

ODBS: Final Report

System Team's Appendices, June 15th, 2009 (revised)

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Appendix A – Individual Reflections

David Tremblay

The class probably changed everyone in some way either small or big. We learned valuable lessons in collaborating with people in remote and rural communities (especially First Nations people of the Northern Ontario). For me this experience couldn't have been anymore in an area that I am deeply interested in and care a lot about. This interest started from my undergrad experiences at Trent in the Native Studies department. When I graduated from Trent I tried hard to get a job in the Non-profit sector to no avail due to lack of experience. This class has given me some experience and for that I am grateful.

Going into this class I had fears. The fear were mostly based around my own ability to contribute to whatever team I was placed in and in a meaningful way. I was placed on the Systems Team for which I had no background in but had stated an interest in on the original poll done in class. That was curbed for a bit until I felt as though I should have come up with my own contribution or at least team up with someone else in the group. Eventually, I was assigned to being a community liaison. I tried to be one as best as possible but I was not able to make it to some of the video conferences outside of class due to a family illness during reading break and had to head back home.

After that not working out so well I tried to assist Margaret in getting community feedback and this seemed to work quite well as we got extremely helpful feedback on the design and I really enjoyed communicating with and sometimes connecting with some of those individuals. One thing I think I did fairly well was be a voice of positivity in the class when it came to this being a learning experience for everyone involved and that mistakes will be made and that is where we learn and move on to correct for the better. Here is a statement from my Sakai Wiki-blog that I think sums up how I felt and what I tried to portray to the class: "It is a learning experience for all: The Class administrators, Students, and the Communities. It is about sharing these experiences and learning from each other". I really tried to put out there aspects of sharing, honesty, mutual respect and reciprocity (not that these were not there already I just tried to perpetuate these ideals).

This class is one of two unique experiences I have had (in regard to class styles) in my academic career. The other being my Native Critical theory class that was taught in quite a different, shall I use the word, communal way and I feel that this class also had that kind of spin on it. We were all in it together learning with each other as best we could. For those who read this and are involved with the ODBS in the future make sure to take things in stride and set reasonable goals for yourself, set out a solid plan for these goals and make sure that it is realistic. It also helps if your team gets along well as ours did and that is something to also be grateful for – make sure to be flexible.

Sally Choi

With a professional background in online writing and information design, I came into the class with some knowledge of web interface usability principles and information architecture. While I've had previous experience working as an information designer on team-based projects to develop websites for commercial clients, I felt that this experience came with a set of biases and assumptions about the design process along with a very deliverables-based approach. I had envisioned closer collaboration with community representatives and couldn't imagine designing without consulting "the client." I forgot that this class project was first and foremost a learning experience.

My teammates taught me there's so much you can learn by simply forging ahead and creating something with which to get the conversation going, that you can learn something invaluable just by talking to people, from design experts to classmates to professors to First Nations community members. That was a really valuable lesson as I don't think we would have learned as much or gotten as far as we did with getting people involved while asking for feedback.

Speaking of which, that was perhaps the greatest challenge for me: effective communication. (Or talking in general.) With all of the interactions within and between teams, on Moodle, through online discussion groups, on the wikis, it wasn't just hard to keep track of all the threads, it was somewhat paralyzing for me due to personal fears. I found that one-on-one communication, often via e-mail or MSN, worked best especially toward the end. Although I took as many steps backward as forward in trying to overcome this challenge, I know that I have to learn to take risks and make mistakes, to keep trying to step out of my comfort zone and contribute any way I can to a project.

I also found myself losing focus midway after trying to learn Drupal and discovering that we weren't going to be able to develop a prototype. I got caught up with the logistics of things that didn't matter so much at this early stage of the project, and also felt limited in terms of technical knowledge. So another lesson I learned was to let things go and be more realistic. I felt much better when I was able to contribute in some way by providing support (the strong, silent kind) or by creating scenarios.

This class gave me the opportunity to learn about First Nations cultures, to learn from everyone involved and to challenge myself, while working on a project I find meaningful. I believe that one of the best ways to learn is by collaborating with others, and I couldn't have asked for a more brilliant, enthusiastic, supportive group of people with whom to collaborate. I am grateful for the chance to have been a part of the Systems team.

Margaret Lam

Being a part-time student in a faculty as rich as the Faculty of Information, it is difficult to learn the ropes of a new field, while knowing where I would like my focus to be. The ODBS was a real life project where I could explore those questions in a hands-on manner, and gain invaluable experience that I am sure will feed into my future course work. I did not have much expectations for this class in terms of outcome, except that I will take every advantage I have to learn. In the course of the past 13 weeks, I learned

quite a bit about Moodle and the Breeze Room as the facilitator of online communication. I also learned a lot about a world in my own backyard that I would never have come across on my own.

I feel more aware about an important aspect of the Canadian landscape, and I recognize the challenges and opportunities that arise in engaging with First Nations communities. I also explored interface and experience design to some extent, and recognized its unique contribution to any online information endeavour. In sum, I learned a lot about what I don't know, and managed to figure out what my Masters Degree does for me in a meaningful way. It seemed like an impossible riddle when I first pursued this master on a hunch, and I am glad that my hunch has proven to be correct.

I look forward to future opportunities to work on this project, and share what I know with a new group of people — from both the university as well as from the First Nations communities — who are as inspired by this initiative as I have been.

Brenda Lauritzen

I came to this project with a history in both the arts (Medieval Studies) and Computer Science. My specialty is in Information Systems, so I thought that I would be able to make a valuable contribution and was very excited about doing a hands-on project.

I will not lie though; I did have a lot of difficulties with this project. I am very task-oriented, and so it was especially difficult for me to work in an environment where you have to define your own objectives and choose your own direction. It took me quite a while to become accustomed to this, and I have to admit that it became frustrating to me at many points along the way.

I am also used to being more independent; while I have worked in many teams, most of the tasks were simply divided amongst members. This class brought a whole new meaning to the word collaboration.

It was also somewhat frustrating to try to learn an entire content management system within our time constraints, all the while managing the rest of my course load and two part time jobs. Then halfway through the term we refocused to just the design phase, I felt like my part of the project had just been dropped, and it took me a few weeks to refocus myself.

In the end though, I learned that despite being task-motivated I can adapt to, function and contribute in a flexible setting. Through this experience, despite being accustomed to working independently I learned about the invaluable support of having an amazing team of people to work with. While this class required resolve and adaptability, I learned to set goals, work towards them slowly, and to accomplish something without the advantage of being able to see the final project come to fruition. So despite the moments I was discouraged and frustrated with myself and the project as a whole, I would not trade this experience for anything.

And so to future students: even if at the end there were more steps backwards than

forwards, even if there were more failures than accomplishments, even if there were more frustrations than moments of clarity... know that if nothing else, you will come out of the process changed, inspired, and so incredibly grateful to the team members who went through it all with you.

Marta Chudolinska

Before starting my Master's at FIS, I studied drawing, painting, printmaking and bookbinding at the Ontario College of Art and Design. When I started this program, it was mostly for the purpose of finding a career which could support me and my artwork. I was hoping to find opportunities along the way in which I could use my book-binding skills, but I never could have imagined an opportunity like this class. The open structure of the project, left up to the class to define, provided me an opportunity to communicate my skills in a meaningful way. I have been lucky enough to be graced with wonderful book-binding professors who taught me with true joy. It was this spirit of joy that I brought to this project. It is my hope that the "collective hallucination" of the ODBS will one day be realized and I would like to continue being involved in developing the book-binding component of the system.

The video-conferencing experiences over the course of the class, being able to listen and discuss with partners from KORI and K-Net were truly humbling experiences. Ricardo Ramirez in particular opened my eyes to the fact this project was being done mostly for our benefit, for our educational experience. After facing this fact, I determined to work and encourage our group to put our efforts towards creating practical and useful tools to move the project forward, leaving our own egos at the door.

This project was a challenge for me in terms of communication. Previously, I have gone days at a time not checking my e-mail. With the ODBS, this was no longer possible. In order to stay accountable and stay involved, I had to step up my internet use. While at the beginning of the class, my head was often spinning from wikis, Google groups and "the Moodle" by the end I could see the benefit of each of these methods of communication.

The most interesting, invigorating and challenging part of this whole process was the collaboration. While collaborating as a class was often chaotic, communication between individual teams was easier. The communications and relations between the systems team were marvellous. While things did not always turn out perfectly, we were able to laugh and see beyond our troubles. We maintained a spirit of optimism, support and initiative throughout the project that made the chaos truly enjoyable.

Appendix B – Mock User-Scenarios

User scenarios are basically stories that describe how a person would go about using the system to accomplish specific goals. They can increase portal adoption by helping designers focus on user tasks, motivations and preferences in a real-life context rather than on technical requirements (Bryan, 2007). Working out the details of a scenario helps in thinking about the kinds of actions a user may want to take and the steps involved.

In addition, user scenarios help stakeholders and people who will be using the system to see its potential use and to offer feedback in the development of the system. Hence, they may serve as good documentation from a legacy standpoint as well as possible points of future engagement with community members. They are based on facts and may be high level or quite specific in describing the steps in accomplishing a task.

Ideally there would be different scenarios for different types of users. Below are five scenarios illustrating the potential uses of the ODBS as well as suggestions for other possible scenarios. Since the results of a survey to assess community interests are still pending and the project is in the early design stage, we attempted to keep the scenarios general.

The scenarios were created based on online conversations with youth workers; class discussions; design consultation feedback from usability experts and First Nations House information providers; community connectivity information from the Aboriginal Canada Portal; conversations with aboriginal authors; and the assumptions and biases associated with having to imagine the details and circumstances. Hence, the scenarios should be evaluated in terms of how well they realistically capture motivations and likely tasks and, if deemed useful, can be revised as part of an iterative process.

Scenario: Customization Example

The following scenario is based on how children played an active role in designing the search interface for the International Children's Library, which led to the incorporation of different browsing options, including the ability to browse by the colour of book covers (Tenopir, 2009). Such customized browsing may be desirable for younger users, in which case metadata may need to take into account colour, shape, length and emotions (Druin, 2005). The scenario was also partly inspired by the anecdote KORl's director Brian Walmark recounted, during a videoconference, of a very young girl in one of the communities standing outside on a cold blustery Sunday, clutching a book, and waiting for the school to open so that she could learn to read.

Seven-year-old Sharon has read just about every book that's right for her age in the children's section of her local library. Whenever new books came in, which was rare, she'd be one of the first in line to borrow them.

To decide which ones she would take out, Sharon would look over the covers of each candidate carefully, read the blurb at the back or inside cover and skim the pages for

illustrations. Sometimes she'd choose one because she liked the pictures, sometimes it's the colour, and sometimes it's the title or the topic. She particularly enjoys stories about bears.

Recently, Sharon started using a new service the library has been promoting: the On-Demand Book Service that lets people of all sizes, like Sharon, find books online and print them, so they wouldn't have to wait for new books to arrive. Marie, the youth worker at the library, helped Sharon set up an account so that she can search for books, save her choices by adding items to her "backpack," and read them anytime.

Sharon likes the fact that once she signs in, the site not only welcomes her but becomes more colourful, with larger letters, and much more interesting to read. There's also a list of popular children's books (based on ratings by other children) on the personalized home page, as well as a list of book recommendations based on her reading (or book ratings) history.

When she browses, she can view the thumbnail image of the book cover and a brief description for each result, which helps her to decide which books she'd like to check out. Once she's finished reading, Sharon has the option of deleting the item from her backpack and/or adding it to her "completed books" list.

Scenario: Creating a Book

The following scenario is based on the slogan-inspired design concept as well as conversations with aboriginal authors who spoke of a strong need to tell family histories and stories about the culture and community. Preliminary results from the survey also showed a great interest in creating books by the communities. Some considerations include a possible need to have someone review books before publishing, to publish the book before printing, and to find out what units of books would be culturally meaningful (is the use of chapters appropriate?).

Marie is a 21-year-old YICT worker employed at the local library. She grew up with stories, stories about family history, the community, residential schools. Many of these stories were told to her by her mother as well as her maternal grandmother, whose own brand of humour was very evident in the telling.

To honour her grandmother, who passed away recently and with whom she was very close, Marie set about telling her own versions of the stories she had heard throughout her childhood as well as her own stories about her grandmother. She wanted to share these stories with her family, especially those that have moved away.

Since Marie works at the library, she knows about the ODBS and has used it before to help others find, print and bind digital books. She has also helped others create books but has never tried creating her own. After typing out the stories in a word processor, she is ready to use the service.

Opening the portal, she navigates to the page for creating books using the main menu items. There are brief instructions provided, telling the user to register for a site account

or sign in to start creating book pages. There are also links to the most popular or the most recent books created by other community members. She clicks on a couple of these for ideas.

Since she already has an account, she enters her username and password in the log-in prompt. After signing in, she clicks on the option to create a new book. She creates a title page with the title “Stories My Grandmother Told Me” and a short dedication to her grandmother, and then adds chapters. After completing the chapter, she clicks Submit and saves the content.

It takes Marie several lunch-hour sessions to finish entering all of the stories into the book and editing them. Once she’s done editing, she previews her book. Finally, she is ready to print. She chooses the print options, which includes the paper size and location of printing. Once the pages are printed, she uses her bookbinding training to bind the book with a wooden press and glue.

Marie then decides to publish her book on the ODBS. Navigating to the list of books she’s created, she clicks on Publish and is given the option of making the book publicly available or only available to those on her “friends list.” She thought about how there hadn’t been any stories about her community while she was growing up and how there aren’t very many even today. She decides to make her book of stories available to anyone in the community.

The book’s title appears on the list of most recently created books. Clicking on the title takes Marie to the book viewing page. In addition to the book navigation toolbars, she notices an option to share the book, which enables her to e-mail the URL link of the book to others. She decides to “share” the book — instantly and at no cost — with her cousins as well as her older brother, who now lives an hour away by plane in another community.

Scenario: Searching/Previewing/Printing Self-Help Technology Books

The following scenario is based on online conversations with YICT workers as well as instructional content suggestions from information providers at First Nations House. One detail that requires further research is whether or not computers would have to be shipped for repair in communities where individuals can subscribe to have Internet connection. A possible wish-list item would be to include kids’ games and activities on the ODBS.

