

WIAD '25 Workshop: Crafting User Personas for AI

Michael Aguilar





01.

WHAT I DO

A little about myself and my role at the library

02.

PERSONAS

Overview of types and uses

03.

MLK LIBRARY PERSONAS PROJECT

Details of our project and process

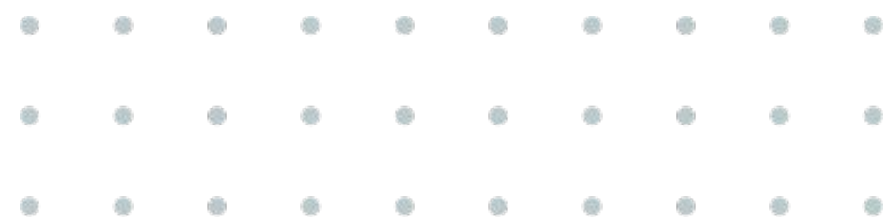
04.

PERSONAS ACTIVITY

Work collectively in groups

05.

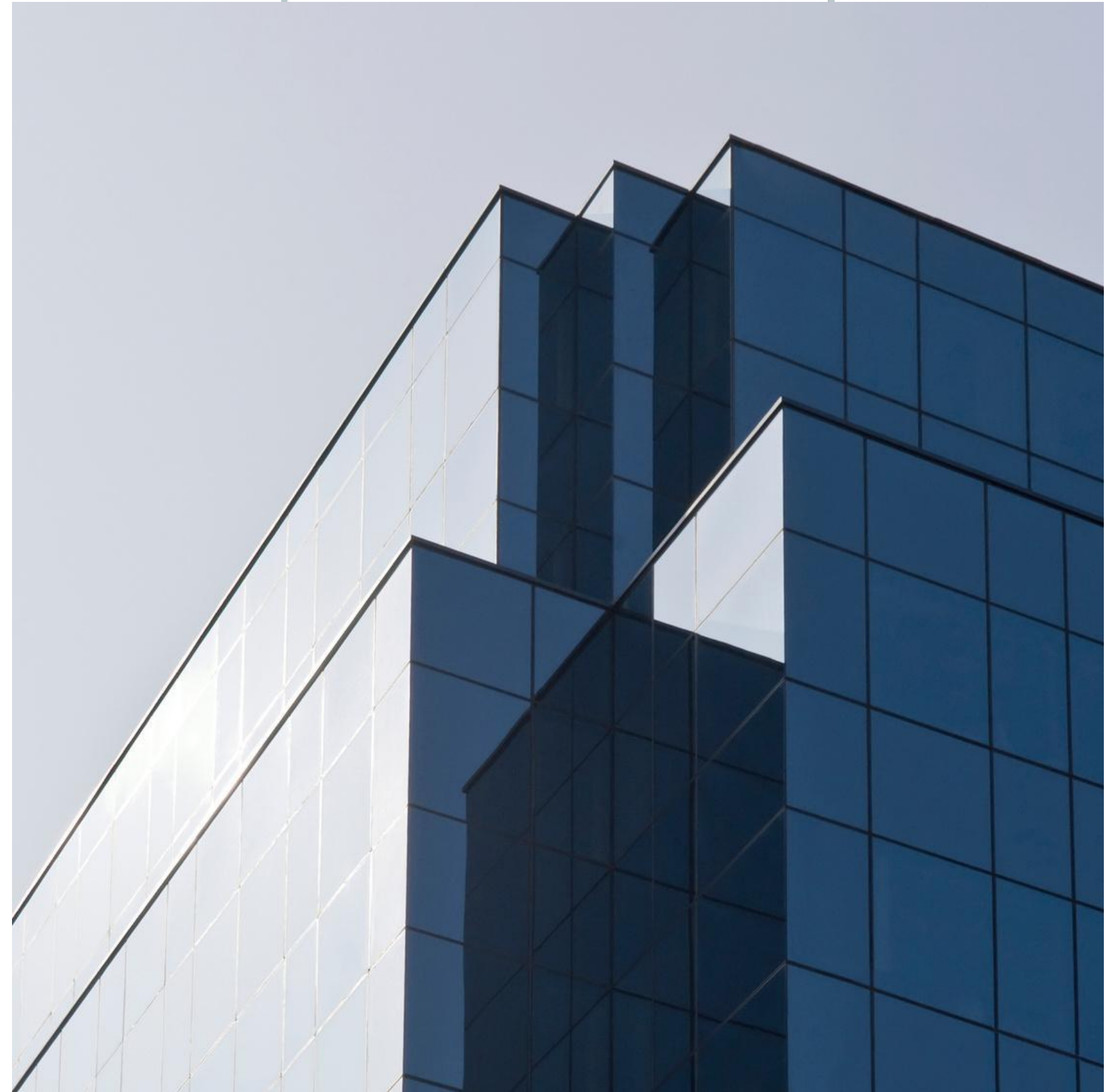
SHAREOUT / DISCUSSION / Q&A



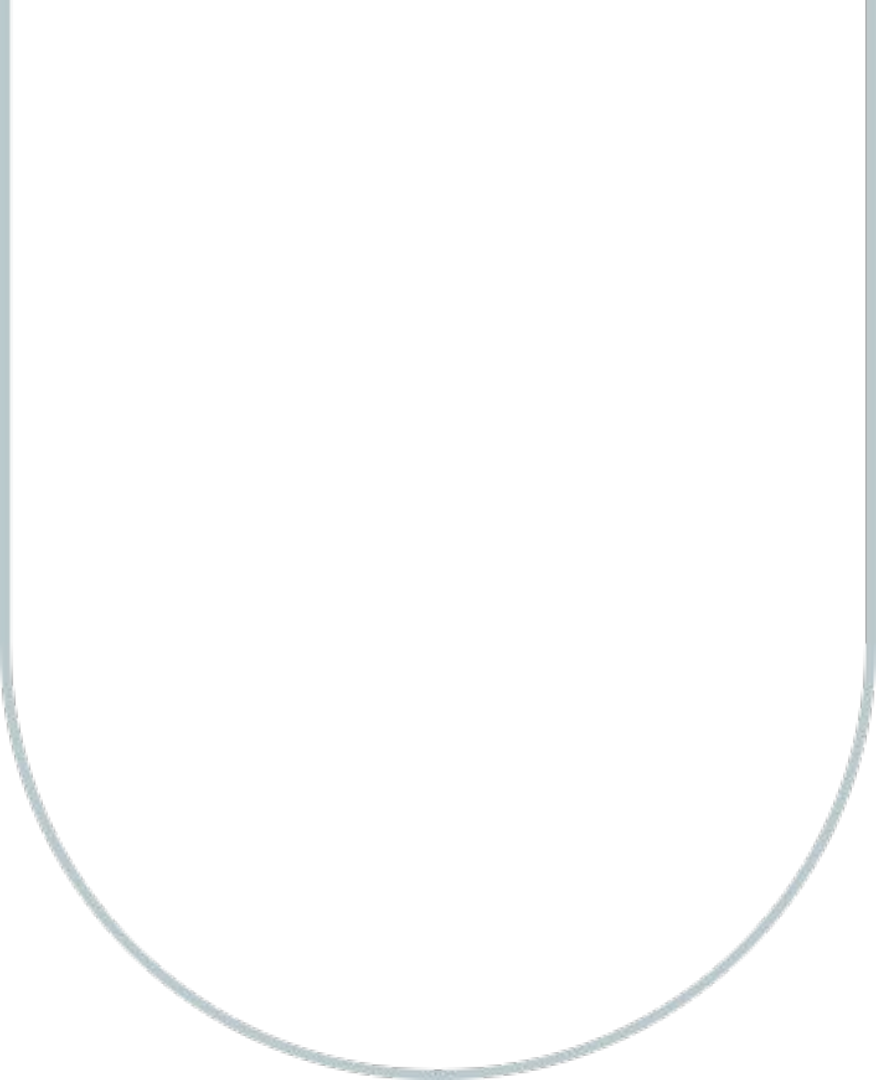
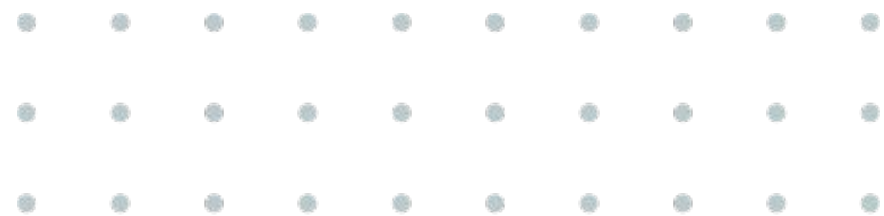
AGENDA

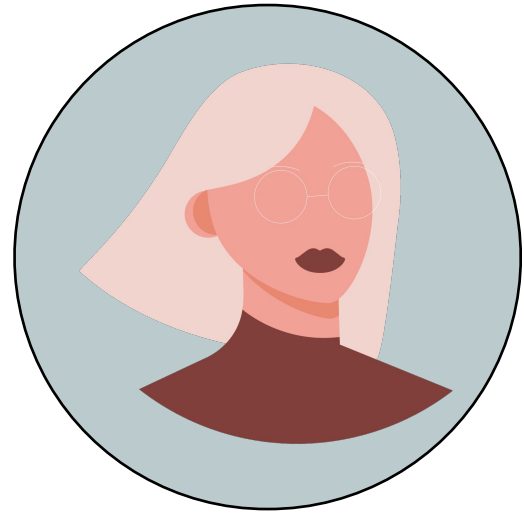
I'm the User Engagement & Insights Librarian

- Responsible for the development and implementation of initiatives, activities, and projects designed to improve the overall user experience and increase use of the University Library's collections, services, and facilities.



