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## Design, development & implementation of the Rod Library Navigator

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## Design, development & implementation of the Rod Library Navigator

### Abstract

The Rod Library at the University of Northern Iowa houses numerous volumes of material and has many services. The collections are spread throughout the library. Unfortunately, librarians are not always accessible to library users. Considering the size of the collections and amount of services available, the Library Instruction Committee, headed by Mr. Stan Lyle and Mr. Tim Wiles, reference Librarians, decided that there needed to be a synthesizer, or conveyer of all of the library collections and services. A number of information distribution methods were already in place (i.e., tours for groups and handouts to explain a majority of collections and services) but there needed to be one unifying element in the library to lead the individual through the library's maze of information.

Design, Development & Implementation  
of the  
Rod Library Navigator

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Submitted to the  
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Masters of Arts  
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by  
Matthew P. Warming

This Graduate Research Project by: Matthew P. Warming

Entitled: Design, Development and Implementation Rod Library Navigator  
has been approved as meeting the research paper requirement for the Degree of  
Master of Arts.

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## Section I

### Introduction

The Rod Library at the University of Northern Iowa houses numerous volumes of material and has many services. The collections are spread throughout the library. Unfortunately, librarians are not always accessible to library users. Considering the size of the collections and amount of services available, the Library Instruction Committee, headed by Mr. Stan Lyle and Mr. Tim Wiles, reference Librarians, decided that there needed to be a synthesizer, or conveyer of all of the library collections and services. A number of information distribution methods were already in place (i.e., tours for groups and handouts to explain a majority of collections and services) but there needed to be one unifying element in the library to lead the individual through the library's maze of information.

A production team was then formed. It consisted of Mr. Lyle, Mr. Wiles, and Matt Warming, graduate student. Mr. Lyle and Mr. Wiles were to serve as the library content experts. Matt Warming was to serve as the instructional designer and technical director. The production team then began to overhaul an interactive information dissemination tool developed by the University of Iowa.

This project dealt with the design, development, implementation, and the effectiveness of an interactive information disseminating tool, the Rod Library Navigator. This project had two goals: 1) to develop a system to capsule all the services and collections available to the Rod Library user, and 2) to leave the library content experts with a working knowledge of HyperCard. The latter was to insure that any future changes that might be needed can be easily accomplished by the library staff.

## Concept of the Kiosk

It was decided that due to the large number of people using the Rod Library, a stand alone information unit, or kiosk, would be the appropriate means to distribute the information. The Rod Library kiosk was named the "Navigator." The development of this kiosk was a unique project. The term kiosk, in this paper, means "a stand alone information dissemination unit." The research of interactive information disseminating kiosks, using key search terms on ERIC such as interactive individualized learning kiosk, found very few empirical studies. There were only two comparable studies available. One was a student information kiosk system that would improve and enhance delivery of student services at Hofstra University (Traveras, 1993). However, due to a network component and that it did not have the interactive attributes (non-hypertext based) which the UNI Navigator has, the Hofstra model could not be used for comparison.

The second comparable study was a review of the United States Post Office's self-serve customer kiosk (Nelson, 1993). This was a computer driven multi-media kiosk to provide a cost-effective way of improving postal services for its customers. Upon examination, it appeared to serve the same purpose that the Navigator was to serve. By navigating through a series of menu driven screens, the user was able to find the information desired. In this case, users were responsible for their own learning by navigating through the kiosk.

By having the user go through the information at their own pace, the user could take time to comprehend the information being presented. This was an element that needed to be considered in the production of Navigator.

### Navigator Specifics

The requirements for the Navigator were: (a) the user of the Navigator would be responsible for his/her own learning by controlling the rate of information being presented; (b) information must be output through a self-contained unit; (c) the kiosk must be accessible at all times; (d) it must start and stop at any time; (e) information, where applicable, needed to relate to similar functions; and (f) it should be “user friendly.” In essence, individualized learning will be taking place. A definition of individualized learning, according to Jeter (1991) is, “. . . individualized instruction involves adapting instructional procedures to fit students individualized needs. . . .”

A self paced, interactive learning environment needed to be established. The best way to serve this need is through a creation of a computer-based kiosk (Semb; as cited in Shlechter, 1991). Based on the resources available and the previously stated conditions, HyperCard was chosen as the program, using a Macintosh computer.