In his early 30s, Jason runs a small business with his wife Agnes. They have two kids, Bobby and Darren, who love playing online games on the computers at school. Sometimes the kids even sneak in some game time on the computer at their parents’ workplace when their mom or dad isn’t using it to communicate with clients and vendors or managing accounts.

Recently the computer broke down, which was quite costly to fix as it had to be shipped out. Jason thinks it would be great if next time the computer breaks down, he could fix it himself, especially since he and his wife are supporting both their own family of four and

their parents, and every expense counts.

Having heard of the ODBS through his kids, he finds the portal online. He encounters instructions on the home page as well as links to video and audio tutorials for how the site works. He reads the instructions and decides to do a keyword search. He does a search on “computer repair,” selects print and video formats, and reviews the list of results.

He checks out some of the videos. He finds some to be helpful, but wants more details. He chooses a print item to view. He is able to navigate the pages one at a time or go directly to a page. He also decides to make the image larger by viewing the book in full-screen and zooms in on some of the illustrations. He looks at a few pages to decide whether the book would be useful. There’s also a Print option available, but he wants to look at a few more items before deciding, so he clicks to save the item to a list of marked results that he can review later. He previews several more items.

Jason selects to view the list of books he’s added; he then checks the books he wants to print and clicks on Print. Because he’s printing remotely, he’s asked to sign in or register for a site account. He enters his contact information on the secure registration form, confirms his registration through e-mail and signs in. The site shows the books he has selected, some printing options, directions to the printing location based on the contact information given during registration as well as when the books will be available. There is also an option to change the printing location.

Since Jason is taking a trip to another community during that time, he decides to select a different location. He is provided with directions to the new location as well as a notification of when the books will be available. He confirms the printing and picks up the books during his trip.

Scenario: Showcasing Artwork

The following scenario is based on online conversations with YICT workers, instructional content suggestions from information providers at First Nations House, as well as personal observations and assumptions.

Nineteen-year-old Chris juggles school, work, married life and the welcome obligations of being a dad to a one-year-old. Working as a youth worker at the local school to support his family, he barely has time to pursue his passion: his art, let alone afford the expense of getting his paintings showcased in galleries or exhibits in far-off cities.

Like most of his friends, Chris has a Facebook account and a personal home page on MyKnet.org, a home page service for First Nations communities of Northwestern Ontario, where he posts some of his artwork. But he’s far from a savvy web-marketer, and his personal pages are buried among many on these platforms.

His most avid fans and supporters, his friends and family, have been encouraging him to post his art on the ODBS web portal. They tell him to create a portfolio in the form of a book, which he can print out and show to people. In addition, art is featured more

prominently on the ODBS, as random images of works uploaded by community artists are given their own space on the home page, alongside recommended reads by First Nations writers and books created by community members. Plus, there is great potential for artwork to be seen by site users outside of the community, resulting in a wider reach.

However, putting together a portfolio takes much thought and time, which he currently can't afford. Instead Chris chooses some images that he can quickly upload to the portal's image gallery. He accesses the ODBS on one of the computers at school. He checks out the video tutorial on the home page which tells him how to upload images. It also tells him that he needs to have an account to upload images.

In creating an account, he fills in the necessary information on the secure registration form, leaving out his address and phone number. He answers some of the questions regarding site personalization, including ones about his interests and activities, the portal features and resources he's interested in using, and his occupation (he chooses artist). As with Facebook, he can control what information on his profile may be viewed by the public or by those on his "friends list."

Following the instructions on the tutorial, Chris uploads images stored on a USB stick and gives each a title. He can also add captions and tag them with descriptors. After publishing the images, he searches for the images by doing a keyword search on the title and descriptors and views them. Along with the title, tags and any captions, his name appears on the viewing page and is hyperlinked. He clicks on his name, which takes him to his profile information. He decides to make his e-mail address accessible on his profile so that people interested in his work may contact him.

Scenario: Health Categorization

The following scenario is based on classification suggestions from information providers at First Nations House, such as adapting the use of the Brian Deer Classification System which reflects a First Nations perspective (MacDonell, 2003). Topics on social and health issues were based on the archived conferences on the Education and Training KO Telehealth website.

Suzanne is a proud 42-year-old mother of three and works as a social development worker at the community's band office. She sometimes volunteers at the health centre working with nurses to put together information kits about various social and health issues for the public, such as addictions, suicide prevention, and aboriginal cancer care.

Suzanne finds her volunteer work both rewarding and challenging. One of the challenges is getting across to patients the medical consequences of their actions while encouraging healthy lifestyle changes. She blends traditional beliefs and medicine with knowledge of current treatments to help meet this challenge.

Currently Suzanne is working on a brochure about diabetes and traditional healing. After speaking with a nurse regarding the brochure, she uses one of the computers at the health centre to do some research. She opens the ODBS web portal in a browser window and chooses to search by browsing. She clicks on the category Health, which

brings up an image of a medicine wheel with four clickable categories: spiritual, emotional, physical and mental. Other categories more reflective of Western traditions are listed separately under the wheel.

She likes to use the ODBS for research because the portal organizes aboriginal health information resources around the idea of the medicine wheel, which reflects traditional healing and an aboriginal perspective of health as the harmony of body, mind, heart and soul. Hence, she can easily find different aspects of health, such as spirituality, in one place rather than scattered under various categories, such as psychology or religion.

Additional Scenarios to Explore

- Searching information on laws or historical treaties
- Community groups (Book club? Writers' circle? Artists' circle?)
- Moderated communities and cyberbullying
- Accessibility issues (talking books, audio transcripts)
- Elders' perspectives
- Librarians' perspectives

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MacDonell, P., Tagami, R. and Washington, P. (2003). Union of British Columbia Indian Chiefs (UBCIC) Library and Resource Centre. Brian Deer Classification System. Retrieved April 4, 2009, from <http://www.slais.ubc.ca/COURSES/libr517/02-03-wt2/projects/deer/ubcic.htm>

Appendix C – Use-Case Diagrams

For those unfamiliar with UML Use Case Diagram notation, the stick figures represent *actors* within the system diagrams. A single person may play the role of several different actors, or conversely, an actor may be played by multiple people and/or systems. The «uses» notation indicates a *dependency* on the specified use case, or an AND stipulation. The «extends» notation indicates *options* for the use case above it, or an OR stipulation.

Figure 1 is a top-level use case diagram, demonstrating the four main functional requirements for our system and their hierarchical decompositions.

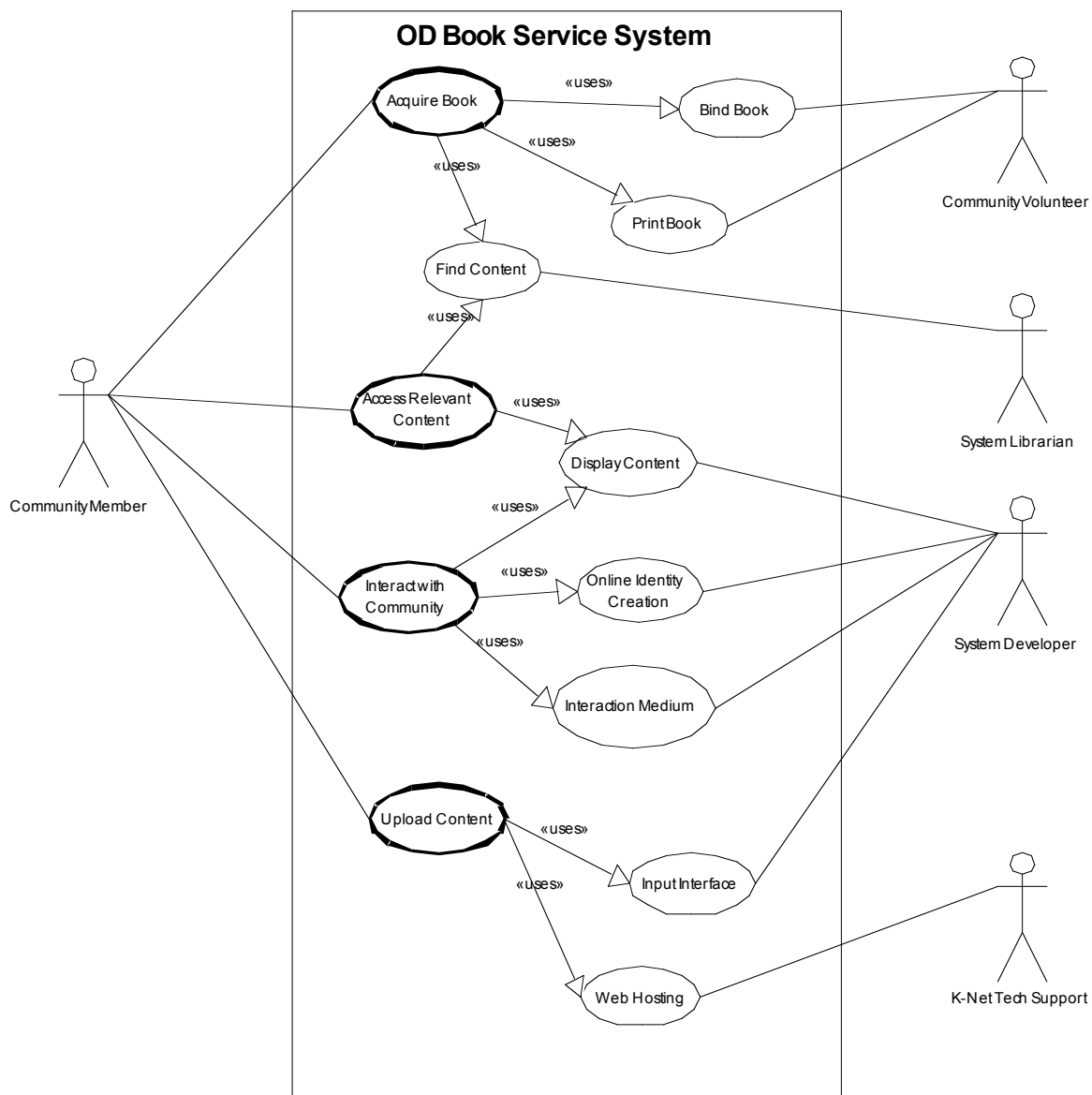


Figure 1: Top-Level Use Case Diagram.

The four main functional requirements for a community member, as shown in Figure 1, are to acquire a book, access relevant content, interact with the community and upload their own content. Each of these requirements has been broken down into more detail, and in-depth descriptions of each will accompany the following diagrams.

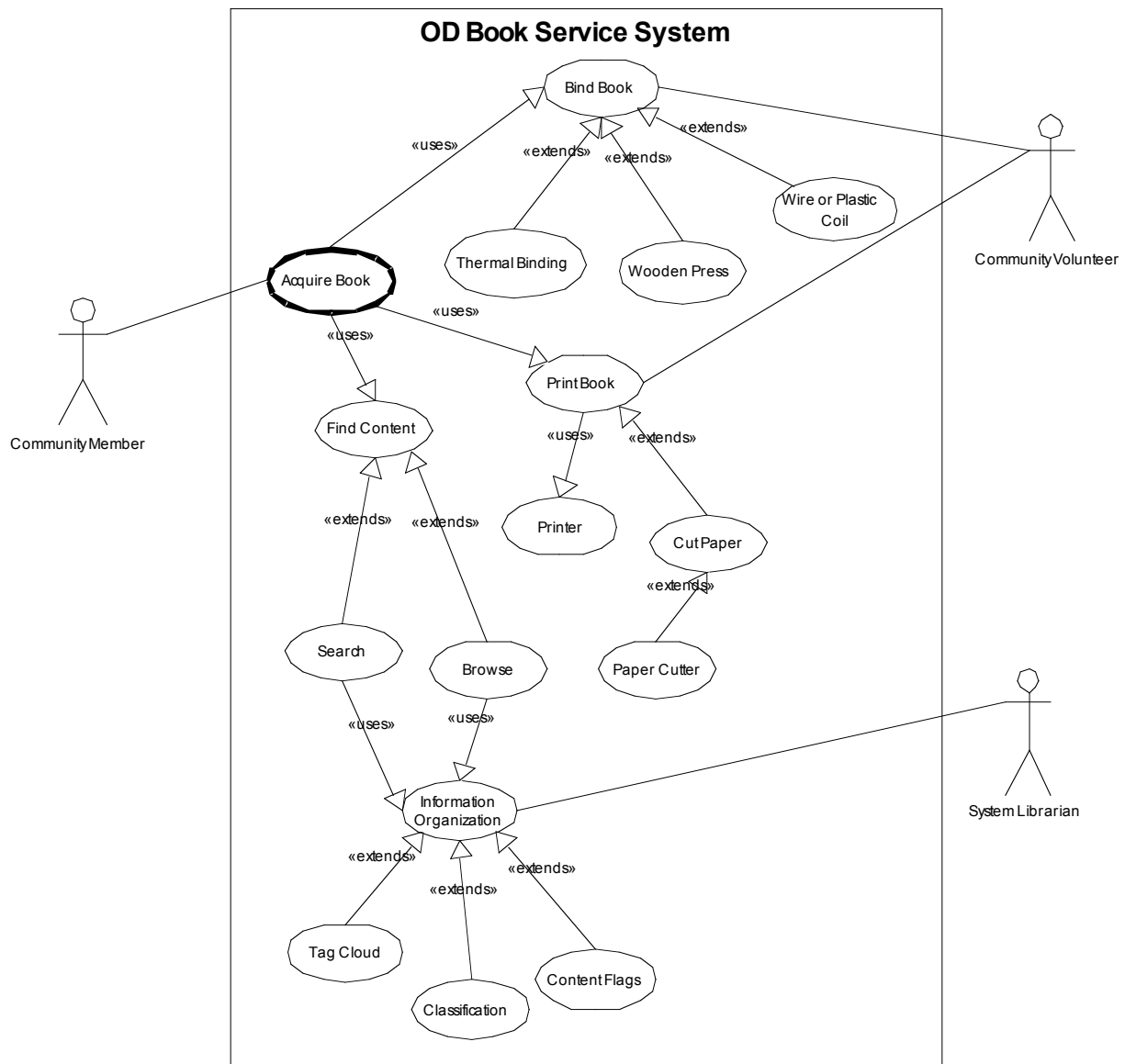


Figure 2: Decomposition of Acquire Book.