**Any familiarity
with personas?**

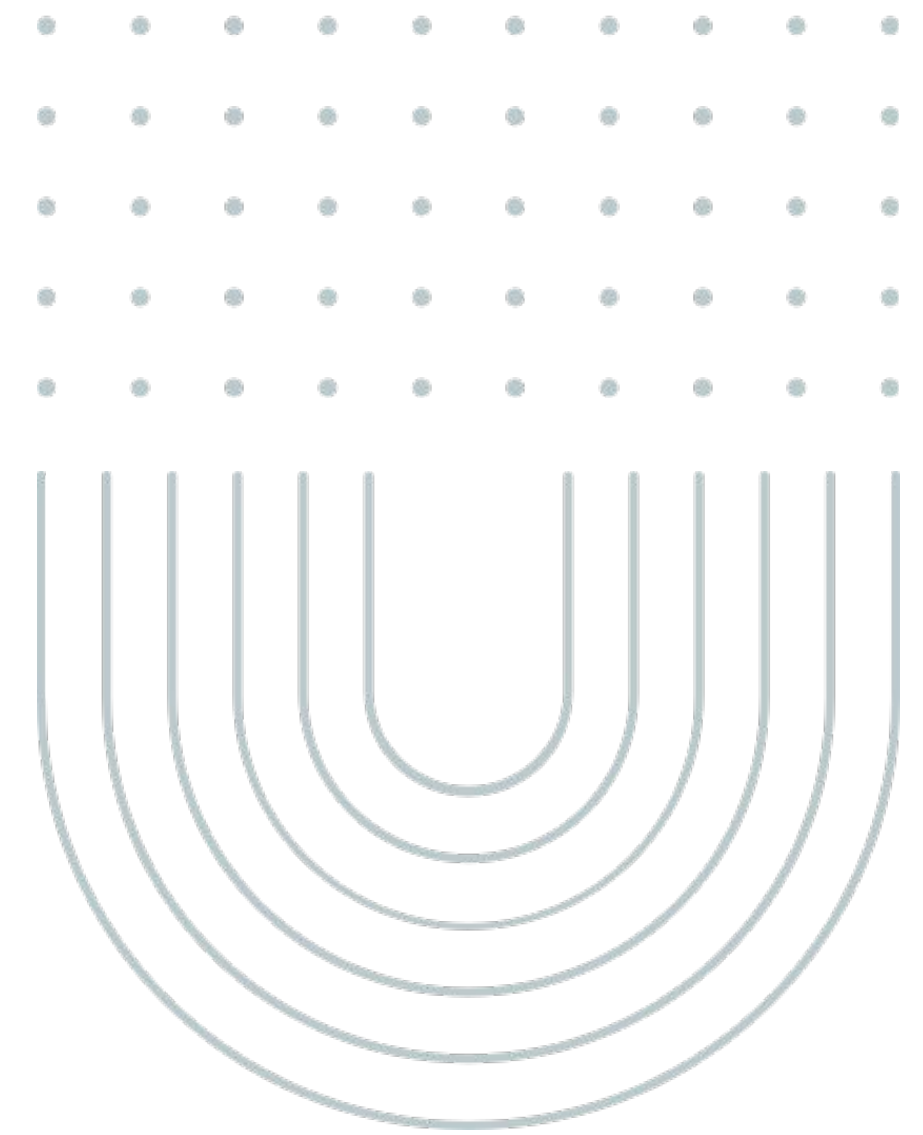




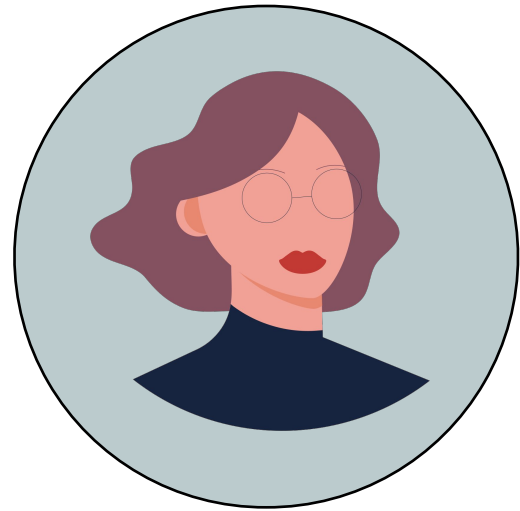
Profiles of imaginary people that describe the behaviors, motivations, frustrations, and end goals of target users for a product or service



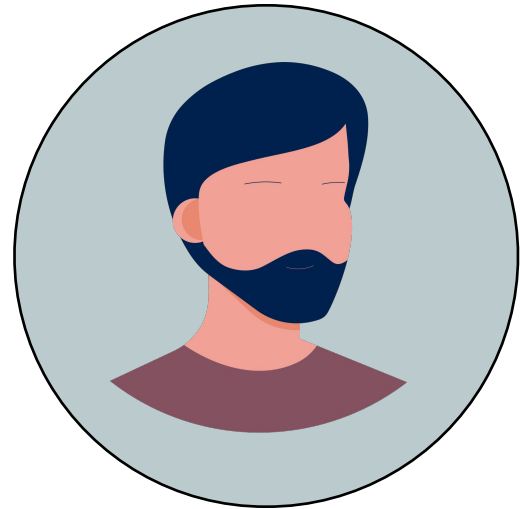
A stand-in for large groups of potential users, personas help to illustrate common behaviors and tasks that are shared among groups of people. They help designers imagine how users might interact with a product and what features they need most to achieve their goals



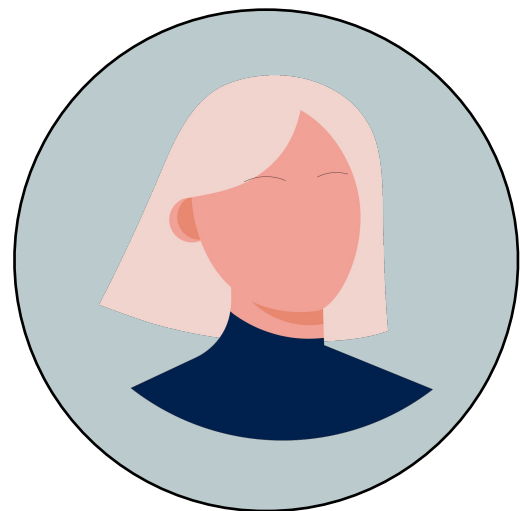
What Are Personas?



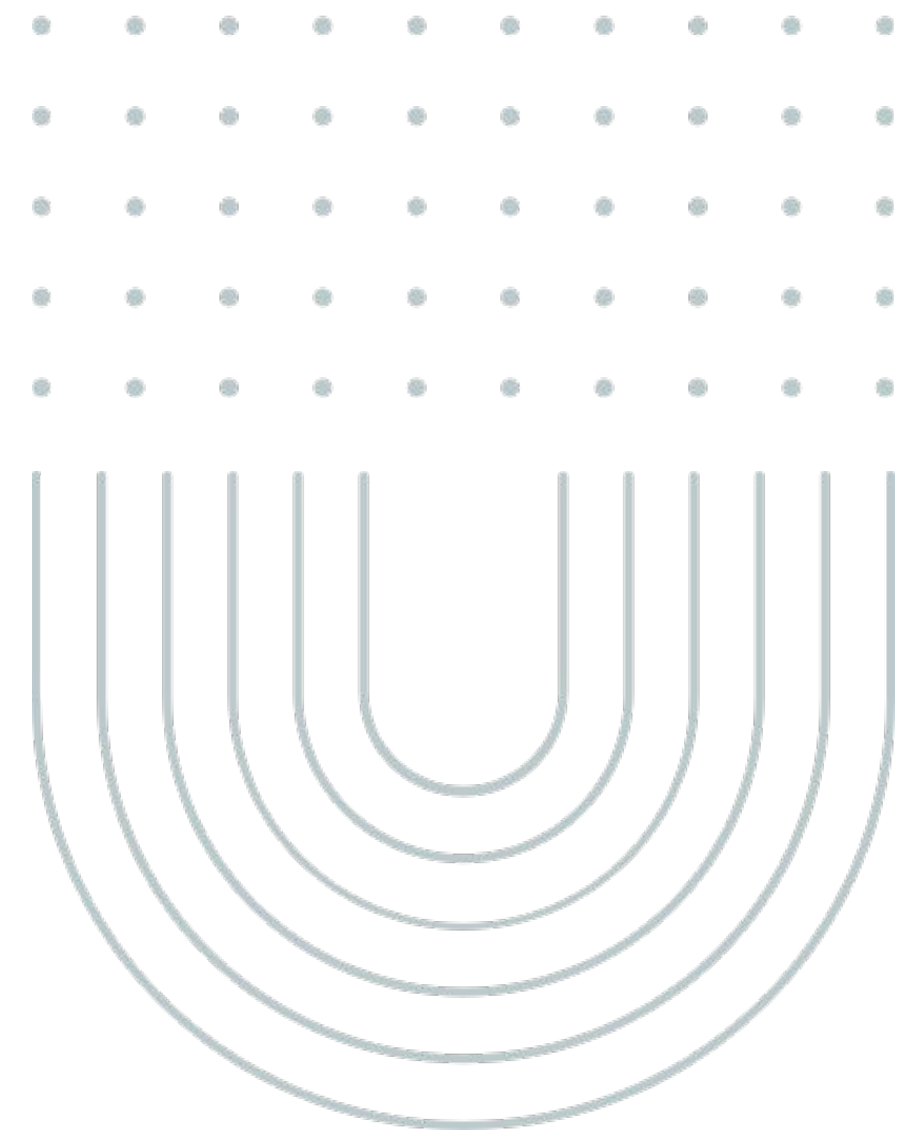
Best when created collaboratively with members representing different teams, as this allows everyone to better empathize with the users represented by the persona



Best when they are created using real data obtained from user/design research



Typically include a portrait, background information, and other fictional details to help make the persona feel like a real person



What Are Personas?



