

# The Spacefinder story: Translating student need into service design

@david\_mlib



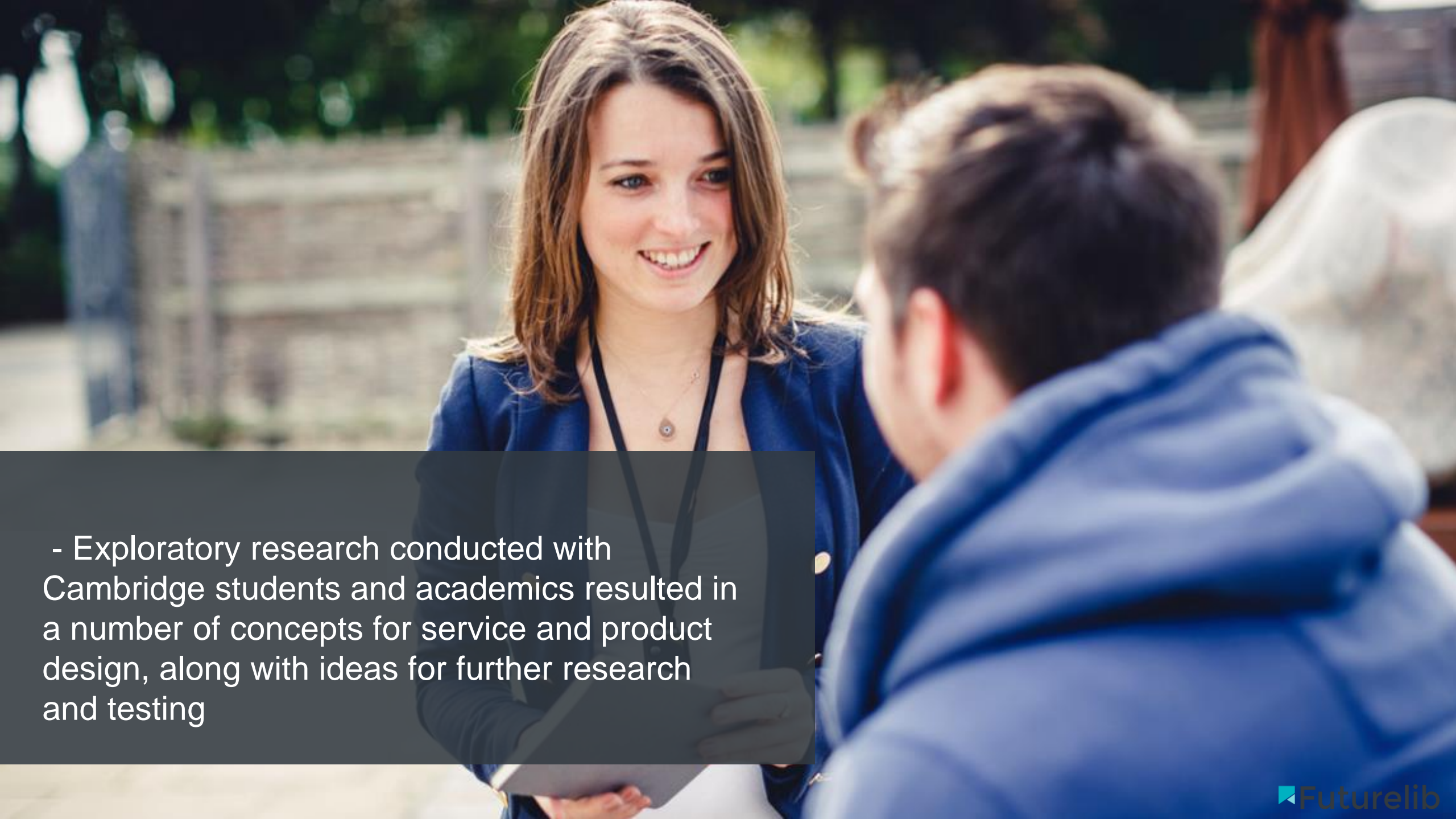


# Futurelib

Imagining the future of library services at University of Cambridge.