## Section II

### Analysis of Content

#### Content of the Navigator

Due to the voluminous amount of information that the Rod Library houses and limited times that professional librarians are available to students, the Navigator needed to synthesize all of the information of where materials are located and what services were available to library users and present it in a format that was easily understood by the patrons. The first goal was to develop a system to capsulize all the services and collections available to the Rod Library user. This was the first phase of project. The statement of purpose was stated as: "Through using the Library Navigator, the user will be quickly introduced to the Rod Library and its collections, services, and personnel." The concept behind the Navigator is that it is a "self serve" kiosk, helping where it can, yet always reminding the user that a reference librarian is available at certain times.

The development of the Navigator had seven objectives.

1. To acquaint users with the Rod Library's location on campus and physical layout. To accomplish these tasks, a campus map and floor plans would be included.
2. To acquaint users with Rod Library collections and services points by indicating their locations, purposes, and policies. (See Appendix A)
  - 2.1 Collections
  - 2.2 Services
  - 2.3 Other services and facilities available to library users

3. To acquaint users with various material formats and their locations.  
When material has various formats, it will be linked to a card that notes the variation.
4. To acquaint users with major reference sources in Rod Library. (See Appendix B)
5. To briefly describe other library related university service departments.
6. To briefly explain the construction that began in the fall of 1993.
  - 6.1 How to find library material when moved for construction purposes.
  - 6.2 Floor plans of the library when construction is completed.
7. To facilitate the user in being able to locate the material or information they need and realizing the scope of services and collections that the library has to offer.

#### Audience

The committee defined three general library user characteristics: (a) individuals who are apprehensive about asking for help; and (b) individuals who do not know whom to approach for information, and if the person to approach is a “professional” librarian or not; and (c) users who can use handouts for assistance, but feel handouts have limitations.

Specifically, the users of the Navigator will be college aged (18-22) or non-traditional students (aged 23 on up), with a secondary audience consisting of instructors and the general public. It is assumed that these users have: communication skills commensurate with college level ability; curiosity about the collections and utilize the services available; unfamiliarity with the layout and the

operation of the Rod Library; ability to use mouse and point and click; social culture concurrent with college aged and midwest social climate; and no physical conditions to limit use of the kiosk.

Many of the library users are students who are entering the university setting for the first time. Apps (1992) suggests that there are many considerations when students are faced with their new environment. One is that they can be confident in a particular situation one moment and be unsure of what it is that they are doing a minute later. Another is that they appreciate flexibility in strategies that aid in the learning experience. Yet another would be that they need to have alternate ways to learn. In developing the Navigator, these factors needed to be incorporated.

In this first phase, the development of the Rod Library Navigator content was based on the University of Iowa's Navigator. Mr. Wiles and Mr. Lyle, being the content experts, were in charge of this component of the project. The designer's responsibilities were to consult the content experts on instructional design and layout as well the design of the computer program to make it conducive to individualized learning. All work was approved through the content experts. The content of the Navigator would included:

1. Instructional introduction user to the Navigator, accessible at all times.
2. Collections and services
3. Reference collection and services.
4. Library Policies.
5. Call numbers of collections.
6. Other services and facilities offered by the library.
7. Map of library .

8. Phone numbers and locations to contact proper personnel for assistance.
9. Glossary of terms.
10. A Main index of all elements in the Navigator.
11. Related University services.
12. Hours Bank, listing of hours services are available to library users
13. Appealing opening screens; repeating to attract users when not in use.
- 14 Campus map.
15. Fast Facts, the most often asked questions
16. Construction, relating to the library addition including how to access collections and services when moved for construction purposes, and a map of the library 's new floor plan in 1995.

#### Training Content

Mr. Wiles and Mr. Lyle were not “HyperCard literate.” In designing the Rod Library Navigator, the second goal of the project was to instruct them about Macintosh operation and HyperCard terminology. This was be the second phase of the project. Since the developer was only going to be around for one semester, they needed to have the skills to make any changes necessary in the future.

After the completion of the Navigator, Mr. Warming lead a workshop on Macintosh basics and HyperCard. If any changes to the Navigator were necessary, Mr. Lyle and Mr. Wiles would then be able to make those changes.

### Section III

#### Synthesis of Content into Outcome Statements

##### Phase 1: Analysis of the Navigator from the University of Iowa

As the technical director of the production team, the designer was charged with designing the Rod Library Navigator based upon the University of Iowa's Navigator. Using the seven objectives, the organization of material was analyzed. The University of Iowa's Navigator organization of material was labeled as: services and collections, reference collections, directory, other services and facilities, related university services, and the Main Menu. Mr. Wiles and Mr. Lyle agreed that this would be the best way to organize the material for Rod Library purposes.