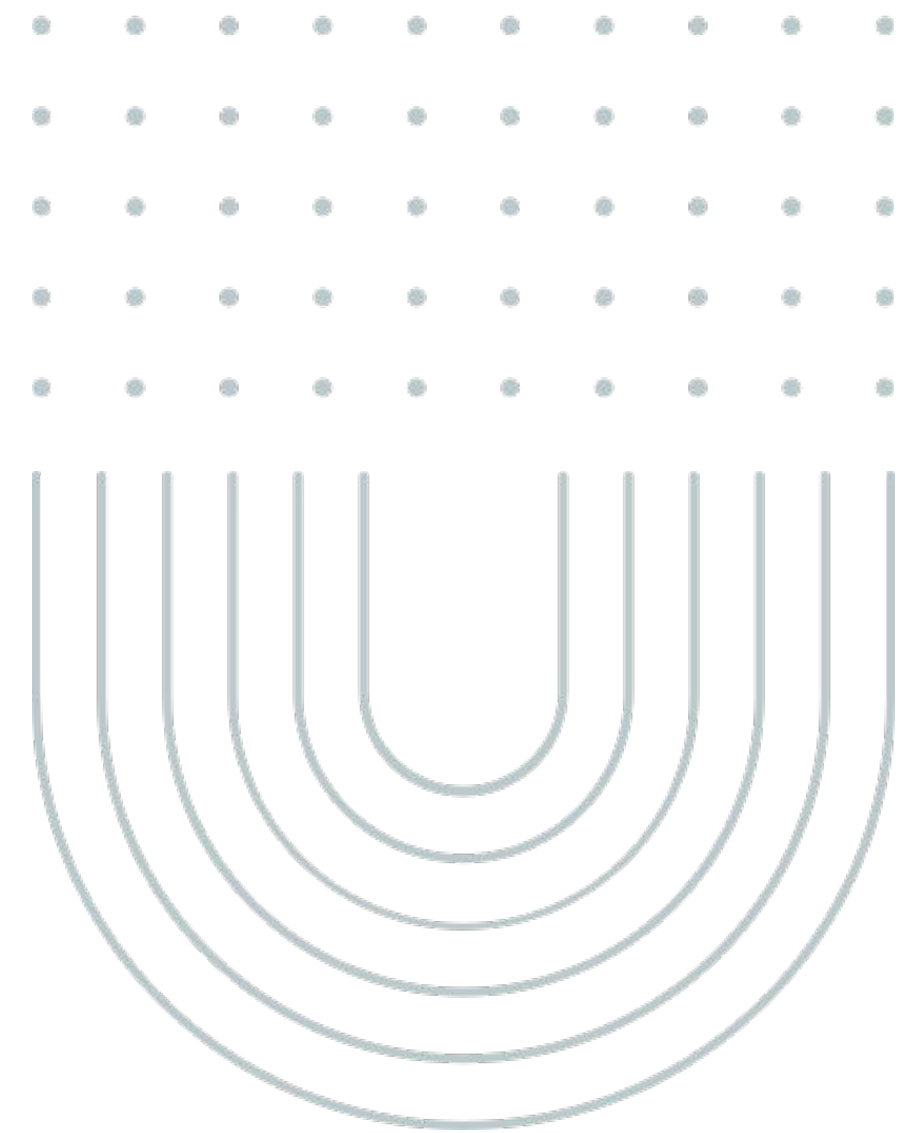
Imagined user

Are created through a mixture of observations and best guesses



Research-based

Are created from real-world observations through designed studies



Persona Types

(Somewhat 2)



Imagined user

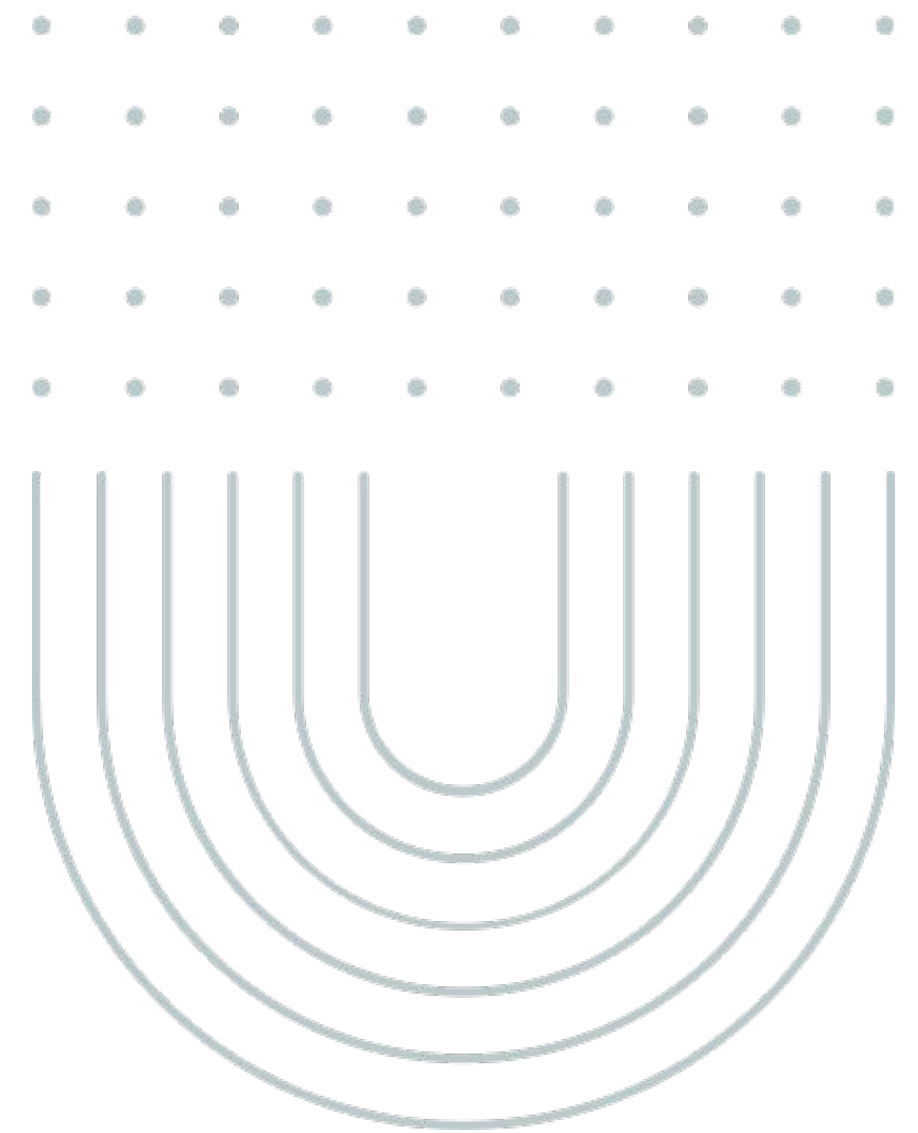
Are created through a mixture of observations and best guesses

Pros

- Can be created very quickly
- Allows for faster distribution and direction

Cons

- Can lead to false beliefs about users
- These false beliefs may negatively impact decisions
- More susceptible to reinforcing unverified assumptions



Persona

Types

(Somewhat 2)



