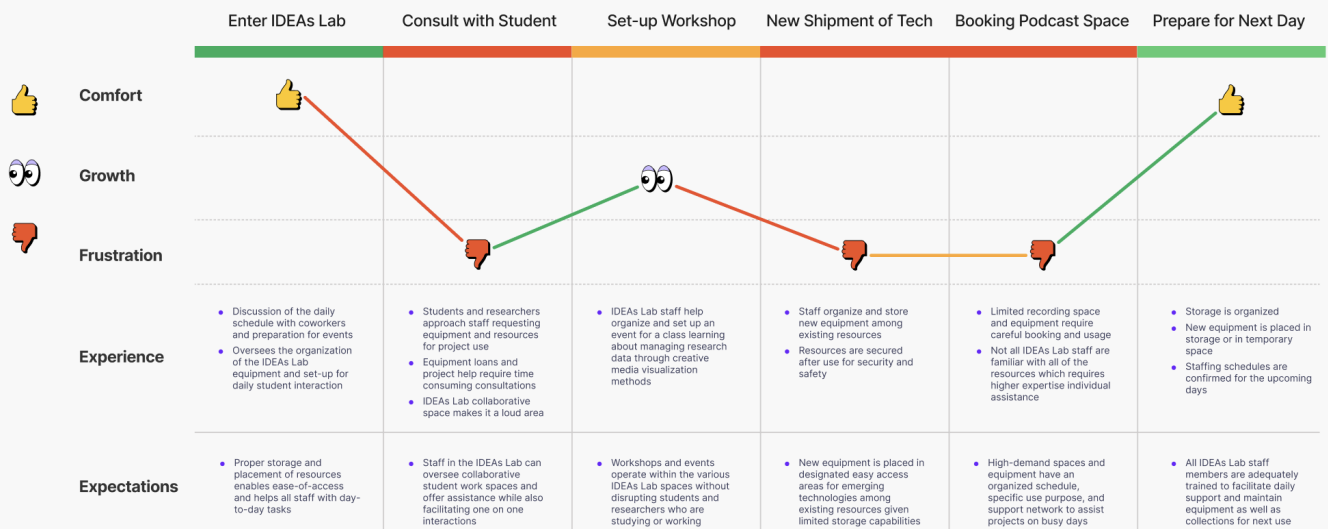
- Increasing staff efficiency to handle increases in IDEAs Lab interactions and user needs
- Management of technologies, spaces, and resources in scalable ways
- Knowledge of emerging technologies

Areas for Improvement

- Expansion of staff to meet the current demands for technology and spaces
- Innovative use of existing space to accommodate projected growth
- Optimization of limited resources for users

Amara Okoye

Amara is a longtime employee and manager of the IDEAs Lab space. Having overseen various changes, she interacts with students and staff on a daily basis. Amara has a high level of expertise that helps her with various interactions at her job everyday.



Dr. Mateo Rossi



1. Highly specialized understanding of academic resources
2. Management of mostly physical collections and some digitized resources
3. Comfortable within existing library systems and methods of operation

“ I want to encourage collaborative research work with both physical and digital resources.

Goals & Motivations

- Conducting specialized research consultations and workshops to inspire future projects
- Assisting undergraduate and advanced researchers with complex projects
- Seeing student enthusiasm for unique collections

Emerging Needs

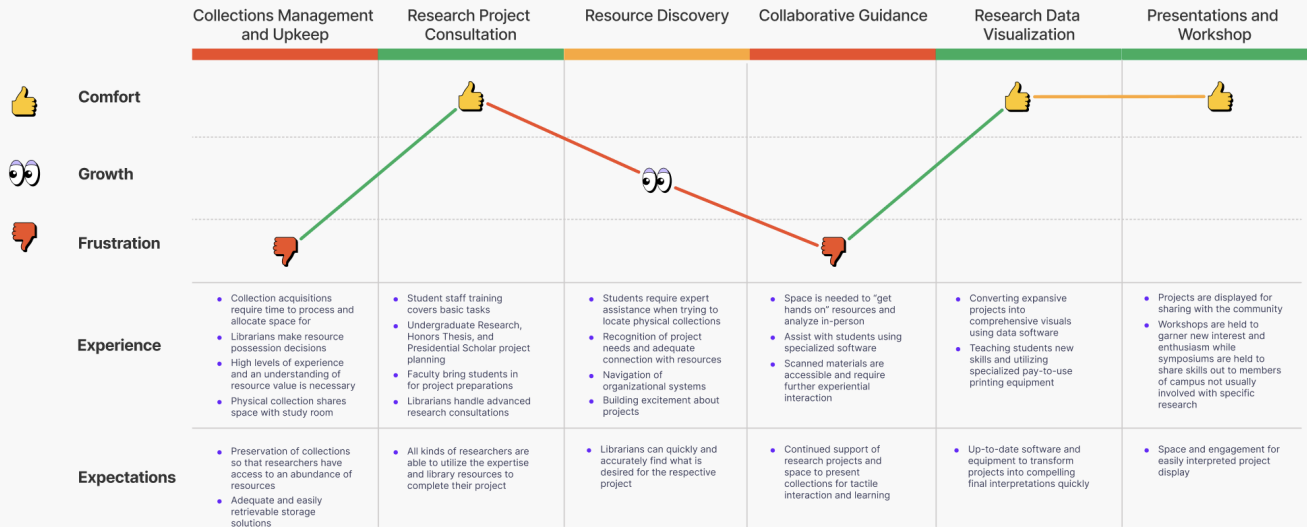
- Access to tactile and interactive collaborative space for sharing materials both in person and digitally
- Amplification of expertise for digital scholarly projects across the disciplines

