

Locate the Cannell Library website. Watchers: Note how many clicks, where they scanned with the mouse, what they tried:

- 4 clicks; 60 seconds
- 2 clicks. Had to search for a minute to find the link
- 2 clicks, 15 seconds
- 5 clicks. About Clark; current students
- Two clicks, scanned menu to services/resources
- Went right to it
- Lots of scanning, mousing over, 5 clicks, 45 seconds
- 2 clicks
- 1 click
- 30 seconds

TILT for Success Pages	Comments/Problems/Observations
Get Ready	I like the computer pic
What is TILT for Success	
What is Information Literacy?	
<p>Make animated sequence linear: four bubbles, four pages. Each page will have link to alternate (static) text.</p> <p>Either: animated sequence has the following four bubbles:</p>	<p>note if they skip a bubble, and if so, which one</p> <ul style="list-style-type: none"> • looked at bubbled, didn't mouse over any to see if they were links. • Skimmed all • Too many words, not enough pictures • Words move too fast for me to read • Looks like powerpoint presentation
Web is govt. consipracy	
I want an internet	
I'm sure one of these...	
Everything is on the net	
Or: Non-animated sequence	read this, breezed through, clicked through, basically skipped
Web is govt. consipracy	
I want an internet	
I'm sure one of these...	
Everything is on the net	
We Hope We Got Across That...	
Sources of Information	www
Books	<ul style="list-style-type: none"> • Clicked on book icon first, • bigger text, • looks too plain and dull • Needs more colors
Finding Books: The Library catalog	
All Books Have Call Numbers	<p>Do they use the mouse rollover feature to look at the call number parts?</p> <ul style="list-style-type: none"> • Yes – 9; No-1 • Clicked on call# of books

	<ul style="list-style-type: none"> • Used rollovers, 5 secs each
What the Letters Mean	<ul style="list-style-type: none"> • Seems to have difficulty understanding the sequence and what to do • Text too small
<p>Remove Frames</p> <p>Fix Flash sequence</p> <p>Find a Book on the Shelf</p>	<p>Do they read the information in the rollovers or just mouse around until the arrow pops up?</p> <ul style="list-style-type: none"> • Read directions twice • Frustration! • Yes – was unsure about what to do and where to click • Rollovers – yes • Read • Read • Seemed confused, moused around • Yes • Lots of empty space • Moused around • Seems confusing
Try Another one	<p>Do they read the information in the rollovers or just mouse around until the arrow pops up?</p> <ul style="list-style-type: none"> • Rollovers – yes • Read • Trying to figure out how to scroll, doesn't know he must click to get to the next page • Reading, but still seemed confused • Read directions twice. Clicked several wrong ones • Tried to click on the books
Now Let's Talk About Periodicals	
How Do You Find Articles...	
Now, Let's Take a Look at the World Wide Web...	
Who's On the Web?	
Web Sites	<ul style="list-style-type: none"> • No links • No mouse-over links
Evaluating Web Sites	<ul style="list-style-type: none"> • Text too small • Needs more information in space
People: The Reference Desk	
People: The Check-Out Desk	
What Do You Need?	<ul style="list-style-type: none"> • Nice clip art
The Library and the Web: Similarities and Differences	
All About the Library, All About the Web	

<p>Slow Down – especially the Quality Over Quantity sequence Think Fast (game)</p>	<p>Do they make an honest effort? Or just click through?</p> <ul style="list-style-type: none"> • Instructions, made great effort • Played twice • Did the game with earnest • Played twice • Played • Clicked through but played again • Yes, made effort • Clicked instructions • 1. instructions 2. play 3. all answers right 4. laughed
Library Web Page	
And Finally, Using Information	
<p>Are Your More Information Literate?</p>	<p>Do they go back to review any of the sections?</p> <ul style="list-style-type: none"> • Yes - 2 • No - 6
Quiz: Intro	<p>Note if they click “Ummm, Can I review?” For all quiz questions, count the total time spent doing the question and reading the answer. Also note if they use the browser’s back button at anytime during the quiz.</p>
Question 1	
Question 2	
Question 3	
Question 4	
Question 5	<p>Re-did or clicked again something again on bottom of window then went to quiz [?]</p>
Question 6	
Question 7	<p>Clicked to home page and back</p>
Question 8	
Quiz Summary	<p>Note if they:</p> <ul style="list-style-type: none"> • Print -- 8 • Retake -- 2 • Review -- 1 • Exit -- 3