Research-based

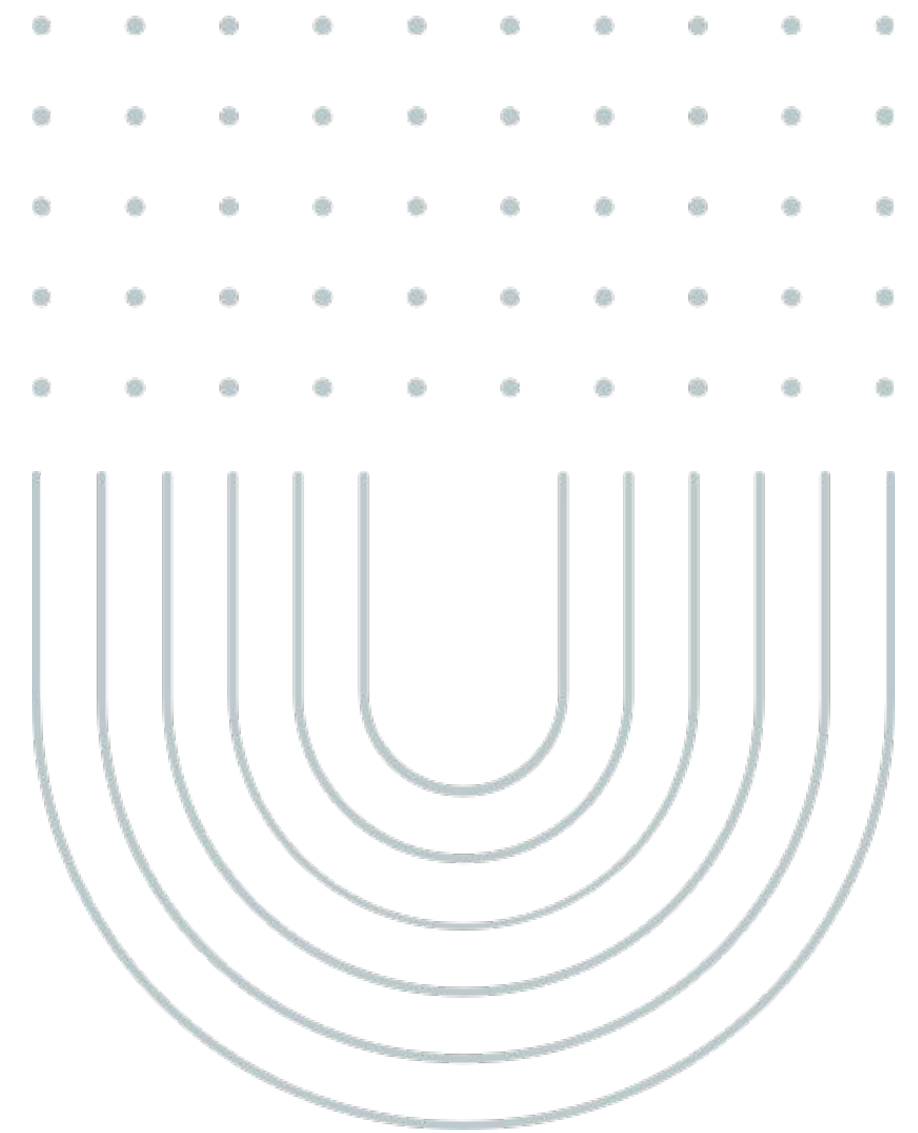
Are created from real-world observations through designed studies

Pros

- Findings and personas are backed by evidence
- More reliable when combined with decision making

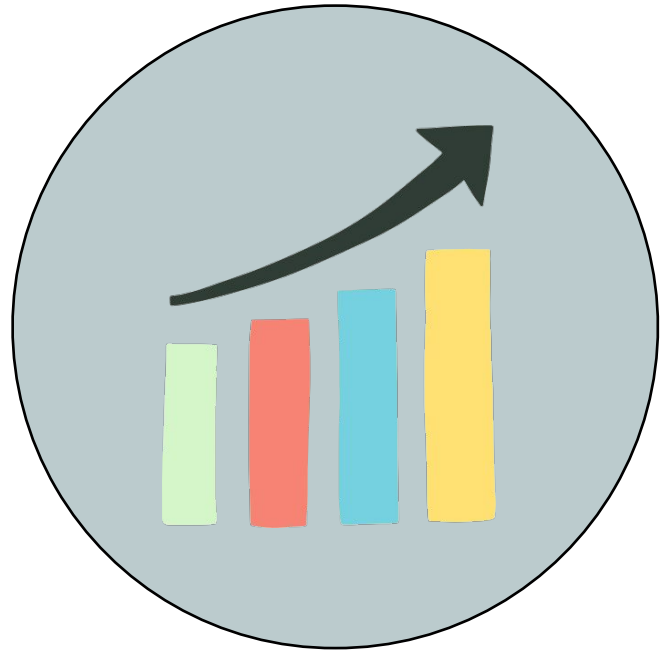
Cons

- Take time and effort to develop
- Length of time to develop these may impact decision timelines



Persona Types

(Somewhat 2)



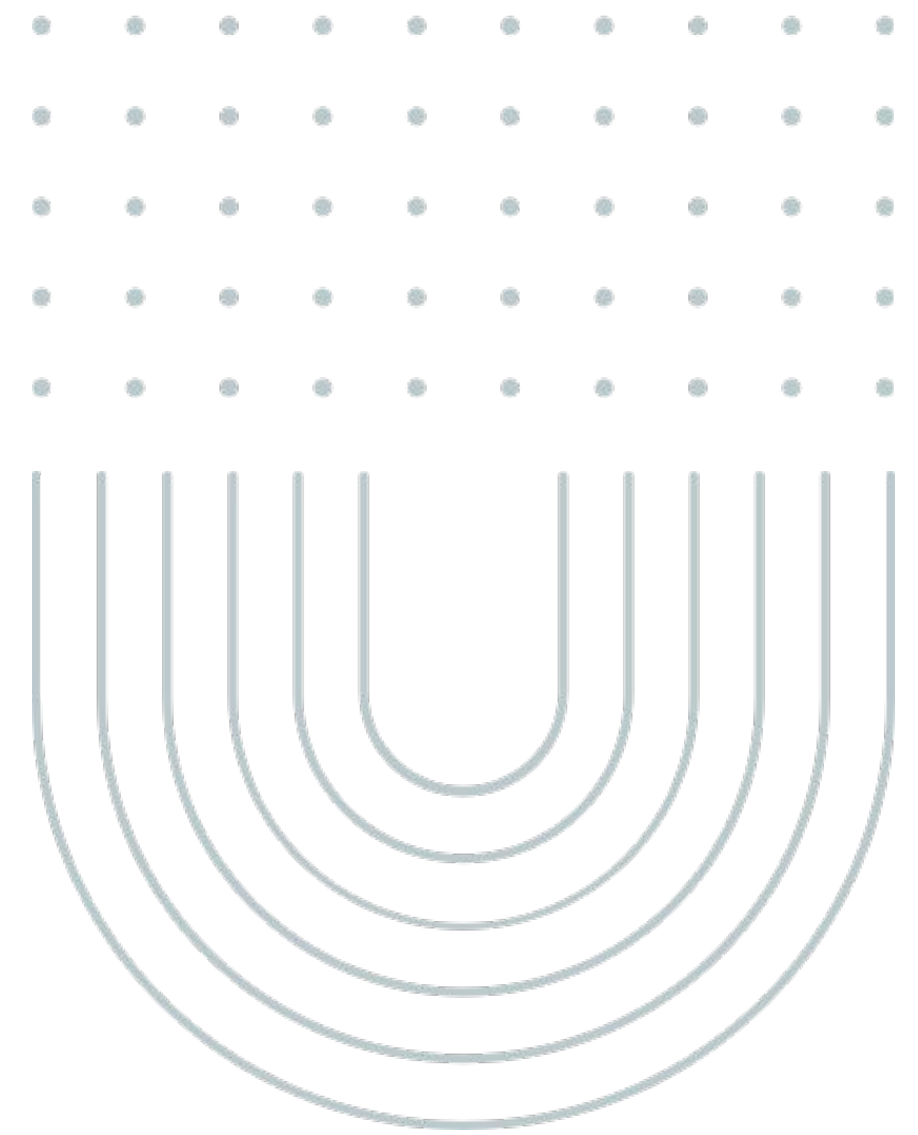
Marketing

When used as a tool for marketing purposes, personas can be used to ultimately increase sales



User Experience & Design

When used as a tool within design, personas can be used to center the user's voice in design decisions



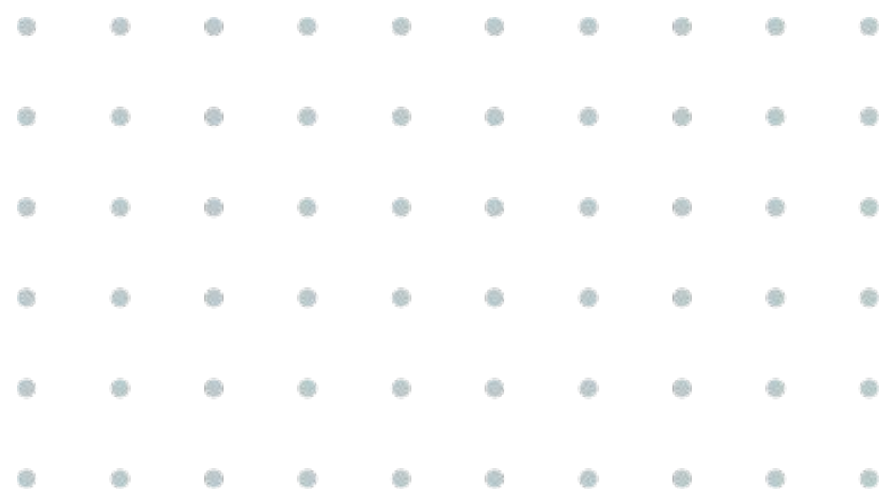
Persona Uses

Why Did We Create Personas?



- Increased usage of library website during the pandemic
- Increased eBook holdings
- Our website is increasingly our main point of interaction

We wanted solid evidence that would demonstrate our users' needs, behaviors, and expectations of the library website.