Since libraries share considerable amounts of terminology, it appeared that all that was necessary was to make the current Navigator more specific to UNI. Within the content itself, there was a great number of things that did not apply to the Rod Library. For example, the University of Iowa has many libraries and UNI has just one. Rod Library also uses different terminology in some cases. This is best exemplified in how the two libraries classify "book collection." The University of Iowa refers to "book collection" as "book stacks," but Rod Library refers to them as just "stacks." There were other content items that needed to be addressed specifically for the Rod Library, such as the youth collection. Additional concerns revolved around the eventual moving of many library departments, due to the impending construction.

## Phase 2: Analysis of Training Components

For the purposes of training Mr. Wiles and Mr. Lyle, there were three parts of instruction which were identified: 1) Macintosh basics; 2) HyperCard basics, and 3) the higher HyperCard functions which the Navigator utilized.

The training took place in a single four hour session after the Rod Library Navigator had been completed. This time was also used as the final check for any inaccuracies before the Navigator was put on display. After a brief review of the Macintosh operating system, HyperCard basics were introduced. During this time, both Mr. Wiles and Mr. Lyle had hands-on experiences creating and working with an original stack that they had created as well as modifying a duplicate copy of the UNI Navigator. By creating an original stack, they were able to understand how the Navigator was assembled. Once they had a full understanding of how a HyperCard stack is created, a hypothetical change in the Navigator's content was proposed. The procedure for making changes required an understanding of the higher scripting functions of HyperCard. Based on their experiences with the creation of a simple HyperCard stack, and an understanding of the scripting functions, they were able to make the change. (See Appendix C)

## Section IV

### Design of Instructional Strategies for the Navigator

#### Introduction

Individualized instruction assumes many forms (Jeter, 1991). When using the Navigator, the user does not need to master all of the information that is contained. According to Ellis, Montague, Wulfeck (as cited in Shlechter, 1991), self paced learning is “an environment in which the student has an opportunity to determine when instruction will occur and at what pace. . . .” Carroll (1963; as cited in Jeter, 1991) suggests that time is a critical factor in dealing with individualized learning. This is one of the Navigator’s key elements since the user can obtain information quickly. The user, by using menu driven commands, can use the Navigator to find out what he/she needs to know, where to go, or with whom to talk to obtain the information or material needed. In an information-based kiosk like the Navigator, where information is chosen by the user through specific pre-planned instruction, the user personally defines important information (Grabinski and Curtis, 1991). The user is able to create interpretations of what is given, and draw conclusions needed to find the material or services needed.

#### Terms used

In describing the Navigator, HyperCard and Macintosh terminology is used. Refer to Appendix D.

#### Navigator Operation

The user is greeted by an introductory screen featuring graphics that are representative of technology and the Information Age. In comparison to the

University of Iowa's Navigator, the introductory graphics on the Rod Library Navigator better resemble the technology of the modern era. The University of Iowa's Navigator uses a sailing ship and London font in which to represent "navigation." Rod Library's Navigator uses a spaceship and Star Trek font. In both cases, the "navigation" image dissolves onto a picture of the university's library. The images dissolve onto each other until the mouse is clicked. Upon a simple click of the mouse, the user is prompted to determine if instructions are desired. A "yes" selection embarks the user on an introduction to the Navigator and how to use it. A "no" selection moves the user to the Main Menu.

At the Main Menu, the user has the option to go to a number of places: 1) About the UNI Rod Library, 2) Library Policies, 3) Reference Services, 4) Collections and Services, 5) Other Services and Facilities, 6) Call numbers (locations), 7) the Index, 8) Related University Services, 9) Construction information, 10) Navigator Credits, and 11) Quit.

Clicking on any of these selections except Quit, will display a submenu giving the user choices in that area. Since the Navigator is hypertext based, the user can branch to other areas of the program at any time and return. The user may quit at any time by either returning to the Main Menu and selecting quit or by simply walking away. If the user decides to leave there is a timer which will reset to the introductory screens after two minutes. In either case, a new user can begin to use the Navigator from the place that was left by the previous user. This is due to the specially placed navigational buttons across the bottom of the screen. According to Binder, (Binder, 1989) these are the most often used and are available to the user no matter where the user is in the program. For example, the



“Help” button is always in the same location on the screen. Refer to Appendix E for the collection of screen samples.