- Thinking 'outside of the library'
- Finding out about the goals, motivations, needs and *behaviours* of Cambridge students
- Developing services to support current student needs and activity



- Exploratory research conducted with Cambridge students and academics resulted in a number of concepts for service and product design, along with ideas for further research and testing

The logo icon for Spacefinder is a stylized arrow pointing to the right, composed of two overlapping triangles. The front triangle is a light teal color, and the back triangle is a slightly darker teal color.

# Spacefinder



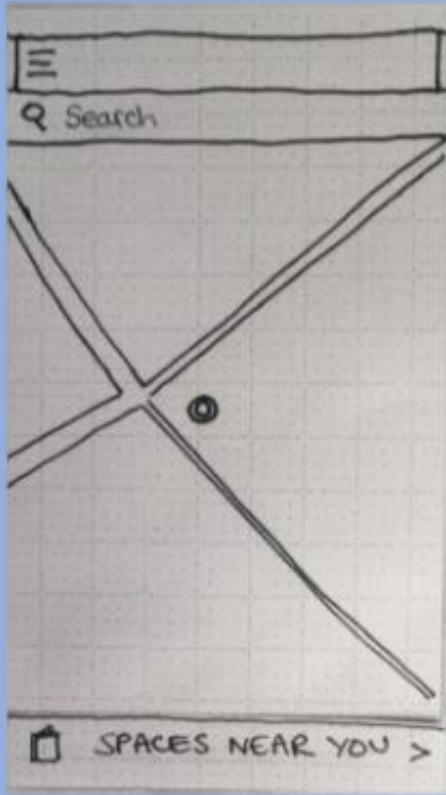
	Space requirements (groupings and popularity)													
	Degree of togetherness (16)			Atmosphere/ State of mind (32**)		Environmental conditions (19**)			Workspace (14**)			Convenience (19**)		
	Alone but with sense of community/ fellow students working hard	Group work/ collaboration	Work with friends/ social	Relaxed/ informal/cozy/ homely/buzz or atmosphere	Focused/ no distractions/ atmosphere of work/ traditional	Noise level (quiet vs. allowed to talk)	Bright space / Big windows	Temperature	Flexible work spaces/ able to adapt environment to suit needs	Large table space to myself/ office feel	Ability to book a workspace	Location (convenient to room, friends, resources, cafes, break spaces, etc)	Opening hours	Food & drink allowed (Yes/ No)
Number of AHSS mentions	4	3	6	8***	16	10	1	2	5	5	0	9	4	
Number of STEM mentions	3	0	0	2	6	6	0	0	0	3	1	0	0	
Mentioned in AHSS "Top 3 features" exercise?				Yes (5)		Yes (1)	Yes (2)			Yes (4)		Yes (6)		
Mentioned in STEM "Top 3" exercise?				Yes (2)		Yes (2)	Yes (1)	Yes (1)	Yes (1)	Yes (3)		Yes (3)	Yes (3)	Yes (1)
<b>Total (STEM &amp; AHSS)</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>13**</b>	<b>28**</b>	<b>19**</b>	<b>4**</b>	<b>3*</b>	<b>5*</b>	<b>15**</b>	<b>1</b>	<b>18**</b>	<b>7*</b>	<b>8*</b>
<b>Related features</b>	Quiet, large desk space to myself, somewhere to take a break, focused atmosphere	Ability to talk, space to sit together, group access to computers	Relaxed atmosphere, ability to talk/ make noise	Background noise, working with friends, not serious work, ability to talk, comfortable furniture, convenience	Quiet, fellow students working hard, working alone or 'alone together', space to spread out, access to break spaces, long opening hours	Quiet = focused atmosphere, working alone or alone together. Noise = more relaxed atmosphere, working in groups or with friends			Can be associated focused environments where people spend long periods of time and need adaptable spaces	Focused atmosphere, quiet, open 24 hours, space to take a break, working alone or alone together		Less convenient can be associated with focused environments (away from friends/ the effort to get there makes you work harder, etc)	Long opening hours mostly required for serious, focused work, quiet space, working alone or alone together	