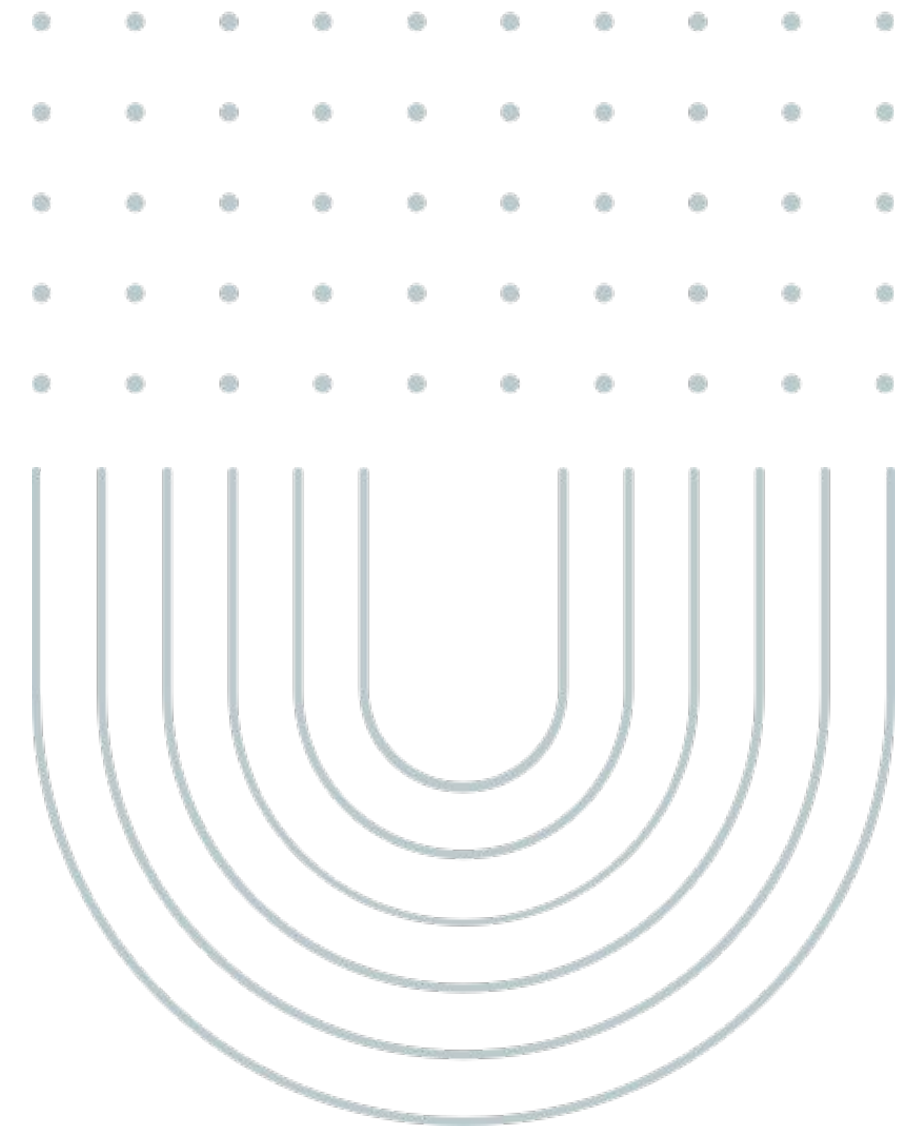
Online Survey

Administered in April 2022



Usability Tests

Performed in Fall of 2022



Research Efforts



Online Survey

- Gather direct input on why and how students use the library website
- Identify any usability issues and pain points with the website's menu, navigation, overall structure, and terminology
- Gather direct input on how staff and faculty use the library website

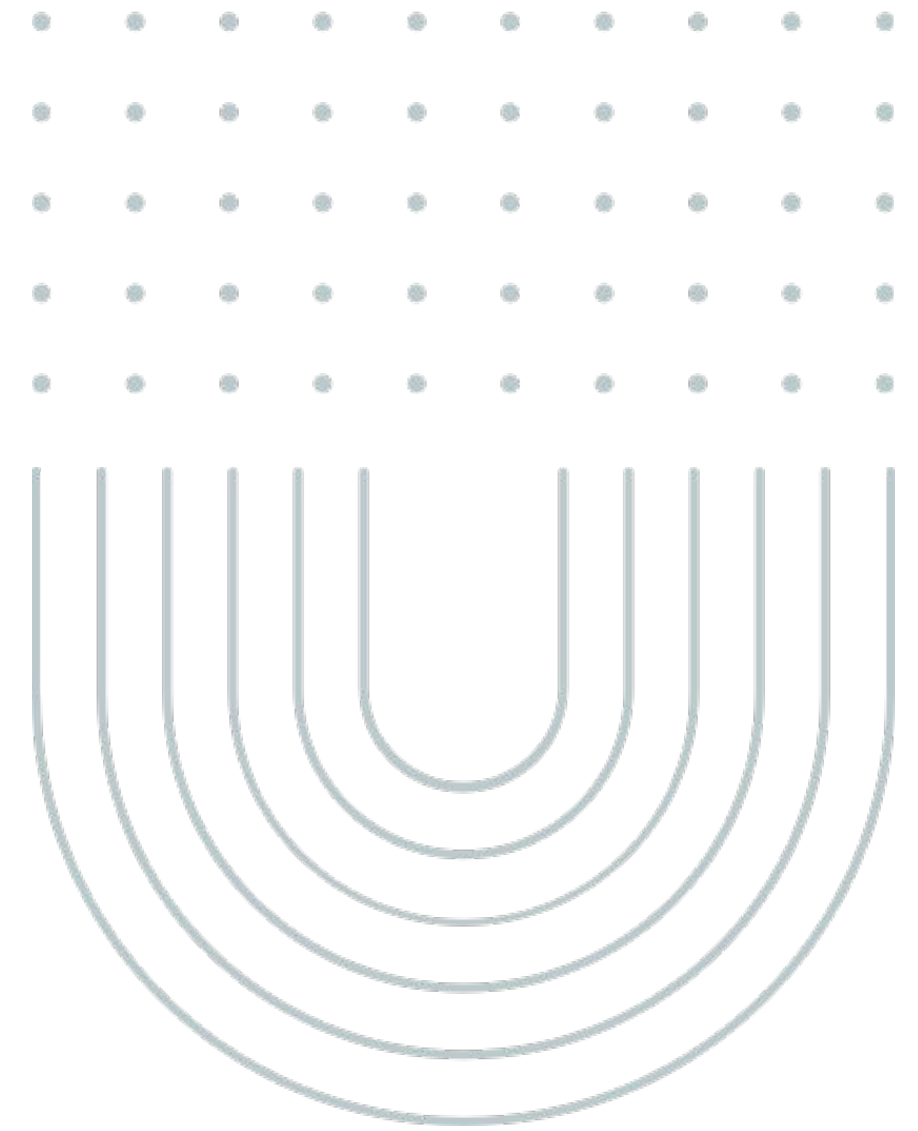


**Research
Efforts**



Usability Testing

- With SJSU students, staff, and faculty to confirm, or challenge, data collected through the website survey
- Observe general website behaviors
- Test the usability of the website related to the library's most frequently used services and resources

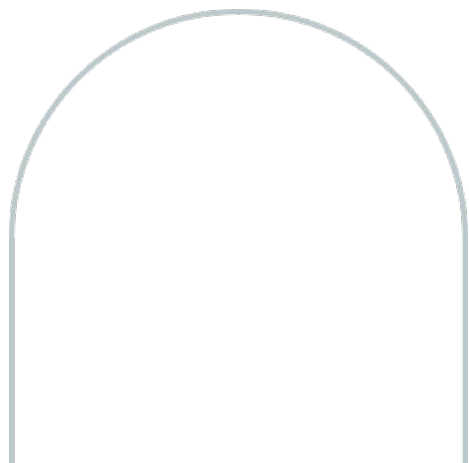


**Research
Efforts**

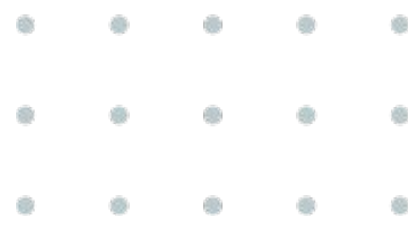


1) We planned a workshop to create the first draft of the personas

2) We took data from the online survey and website usability tests to create dossiers of each user type

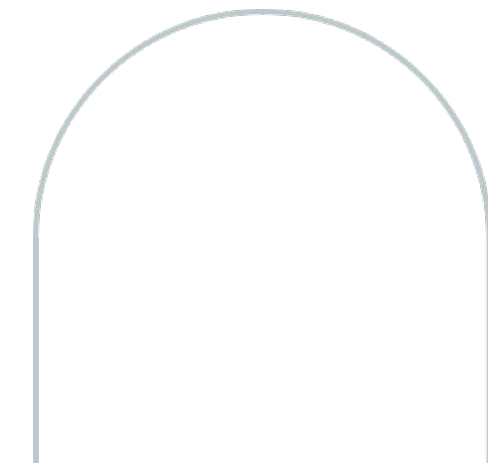


Personas Workshop



3) Members were put into four groups and asked to examine the data to produce a research-based persona

4) Groups were asked to write a bio and identify user goals, needs, frustrations, and common online behaviors