Acquire Book

In order for the community member to acquire a book, they first must find the content that they wish to print. This is shown above in Figure 2. Finding content can be done by either searching or browsing through the material. Both of these options require the information to be organized, which depends on a librarian to accomplish such a task. There are multiple ways to accomplish this or to improve the information organization: using a tag cloud, classification system and/or content flags, for example.

After the content has been found, it now needs to be printed. In this iteration of the design, this is accomplished by a community volunteer, who would also be in charge of preparing and binding the book for the community member. Printing a book requires a printer. The paper may or may not need to be cut, which may or may not be done by using a large industrial paper cutter. Once the material is printed, there are three options for binding the book: using the thermal binding machine, using the handheld wooden press, or binding the book using wire or plastic coil.

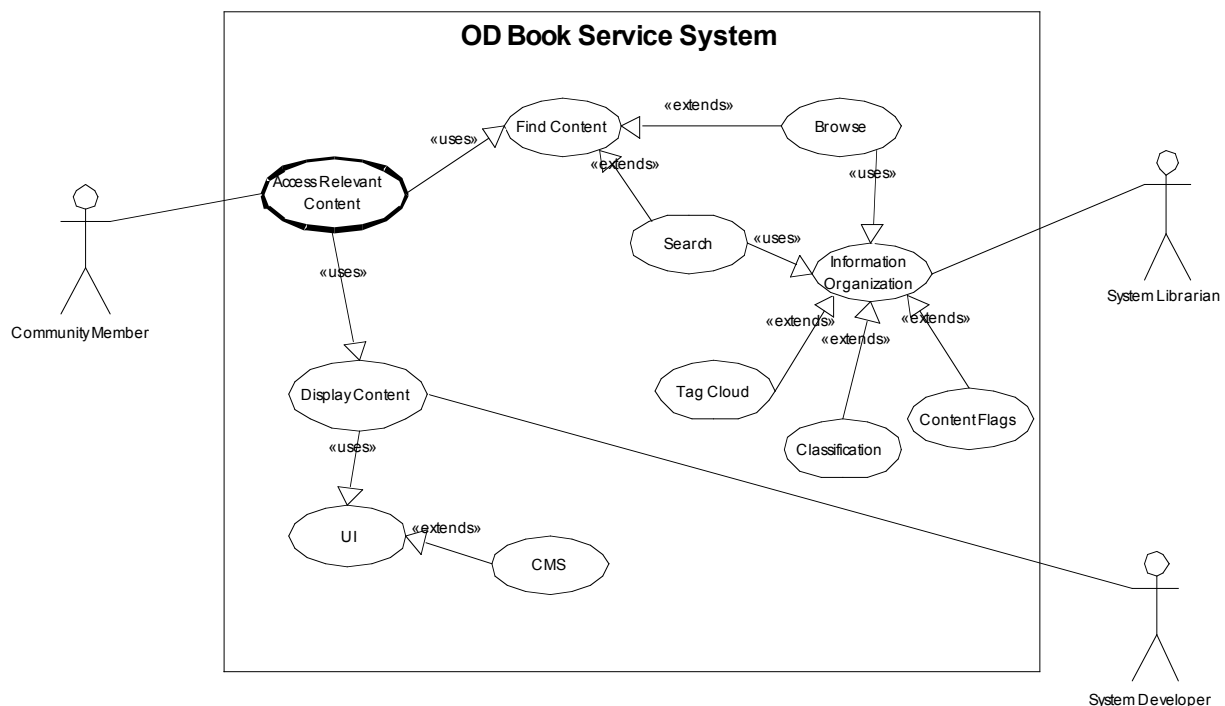


Figure 3: Decomposition of Access Relevant Content.

Access Relevant Content

Figure 3 shows the decomposition of the use case for accessing relevant content. In order to do so, the user needs to find content relevant to them. They do this by searching or browsing, as described in the previous use case.

The content also needs to be displayed in some format. This is dependent on the system developer, who is responsible for the development and implementation of the system. There must be a User Interface (UI) included, and this interface has many requirements: it must be easy to use, relevant to the user group, intuitive and maintainable, and it must have a pleasing aesthetic and a quick response time. It must also be accessible to users with disabilities and work on a vast array of different systems and system configurations. To accomplish these things as well as provide a framework for the organization of the digital contents, a content management system (CMS) could be used.

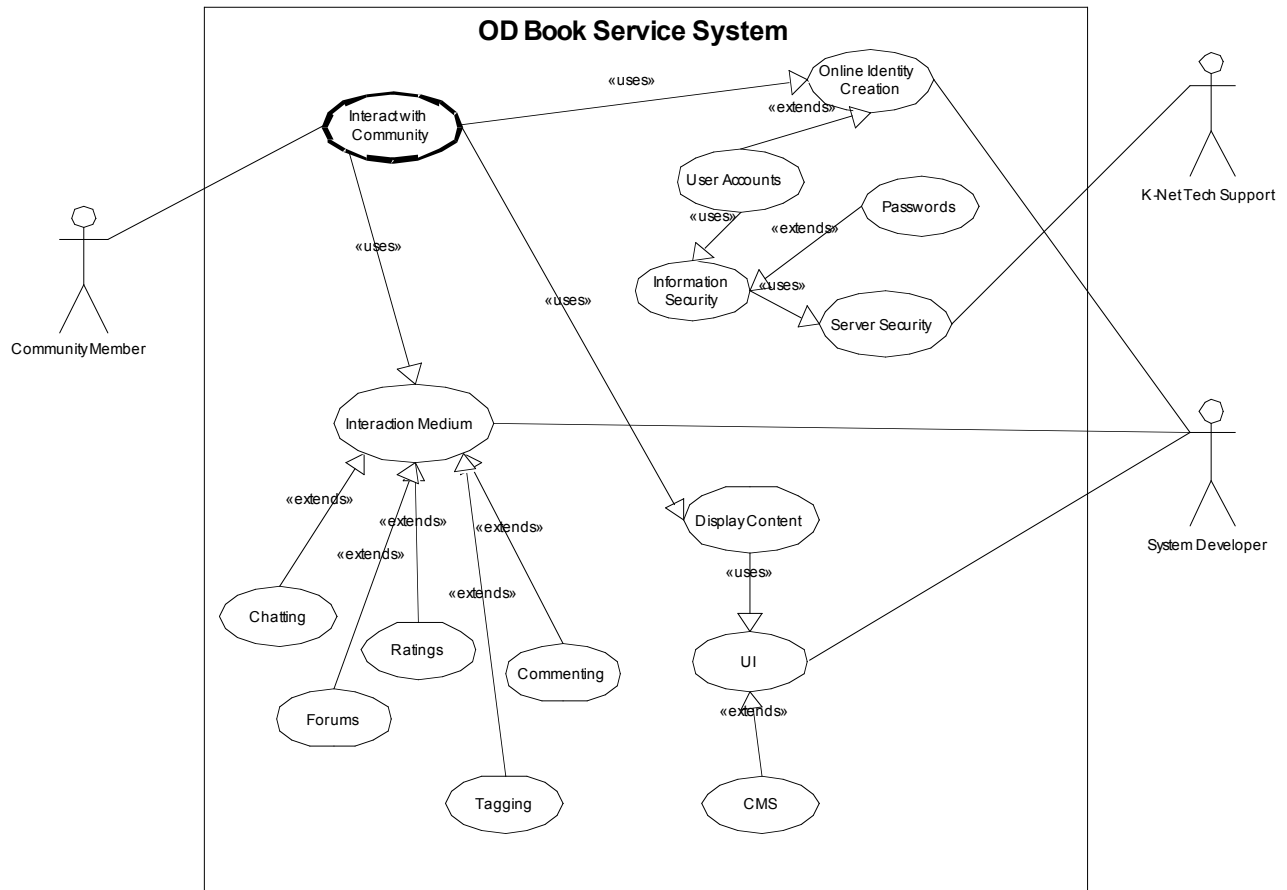


Figure 4: Decomposition of Interact with Community.

Interact with Community

Figure 4 shows the decomposition of how a community member might interact with the online community. Firstly, in order to do so, the content must be displayable, as described in the Access Relevant Content use case. Additionally, there must be some sort of medium through which this interaction can take place. This could potentially take the form of chatting, forums, rating systems, tagging or commenting. These are just some of the examples of suggested implementations for community involvement.

In order to sustain an active online community, there needs to be some sort of online identity creation and maintenance for the users so that they become invested in the

community. This is most commonly accomplished by using user accounts. The fact that personal information and pseudonym history is stored on a web server requires security, however. Passwords are the most common form of security, but there are other options to both user accounts and passwords. The web server itself needs to be secure from third-party attacks, and assumedly this is dependent upon maintenance by a member of the K-Net technical support.

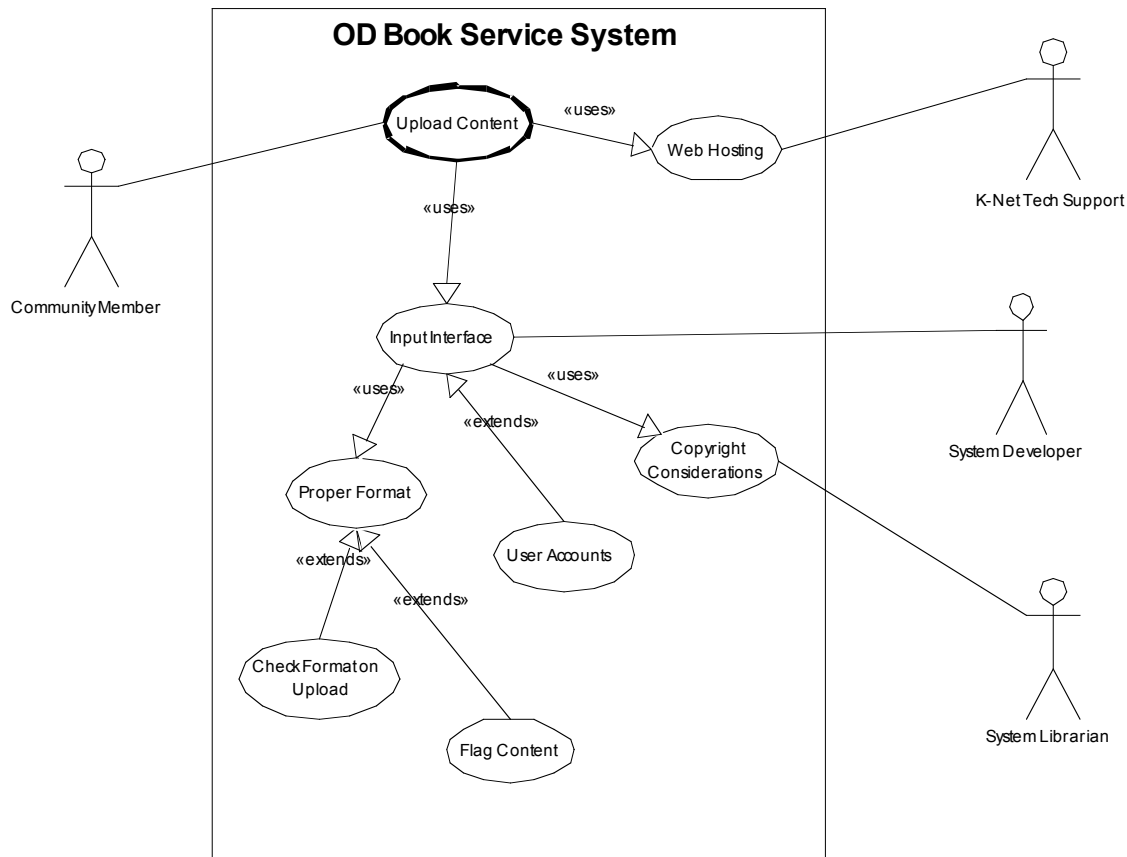


Figure 5: Decomposition of Upload Content.

Upload Content

In order for users to upload content, they first need an interface through which to do so, as shown in Figure 5 above. This interface needs to be intuitive and easy to use. It also needs to accomplish functional requirements such as checking the format of the content, should the user wish to upload a file. This can be done when they upload to see whether or not the content can be printed with the current technological implementation of the system, or it could simply be flagged whether or not it was printable. User accounts could be implemented to help manage user uploaded content. There are also many copyright considerations that need to be taken into account, assumedly by the system librarian.


Finally, uploading content requires space on the web server for content to be hosted. This would also have to be managed by a member of K-Net technical support.

Appendix D – Wireframe Design

Slogan-Inspired Design, Version 1

On-Demand book service

About Us • Contact • Suggestions
(Content for 'About Us', 'Contact' will appear in this space when link is clicked. Feedback box will appear when 'Suggestion' is clicked.)



FEATURES
Something neat!
Something new!
Something fun! Click!

SEARCH PRINT CREATE READ


What kind of book are you looking for?

What is the name of the book?

Who wrote the book?

Go!

Welcome to the ODBS!



Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer magna. Aliquam dignissim mi eget neque. Sed magna. Aliquam pharetra urna a felis lobortis ullamcorper.

Ut blandit, tellus at cursus vulputate, lacus velit varius nunc, ut ornare magna mi sed lectus. Nam magna elit, tempor in, elementum non, dignissim placerat, massa. Curabitur blandit massa sed lacus. Nam vehicula egestas quam.

Curabitur laoreet nulla. Proin magna lacus, faucibus et, euismod nec, venenatis in, risus. Suspendisse potenti. Morbi pulvinar est a velit. In accumsan, nisi sed venena-

tis dictum, mi leo ultrices magna, et ullamcorper justo erat eu magna. Maecenas semper commodo mauris. Nam lectus lectus, suscipit posuere, venenatis commodo, consequat egestas, lacus. Quisque non felis eu est facilisis ornare. Mauris bibendum lorem nec neque. Ut fringilla, diam vel ultrices mattis, urna leo tempus libero, eget tempus ligula leo quis tortor.

Mauris consectetur tortor eu nunc. Quisque est. Pellentesque posuere, diam porta ultrices gravida, ligula neque iaculis est, quis aliquam sem augue vitae mi. Etiam nec lorem. Sed urna nisi, luctus rhoncus, sollicitudin eu, blandit ut, nunc. Quisque rhoncus elit id lorem, Pellentesque nulla lorem, imperdiet id, venenatis auctor, lobortis quis, enim. Nullam

Welcome Page
Intro to ODBS
"How To", etc.

Home Page

The home page would include general background information for visitors with instructions to get them started. The search function would already be displayed. We also wanted to use the constant area at the top to display information that would always be accessible such as contact information, “about us,” and a suggestion box.

