

Luna Insight Image Demonstrator: Assessment Plan – Phase I

The Luna Insight Demonstrator assessment will be conducted in two phases. Phase I (May-August 2003)¹ consisted of structured interviews/usability tests with faculty and graduate students; Phase II (fall 2003) will be an evaluation of the use of the Insight software in courses. Below is a summary of findings from Phase I.

Method

Each interview session was approximately one hour. Participants were asked to discuss general issues related to digital images—their use (or lack thereof) of digital images, barriers to use; what tools they have used that have worked well or not and why etc. Then, without prior training, they were asked to complete tasks using the Insight software. This was followed by a demonstration of Insight’s presentation capability—including viewing side-by-side images, embedded annotations and web links. This was followed by a discussion of the Insight Software, we asked participants to share their overall impressions of the software—would they use it, how might they use it etc. Finally, at the end of the session, we asked each participant to fill out a questionnaire (see Appendix A for the questionnaire and Appendix B for the complete results) in order to gather their status (faculty vs. graduate student); their area of study; how they currently use digital images, the size of their current personal collections; and how important it is to include their personal collection or that of the library/department in the Insight tool.

Participants

16 participants were interviewed: 12 faculty and 4 graduate students from UCB, UCI and UCSB. In two sessions at UCI, there were two participants per session; at times they spoke as one voice and not at other times. The participants’ area of study was primarily art history; other disciplines included architecture, education, history, and visual studies.

Findings

Current Use

Most participants had rarely or never taught with digital images or used them in student assignments. Approximately half currently use digital images for research most days or at least once a week.

When asked why they don’t currently use digital images, the top reasons included (in order of most mentioned, to least):

- Uncomfortable with the technology
- Technology is not trustworthy
- Lack of time
- Concern about poor image quality
- Lack of needed technology in the classrooms
- Copyright concerns (unclear what they can show in the classroom or allow students to download)
- Currently have substantial analog collections

¹ Special thank you goes out to Maureen Burns (UCI), Bill Landis (UCI) and Jackie Spafford (UCSB) for conducting the UCI and UCSB interviews and for collecting and reporting the data.

For those who currently use digital images, we asked them where they find or get their images. There was a split between scanning them themselves and finding them online (Google was the most cited source) and two said via CD-ROMs. Also we asked what were some of the problems they encountered while working with digital images--the top responses were incomplete content and poor image quality.

Future Use

When asked about future use of digital images, all responded that they anticipated using them in some way in the near future. Interestingly, there was a sense of inevitability regarding digital images; many stated--“they are here to stay”. Several noted that they felt peer and student pressure to use digital images.

There was a clear resistance by most participants to use digital images in the classroom, but they were interested in the possibility of providing access to images for their students outside of class. Many pointed out that they anticipated a hybrid world of parallel analog and digital use for some time to come; the most named model was that of using analog images in the classroom and digital for student assignments and study images.

Features or quality that they would like to see in future products, included: good quality images; relevant content; and ease of navigation.

Reaction to Luna Insight

In the questionnaire after the session, participants were asked for their overall impression of the Insight software--most strongly agreed that it was positive a one.

During the session, participants were asked to complete several tasks using the Insight software. Overall, most were able to perform the simple functions required--search, find an image, view it in the workspace, zoom in and view image metadata. The Usability Summary section below lists areas where users had some difficulty; for the most part, the problems encountered were not significant enough to impede usage, but rather were more of an annoyance.

It is important to note that we did not ask participants to perform some of the more complicated (but necessary) features of Insight such as saving a group, creating presentations, creating URLs for content or adding annotations. However, a few did try out some of the more advanced features, such as adding annotation and HTML export.

After seeing Insight, participants were asked how they might use it. Below are their responses with the number of participants who mentioned a particular item; note participants could name more than one area:

- Class assignment/review images for students (9)
- Research (7)²
- In the classroom (5)
- Definitely not in the classroom (5)

Breakdown by Campus

² Note 3 participants were not asked if they would be interested in using Insight for research

Campus	Use in Classroom	Student Assignments	Research
UCB	4-No	2-yes, 2-maybe	3-not asked; 1-yes
UCI	2-Yes	4-assignment	4-yes
UCSB	3-Yes; 1-No	2-presentation; 1-assignment	2 -yes
TOTAL	5-yes; 5-no	9-definite yes assignment	7-yes; 3-not asked

Future Luna Insight Tools

Participants were asked about future functionality that would allow them to add their own images into Insight. When asked if they would like to include their images in a central system, 6 said yes (with a few expressing concerns over the quality of their images); 4 said no (some noted they felt there might be a copyright issue); others were not asked this question.

In the questionnaire, when asked how important it would be for Insight to offer the option to include their personal collections or the library/department collection, most strongly agreed or agreed that it was very important.

When asked what would entice them to use Insight, many expressed the need for training, online tutorials or simply an easy to understand, short guide; also several said that they needed the reassurance that there would be support readily available.

When asked what future features or functionality they would like, most were unable to name a particular feature; many simply said that they would need more time working with the tool to answer such a question. In addition, many felt that Insight offered sufficient functionality as is.

Other Issues/Concerns

We know from past user studies, one of the common reasons why users are dissatisfied with a particular system is because it does not offer the content that meets their needs. During these interviews, content was not mentioned among the concerns they had about using Insight. This can be attributed to the fact that at the beginning of each session, the interviewers clearly explained that during this assessment phase, the focus was on look and feel and functionality and not content evaluation. For those who did raise the issue of content, several noted that they would like to see images from their particular area of study; and many were in fact surprised by the breadth of the collections.