Lower Division
Undergraduate Student

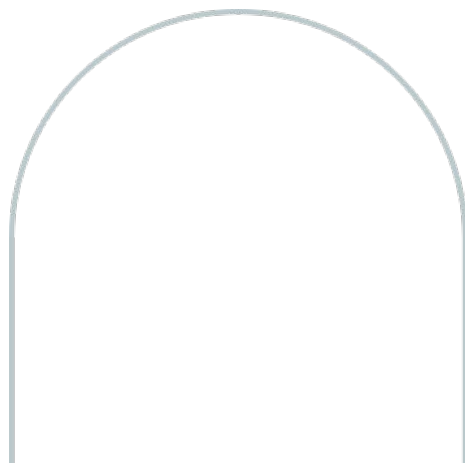


Upper Division
Undergraduate Student

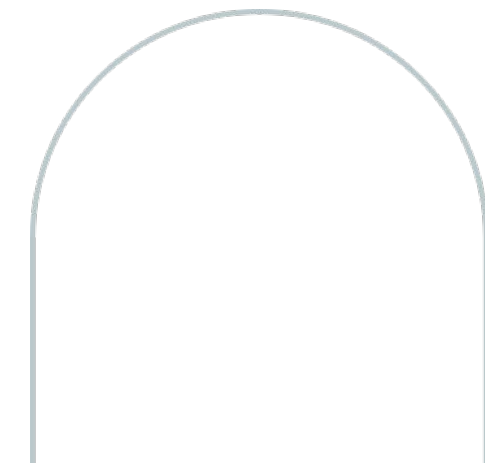


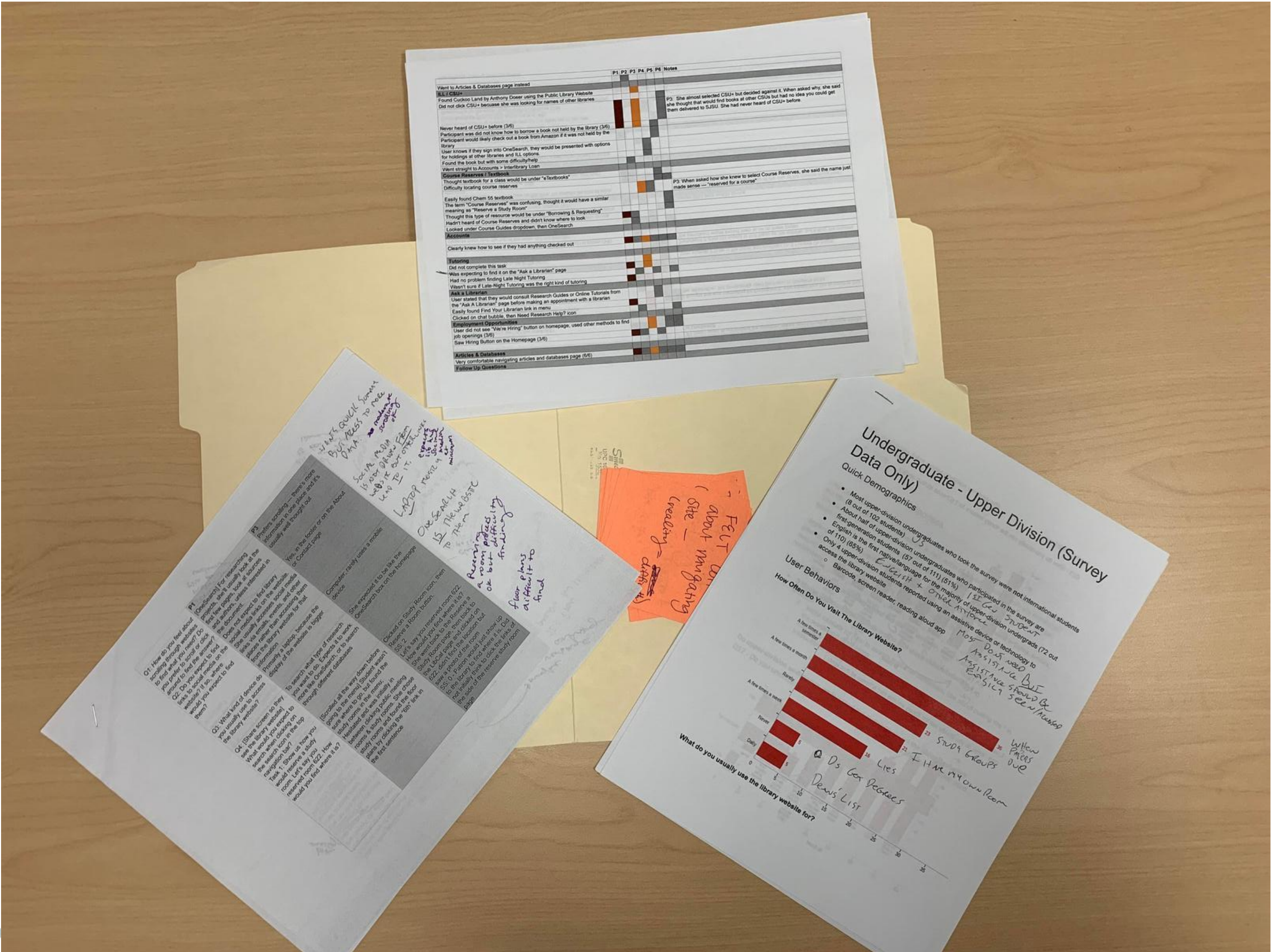
Personas Workshop

SJSU Staff Member

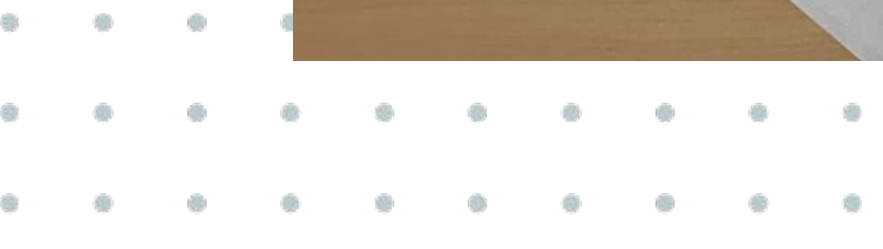


SJSU Faculty Member





"Dossier" Example



Name :

Lower Division Undergraduate

Bio

Goals and Needs

-
-
-
-

Frustrations

-
-
-
-



QUOTE:

Common Online Behaviors

-
-
-
-

Low

High

Research Skills

Confidence Using the Website

Frequency Using the Website

ALIKE

Uses website at different levels of expertise

Finds resources for students

Uses 3D printing CR/Logos to Search function

Familiar w/ website, Find resources for students, Uses Logos

Goals

Looks for resources on website

Save money for students

Support teaching

Wishes on the library to provide things including a search for the website

Behaviors

Search to easily navigate, doesn't want to learn new search at each

Confident using website

Search icon expects to search entire website

Prefers clicking and not scrolling

Routine

Uses e-textbooks Q2 search Q3 databases for research

Resources for students, find library

DIFF

Difficulty for using mobile devices for resources

expects: clicking a tab, expects info on "how" thinks names of some sites isn't clear

Faculty

Alike:

- The hrs. info. was not enough of an issue ^{4/6}
- Expect search icon @ top nav. bar 2 perform search;
- Both prefer scrolling;
- Both don't expect 2 find social media links in website;
- Found rm res. pg. easily;
- Easily found fl. plan;
- Easily found info. on equip. 2 borrow

- Both had problems locating CRs.
 - Both knew if they did not anything.
 - Both knew how 2 find lib. jobs

Issue Div
 Unmarked

Diff.:

- One part. does use mobile device, while the other rarely uses one.
- One had diff. locating research guides.
- One could find late night tutoring; I could not.
- One used menu 7 one used site search.
- One heard of CSUT; the other doesn't

- One was confident in using the library website; the other was not.

- Research expertise ranking is in 50% area.

- 1- Accounting
- 2- Biomed. Engineering

- Reserve a study room; finding articles/books;
- Behavior = A few x's / semester (usage);
- Approach: using menu vs. site search


Pain Pts/Frust. = Tutoring; ^{finding} occasional articles; book availability; bldg. navigation

User's Typical Routine: Use the library res. largely as needed.
 - When assignments are needed.

Suggestions: Consistency of webpage styles between pages.

Name: Audie
Lower Division Undergraduate

Bio: Audie is an UG (lower div) in Business. She is 19-21. She likes the tech 2 set @ SCS. Study aims to collaborate w/ fellow students in her class.



Common Online Behaviors

- Laptop usage
- When lib. is open
- How 2 ck. their lib. acct.
- Use of site search 2 find lib. resources.

Goals and Needs

- Articles/dbs
- Reserve study ans.
- Buy borrow SCS tech.
- Find SA library job

Frustrations

- Not finding CRS
- Finding tutoring
- Blg. nav.
- Book avail.

QUOTE:
"I come to the library to borrow stuff from SCS to borrow stuff from SCS to meet other classmates in study rooms. I can't find. I don't use the library as much as I should."


Research Skills: [Progress bar]

Confidence Using the Website: [Progress bar]

Frequency Using the Website: [Progress bar]

Name: Amanda
Upper Division Undergraduate

Bio: Amanda is a domestic, first generation student studying Business. She is about 19-21 years old. Amanda feels confident but in reality struggles finding what she needs. However, struggles to connect with a librarian or library support.