“Search”

We inserted placeholders for the fields in the search function. We suspected that traditional fields we, as students, have come to expect in library catalogues (subject, author, title) were not necessarily useful in a First Nations context, yet we were at a loss as to how to approach it coherently otherwise. We put in some questions that one would ask if confronted with a user in person as a starting point. We also put in a mock display of search results.

The screenshot shows the 'On-Demand book service' search page. At the top, there are navigation links: 'About Us', 'Contact', and 'Suggestions'. A note below these links states: '(Content for 'About Us', 'Contact' will appear in this space when link is clicked. Feedback box will appear when 'Suggestions' is clicked.)'. To the right is a 'FEATURES' section with a globe icon and the text: 'Something neat! Something new! Something fun! Click!'. Below the navigation is a dark grey bar with four tabs: 'SEARCH', 'PRINT', 'CREATE', and 'READ'. The 'SEARCH' tab is active. The search form contains three input fields: 'What kind of book are you looking for?', 'What is the name of the book?', and 'Who wrote the book?'. A 'Go!' button is on the right. Below the search bar, it says 'You have 0 items in your backpack.' The 'Search Results:' section lists three items:

1. Title: Fairy Tales
Author: Henderson
Grade Level: 5 Pages: 168
[More Info](#) • [Add to your backpack](#)
2. Title: Lung Cancer
Author: Someone
Grade Level: 5 Pages: 168
[More Info](#) • [Add to your backpack](#)
3. Title: Fishing for Dummies
Author: Grasshopper
Grade Level: 5 Pages: 168
[More Info](#) • [Add to your backpack](#)

A pink diagonal watermark reads 'Content Preview / Online Reading'.

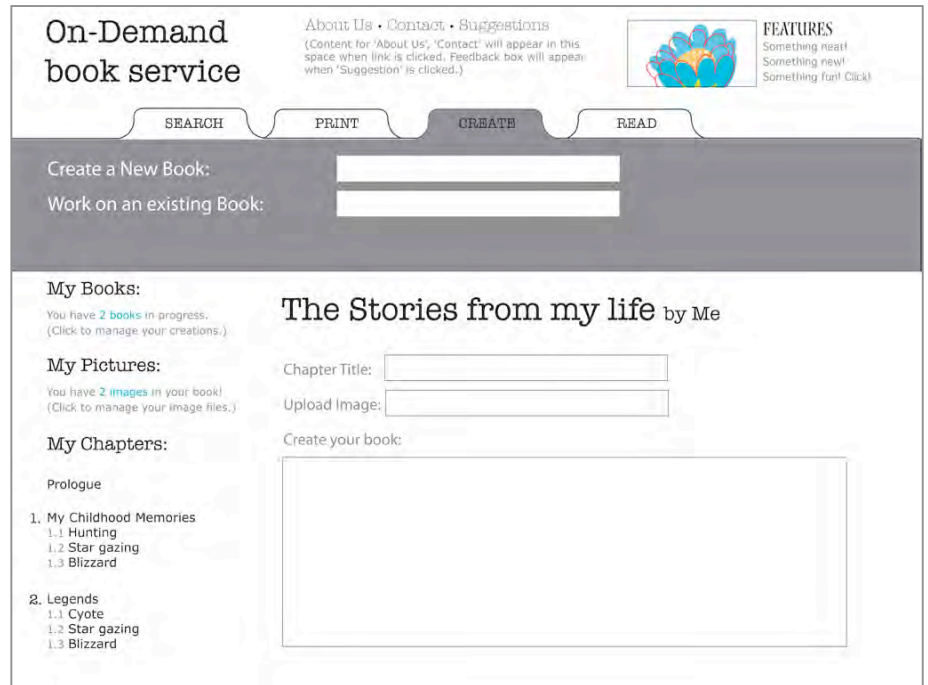
“Print”

We wondered what kind of customization an end user might want and how we could streamline the customization online. This part was not heavily populated with sketches of ideas because we did not know how the system would work in relation to “real life.” Later we recognized that basic printing on 8.5” x 11” will be easiest for all users, and a whole section devoted to it may be overkill.

The screenshot shows the 'On-Demand book service' print page. At the top, there are navigation links: 'About Us', 'Contact', and 'Suggestions'. A note below these links states: '(Content for 'About Us', 'Contact' will appear in this space when link is clicked. Feedback box will appear when 'Suggestions' is clicked.)'. To the right is a 'FEATURES' section with a globe icon and the text: 'Something neat! Something new! Something fun! Click!'. Below the navigation is a dark grey bar with four tabs: 'SEARCH', 'PRINT', 'CREATE', and 'READ'. The 'PRINT' tab is active. The print form contains three input fields: 'Select the book you want to print.', 'Select the size you want.', and 'Select the cover that you want.'. To the right, it displays 'Pages: 28' and 'Approx. Print Time: 20 minutes'. Below the form, there is a large area for a book preview. A pink diagonal watermark reads 'Book Preview (based on set parameters)'.

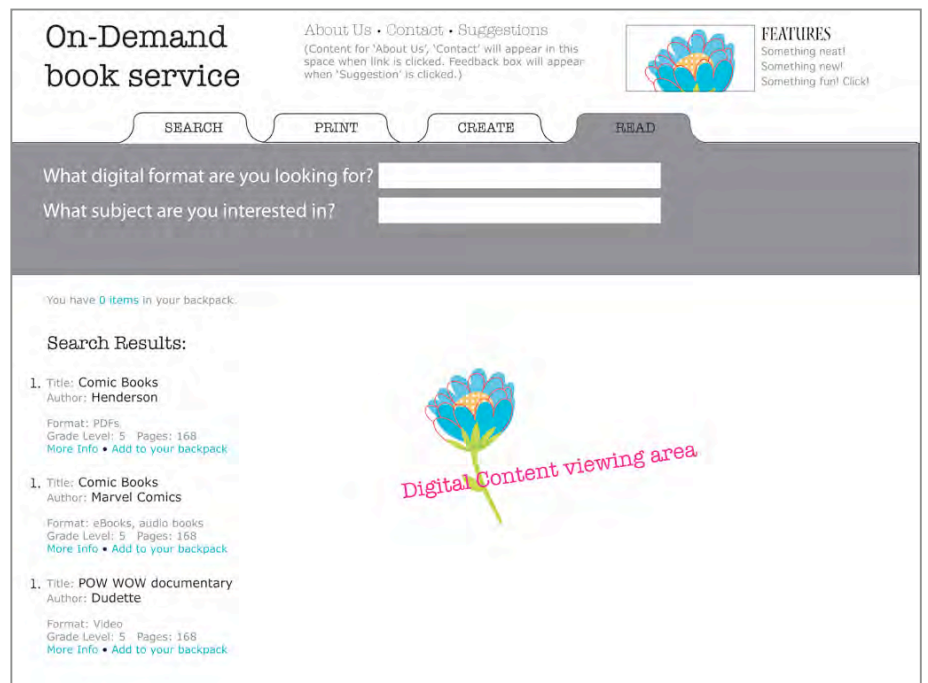
“Create”

We recognized the need for a content creation area, as well as a content management area. In order to quickly put some ideas down, we based the design on a traditional book format. Developing this aspect of the site generated more refined questions, which we could not articulate before. We feel this is one of the functionalities with the most exciting potential if launched and tested in a community setting.



“Read”

This section was created based on the “Search, Print, Create, Read” slogan created by the class. We kind of forced its function as a multimedia viewing area. In the subsequent revision, we recognized that the search results should display all formats or at least give the users the option of choosing which format(s) they are interested in.



Slogan-Inspired Design, Version 2

On-Demand Book Service

Welcome, Leslie!


SEARCH CREATE CONNECT

Basic Search Go!


Advance Search ▾

Feedback & Suggestions
Have a thought? Share with us.

submit

 **FEATURES**
Something neat!
Something new!
Something fun! Click!

Welcome to the ODBS!

 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer magna. Aliquam dignissim mi eget neque. Sed magna. Aliquam pharetra urna a felis lobortis ullamcorper.

Ut blandit, tellus at cursus vulputate, lacus velit varius nunc, ut ornare magna mi sed lectus. Nam magna elit, tempor in, elementum non, dignissim placerat, massa. Curabitur blandit massa sed lacus. Nam vehicula egestas quam.

Curabitur laoreet nulla. Proin magna lacus, faucibus et, euismod nec, venenatis in, risus. Suspendisse potenti. Morbi pulvinar est a velit. In accumsan, nisi sed venenatis dictum, mi leo ultrices magna, et ullamcorper justo erat eu magna. Maecenas semper commodo mauris. Nam lectus lectus, suscipit posuere, venenatis commodo, consequat egestas, lacus. Quisque non felis eu est facilisis ornare. Mauris bibendum lorem nec neque. Ut fringilla, diam vel ultrices mattis, urna leo tempus libero, eget tempus ligula leo quis tortor.

Mauris consectetur tortor eu nunc. Quisque est. Pellentesque posuere, diam porta ultrices gravida, ligula neque laculis est, quis aliquam sem augue vitae mi. Etiam nec lorem. Sed urna nisi, luctus rhoncus, sollicitudin eu, blandit ut, nunc. Quisque rhoncus elit id lorem. Pellentesque nulla lorem, imperdiet id, venenatis auctor, lobortis quis, enim. Nullam

Couldn't find something? Have a suggestion?

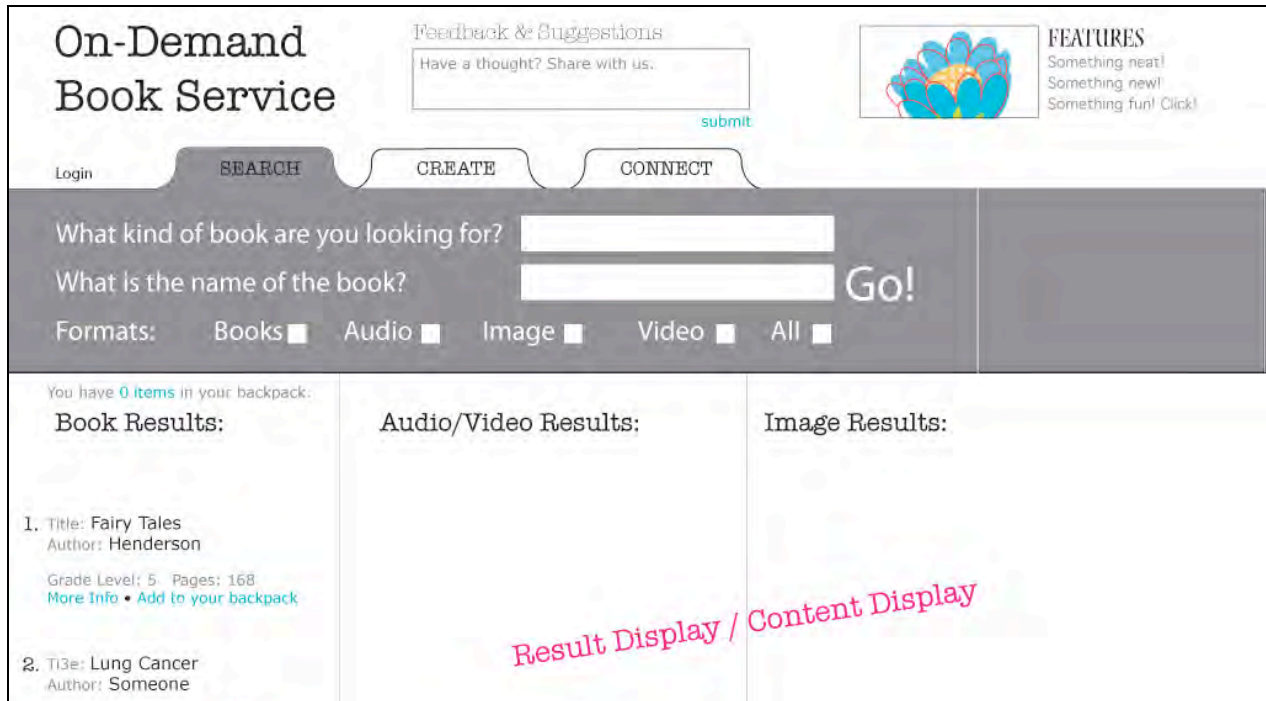
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer magna. Aliquam dignissim mi eget neque. Sed magna. Aliquam pharetra urna a felis lobortis ullamcorper. Ut blandit, tellus at cursus vulputate, lacus velit varius nunc, ut ornare magna mi sed lectus. Nam magna elit, tempor in, elementum non, dignissim placerat, massa. Curabitur blandit massa sed lacus. Nam vehicula egestas quam.

submit

Home Page (v2)

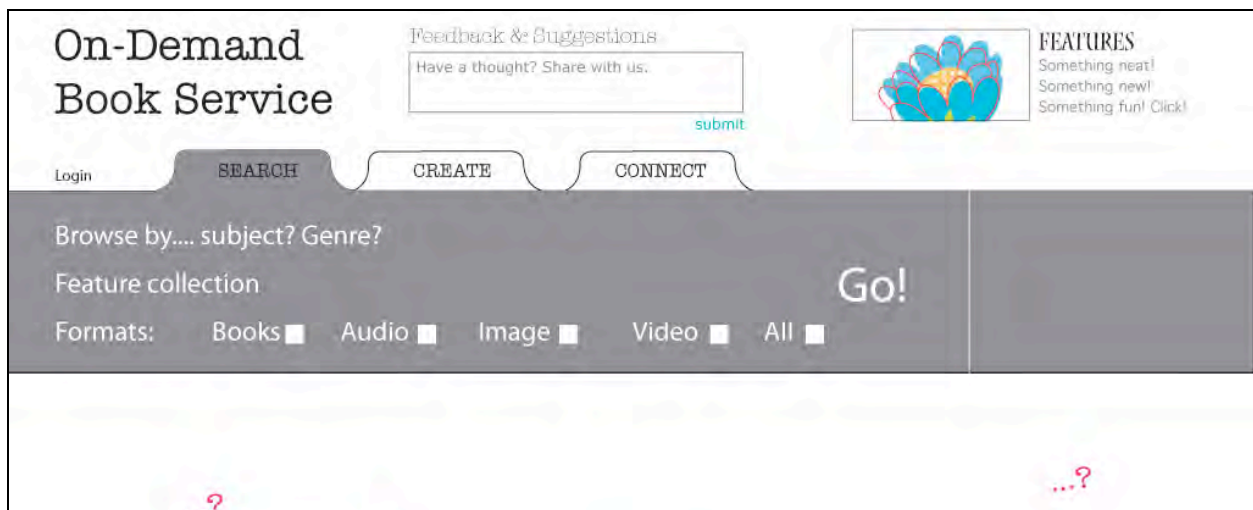
We revised the overall structure to have only three tabs. “Print” has been eliminated as a tab and considered a general function available when viewing all printable content. The suggestion box on the top is prominent, no longer convoluted with other information. The search has also been simplified, with the advance search function made available as an option. The “Share” tab has been replaced with a “Connect” tab, implying a more social area on the ODBS portal. This section did not get further developed in this iteration.