## AHSS

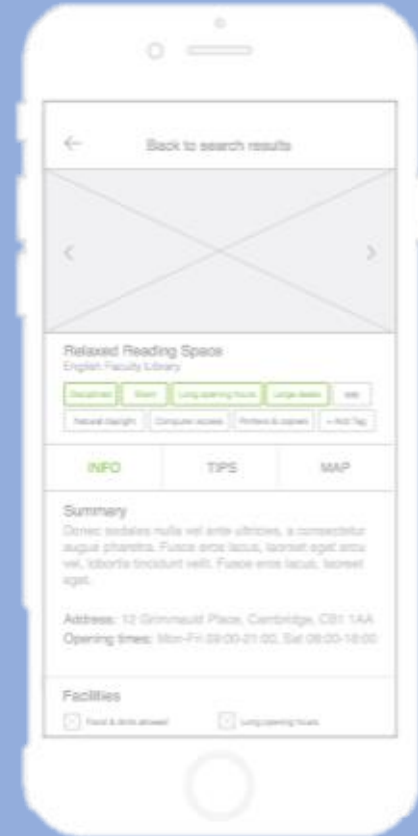
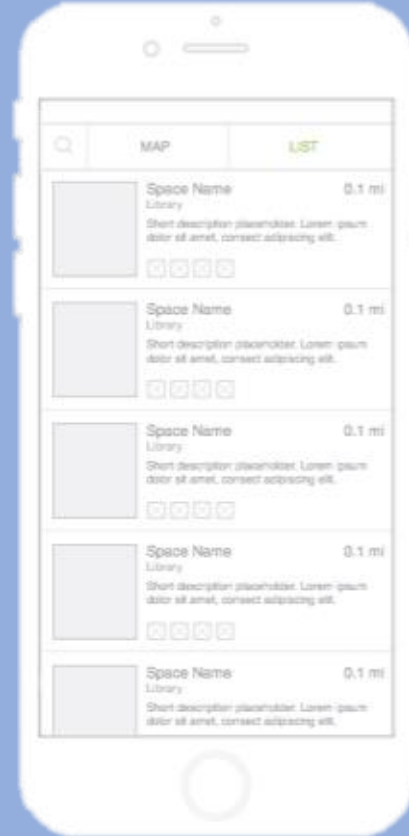
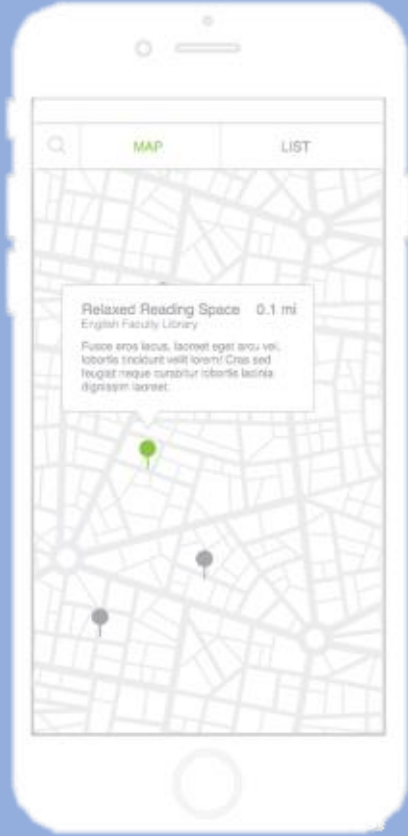
1. Atmosphere
2. Noise level
3. Location