Interestingly, system performance was an issue that was not raised by any participants even though, at times, it was visibly slow and during at least two sessions the system crashed.

Finally, several participants commented that they were excited to work with digital images because it would give them the flexibility to conduct research and prepare for courses from home.

Usability Summary

Participants were asked to complete several tasks using the Insight interface. Not all sessions were conducted in exactly the same manner, but essentially each participant was asked to find an image(s) of interest, to view and manipulate it how they wished, then to do another search for a known artist or subject. In addition, some were asked to use the cross collection search capability.

All participants were more than willing to “jump right in” without hesitation. Most were able to complete the tasks with little difficulty--they browsed images, found “known item” images (searching for a particular artist or subject) and were able to zoom in and view larger versions of the image. The areas that they were problematic or difficult included (in order from most mentioned, to least):

- The tool bar in the workspace: it was most described as unintuitive; several needed help using some of the features; in particular, the button to view metadata.
- Search: although most were able to find items, they did not always get the complete results due to their inability to fully understand the search (e.g., choosing all alternative spellings of an artist from the pick list). Also fielded searching was problematic: it was unclear exactly what was being searched when they chose a field; in particular subject searching did not always yield the best results (this is probably due to data encoding issues; it is important to note that participants chose subject searching a fair amount).
- Navigation: once in the workspace, many had difficulty getting back to the search page; In addition, for most, once in a collection, they were unable to go to other collections.
- Metadata: there was a split between those who thought the data was comprehensive enough and those who felt that, in some ways, it was too comprehensive; they suggested re-ordering the full data screen to list the fields first that one finds on a slide or in a museum description; in addition, several were dissatisfied with the thumbnail descriptive data
- Image quality: for those who mentioned image quality, there was a split between those who found the quality sufficient and those who found it lacking.
- Collection descriptions: many commented on the lack of collection descriptions on the Insight “home page”; because of it, they were unable to decide which collection to view because they could not tell from the collection names what each offered.



Appendix A – Questionnaire³

1. Discipline: _____
2. I use digital images in the **classroom**
 - Most days
 - Once a week
 - Several times a term
 - Rarely
 - Never
3. I use digital images for **student assignments**
 - Most days
 - Once a week
 - Several times a term
 - Rarely
 - Never
4. I use digital images for **research**
 - Most days
 - Once a week
 - Several times a term
 - Rarely
 - Never
5. My overall impression of Insight prototype system was positive
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
6. I personally maintain or oversee the maintenance of a collection of analog or digital images
 - Yes
 - No
 - a. If yes, please estimate the number of images: # of analog : _____ ; # of digital _____
 - b. For analog: how do you find your images? How much identifying information do you include with/on your slides, photographs, etc (i.e., title, author/creator, description, size, date etc.)
 - c. For digital images: how do you find your images? How much identifying information do you include with your images (i.e., title, author/creator, description, size, date etc.)
7. It is very important to me that a digital image delivery system offer the capability for me to include my images in it.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
8. It is very important to me that a digital image delivery system include the images from the library and/or department slide collection that I use.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
9. Additional comments? Suggestions for this project are welcome. (Please use the reverse side, if needed)
10. If you would be interested in participating further in this study, please give us your email: _____

³Note: Question #3 was added after the first 3 session at UCB.



Appendix B – Questionnaire Responses

	Rank	Area of study	Use digital images in classroom	Use digital images in student assignments	Use digital images in research	Overall impression of Insight positive?	# analog images in personal coll	# digital images in personal coll.	V. imp. to include personal coll.	V. imp. to include library/ dept coll.
Ucsb1	fac	Art hist	most days	most days	most days	strongly agree	not asked	2000??	strongly agree	strongly agree/agree
Ucsb2	grad	arch hist	never	rarely	most days	strongly agree	1000	not asked	strongly agree	strongly agree
Ucsb3	fac	Art hist	never	once a week	once a week	agree	300	not asked	strongly agree	strongly agree
Ucsb4	grad	Art hist	never	never	most days	strongly agree	200	1500	strongly agree	agree
Ucsb5	fac	Art hist	no answer	rarely	no answer	strongly agree	not asked	not asked	neutral	strongly agree
uci1a	fac	Art hist	never	never	once a week	strongly agree	not asked	not asked	neutral	agree
uci1b	fac	Art hist	no answer	no answer	once a week	strongly agree	not asked	not asked	agree	agree
uci2	fac/ grad	art hist	never	several times a term	once a week	agree	not asked	not asked	agree	agree
uci3	grad	visual studies	rarely	rarely	most days	strongly agree	not asked	100-150	strongly agree	strongly agree
uci4	fac	History	most days	several times a term	rarely	agree	1200	not asked	agree	strongly agree
uci5	grad	visual studies	no answer	no answer	several times a term	strongly agree	not asked	not asked	neutral	agree
uci6a	fac	edu.	most days	most days	no answer	strongly agree	not asked	not asked	agree	strongly agree
uci6b	fac	edu.	rarely	never	rarely	strongly agree	not asked	not asked	neutral	neutral/agree
ucb1	fac	art hist	never	not asked	rarely	neutral	1000s	150	strongly agree	agree
ucb2	Fac	art hist	never	not asked	rarely	neutral	15,000-20,000	not asked	strongly agree	agree
ucb3	Fac	visual studies	never	not asked	rarely	agree	1000s	not asked	strongly agree	strongly agree
ucb4	Fac	art hist	rarely	several times a term	once a week	agree	1000	0	agree	agree