You will also notice a “Welcome, Leslie!” statement to the left of the search tab. A login and password field will appear in place of the search fields. Due to the community-based aspect of the ODBS project, in order to facilitate the OCAP principles, we felt that user accounts will be essential in future developments. Issues such as ownership of created content and the need to avoid duplicating a “book” that is physically accessible are just some of the things that user accounts can address.



Advance Search (v2)

The advance search will allow users to select the kinds of digital formats they are interested in. We have reduced the fields to two but are unsure of what they could be.



Browse Function (v2)

We believe that the ability for the user to browse content will be very important. Not every user has a specific information need that they can articulate, and the nature of library users is that often they are just browsing. We raise this as a design question to consider.

Alternative Design (undeveloped)

The following sitemap is an alternative proposal to complement the function-based wireframe already produced for the On-Demand Book Service. This design starts with the assumption that a community should be encouraged to develop around this service by focusing primarily on community involvement and content sharing rather than on the printing and binding of books. As such, this design approaches the service as one that focuses on the development of user-generated content (without necessarily needing it to be printable), interaction between the users, and expansion of a digital library. The following is a proposed sitemap created by Brenda for the community-oriented design, which never developed into a wireframe.

- Home/News
- Your Account
 - Preferences
 - My Content
 - Upload
 - Manage
 - Private Messages
- Digital Library
 - Just Added
 - Search
 - Browse
 - View Content
 - Print Book
 - Print Centre Locations
- Community
 - Forums
 - Chat
 - Member List
- About Us
- Contact
- Feedback
- Sitemap

Appendix E – Wireframe Feedback

First Nations Specific Feedback

Aesthetics/Look of the Site

- Possibly use the four direction colours (white, yellow, red, black) because they mean a lot to First Nations people
- Use the least amount of words possible and display more community pictures: the Elders, the people, the children, the band office, recreational centre, the medical centre, private residences, Elders' residence, water/land resources, etc.); mention places and activities that would be more familiar to northern Ontario residents
- An image of the medicine wheel on the website

Structure/Design

- Possibly have the content organized under the four teachings/four directions (this would require a lot of research to see if possible)
- East/White – Animals, Mental Aspect, Wisdom and Logic
- West/Red – Plants, Emotional Aspect, Trust, Innocence
- North/Black – Physical Aspect, Introspection and Insight
- South/Yellow – Sun, Spiritual Aspect, Illumination and Enlightening

Content

- First Nations authors (Lee Maracle, Joseph Boyden, Richard Van Camp, Tomson Highway, Basil Johnston, Drew Hayden Taylor, etc.)
- Children's First Nations authors (Marie Gaudet, Joseph McLellan, etc.)

Brian Deer Classification System (Variations on it)

<http://www.slais.ubc.ca/COURSES/libr517/02-03-wt2/projects/deer/abstract.htm>

- It was suggested a variation of the Brian Deer Classification System should be used.
- Here is an example of a classification structure that is being tried at the First Nations House (FNH) Library structure:
 - First Nations people-related content comes first, then non-First Nations content comes second
 - Within the First Nations material it is organized from East to West (within Canada), United States, Central and Southern America, etc.
 - Possible categories: arts & crafts, Elders, spirituality, reading, making, music and dance, education, poetry, place, fiction, non-fiction (they could have subcategories in these)

General Feedback

Structure/Design

Faceted Browsing – Faceted browsing was suggested because the project seems perfect for this type of structuring. There is hierarchy in faceted browsing that uses broader categories and narrower categories. The narrower categories become organized under a broader category. This type of system can be flexible for users to determine what categorizations work for their community or group. The community facets would be small at first and will grow with time as content is added under the created broad and narrow categories.

Main Ingredient

Beans, Beef, Berries, Cheese, Chocolate, Citrus, Dairy, Eggs, Fish, Fruits, Garlic, Ginger, Grains, Greens, Herbs, Lamb, Mushrooms, Mustard, Nuts, Olives, Onions, Pasta, Peppers, Pork, Potatoes, Poultry, Rice, Shellfish, Tomatoes, Vegetables

Cuisine

African, American, Asian, Caribbean, Eastern European, French, Greek, Indian, Italian, Jewish, Mediterranean, Mexican, Middle Eastern, Scandinavian, Spanish

Special Considerations: Kid-Friendly, Low Fat, Meatless

Preparation Method

Advance, Bake, Broil, Fry, Grill, Marinade, Microwave, No Cook, Poach, Quick, Roast, Saute, Slow Cook, Steam, Stir Fry

Season/Occasion

Christmas, Easter, Fall, Fourth of July, Hanukkah, New Years, Picnics, Spring, Summer, Superbowl, Thanksgiving, Valentine's Day, Winter

Course/Dish

Appetizers, Bread, Breakfast, Brunch, Condiments, Cookies, Desserts, Hors d'Oeuvres, Main Dish, Salads, Sandwiches, Sauces, Side Dish, Snacks, Soup, Vegetables

Fig # 1 From: www.epicurious.com

Here are two sources for faceted browsing that was suggested:

<http://www.welie.com/patterns/showPattern.php?patternID=faceted-navigation>

<http://www.miskatonic.org/library/facet-web-howto.html>

Exhibit 2.0 – This is software that enables you to create websites that are organized with BibTex Facets. BibTex is a way of encoding the items in the collection (books, community-created content, audio files, video files) so they can be organized and also searched/browsed under their proper categories. The content also has the flexibility of being embedded into interactive maps, timelines and visualizations for various ways to exhibit the collection.

Here are some resources on Exhibit 2.0 and related material:

<http://simile.mit.edu/wiki/Exhibit>

<http://simile.mit.edu/blog/?p=67>

<http://citeline.mit.edu/>

<http://dublincore.org>

Tag Clouds – Tag clouds are a suggested way of adding community annotation to the ODBS collection.

Javascript – There is a new wave of interactive design involving JavaScript: library-enabled widgets (jQuery, Dojo, Prototype, etc.). Welie.com (<http://welie.com/>) is a site that has design patterns and commentary on the design patterns. The pattern library at welie.com doesn't cover workflow/page flow, such as the multistep process of managing the creation of your own book. This inherently may not work for the ODBS in the creation of your own work/book, so content management systems may still be the way to go.

Here is a site with tutorials for jQuery:

<http://www.webdesignerwall.com/tutorials/jquery-tutorials-for-designers/>

Site Flow Suggestion – The site was analysed as having two main functions/branches:

1) Search or Create And 2) Read or Print

It is worth noting that functions/options in branch 2 only come into the picture once the user is done with branch 1.

Here is a diagram of the process drawn out by Fernando Oliveira.

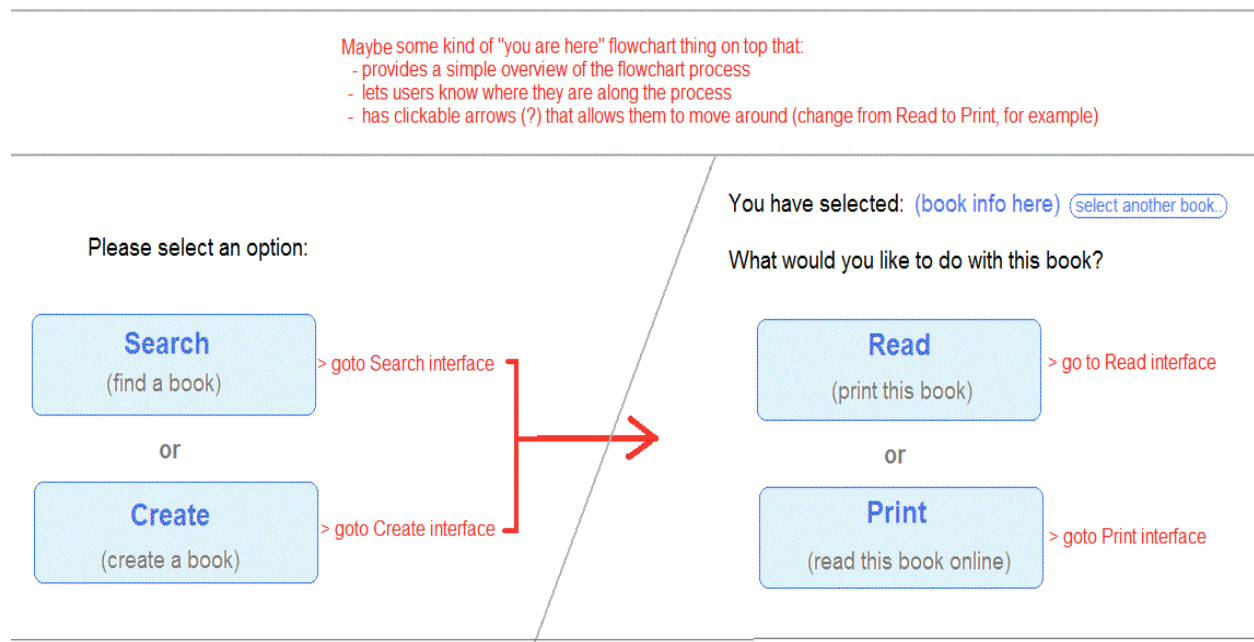


Fig #2 By: Fernando Oliveira

Instructions/How-to

- On the main page there should be straight forward instructions on how to use the site (simple as listed by numbers [1, 2, 3, 4, etc.]
- A video on how to use the website — very similar to the videos made by Marta on how to bind and make a book with the hardware

Class Feedback

- A toolbar in the preview area where you can make the area full screen or to zoom in or out
- An "About Us" page
- Different options depending on the specific user's preferences
- Different "versions" of each tab (search, print, create, read) for different users, e.g., children, youth, adults, information professionals, teachers), or format/wording of the site
- "Place" text describing a search box (text within a search box and then you write your search term over it)
- How about "Popular Reads" and list items people are accessing most frequently?
- Thumbnail image of the resource
- A basic search and an advanced search; it would be nice to have an advanced search expand/appear when requested
- Having a browsing function
- How do we create categories? Do we use established subject analysis systems? If we place items in categories, who will be responsible for assigning categories to works within the ODBS portal?

Appendix F – Class Design Feedback

From: *sally choi*
Date: Sat, Mar 7, 2009 at 7:43 PM
To: Systems2125@googlegroups.com
Cc: Contents2125@googlegroups.com

Hi Margaret,

Looks great! I like the simple, clean, engaging design.

I do have some questions:

How would an "About Us" page look like? How does the Print section work? Does it send an email request to the person in charge of printing and binding the book? How about a toolbar at the top of the preview area where you can make the area full screen or to zoom in or out? If in the future the community wanted to add other sections, such as a forum, for example, how do you imagine it will be incorporated into the design? Would additional tabs be added? I like the metaphor of the backpack, but will all of the potential users be school kids?

Yeah, the "Read" section does seem redundant as mentioned in class... How about "Popular Reads" and list items people are accessing most frequently? You can probably move the fields to the search section. Or maybe a way to browse by subject/interest rather than a keyword search? Guess that also depends on how the content will be accessed from external sites.

Actually, now that I think about it, would people be able to read books right from the portal (how easy would it be to get permission to pull the content from other sites or to republish the content on the ODBS?) or would it be links to the external site to access the content there? That might affect the design of the portal.

I'll let you know if I think of anything else or have any other questions.

I like the flower! :-)

Sal

From: *Ericka Brosseau*
Date: Sat, Mar 7, 2009 at 10:00 PM
To: contents2125@googlegroups.com
Cc: systems2125@googlegroups.com

Hi Margaret, I thought it might be nice to include the colours black/red/white/yellow since they are commonly used in aboriginal communities and a lot of aboriginal peoples identify with them..not the whole site of course, but maybe just a small little graphic of some sort. Just a suggestion!
-E

From: *Margaret Lam*
Date: Sat, Mar 7, 2009 at 11:29 PM
To: e.brosseau@utoronto.ca

Hi Ericka,

That is a very good point, I'll definitely put that down as a colour suggestion of the design. =)

Margaret

From: *Margaret Lam*
Date: Sat, Mar 7, 2009 at 11:30 PM
To: Systems2125@googlegroups.com

Great suggestions Sally... any 'solutions' you can suggest? ;)

Margaret

From: *Margaret Lam*
Date: Sat, Mar 7, 2009 at 11:51 PM
To: celene.faludi@utoronto.ca

Forgot to include you... again. =)

Margaret

From: ** Celene
Date: Sun, Mar 8, 2009 at 11:03 AM
To: Margaret Lam
Cc: communityresearch2125@googlegroups.com

Hey Margaret (an CRs)!

Wow, I really like the work that has been done for the future ODBS site. It is already looking polished... how did you manage that? I am going to forward this email onto the rest of the CRs so that they can have a glance at it- I know they'll be thrilled to see this :)

I couldn't help but think of one particular of the test site that I am a bit unsure about... that last page: 'read.' I am wondering, is there any benefit to putting these fields on the first page 'search'? For me anyways, that would seem more natural. Instead of having the open fields for the read page, maybe there doesn't need to be any necessary info there to make a book at all... but perhaps it could be a blog about reading, or posted pics of students or whoever using the ODBS or reading what they've printed- people love to see themselves :)

Just random thoughts, take what you will... but again, great job!!:)

Celene

From: ** Trisha
Date: Sun, Mar 8, 2009 at 1:30 PM
To: Systems2125@googlegroups.com, Contents2125@googlegroups.com

Margaret,

Hi :) the wire-frame looks great!