With many library functions interconnected, expanding the user interface with more links between similar items was also considered. The prospect of “overlinking” was a concern and it was felt that the user should not be lost by overextending what one needed to know, with information overload (Grabinski and Curtis, 1991).

### Physical Characteristics

The Navigator is a stand alone unit, allowing a single user to access information about the library. It is available at all times, in contrast to full time librarians who are available only at certain times. The Navigator, a HyperCard application, allows users to find what they need by way of menu driven screens.

The Navigator requires a Macintosh CI. There are two units for display, a stand up version, and a sit down version to provide handicapped accessibility. The user interface is a menu driven by a mouse. A touch screen menu driven kiosk would have been ideal; but the cost of obtaining such a system was more than the budget allowed. The library purchased two Macintosh CI computers with printers for this project (Mr. T. Wiles, personal communication June 14, 1993).

Early discussion during the development phase of the project focused on allowing more user interaction through the keyboard. This idea, although in theory could have advanced the Navigator to a higher level, had to be dismissed. Reasons were twofold: 1) an attached keyboard would allow for “hackers” to enter the

program's scripting or the computer itself to cause damage; and 2) the keyboard would provide an infinite number of responses or user input. The time involved in scripting such capabilities would detract from the main goal of project, which was to inform the user about where to obtain information.

Vander Linden and Egbert (1990) suggest that "page turning" be avoided. The Navigator has places where the information requires more than one card, but the "page turning" is kept to a minimum. They also mention that similar screen design be used throughout. The Navigator exemplifies this. Throughout the entire program, all special navigational buttons, those available at all times, are always located across the bottom of the screen. The "go next" and "go previous" buttons are always located in the right hand corner of each stack, for continued continuity. Each stack represents a different content area. All of the cards share the same background in each of the content areas.

#### User Interface (Screen and mouse)

Since the Navigator is using a 14" screen, a stack size is needed to match that screen size. This decision was based on the Macintosh operating system and user traits. Since the user will be "pointing and clicking," if the screen size was less than the full screen size, the user could find the desktop and potentially disable the Navigator. If the user found away to the desktop, then the computer would be susceptible to "hackers."

Screen layout was consistent with the rules of effective visuals -- brief, big and in the middle of the screen (Kemp, 1989). The exception to this was the in-depth text describing menu choices. Pictures were taken by a Cannon Zap Shot and captured using the SuperPaint application and placed into HyperCard.

A complication in the completion of the Navigator was that the library itself was under construction. A segment was included to address the construction and changes that would be occurring in the Rod Library. The construction stack informs the user that the library will be going through changes, and that there will be inconveniences. The stack notifies the user on how to access daily updates on where collections and services will be during the interim. Discussion in design revolved around placing these changes in the Navigator itself. This would have been a very demanding task for Mr. Wiles or Mr. Lyle, individually. Since their HyperCard experience was limited, they concluded that the best way to make any change was for both of them to work out any changes. Their schedules could only handle this once a month.

A “Quick Facts” feature was also added to the Rod Library Navigator. It featured the most frequently asked questions; such as open hours, check out procedures, and fines. The user could access these questions via a specially placed navigational button. The user could have just as easily accessed these questions through the main index, but these were added to allow the user quick access to information.

## Section V

### Formative Evaluation Plan

#### Phase 1

In evaluating phase one, the main goal needs to be repeated: "To acquaint the user with the collections and services that are housed in the Rod Library." After using the Navigator, the information presented and chosen by the user should guide them to the desired materials without the aid of a reference librarian. The concept behind the Navigator is that it is a "self serve" kiosk, helping where it can, yet always reminding the user that the reference librarian is available at certain times.

The Navigator is located in the lobby across from the circulation desk. This is important because it is easily accessible to library patrons as they enter the library. In order to discover student attitudes and reactions about the Navigator, a random polling of students was taken. Questions were designed to identify what kinds of people would use the Navigator. (See Appendix F) Twenty students were interviewed early in the semester. They were students who approached the Navigator on a Saturday morning. Since it was early in the semester, there was a better chance of catching a library newcomer. Past experience as a student at the Rod Library led the developer to believe the best time to catch information seeking students would be mid morning.