Areas for Improvement

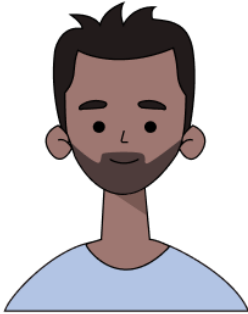
- Retaining designated space for physical collections and hands-on work environments
- Demonstrating how critical direct interaction with materials is for effective research outcomes

Dr. Mateo Rossi

Dr. Mateo Rossi is a highly trained and educated veteran of Dartmouth Libraries. On a day to day basis, they make important decisions about what resources to preserve, display, and recommend. Their expertise lies in integrating physical collections with data visualization techniques.



Arjun Kapoor



1. No prior experience with the IDEAS Lab
2. Working on a project for WGSS XX.12
3. Not sure how to capture video and audio on equipment
4. Eager to learn new editing software to maximize their creative learning experience

“ The media projects are much more engaging, and I feel like I learn more by being creative with the project outcome.

Goals & Motivations

- Submitting a successful assignment and excelling in their class
- Creating something they are confident to present and share with classmates, family, and friends

Emerging Needs

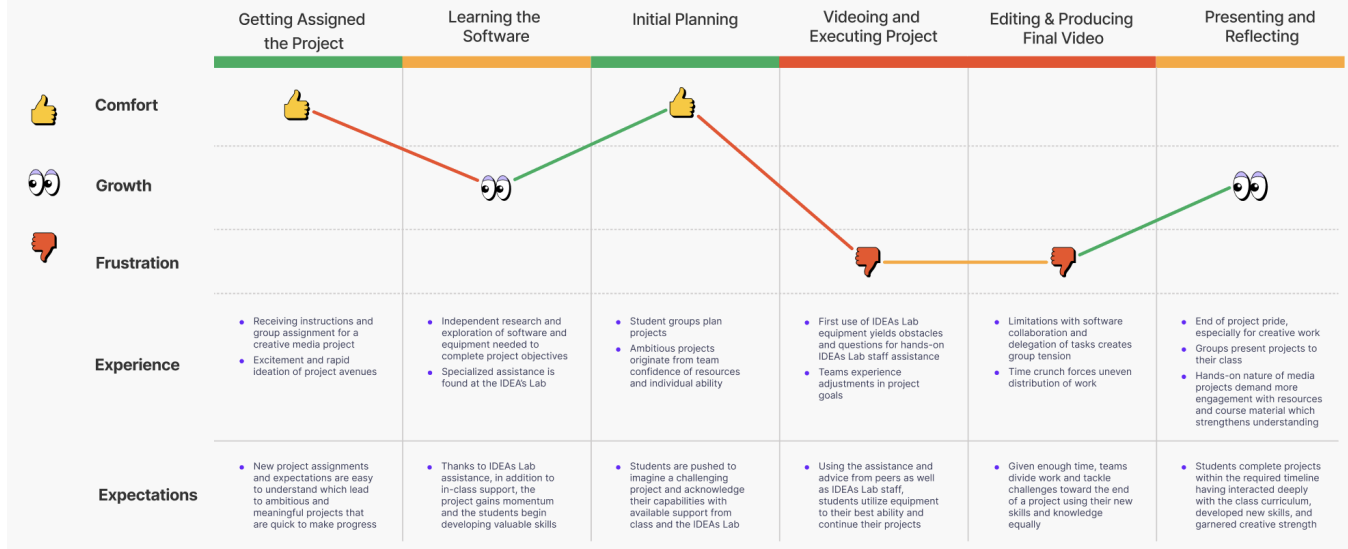
- Familiarity with necessary software and equipment needed to continue work on a project
- Maintaining energy to focus on creativity throughout the learning experience
- Excitement in collaborative IDEAS Lab team spaces

Areas for Improvement

- Confidence building when taking creative risks
- Managing busy work-life schedule and taking time when learning new skills
- Allocating adequate time to learn how to operate equipment and software

Arjun Kapoor

Arjun, who has no prior experience with the IDEAS Lab, needs to complete a project for WGSS XX.12. They need to learn how to capture video and audio on rental equipment, as well as use the editing software to maximize their creative learning experience.



Miguel Santos



1. Has never visited the IDEAs Lab
2. A busy engineering student that has little time for extracurricular projects
3. Inspired by compelling student projects on display in the IDEAs Lab
4. Curious and creatively adventurous

“ I have so many ideas for creative projects, but I don't have the time outside of my regular coursework.