Common Online Behaviors

- To talk to a librarian (to find the answer)
- Easily find articles/research sources
- To use the library as a place for studying (both, room reserving)
- Uses social media to find website and learn more

Goals and Needs

- Tutoring support - verbiage used, not specific
- Difficulty connecting/finding a librarian

Frustrations

- CSUT - didn't know how to use
- tutoring support - verbiage used, not specific
- Difficulty connecting/finding a librarian

QUOTE:
"OMG. Where are the librarians? Whatever. I'll find it myself."

Common Online Behaviors

- Interacts w/ website as if it is Google ~~like~~
- Transactional experience (little exploration)
- More than likely confident using chat


Research Skills: [Progress bar]

Confidence Using the Website: [Progress bar]

Frequency Using the Website: [Progress bar]

Name: Steve Staff
SJSU Staff Member

Bio: Works w/ students - has bad eyesight, so needs a screen reader - occasionally uses library website to help students find resources - uses library to find books for personal use - worked @ SJSU 15 years



Common Online Behaviors

- Use search bar (one search)
- Menu bar
- Can scroll/willing to scroll
- Computer not mobile

Goals and Needs

- Professional Development/books
- Student resources - helping students

Frustrations

- couldn't find resources
- doesn't know what kinds of resources are available

QUOTE:
"I think the library website is too cluttered"


Research Skills: [Progress bar]

Confidence Using the Website: [Progress bar]

Frequency Using the Website: [Progress bar]

Name:
SJSU Faculty Member
NAMOR AMORA

Bio: Namor is a tenured faculty in WORLD LANGUAGES & Literature Dept. They are between 28-40 years old. They use the website to locate student resources + services, their own research, and to support teaching.



Common Online Behaviors

- Look for resources on website
- Save money for students (affordable solutions, etc)
- Support teaching
- Relies on liaisons to help navigate research through website

Goals and Needs

- Difficulty using site on mobile devices
- Does not like scrolling (prefers clicking)
- Expects search bar to search entire website
- Names of some services are not clear

Frustrations

- Difficulty using site on mobile devices
- Does not like scrolling (prefers clicking)
- Expects search bar to search entire website
- Names of some services are not clear

QUOTE:
"I have more soldiers than this land has blades of grass."

Common Online Behaviors

- Prefers clicking vs. scrolling
- Prefers computer vs. tablet/mobile device
- Does not want to learn new technology beyond what they know

Research Skills: [Progress bar]

Confidence Using the Website: [Progress bar]

Frequency Using the Website: [Progress bar]



We then took these drafts and reviewed them for accuracy and consistency - revising language and comparing them against the data

First Drafts



Name: Audie
Lower Division Undergraduate


Bio Audie is an UG (lower div.) in Business. She is 19 ~~50~~ 21. She likes the tech. 2 set @ SCS ^{use of} study rms to collaborate w/ fellow students in her classes.

Goals and Needs

- Articles/dbs **E**
- Reserve study rms. **E**
- Borrow SCS tech.
- Find SA library job.

Frustrations

- Not finding CRS
- Finding tutoring **E**
- Bldg. nav. **E**
- Book avail. **E**



"I come to the library to borrow stuff from SCS to meet ~~other~~ work w/ other classmates in study rooms. I can't lie: I don't use the library as much as I should."

Common Online Behavior

- Laptop usage **S**
- When lib. is open **S**
- How 2 ch. the lib. acct. **S**
- Use of site search 2 find lib. resources.

Low High

Research Skills

Confidence Using the Website

Frequently Using the Website

An example of areas we identified for further review

First Drafts



Blake - 19
Lower Division Undergraduate Student

Bio
Blake is a first year undergraduate student interested in studying business. He likes using the library in order to use the study rooms as a space for collaboration. Being at the start of his college journey, he does not have a full understanding of how to navigate the library and its services yet.

- Library Website Needs**
- Reserve study rooms.
 - Find articles and books.

- Frustrations**
- Unable to find course reserves.
 - Trying to find tutoring.
 - Library jargon makes finding resources difficult (ILL, CSU+).

- Common Online Behaviors**
- Desires more user-friendly mobile experiences.
 - Uses site to check library hours.
 - Uses site search to find library resources.
 - Prefers Google searching over going through the library website.



Here is the quote, here is the quote, here is the quote, here is the quote, here is the quote!



Amanda - 21
Upper Division Undergraduate Student

Bio
Amanda is a first-generation student majoring in Biology. She attends in-person and hybrid courses at SJSU. While she feels confident in her abilities to use the website, in reality she runs into difficulties with finding the resources she is looking for. Searching for articles, journals, and databases can prove a struggle at times.

- Goals & Needs**
- Easily find articles and other research sources.
 - Utilize the library as a space for studying.

- Frustrations**
- Difficulty finding librarians by major for research support.
 - Research help page is too complicated.
 - Tutoring support is not clear.
 - Library jargon makes finding resources difficult (ILL, CSU+).

- Common Online Behaviors**
- Engages with the website like a search engine.
 - Less exploration, more transactional activity.



Here is the quote, here is the quote, here is the quote, here is the quote!



Steve - 47
SJSU Staff Member

Bio
Steve is a staff member that works as an Academic Advisor. He regularly interacts with students during an average work day and will use the library website on occasion to help them find resources. He also uses the site for personal use, in order to find books. Due to having bad vision, Steve requires a screen-reader.

- Goals & Needs**
- Finding student resources so they can continue helping students.
 - Professional development resources and books.

- Frustrations**
- Could not find the right student resources.
 - Not aware of the library resources available.
 - Library jargon makes this difficult.

- Common Online Behaviors**
- Used the OneSearch search bar.
 - Menu navigation.
 - Clicked through rather than scrolling.
 - Desktop over mobile preference.



Here is the quote, here is the quote, here is the quote, here is the quote!



Noelle - 38
SJSU Faculty Member

Bio
Noelle is a tenure-track faculty member for the World Languages & Literature Department. As an instructor, they use the library website in order to locate resources and services for students. Additionally, they use the site for their own research needs.

- Goals & Needs**
- Looking for resources to support their scholarship and teaching.
 - Publishing resources.
 - Help students save money (affordable solutions).

- Frustrations**
- Expects the search bar to do a site search.
 - Difficult to use the mobile site.
 - Names of certain services are not clear.

- Common Online Behaviors**
- Prefers clicking over scrolling.
 - Prefers desktop browsing.
 - Does not want to learn newer technology beyond what they know.



Here is the quote, here is the quote, here is the quote, here is the quote!



We then took these updated drafts back to the group for another round of review

Second Drafts



Quote

Audie - The Explorer

Lower Division Undergraduate Student, 19

Bio

I am a first year undergraduate student interested in studying business. I like using the library in order to use the study rooms as a space for collaboration. Being at the start of my college journey, I do not have a full understanding of how to navigate the library and its services yet, but I would like to.

Goals

- Find a place to study and collaborate
- Find articles and books for assignment and courses
- Navigate the campus and it's services

Motivations to use Library Website

- Finding information on accessing library materials and services.
- Find floor maps to navigate the library and locate library.

Frustrations

- Unable to find course reserves.
- Trying to find tutoring
- Library jargon makes finding resources difficult (ILL, CSU+).

Common Online Behaviors

- Desires more user-friendly mobile experiences.
- Uses site to check library hours.
- Uses site search to find resources.
- Prefers Google searching over going through the library site.



██████████
"Desires more user-friendly mobile experience" is not a behavior

██████████
Common Online Behaviors: We can combine 'how to ck hours' and 'how to ck their library accounts'.

██████████
Goals: Is 'Navigate the campus and its services' needed, especially if it's not specific to the library?

██████████
Goals: Move 'laptop usage' from Common Online Behaviors to Goals?

██████████
Motivations to Use Library Website OR Goals: Add 'find library jobs'.

██████████



An example of the type of feedback we received from the group

Second Drafts



Blake - The Explorer

Lower Division Undergraduate Student, 19

Bio

Blake is a first year undergraduate student interested in studying business. Blake likes using the library in order to use the study rooms as a space for collaboration. Being at the start of their college journey, Blake does not have a full understanding of how to navigate the library and its services yet, but he would like to.

Goals

- Find a place to study and collaborate.
- Find articles and books for assignment and courses.
- Learn more about the library as they navigate the campus and it's services.

Frustrations

- Unable to find course reserves.
- Trying to find tutoring.
- Library jargon makes finding resources difficult (ILL, CSU+).

Motivations to use Library Website

- Finding information on accessing library materials and services.
- Find floor maps to navigate the library and locate library.

Notable Online Behaviors

- Typically uses their mobile device to access information.
- Uses site to check library hours.
- Uses site search to find resources.
- Prefers Google searching over going through the library site.



Amanda - The Novice Researcher

Upper Division Undergraduate Student, 21

Bio

Amanda is a first-generation student majoring in Business. Amanda attends in-person and hybrid courses at SJSU. While Amanda feels confident in their abilities to use the website, in reality they run into difficulties with finding the resources they are looking for. Searching for articles, journals, and databases can prove a struggle at times.

Goals

- Easily find articles and other research sources for course assignments.
- Needs a space for studying and attending remote class sessions.