## STEM

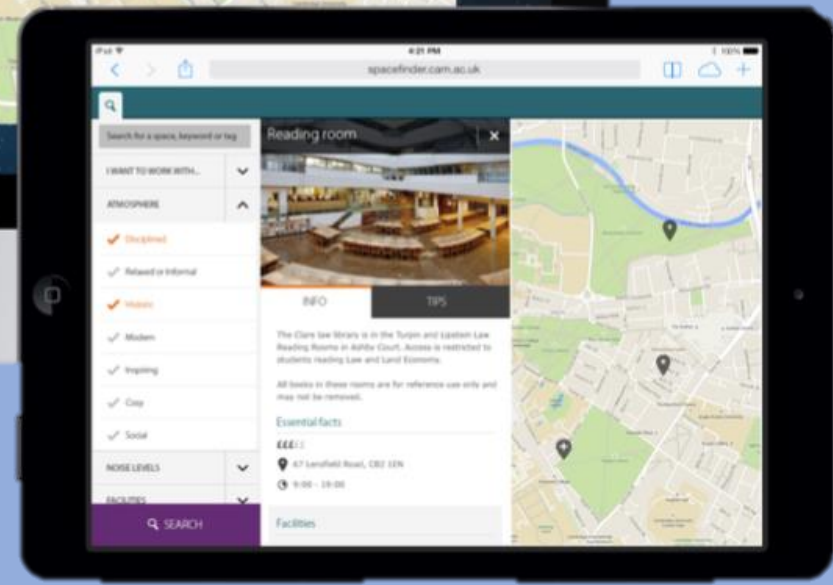
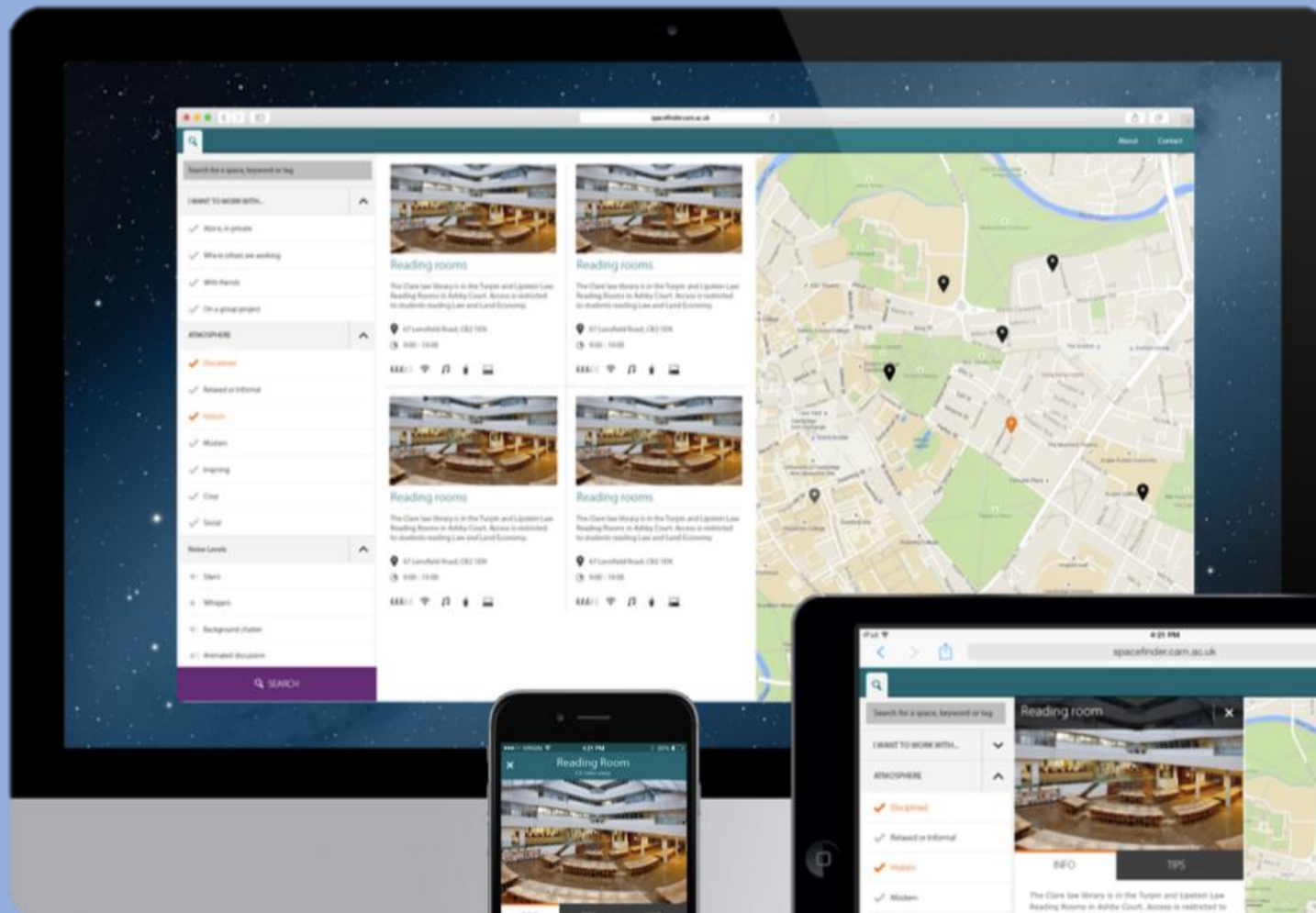
1. Noise level/Atmosphere
2. Location
3. Workspace