I like the way the search results are structured with title, author, grade level, pages, etc... could a thumbnail image of the resource also appear here? is that what you had in mind for the area to the right?

once the user clicks into the title and is presented with the item, would there be a link there to print right away? or is the print tab the only way to access print?

i also like the paperback idea, but agree with Sally - our users will not likely just be kids. maybe there could be different options depending on the specific user's preferences? or maybe there could be different "versions" of each tab (search, print, create, read) for different users, for

example, children, youth, adults, information professionals, teachers, etc... i have seen many websites where the user is asked on the homepage what type of user they are and they are taken to appropriate content. i would NOT want to limit the resources that they can search (for example, if they click on teacher only educational resources are searchable), but it may just make a difference in how the resources are ORGANIZED and the TERMINOLOGY used.

i also agree with Sally, and the class discussion, that the SEARCH and READ tabs are very similar. perhaps one of the tabs can be a place for all the administrative information or policies such as the collection development policies, information about copyright, etc.... i don't know exactly. but i do think that there should be four tabs, like with the logo.

Ericka's suggestion to use the colours black/red/white/yellow is great! It would be nice to incorporate that in somehow.

hope these comments make sense!

Trisha

From: *sally choi*

Date: Sun, Mar 8, 2009 at 3:30 PM

To: Systems2125@googlegroups.com

Hi Margaret,

Suggestions... I think the space devoted to About Us at the top would be too small, or maybe I'm misunderstanding that part. I'm not sure what the best way is... Maybe the content should go in the white space below the tabs and the grey area in between can be shortened. Maybe all of the tabs could be either in lighter grey or in white for any pages that aren't part of the main navigation. You can also have a different layout for these pages, but might be better to have consistency.

Don't really have any suggestions for the print process, except more questions, such as would there always be someone on hand to print/bind the books? If not, then I guess it would be an e-mail request and there needs to be some way of notifying the person when the book will be ready, in which case maybe they could register for e-mail notification or something (in which case you need a privacy statement). Or if somebody wanted to make a book, would they just ask the librarian or someone else directly? Yeah, I agree with Trisha that it would be great to be able to print from the preview page.

I think the navigation can accommodate a couple of more tabs across, but to keep it at four tabs, maybe you can stick additional items at the top somewhere. Not sure how ideal that is.

Regarding the backpack, yeah, maybe it's better to be more general right now, but for sure there can be personalized content for different user groups as Trisha suggested. Another example is if there's some sort of incentive for people to register for an account and sign in, you can ask about their age range or whether they're a teacher, etc. during registration, and when they sign in, the web content or even look and feel can change depending on the information given. Either way, I don't think it would necessarily affect what resources people can search.

That last part about how the portal would access content is something I'm looking into. I'll keep you posted!

Hope that's helpful...

Sal

From: *Margaret Lam*
Date: Sun, Mar 8, 2009 at 5:10 PM
To: trisha.faulhafer@utoronto.ca

Hi Trisha,

Thank you for taking the time to give me feedback, very insightful and helpful. =) Will definitely take some of your ideas into account.
Thank you!

Margaret

From: *Margaret Lam*
Date: Sun, Mar 8, 2009 at 5:12 PM
To: celene.faludi@utoronto.ca
Cc: communityresearch2125@googlegroups.com

Thanks Celene! Not sure if there was an attachment in the email you forwarded... so here it is.

Margaret

From: *Jesslyn Stoncius*
Date: Mon, Mar 9, 2009 at 2:33 PM
To: contents2125@googlegroups.com
Cc: Systems2125@googlegroups.com

Very nice! In the hopes of keeping it simple, would a basic search and an advanced search fit in anywhere? It would be nice to have an advanced search expand/appear when requested.

The three question lines, and associated boxes could over-complicate the task of a finding book. Could we have one search box, which would search all fields, and then provide the different facets if requested by the user to enter more information.

I have also seen some forms where the describing text for a searchbox is actually inside the box, and you write over it. This helps keep the interface pretty clean.

Great work!
Jesslyn

From: *Nadia Caidi*
Date: Mon, Mar 9, 2009 at 3:07 PM
To: contents2125@googlegroups.com
Cc: Systems2125@googlegroups.com

Hi folks,

Good graphics and a great mockup site indeed. Kudos to you.

Ever the devil's advocate, I suggest we think about the following points:

1) does one have to fill out one or more of the three questions in the search? ("What kind of book are you looking for?" etc.)?

2) Until the content is really really rich, I wonder if allowing a straight search is the best means for accessing resources. There is nothing more effective as a deterrent as one typing in some author and title and constantly getting no hits. What would it be if we could provide people immediately under the "Search" function with a way to promote whatever we know IS in the odba database (whatever the Contents team is putting together)? What would be a good lead to get people to get excited about say colouring books or comics or ... (definitely some graphics (e.g., covers and an abstract of the work for instance), or perhaps a teaser, such as "Ever thought about learning [X] trades? Here are a list of resources for you..." etc.

In other words, given that we won't have a lot of content that users can search and successfully retrieve, I am wondering if alternatives means of access would not be preferable.

My 2 cents.

Nadia

From: *Margaret Lam*
Date: Mon, Mar 9, 2009 at 3:14 PM
To: jesslyn@stoncius.ca

Hi Jesslyn,

Thank for your input, you do have a good point, which has been reiterated by Prof. Caidi. What I may do is actually develop 'phase-based' concepts. One, for the initial launch, where there is minimal content, and a later one, for a more 'robust' search and interface which is required for a more complex kind of searching. Will think more on it, thank you!!

Margaret

From: *Ben *
Date: Mon, Mar 9, 2009 at 3:29 PM
To: contents2125@googlegroups.com
Cc: Systems2125@googlegroups.com

I agree with everyone & think this looks great. what about simplifying the "what kind of book are you looking for?" (etc)
"search" fields into something just like "genre" or "theme" or something?

just my 2 cents...

again, awesome, though...

Ben.

From: *Margaret Lam*
Date: Mon, Mar 9, 2009 at 3:34 PM
To: osakaben@gmail.com

Hey Ben!

Thanks for your input. How content is accessed/search definitely is something that can be done in a variety of ways, and what we may do is design a few different 'search pages', to reflect different ways of being able to search, and getting feedback from classmates as well as individuals in different communities. So in the end, we may have a few different search methods, each with different justifications and rationale behind them, as our legacy for the project. I'm sure this is an issue that others who follow up with this project will wrestle with as we. =)

I know you are the systems liaison for Digital Contents. Brenda has been away for some personal issues, so if you have anything urgent you want to discuss with regards to the search and content organizations, or just want to bound some ideas off of us, feel free to just email us at our google address!

Thanks again for your input though, I really appreciate them. =)

Margaret

From: *Ben *
Date: Mon, Mar 9, 2009 at 3:38 PM
To: Margaret Lam <margaret.lam@gmail.com>

sweet. just ironing out a few details as to what format a majority of our content is in, then seeing what you guys can do with it...

cheers-
Ben

From: *Marta Chudolinska*
Date: Mon, Mar 9, 2009 at 3:50 PM
To: contents2125@googlegroups.com, Systems2125@googlegroups.com

Great work! You are going to receive an award at the end of this class,
Marg! :D

There has been lots of really good feedback so far. I would agree that the read area would be a great space for new works, most popular works, maybe even reviews written by community members.

I also agree with comments that the three search questions may lead users to write complicated queries which may not get the best search results. I love Jesslyn's idea of including text that could be written over in the search box that would clarify the purpose of the search while encouraging smart searching.

Nadia also brings up a good point that I also found to be a frustration while writing my digital library evaluation paper: the lack of browsing functions. No matter how good or advanced the search options of the portal are, they may not be useful if someone does not know what they are searching for. I found that a lot of the DL's I looked at had browsing functions according to media type, but none of the one's I looked at grouped items together according to genre or subject. This of course opens up a new can of worms: how do we create categories? do we use established subject analysis systems? if we place items in categories, who will be responsible for assigning categories to works within the ODBS portal? This creates more work down the line and more requirement for someone to manage the odbs as it develops (rather than being self-sustainable if we used tagging, which can get messy or imprecise).

Possible genres/ subjects: (anyone can add/edit/comment)

Novels (Adult, youth, kids)

Mystery and horror

Science Fiction and fantasy

Poetry and Short Stories

Plays and Drama

Comics and graphic novels

Health and Medicine

Education

Trades and Apprenticeship

Career and Business

Historical Documents

Cookbooks

Children's Books, etc, etc, etc

We could add a "browse" link just below the search box that says something like : "Not sure what to read? Look up items according to subject or genre" that would lead them to another page. Or there could be a "browse items in" option below the search questions with a drop down menu providing possible subject/genre options.

The create page is so good!! It is simple enough that it is not intimidating at all and makes the process of making a book seem really easy and approachable. Good work!

Overall, the look of the site is great. I'm a big fan of the white-space, simplicity web aesthetic. Too many things to look at hinder the clarity of navigation. Also, I hope "fishing for dummies" really exists! I want to read it!

Marta

--- On Tue, 3/10/09, Nadia Caidi wrote:

From: Nadia Caidi
Subject: Re: ODBS wireframe, a preview!
To: contents2125@googlegroups.com
Cc: Systems2125@googlegroups.com
Date: Tuesday, March 10, 2009, 1:07 AM

From: *Jesslyn Stoncius* Date: Mon, Mar 9, 2009 at 4:00 PM
To: contents2125@googlegroups.com
Cc: Systems2125@googlegroups.com

Great list of genres Marta, this could contribute towards Ben's work on creating an organizational framework for the digital contents of the site. A list of suggested topics could facilitate browsing, and make the content jump out at people.

<http://iportal.usask.ca/> Seems to do this... A bit overwhelming though. Challenge will be to balance elaborate browsing and simple white space.

From: *Jesslyn Stoncius*
Date: Mon, Mar 9, 2009 at 4:06 PM
To: contents2125@googlegroups.com
Cc: Systems2125@googlegroups.com

Apparently Thunder Bay Public Library has a tag cloud!
<http://www.tbpl.ca/internal.asp?id=283&cid=4548>

I know there a lot of pro's and cons to using a tag cloud, but it is more visually interesting than the approach seen at iPortal. It could be useful for demonstrating the "random" collection of resources we have here.

From: *Marta Chudolinska*
Date: Mon, Mar 9, 2009 at 5:12 PM
To: contents2125@googlegroups.com, Systems2125@googlegroups.com

This is a tag cloud I could dig. I think I was harping more about the more loose tagging practices on blog sites. This looks like it is controlled in some way, meaning there is one tag for each category (rather than many words that have the same meaning and ruin integrity of sorting process, like one item being tagged "job", another "jobs", another "career", when all the items should all be found within the same group). T-Bay has 137 tags and they manage to avoid making them look overwhelming.

The iPortal site lacks any sort of differentiation between the categories, so your eye just goes splat across the page of text. However, I really appreciate their approach the further defining and elaborating on what the categories contain. I think this could result in more accurate searches. If this approach could be presented in a format that uses more visually distinctive categories (perhaps a greater difference in font size between "main category" and "included within" links)(or the additional categories could appear as text when you roll over a main category). The idea is that if the categories are confusing, there is something in place to help someone understand where they need to go.

Cool!

--- On Tue, 3/10/09, Jesslyn Stoncius wrote:

From: Jesslyn Stoncius >
Date: Tuesday, March 10, 2009, 2:06 AM

From: ** Kimm Le
Date: Mon, Mar 9, 2009 at 11:18 PM
To: CommunityResearch2125@googlegroups.com, Margaret Lam
Cc: celene.faludi@utoronto.ca, communityresearch2125@googlegroups.com

Wow Margaret. This looks really good

Appendix G – Design Consultation Script (Draft)

Hi, _____. My name is _____, and I'm going to be walking you through this session.

You probably already know, but let me explain why we've asked you to come here today: We're¹ showing you a mock-up website, which we're working on, to get your opinion of the layout and how easy it is to use.

I want to make it clear right away that we're testing the *site*, not you. You can't do anything wrong here. In fact, this is probably the one place today where you don't have to worry about making mistakes.

We want to hear exactly what you think, so please don't worry that you're going to hurt our feelings.² We want to improve it and get your opinion, so we need to know honestly what you think.

As we go along, I'm going to ask you to³ type anything that's going through your mind. This will help us.

If you have questions, just ask. I may not be able to answer them right away, since we're interested in how people do when they don't have someone to ask⁴, but I will try to answer any questions you still have when we're done.

⁵With your permission, we would like to record what happens on the computer screen and what you have to say. The recording will be used only to help us figure out how to improve the site, and it won't be seen by anyone except the people working on the project. After we are done with the recording we are giving it back to the community to own, control, access and possess. It also helps me, because I don't have to take as

¹ Possible alternative: We're testing a web site that we have been working on and we want to see what it's like for people to use it.

² If you didn't work on the part that's being tested, you can also say, "Don't worry about hurting my feelings. I didn't create the pages you're going to look at."

³ "to tell me what's going through your mind."

⁴ "Sitting next to them."

⁵ "If you have a microphone" or

many notes.⁶

If you would, I'm going to ask you if you are a willing participant and agree to being recorded. If so, please type "yes" or "no," depending on if you want to be recorded or not. It simply gives us permission to record you, but that it will only be seen by the people working on the project.

Do you have any questions before we begin?

Before we look at the site, I'd like to ask you just a few quick questions.

Roughly how many hours a week would you say you spend using the Internet, including email?

How do you spend that time? In a typical day, for instance, tell me what you do at work and at home if you have access.

Do you have any favourite websites?

OK, great. We're done with the questions, and we can start looking at things.

First, I'm just going to ask you to look at this page and tell me what you think it is, what strikes you about it, and what you think you would click on first.

And again, as much as possible, it will help us if you can try to think /type aloud so we know what you're thinking about.

⁶ "There are also some people watching the computer screen in another room." Possible alternative if this setup will be used (traditional marketing approach).


Appendix H – Hardware Cost

Initial Investments

ODBS


what will be needed
over time?

computer and internet connection



+


printer and paper




\$200 - 900

+

book binding equipment



Thermal Binding



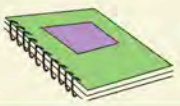
\$2000

Wooden Press




\$20

Wire or Plastic coil



\$100 - 250

printer and toner cartridges



\$40+

printer and cover paper



\$70 for 5000 pg

binding supplies (glue, glue strips, etc.)