All of the students interviewed had been in the library before. The most prominent reply of why students used the Navigator (17 of 20) was, "it caught my eye." The other most frequent reason given was, "I was directed to it by someone at the circulation desk." For the most part, after the user started to use

the Navigator, the menu driven screens got the users to where they wanted to go for information (13 of 20). There seemed to be a misunderstanding of what exactly the Navigator was to do for the user. The seven users that were not satisfied with the directions given seemed to believe that the Navigator was an “all encompassing information package.” In probing to see what exactly they believed the Navigator was to do, the consensus was that they wanted a “one stop information package.” The belief was that UNISTAR, the CD ROM, and all electronic indexes could be accessed from the Navigator. As for finding the information they needed, the same 13 found what they wanted; the 7 others wanted access to the electronic indexes. After consulting with a reference librarian, all found the material they desired.

As its name implies, the Navigator is a tool which navigates users to where the information can be found. In many places, it refers the users to the reference desk in case the user would have any specific questions. The Navigator is there for those users who might be uncomfortable with the information seeking process.

## Phase 2

In evaluating phase two, upon completion of the project, it was necessary for Mr. Wiles and Mr. Lyle to check the Navigator for correct content information and any miscellaneous errors. Due to Mr. Lyle’s busy schedule, Mr. Wiles proceeded alone to check the Navigator for errors. Reinforcement of previous knowledge of HyperCard was utilized as the developer sat with Mr. Wiles as he “disassembled” the Navigator to make the changes. Since the production team was so close to the material, various library personal looked over the Navigator

for errors. When errors were found, Mr. Wiles went through and made the corrections. To finalize phase two, the developer held a HyperCard workshop at the conclusion of the semester.

## Section VI

### Summary

The Navigator was well received by many. Bob Rose, director of the Library, claims that the Rod Library Navigator exceeds the University of Iowa's Navigator in content and overall appearance. (Mr. Wiles, personal communication, June 14, 1993) According to Mr. Lyle and Mr. Wiles, library staff and library users are "impressed" with the Navigator.

Mr. Wiles and Mr. Lyle will be responsible for the maintenance and upgrading of the Navigator. Through training and hands-on experience of making changes in tandem, they feel confident that they should be able to complete the task of any changes.

There are a number improvements that could be added to the Navigator. First, a touch screen could be employed, which would eliminate the mouse. Second, a newer version of HyperCard will be able to support better graphics and color, potentially strengthening current messages. Third, full motion video is a possibility, as soon as memory requirements drop to a manageable level for the computer to process. Last, it could be accessed via a campus wide network.

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## Appendix A

### Collections and services to be defined by the Navigator

#### Collections:

- a) Documents and Maps
- b) Special Collections
- c) Youth Collection
- d) Art and Music Collection
- e) Reserve Desk
- f) Circulation Desk

#### Services:

- a) Reference Desk
- b) Computer Searches
- c) Library Instruction\
- d) Periodicals Desk
- e) Interlibrary Loan

#### All service points and collections are to be outlined as follows:

- 1) Description of
- 2) Circulation policies
- 3) Open hours (when different from main hours)
- 4) Map
- 5) Phone and address

#### Other services and facilities available to library users:

- a) Browsing room
- b) Change machine

- c) Faculty Studies
- d) Group studies
- e) Individual study rooms
- f) Lockers
- g) Lounges
- h) Microforms room
- i) Photocopy Desk
- j) Photocopy machine, self serve
- k) Rest rooms
- l) Student computer center
- m) Telephones
- n) Typing room
- o) Visually impaired facilities/services

## Appendix B

### Reference material to be defined by the Navigator

- a) Encyclopedias
- b) Dictionaries
- c) Yearbooks and handbooks
- d) Atlases
- e) UNISTAR
- f) CD-ROM
- g) Card catalog
- h) Indexes/abstracts
- i) Directories
- j) Bibliographies
- k) Biographical sources
- l) Lexis/Nexis
- m) Newspapers

All reference material is to be outlined as follows:

- 1) Definition
- 2) Example
- 3) Locating the material
- 4) Location

## Appendix C

### Hypercard training components

#### Understanding the Macintosh operating system

1. Point and click
2. Clicking and dragging.
3. Open an application.
4. Open a document of your choice
5. Save
6. Saving as other
7. Quitting
8. Shutdown
9. Short cuts

#### To make comprehensive changes in the Navigator

1. Plan out in advance:
  - a. Where the new item will go (stack)
  - b. Any additions or deletions have potential effects on:
    1. The stack where new item will go
    2. That stack's main (first) card
    3. Any new "hot text"
    4. The Main Index
    5. The floor plan
    6. Any links to the new item (e.g.: photo duplication to copy machines or a Quick Fact)