“I wanted to write personally, to thank you for Spacefinder and tell you how useful students are already finding it. This is an achievement which shouldn't be underestimated. I thought you might be amused to know that the general response has been one of sheer astonishment that the University have helped produce something so up-to-date and relevant to student life”

– Poppy Ellis Logan: Cambridge University Students' Union Welfare and Rights Officer



The website that'll change your studying life forever

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**Story:** [Jemima Jobling](#) **Twitter:** [jemima\\_jobling](#)

“The website that’ll change your studying life forever”

“Spacefinder is a newly-launched website, innovative and exciting in equal measure, aiming to pair each Cambridge student with their perfect, study space match.”

● Users



Users

19,148



New Users

19,113



Sessions

29,768



Number of Sessions per User

1.55



Pageviews

189,765



Pages / Session

6.37



Avg. Session Duration

00:02:55

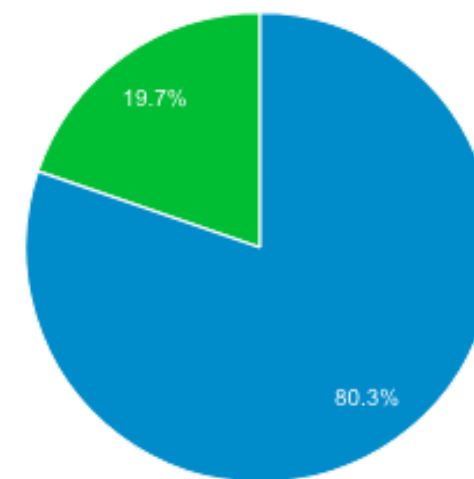


Bounce Rate

8.43%



■ New Visitor ■ Returning Visitor



Retrieved and cropped from Google Analytics, 14<sup>th</sup> February 2018



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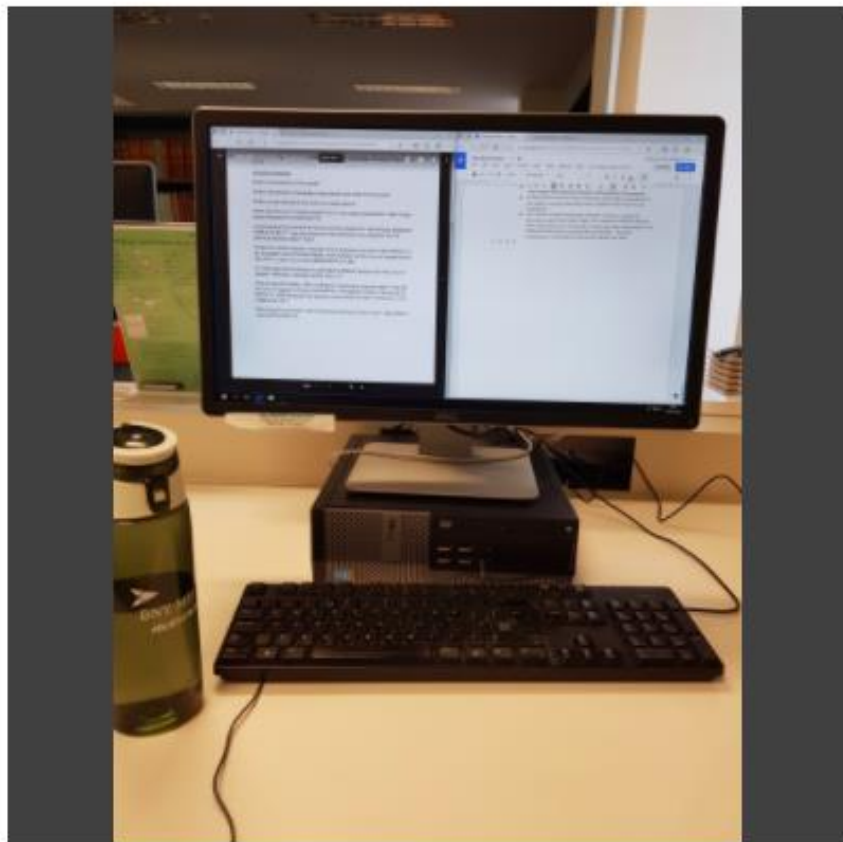
0 Comments · View Location · Feb 3, 2018 · 3:16 PM

Checkpoint

2. Media

3:08 PM

Upload a photo or video here that would really help someone who doesn't know you understand what this moment is all about.



Rotate

Download

3. Open Ended

3:10 PM

In detail... Tell us a bit more about your current study activity or task. Describe this study activity. Why did you choose now to approach or complete it? What are you hoping to achieve?

Reading to answer/prepare for questions for a supervision. The Law reading is always quite heavy so thought it would probably be best to do in the morning. Worked from about 10:15 to 13:50, do on it. Now I've done the required reading I'll have a try at some of the questions and see how it goes.