Watcher's Summary of Doer's Interaction:

- Went through somewhat fast through all screens, but got a high score of 90%. Did not hit links that were on pages
- **On pages that had a lot of paragraphs the doer seems to move his head from shoulder to shoulder as if bored or concentrating a lot. Seemed to read through thoroughly NOTE: Reassess content, add bullets where possible**
- Graphics well done, colors and fonts easy to read. Pages load quickly
- Animation was cute and fun, looked nice.
- Print on pages a little small for elderly/vision impaired
- Did not like having to go through all pages again on review
- As a doer and a watcher: **The info on the call letters isn't very clear. It tells what they are for, but I think they can be more explained. i.e. why they don't make sense and how to make sense out of them. NOTE: Reassess content**
- I got lost on the section before the final quiz because the doer quickly reviewed the material
- All times estimates
- TILT – use full name
- He went straight to the quiz
- Spent total of 8 minutes in the wrong module. Picked the first TILT link
- Old girl moved too fast through the test and did well/ **Almost all the links and the text were too small; needs to be bolder** so people with bad vision can read better.
- Skimming through some impt. Information and not clicking on some links to learn about other information, seems interested to read specific information and skip some to next page
- Did not read any answers, seemed bored but read most of the info. Did not seem to follow, was not interested in optional links.
- My opinion of TILT itself: I thought some of the pages were **really small print**. If I would have to take this I would be frustrated and want to get through it as quickly as possible. Not being concerned with links. The interactivity was OK with the balloons.
- Spent 8 minutes in Old TILT medule, went to module links page, clicked glossary, stayed in glossary...
- On **Find Book on Shelf, looked for a way out and can't find one**. Asked for help. Try Another One: Reading having problems, only mouse over reading; still confused, wished he had a sledge hammer. Couldn't figure out how to get out, didn't know how to click.

Comments from Doers

Did you find the TILT for Success module interesting?

- sorta
- yes. The **animated part was too fast to read**
- yes
- yes I did. Some of the information I did know but the [sic] of graphics was a good idea
- sorta. The graphics would be a lot cooler
- yes. **Some of the animation was too fast.**
- Yes. It gave me lot of useful information on how to find research material.
- Yes

- Somewhat – and confusing at one point – where it said to click on each of the 4 bubbles before continuing, I tried using previous to return to the bubbles (to find them) after watching one of them, but found I wasn't returned to the bubbles.
- It was OK, hard to find interesting when someone is watching you
- yes
- It was interesting, though the powerpoint portion was **very fast**, which detracted a bit.
- Yes, it was valuable information

Was TILT for Success worth your time? If you had been required to take it outside of class time, would it be worth your time?

- I'm not sure, maybe
- Yes
- yes
- yeah. It was worth it because it gave useful information about Cannell Library (and I didn't know much about it.) In my opinion, outside the class would still be worth the time.
- I guess ya. I have nothing else to do so it would be worth my time
- Yes – I did learn more about how to use the college library. I knew a lot of that information before, but I've had a lot of experience with the library
- It was, only if you plan to do some research on topics of interest.
- yes
- minimally
- yes, I would have taken it if it was required
- yes
- Outside of class, it probably wouldn't have made my to-do list, but that is just because I can already use the library effectively
- yes

Did you learn anything new? If so, what?

- patients
- no
- yes
- Basically I learned a little about the library and a lot about the call number system. Things about the web have already been taught to me by other college classes.
- Yea! I learned how libraries work and that there are people there to help you.
- Yes – the kind of things offered in an academic library
- Yes, how books are organized
- I learned a bit about using the library since I haven't been in the library in a while. Mostly about finding books or certain information
- **More about call numbers.** Seems like it would be more worthwhile to spend time on the Cannell Library web site on specific links to find out this information, primarily because a user can pick and choose what they want to learn about vs being "locked in" to a lengthy tutorial which contains a broad amount of info.
- Was not sure about call numbers. Suggestion: **on the game it is hard to read when the phrase or question is moving and changing shape.**
- I learned more of what the call numbers on the books represent.
- Yes. The way to find information that is more organized for researching.