\$20 - \$60

Extra features:
paper cutter
scanner
digital camera



\$\$\$\$\$

Appendix I – Hardware Tutorials

HOW TO BUILD A WOODEN PRESS

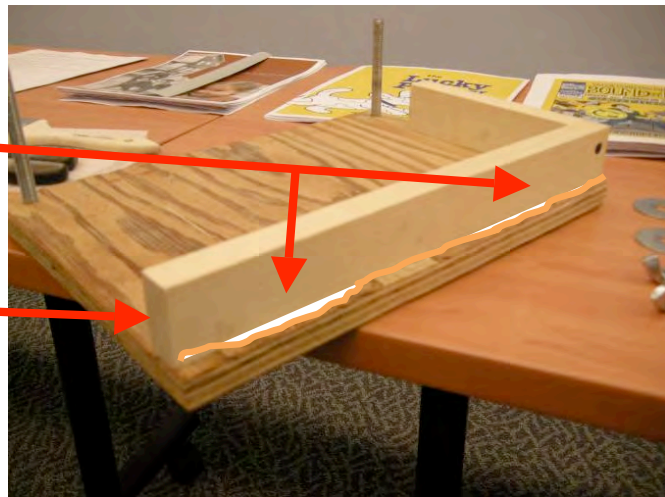
Safety tips!

- Never use a tool you are not familiar with without the supervision of someone experienced with wood work. Drills and saws can be very unsafe and should never be operated by children.
- Keep long hair tied back
- Make sure your clothes are not loose or hanging
- Careful where you put your hands! Do not put fingers in the machine!

Step-by-Step

1. Materials needed: piece of plywood, strip of wood (1inch x 2inches), drill, saw, 2 large screws (1/2 inch) and 2 wing-nuts to fit on screws, 2 washers slightly wider than the wing-nuts, 5 medium-sized screws, wood glue
2. Cut the plywood to 9 inches by 13 inches. Sand away any rough edges.
3. Cut the strip of wood (1 inch by 2 inches) into three pieces: one 15 inches long, one 13 inches long and one 5 inches long. Sand away any rough edges.

4. Spread a line of wood glue along the long edge of plywood piece, and line up the 1 inch side of the 13 inch wood piece over the line of glue.



5. Drill 3 screws through bottom of plywood piece into strip.



6. Spread a line of wood glue along the short edge of plywood piece, and line up the 1 inch side of the 5 inch wood piece over the line of glue so that it forms a corner with the first piece.



7. Drill 2 screws through bottom of plywood piece into strip.

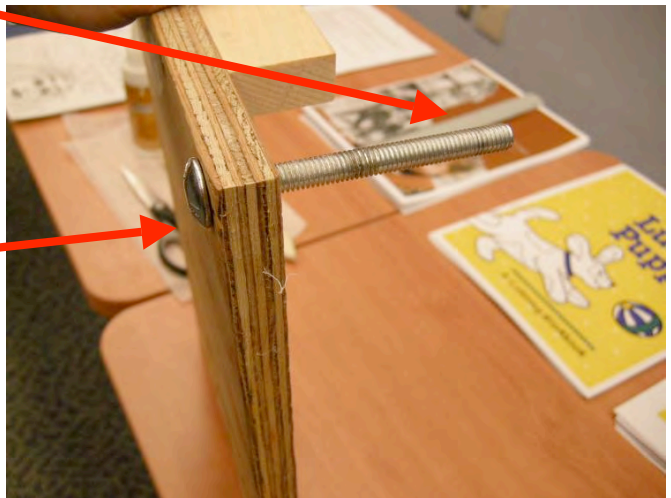


8. Drill one screw through the 13 inch wood piece to connect it to the 5 inch piece.



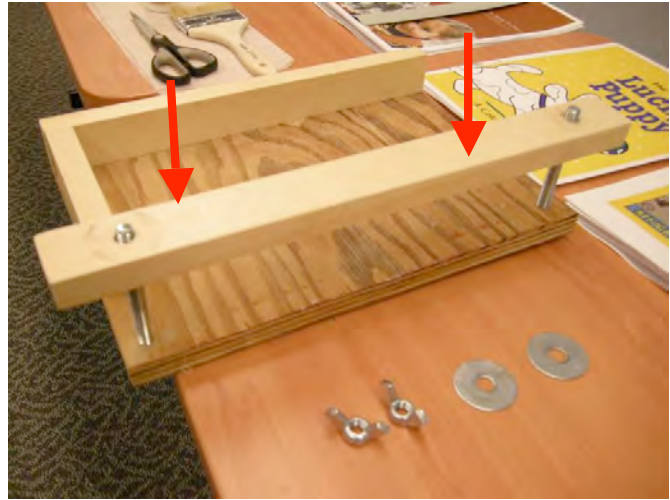
9. Line up the 15 inch wood piece along the other long edge of plywood, with 1 inch hanging over on both sides. Clamp the piece to the plywood, or hold it firmly and carefully in the centre.
10. Drill two holes into both pieces, one at each end, slightly less wide than the tails of the large screws.

11. Put in the two large screws by hand, from the bottom of the plywood up.



12. Drill the holes on the 15 inch wood piece to be slightly wider than the tail of the screw so that the piece can move easily up and down.

13. Place the 15 inch wood piece onto the large screws.



14. Put the washers onto the screws over the wood piece.



15. Put the wing-nuts on over the washers.

Watch the video on how to build a wooden press available at www.odbs.knet.ca to see this process explained further.



BINDING WITH A WOODEN PRESS

Safety tips!

- Keep long hair tied back
- Make sure your clothes are not loose or hanging
- Careful where you put your hands! Do not put fingers in the press!

Step-by-Step

1. Materials needed:

wooden press, printed pages, cover pages, white glue, wax paper, scissors, ruler, tarlatan (a loose woven cloth with starch to make it stiff), bone folder (or a blunt letter opener), flat brush with stiff bristles, and a strip of stiff paper, book cloth or fabric glued onto paper



- ### 2. Stack the printed pages with the cover pages at the back and front. Put all the pages in the press and line them up to the corner.



3. Tighten the wing-nuts to clamp the paper in place.



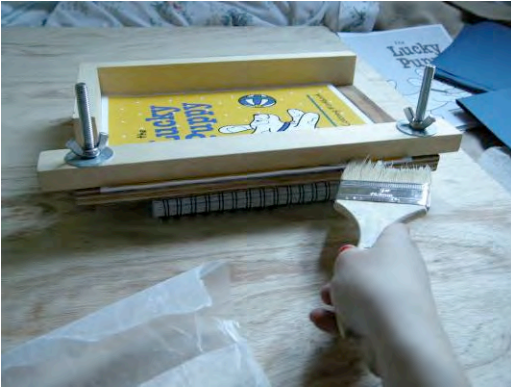
4. Pour out some white glue onto a piece of wax paper or a plastic plate.



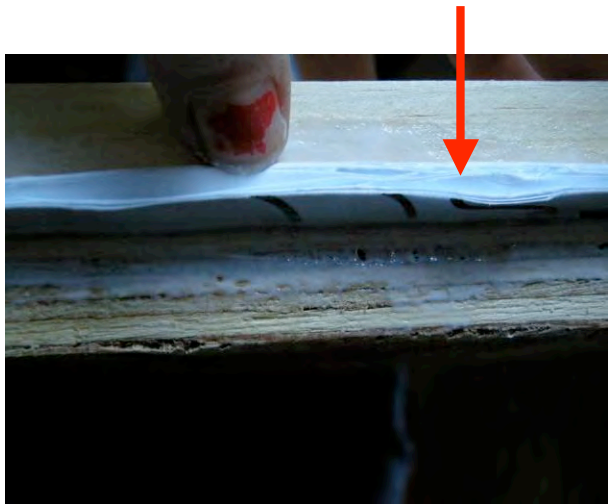
5. Dip the tip of the brush into the glue, moving it from side to side to cover the whole length.



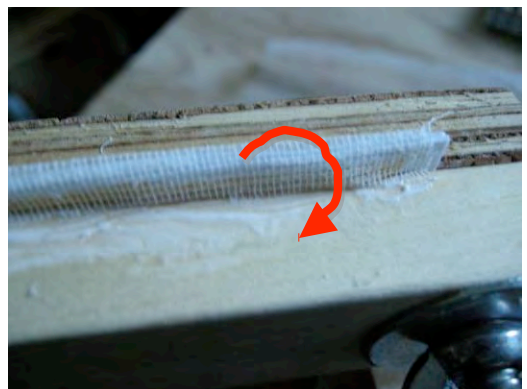
6. Apply glue to the edge of pages sticking out of the clamp.



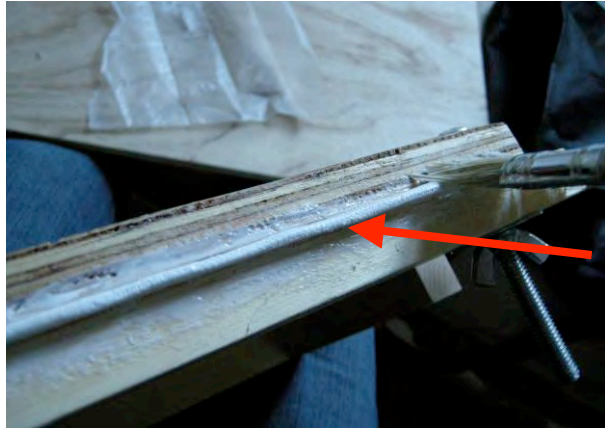
7. Use your finger to spread the pages apart and use the brush to push the glue between the pages.



8. Take a thin strip of tarlatan (the same length as the book and half an inch wider than the glued edge) and wrap it around the glued edge.



9. With the brush, put more glue onto the edge and try to push the glue through the tarlatan.



10. Wait one minute and turn the wing-nuts to open the press. Take the book out.



11. Wrap waxed paper around the glued edge.



12. Put the book back in the press, with the clamp totally covering the glued edge.



Do not let the edge stick out like this!



13. After 5 minutes, take the book out of the press again and carefully remove the wax paper. Any extra glue will have squished out onto this piece. Put a new piece of wax paper around the glued edge and put the book back in the press.



14. Leave the pages in the press for at least 20 minutes before taking them out of the press to put the cover on. Wait 30 minutes to an hour for thick books.

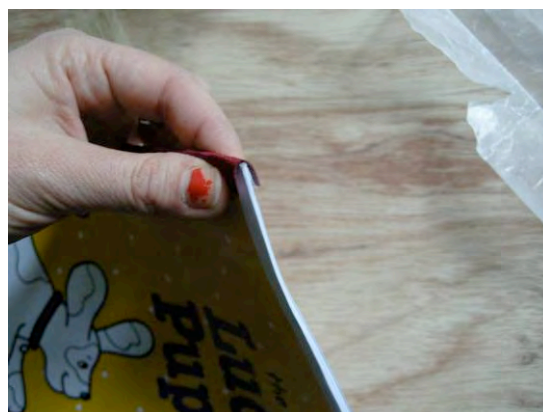
15. Cut a thin strip of stiff paper, book cloth or fabric with paper glued on the back. The strip should be as long as the book and half an inch wider than the glued edge.



16. Put glue onto the back of the strip.



17. Wrap the strip around the edge of the book. Try to keep the strip straight and even on both sides. Pinch the edge to make the strip run smoothly.



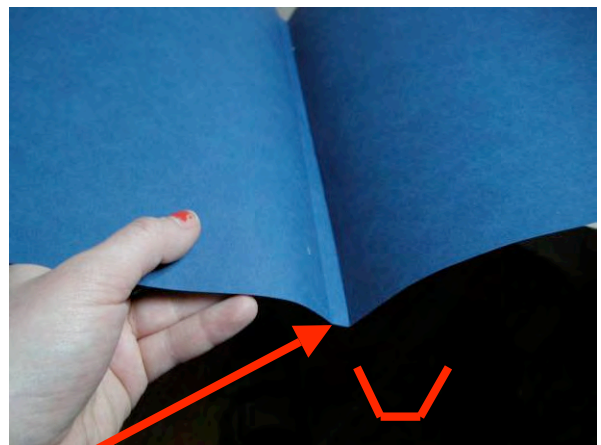
18. Put the book back in the press, wrapped in a fresh piece of waxed paper, tighten the wing-nuts and let dry overnight.



ALTERNATE COVER OPTION

For a cover that is one piece that wraps around the whole book, you will need a large piece of stiff paper, a ruler and a bone folder.

Measure and cut the paper to be the same height as the book. Measure the width of the cover by adding the width of the pages twice plus the width of the glued edge. Measure out one width of the pages and make a crease in the cover paper. Measure the width of the spine and make a crease. The cover paper should look like this:



Put glue in the space between the creases on the cover and attach to the glued edge of the printed pages. See the video on binding with a wooden press available at www.odbs.knet.ca to see this process explained further.

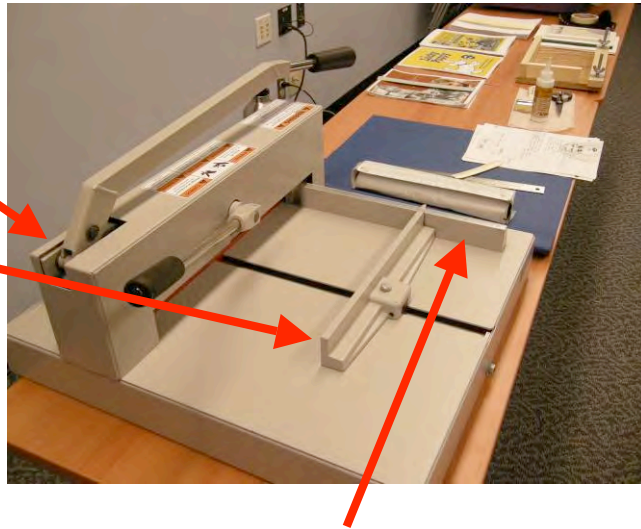
PAPER CUTTING

Safety tips!

- Careful where you put your hands! Do not put fingers under clamp or blade!
- The paper cutter is very sharp and should never be used by children
- Keep long hair tied back
- Make sure your clothes are not loose or hanging

Step-by-Step

1. Turn the crank on this side of the cutter to adjust the guide.

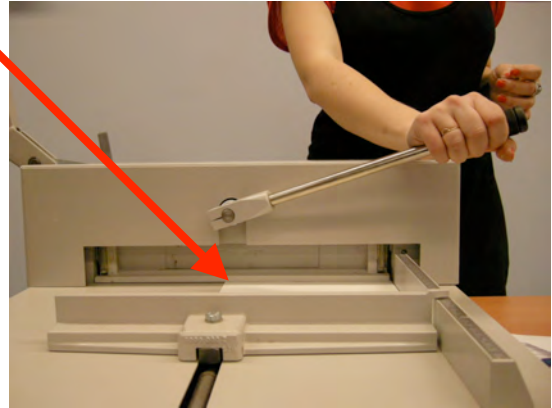


A ruler on the side of the guide helps measure the size the paper will be cut.