Goals & Motivations

- Engaging with creative passion projects for enrichment
- Sharing work with students in a vibrant and welcoming space
- Feelings of support from the IDEAs Lab community

Emerging Needs

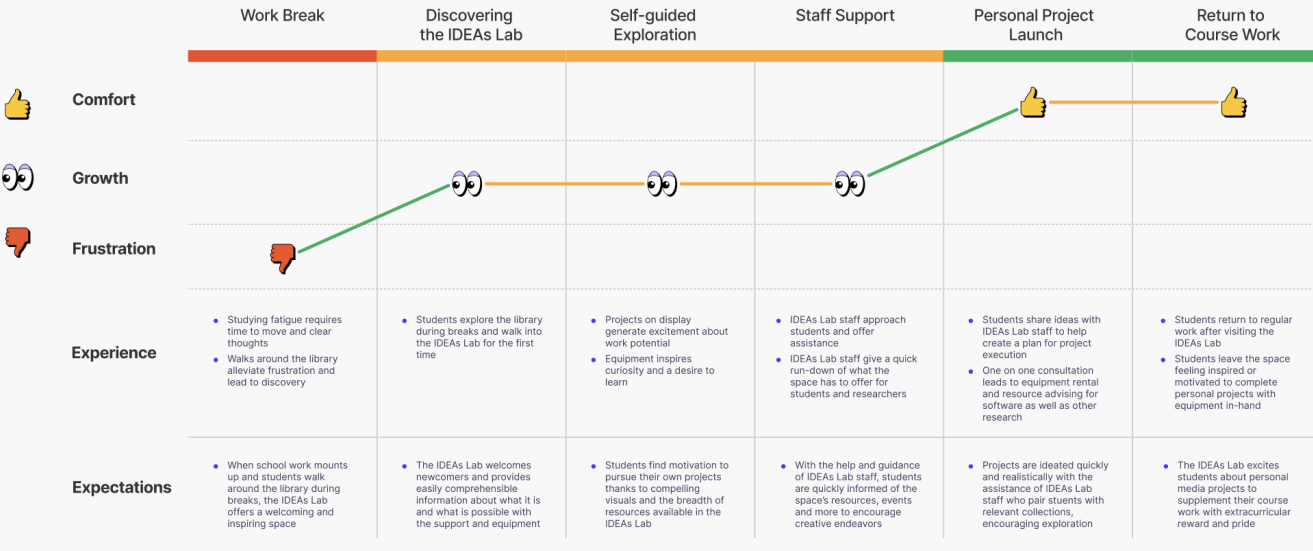
- Stimulating project work that is self motivated and easy to pick up
- Knowledge of IDEAs Lab media events to participate and submit work
- Supported navigation of available resources

Areas for Improvement

- Managing courses with extracurricular interests
- Finding structured programming to generate project momentum in a limited amount of time
- Time and availability of equipment for experimentation

Miguel Santos

Miguel, who is procrastinating his work, wanders around the library. He is inspired by the display of resources, equipment, student projects as well as the visual engagement of the students in the IDEAs Lab. He decides to take on his own personal project, but is unsure how to go about it.



Amy Tanaka



1. Grad student in Microbiology
2. Wants to use IDEAS Lab for a data visualization project
3. Interested in science communication and engagement with non-academic audiences

“ I’m a motivated learner, and I need resources as well as a place to work on a project independently.

Goals & Motivations

- Producing content that has impact with unique equipment
- Communication with wider audiences about expertise
- Feelings of connection to the local community

Emerging Needs

- Clearer understanding of what resources and programs are available to them
- Space to work and interact with unique collections

Areas for Improvement

- Looking for an efficient way to learn on her own
- More examples of data visualization projects by other researchers like herself

Amy Tanaka

Amy is a graduate student who wants to visualize her own research data for non-academic audiences. She is motivated to create compelling work but needs assistance working in the IDEAs Lab.



Insights

Throughout the process of crafting these personas and proposed experiences within the IDEAs Lab, the team recognizes that there is more nuance to an individual's experience within a media center.

Our material and findings indicate a number of core needs from a second floor redesign to address areas for improvement in the existing space as outlined in the personas and journey maps. More simply, library technologies are evolving constantly and require physical space to accommodate these changes. Library collections should be able to grow and adapt to a similarly

evolving user need basis but should also focus on physical collection preservation in a rapidly digitizing academic climate. All users of the space need to feel empowered and confident in their work in addition to having the physical space to complete their work, collaborative or individual, in a timely manner.

The intent of our work is to inform the coming changes of the second floor of the Berry Library to reflect the human needs and desires for a place which will act as a service point for scholarship long into the future.

Next Steps

Using the combination of our work over the 2024 Winter, Spring, and Summer terms, we hope that the Dartmouth Libraries can utilize our proposed designs and user data to collaborate with the College Administration in an effort to make the second floor of the Berry Library

a beacon for academic exploration and creative scholarship.

The Dartmouth Design Corps thanks the Dartmouth Libraries for the opportunity to engage with the IDEAs Lab project.