Frustrations

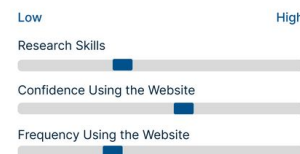
- Difficulty finding librarians by major for research support.
- Research help page is too complicated.
- Tutoring support is not clear.
- Library jargon makes finding and knowing about resources difficult (ILL, CSU+).

Motivations to use Library Website

- Accessing articles and databases to complete assignments/projects.
- Get assistance with research and writing (i.e. consults, tutoring).
- Find places to study and attend remote classes.

Notable Online Behaviors

- Engages with the website like a search engine.
- Less exploration, more transactional activity.



Steve - The Influencer

SJSU Staff Member, 47

Bio

Steve is a staff member that has worked as an Academic Advisor for 15 years. Steve regularly interacts with students during an average work day and will use the library website on occasion to help them find resources. Steve also uses the site for personal use, in order to find books. Due to having bad vision, Steve requires a screen-reader.

Goals

- Finding student resources so they can continue helping students.
- Professional development resources and books.

Frustrations

- Struggle to find the right resources for students.
- Not aware of all the resource available through the library, and library jargon makes this difficult.

Motivations to use Library Website

- Connect students to library-specific services.

Notable Online Behaviors

- Uses the menu navigate the library website.
- Clicks through the site rather than scrolling.
- Prefers to use desktop over mobile devices to access our website.



Dr. Elizabeth - The Busy Professor

SJSU Faculty Member, 40

Bio

Noelle is a tenure-track faculty member for the World Languages & Literature Department. As a professor, they use the library website in order to locate resources and services for students, and additionally use it for their own research needs. When they experiencing a pain point on the library website, they often rely on their liaison librarian for information related to resources.

Goals

- Looking for resources to support their tenure, scholarship, and teaching.
- Publishing resources.
- Help students save money (affordable solutions).

Frustrations

- Expects the search bar to do a site search.
- Difficult to use the mobile site.
- Names of certain services are not clear.

Motivations to use Library Website

- Find articles and materials for student coursework.
- Access resources for their research.

Notable Online Behaviors

- Prefers clicking over scrolling.
- Prefers desktop browsing.
- Due to time constraints, they prefer to use technologies and softwares they are familiar with (i.e. Canvas vs. Leganto).



We addressed the feedback and comments to produce what would become the final versions

Third Drafts



Blake - The Explorer

Lower Division Undergraduate Student, 19

Bio

Blake is a first year undergraduate student interested in studying business. Blake likes using the library in order to use the study rooms as a space for collaboration. Being at the start of their college journey, Blake does not have a full understanding of how to navigate the library and its services yet, but he would like to.

Goals

- Find a place to study and collaborate.
- Find articles and books for assignment and courses.
- Learn more about the library as they navigate the campus and its services.

Frustrations

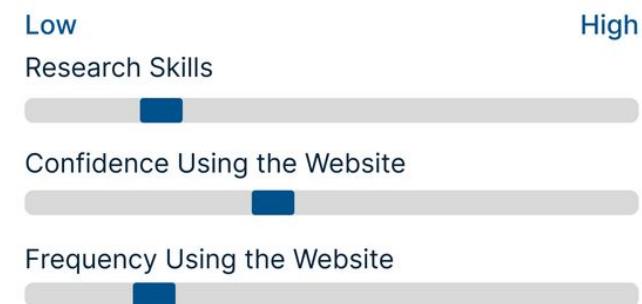
- Unable to find course reserves.
- Trying to find tutoring.
- Library jargon makes finding resources difficult (ILL, CSU+).

Motivations to use Library Website

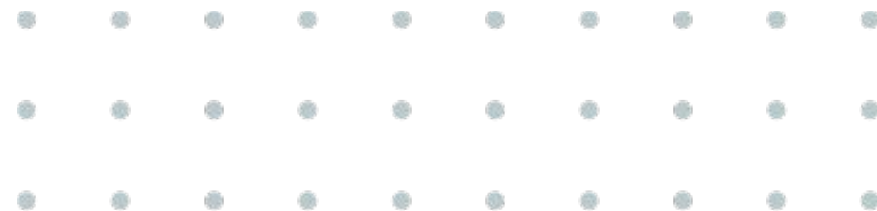
- Finding information on accessing library materials and services.
- Find floor maps to navigate the library and locate library.

Notable Online Behaviors

- Typically uses their mobile device to access information.
- Uses site to check library hours.
- Uses site search to find resources.
- Prefers Google searching over going through the library site.



Final Versions





Amanda - The Novice Researcher

Upper Division Undergraduate Student, 21

Bio

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Goals

- Easily find articles and other research sources for course assignments.
- Needs a space for studying and attending remote class sessions.

Frustrations

- Difficulty finding librarians by major for research support.
- Research help page is too complicated.
- Tutoring support is not clear.
- Library jargon makes finding and knowing about resources difficult (ILL, CSU+).

Motivations to use Library Website

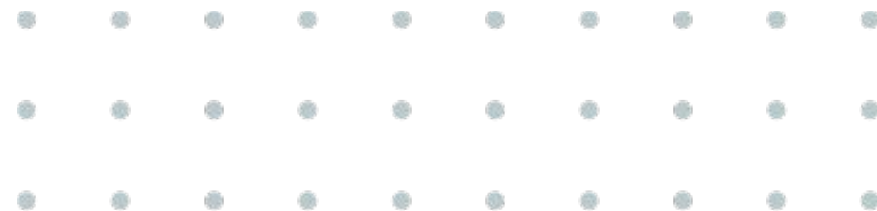
- Accessing articles and databases to complete assignments/projects.
- Get assistance with research and writing (i.e. consults, tutoring).
- Find places to study and attend remote classes.

Notable Online Behaviors

- Engages with the website like a search engine.
- Less exploration, more transactional activity.



Final Versions





Steve - The Influencer

SJSU Staff Member, 47

Bio

Steve is a staff member that has worked as an Academic Advisor for 15 years. Steve regularly interacts with students during an average work day and will use the library website on occasion to help them find resources. Steve also uses the site for personal use, in order to find books. Due to having bad vision, Steve requires a screen-reader.

Goals

- Finding student resources so they can continue helping students.
- Professional development resources and books.

Frustrations

- Struggle to find the right resources for students.
- Not aware of all the resource available through the library, and library jargon makes this difficult.

Motivations to use Library Website

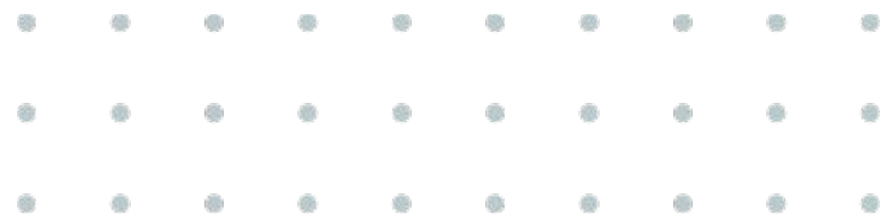
- Connect students to library-specific services.

Notable Online Behaviors

- Uses the menu navigate the library website.
- Clicks through the site rather than scrolling.
- Prefers to use desktop over mobile devices to access our website.



Final Versions





Dr. Elizabeth - The Busy Professor

SJSU Faculty Member, 40

Bio

Noelle is a tenure-track faculty member for the World Languages & Literature Department. As a professor, they use the library website in order to locate resources and services for students, and additionally use it for their own research needs. When they experiencing a pain point on the library website, they often rely on their liaison librarian for information related to resources.

Goals

- Looking for resources to support their tenure, scholarship , and teaching.
- Publishing resources.
- Help students save money (affordable solutions).

Frustrations

- Expects the search bar to do a site search.
- Difficult to use the mobile site.
- Names of certain services are not clear.

Motivations to use Library Website

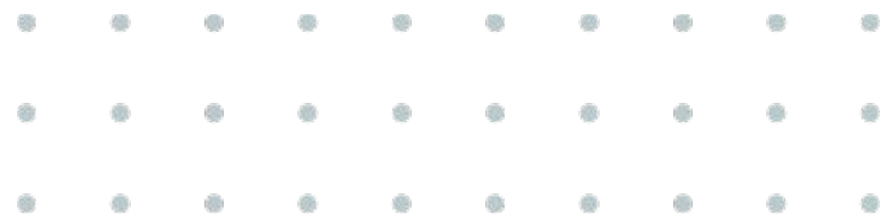
- Find articles and materials for student coursework.
- Access resources for their research.

Notable Online Behaviors

- Prefers clicking over scrolling.
- Prefers desktop browsing.
- Due to time constraints, they prefer to use technologies and softwares they are familiar with (i.e. Canvas vs. Leganto).



Final Versions



04.

PERSONAS

ACTIVITY

Let's create some personas



Online

- Visit tiny.sjsu.edu/wiadpersona for the personas template
 - Note: You can either download the slide deck as a PowerPoint file or create a copy to your Google Drive



In-person

- Break into groups and gather around one of the whiteboards

Both

- First task is to fill in the blank
 - User persona for a _____ who uses artificial intelligence
- Fill out the remaining sections of the persona based on the user type you chose
 - Don't forget the bio! The main purpose of the persona is to be a representation of an actual person

We'll come back together as a group to discuss what everyone came up with



05.

THANK YOU!

Questions?

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