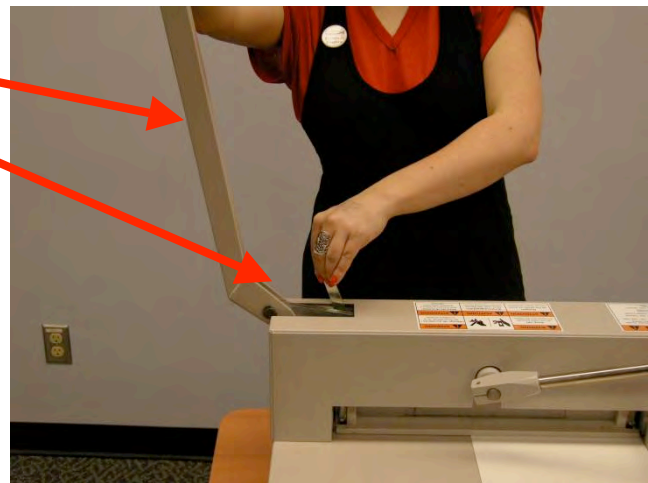
2. Place the paper on the paper cutter.



3. Move the front lever to clamp the paper in place. You do not need to hold the paper when you cut.



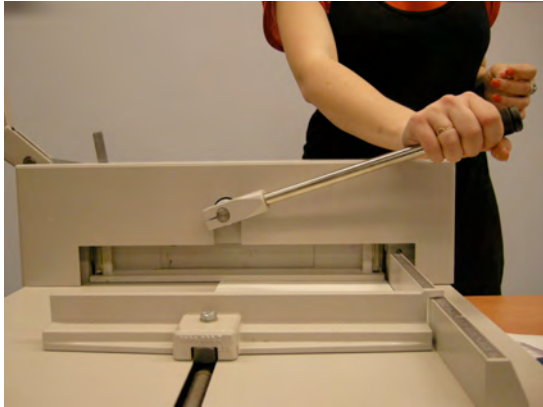
4. With the blade pulled up, lift the safety pin.



5. Pull the blade lever across and press down firmly. Lift the blade back up.



6. Move the front lever to open the clamp and remove the paper!



Watch the video on paper cutting available at www.odbs.knet.ca to see this process explained further.

FASTBACK BINDING

Safety tips!

- Keep long hair tied back
- Make sure your clothes are not loose or hanging
- Careful where you put your hands! Do not put fingers in the machine!

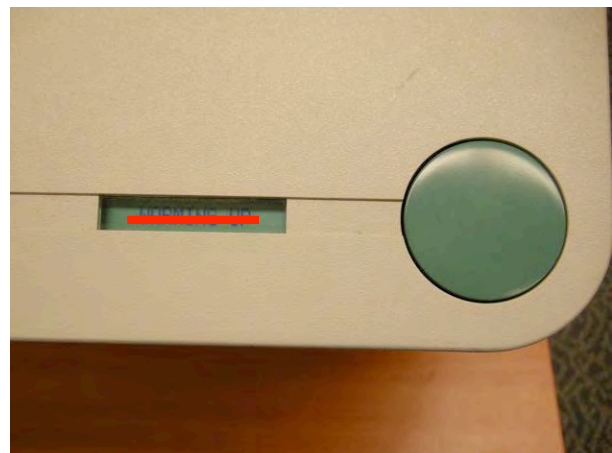
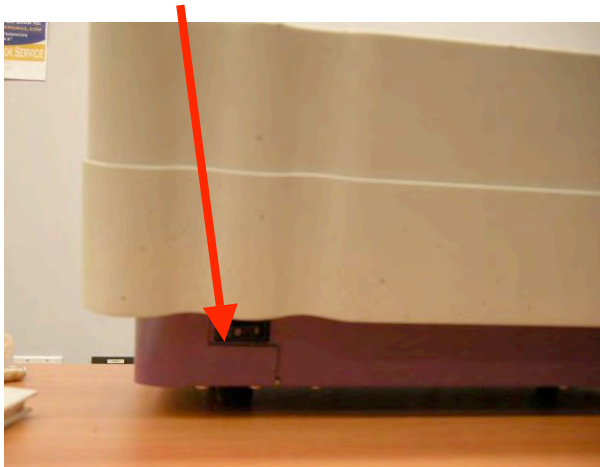
Step-by-Step

1. Materials needed:

Fastback document binding machine, Fastback glue strips, printed book, cover pages (printed or blank)

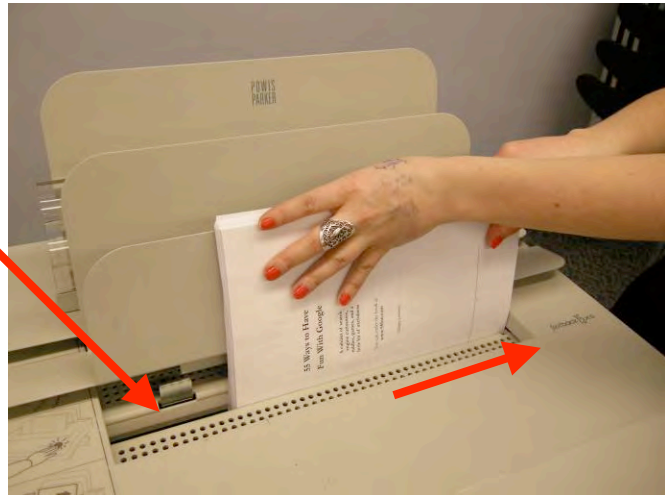


2. Turn on the Fastback machine. It takes about 10 minutes to warm up.

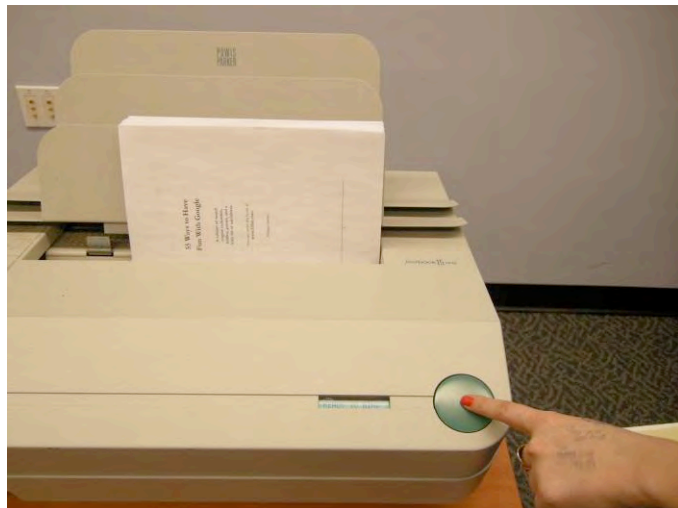


3. Stack the printed pages with the cover pages at the back and front. Place the edge to be bound or glued (usually the left edge of the stack) into the open slot of the Fastback machine.

Line up the paper to the right side of the machine.



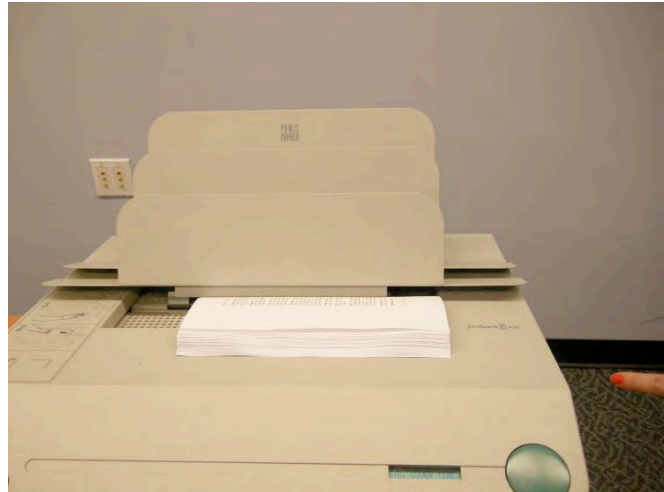
4. Press the large green button.



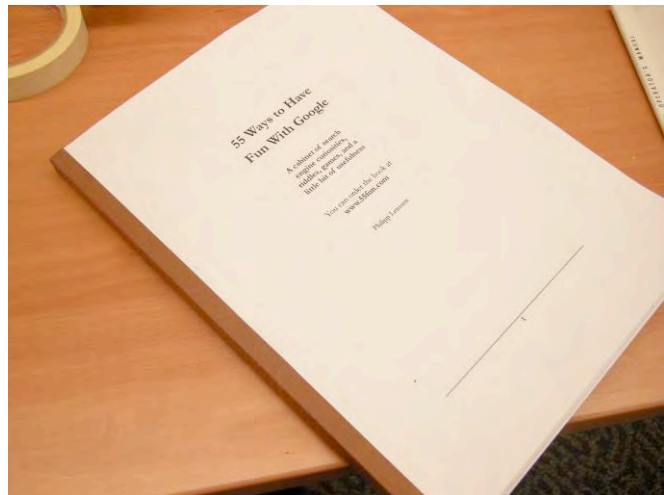
5. Insert the glue strip into the purple spout on the right side of the machine.



6. The machine will clamp the paper, melt the glue strip onto the pages and release.



7. The finished book! Be careful, the glue will still be hot. Put the book aside for five minutes to let it cool before reading.



Watch the video on Fastback binding available at www.odbs.knet.ca to see this process explained further.



Appendix J – Additional Online Resources

Design Approaches

Brainstorming:

<http://web2.concordia.ca/Quality/tools/5brainstr.pdf>

Description of brainstorming techniques, including structured, unstructured and silent brainstorming, along with the advantages and disadvantages of each

<http://www.siliconfareast.com/brainstorming.htm>

Information about structured brainstorming and how it works; this technique was recommended by Bill Mclver (Research Officer with the National Research Council) because it gives all participants equal chance to speak and contribute ideas, which may be important for working with communities in participatory design

<http://www.fastcompany.com/articles/2001/03/kelley.html>

Seven rules to good brainstorming from the general manager of IDEO, a world-class product development firm

<http://www.xmind.net/>

Open-source mind-mapping software with an online sharing component

Convergent vs. divergent thinking:

<http://skepticalmethodologist.wordpress.com/2008/11/16/convergent-and-divergent-thinking/>

Blog post that discusses divergent and convergent thinking (two ways of looking at a problem) and how they apply to software development, with creative work best done through divergent thinking

http://findarticles.com/p/articles/mi_g2699/is_0004/ai_2699000427

Definition of convergent thinking from *Encyclopedia of Psychology*

Design thinking:

<http://www.lukew.com/FF/entry.asp?357>

Various industry experts weighing in on the definition of design thinking and its value and uniqueness as a collaborative, empathic, experimental approach

<http://www.lukew.com/ff/entry.asp?451>

Summary of a talk by Tim Brown, CEO of IDEO, regarding design thinking as a “human centered approach to problem solving”

http://www.ideo.com/images/uploads/news/pdfs/IDEO_HBR_Design_Thinking_08.pdf
Article on design thinking (the various stages, how it happens, case studies)

User Experience Design:

<http://www.flashbulbinteraction.com/WTS.html>

Working Through Screens: 100 Ideas for Envisioning Powerful, Engaging, and Productive User Experiences in Knowledge Work (an online book that provides ideas for designers of onscreen tools to help them in the ideation and concept stage)

<http://www.lukew.com/ff/entry.asp?156>

List of links to diagrams that define user experience or the user-centred design process

<http://www.jjg.net/elements/pdf/elements.pdf>

Diagram that defines the elements of user experience that need to be considered in website design and shows the relationships among elements

http://inform.ca/files/experience_cycle.pdf

Diagram that shows the user experience as an interconnected cycle of attempts to satisfy needs and desires rather than one simple action

Card Sorting

<http://www.usability.gov/design/cardsort.html>

Information about the usefulness of card sorting in determining how users would organize content; includes different ways of card sorting as well as how to prepare for and conduct a card sort and how to analyze the data

<http://www.posti.ca/>

Web application that may be useful for conducting card sorting exercises online

Bookbinding

How-to guides to binding your own books:

<http://www.persistenceunlimited.com/2006/03/fun-and-easy-how-to-guide-to-binding-your-own-paperback-books-at-homefast/>

Guide to binding paperback books using a handmade wooden bookbinder (an excellent demonstration of perfect binding)

<http://uazu.net/notes/binding.html>

Guide to printing and binding your own books using a handmade wooden bookbinder (contains images of the wooden press proposed as an option for the ODBS)

http://nomediakings.org/doityourself/doityourself_book_press.html

Article on how to be your own book press; covers offset printing, print-on-demand,

hand-bound hard covers and perfect binding with pros and cons of each option and do-it-yourself instructions

Machine Binding:

http://www.powis.com/downloads/manuals/user/UserManual_FB9.pdf

Manual for the Fastback 9 binding machine

http://www.officezone.com/binding_guide.htm

Guide to machines that do different kinds of binding (perfect, wire, coil, etc.)

Bookmobiles:

http://www.archive.org/texts/bookmobile-in_it.php

Sample budget from the Internet Archive Bookmobile

<http://inhome.rediff.com/money/2004/aug/16spec1.htm>

Article about an Internet bookmobile service implemented in India

Content Management Systems

<http://php.opensourcecms.com/scripts/show.php?catid=1&cat=CMS%20/%20Portals>

List of content management systems with descriptions, demos and user ratings and comments

http://mblog.lib.umich.edu/blt/archives/2008/07/drupal_mlibrary.html

Description of the University of Michigan's MLibrary's criteria for choosing a CMS for its redesign

Web Portal Infrastructure:

http://www.knowledgeontario.ca/OurOntario/our_announce-p01.html

Information about the OurOntario.ca web portal, including the technologies and platform used and how searching works in terms of accessing content from multiple partner sites

http://www.archive.org/web/researcher/data_available.php

Information about Internet Archive's infrastructure and how archived web data is stored