2. Plug in the keyboard.
  - a Plug mouse into item (e.g.: photo duplication to copy machines or is the topic a Quick fact)
2. Plug in the keyboard.
  - a Plug mouse into keyboard
3. Due to the screen size of the Navigator, to shift back and forth from HyperCard and Teach Text, open up the hard drive. Make sure the window is “open” before continuing.
4. Start up the program as usual. (Start with the Main Menu)
5. Bring the Menubar into view. (Command spacebar)
6. Bring in the message box (Command M)
7. Type SET CANTMODIFY OF THIS STACK TO FALSE (The lock will disappear)
8. Disable the stack script.
  - a. Under Objects in the Menubar
  - b. Select Stack info
  - c. Select script
  - d. Select all of the text (easily done with Command A)
  - e. Hit the delete key.
  - f. Close the script window, say yes to changes.
9. With the stack script disabled, the timer will not be in effect.
10. Scripts of buttons and cards that are “macroed” in the stack script; they are also disabled.
11. Use the arrow keys to go through the stack.

12. All fields are locked; they must be unlocked before any changes can be made, or they are “shared text” field as part of the background.
13. You must be working off the background to make textual changes, as well as unlocking it.
14. To view all buttons, choose the button tool from the tool pallet. All buttons will become visible.)
15. In the right hand corner, there is an icon of the HyperCard application. Click on the icon, and drag down the menu; all the applications that are in use will be listed. Included is the Finder; (a short cut to the desktop). This is the shortcut to desktop; so that it is possible to open other applications, such as Teach Text.
  - a. To place the Main Menu script back in the stack, go to the Teach Text document "Main Menu."
  - b. Copy it all (Command A, Command C)
  - c. Return to the HyperCard Man Menu
    1. Under Objects in the Menubar (Command spacebar)
    2. Select Stack info
    3. Select script
    4. Paste the text (Command V)
    5. Close the script window with yes to changes
12. The preceding process can be utilized to input any script that is saved in Teach Text.

13. Technical upgrade possibilities for the Navigator:

- a. Touch screen
- b. Color, better support of graphics (HyperCard)
- c. Full motion video (Quick time)
- d. Networked

## Appendix D

### Glossary

**Button:** The navigational tool used in HyperCard. A button can link cards to cards, cards to cards in other stacks, open hidden text fields, and numerous other applications. A button must be scripted (be told what to do) before it does anything. A button can be on a card or background, and there is no limit to the number of buttons.

**Card:** One screen of a HyperCard stack.

**Desktop:** The base layer of the Macintosh operating system. Think of the desktop as a regular desk; there are "files" (stacks) on a desk that cover up the desktop completely.

**Stack:** A group of cards (even one) related to one topic.



## Appendix E

### Collection of Navigator Screens

On the following pages, examples of screens is given.

Page: 29 Introductory screens, University of Iowa

Page: 30 Introductory screen, UNI

Page: 31 Main Menu, UNI: Main routing card. User can access information with more general terms.

Page: 32 Index, UNI: Specific search terms.

Page: 33 Sub Menu, UNI (Collections and Services) All items relating to collections and services.

Page: 34 Reference Desk, UNI: Specific information about the reference desk.



Donald O Rod Library  
University of Northern Iowa

# NAVIGATOR



# LIBRARY NAVIGATOR MAIN MENU

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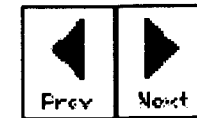
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*Click on item for info...*

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# Collections & Services



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A black and white halftone graphic of a person sitting at a desk, representing a reference desk.

## Reference Desk

**Service:**  
Librarians are available to assist in answering all sorts of questions about finding information or using library resources and services. In response to your questions, they will provide directional assistance to locate services and materials or suggest appropriate reference resources, such as indexes, abstracts, encyclopedias, bibliographies.

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Appendix F  
Navigator survey

Are you a first time library user? Yes No

What led you to use the Navigator? (Why did you use the Navigator?)

Did the menu driven screens help you find what you needed? Yes No

If yes, please explain.

If no, please explain.

Was the information you wanted on the Navigator? Yes No

Did the Navigator tell you how or where to access that information? Yes No

Were you able to find the information in the library? Yes No

(If no, did you consult the reference librarian?) Yes No