4. Open Ended

3:12 PM

How is this study activity or task going/did it go? How has approaching or completing this study task made you feel?

I completed the task but took slightly longer than I wished, so felt a bit unproductive but distractions kept popping up, like emails.

☰ 5. Open Ended

3:14 PM

In detail... Are there any areas in which you feel/felt under-skilled, or under-prepared while completing this study task? (We're particularly interested here in your 'study skills', i.e. not academic knowledge but things like planning, time management, essay/report writing, finding the right resources, etc.)

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Not sure if it falls under particular academic knowledge but reading and understanding the work to do with Law always takes so long. Whenever I do the reading it really pushes my comprehension and have to read sentences over and over to actually understand What is being said. Feel like I lack in the skill of speed reading and being able find relevant bits of the text efficiently.

🔄 6. Scale

3:14 PM

How prepared did/do you feel for this task? (1 = not prepared at all, 10 = extremely prepared)

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0 

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 10

☰ 7. Open Ended

3:16 PM

Is there anything else you want to tell us at the moment?

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Just used the computer for this task. Find it easier use to type up notes from the doc when two documents are side by side. Also went to the public library computers as I feel pressured not to get distracted





Obrigado! 😊

@futurelib

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[www.lib.cam.ac.uk/futurelib](http://www.lib.cam.ac.uk/futurelib)