Big data does not equal big picture

Dr. Elke Greifeneder

Royal School of Library and Information Science

ljb301@iva.dk
Qualitative methods = big picture?
Qualitative methods = big picture?

Online methods = big picture?
interviews 51
surveys 34
corner content analysis 28
observations 15
laboratory work-task study 10
theory-based analysis 14
focus groups 7
literature review 7
usability tests 6
diaries 5
other 20
Big data ≠ big picture?
Big data ≠ “correct” picture?
The 90-9-1 Rule

1% Heavy Contributors
Users who contribute often

9% Intermittent Contributors
Users who observe and occasionally contribute

90% Lurkers
Users who simply observe but don’t contribute
Twitter’s Search API: access to 1% of tweets
Big data ≠ big picture!
You want to know if it is worth getting up early tomorrow morning and want to know who is going to give the first presentation. Please click task completed if you have found the name(s).

**LIBRARIES IN THE DIGITAL AGE (LIDA) 2014**

June 16 - 20 2014, Zadar, Croatia

**Libraries in the Digital Age (LIDA)** is a biennial international conference that focuses on the transformation of libraries and information services in the digital environment. In recognition of evolving online and social technological influences that present both challenges and opportunities, "ASSESSMENT" is the theme for LIDA 2014. The conference theme is divided into two parts. The first part addresses advances in qualitative assessment methods and practices and the second part covers assessment methods involving alternative metrics based on social media and a wider array of communicative activities, commonly referred to as "altmetrics."

While qualitative methods have a long tradition of application, altmetrics are a set of new approaches to filtering information and to evaluating scholarly communication and research, with possible application to libraries as well. LIDA 2014 brings together researchers, educators, and practitioners from all over the world in a forum for personal exchanges, discussions, and learning, made memorable by being held in an enchanting and spectacularly beautiful city on the shore of the Adriatic Sea.

**LIDA 2014 Theme: ASSESSING LIBRARIES AND LIBRARY USERS AND USE**

**Part I:** Qualitative methods in assessing libraries, users, & use: applications, results.

**Part II:** Altmetrics - new methods in assessing scholarly communication and libraries: issues, applications, results.
Asynchronous remote tests = big picture?
Students in the library lobby

Sample X
- test setting NE
  (Experimental group)

Sample Y
- test setting LAB
  (Control group)


75 students (38 LAB and 37 NE)

Natural environment participants were distracted in a user test situation:

- program open during test: 64.9%
- 11.2% looked at open programs
- contact occurred: 27%
- reported technical problems: 32.4%
<table>
<thead>
<tr>
<th>LAB</th>
<th>1</th>
<th>highest score</th>
<th>1038 sec</th>
<th>NE</th>
<th>1</th>
<th>highest score</th>
<th>2483 sec</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2</td>
<td></td>
<td>860 sec</td>
<td>2</td>
<td></td>
<td></td>
<td>1796 sec</td>
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<td></td>
<td>3</td>
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<td>851 sec</td>
<td>3</td>
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<td>1117 sec</td>
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<tr>
<td></td>
<td>4</td>
<td>~11 minutes</td>
<td>788 sec</td>
<td>4</td>
<td></td>
<td>~35 minutes</td>
<td>1098 sec</td>
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<td></td>
<td>5</td>
<td>~35 minutes</td>
<td>752 sec</td>
<td>5</td>
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<td>1054 sec</td>
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<tr>
<td>LAB</td>
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<td>NE</td>
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<td>394 sec</td>
<td>4</td>
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<td>449 sec</td>
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<td>3</td>
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<td>384 sec</td>
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<td>425 sec</td>
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<td></td>
<td>2</td>
<td></td>
<td>362 sec</td>
<td>2</td>
<td></td>
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<td>422 sec</td>
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<tr>
<td></td>
<td>1</td>
<td>lowest score</td>
<td>305 sec</td>
<td>1</td>
<td></td>
<td>lowest score</td>
<td>371 sec</td>
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</table>
Asynchronous remote tests = big picture!

Asynchronous remote tests = “correct” picture?
Asynchronous remote tests = big picture?!

Asynchronous remote tests = correct picture?

Asynchronous remote tests = different picture!
<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>1. Do you cite the audio files you are writing about?</td>
</tr>
<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- No</td>
</tr>
<tr>
<td>2. Do you cite where the audio files are stored?</td>
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<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- No</td>
</tr>
<tr>
<td>3. Do you include the audio files as an appendix?</td>
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<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- No</td>
</tr>
<tr>
<td>4. Must the audio files be freely accessible for readers of publications?</td>
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<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- No</td>
</tr>
<tr>
<td>5. Do you include annotations to audio files as appendixes?</td>
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<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- No</td>
</tr>
<tr>
<td>6. How important is it for you to be known as the one who has made a specific annotation?</td>
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<tr>
<td>- Very important</td>
</tr>
<tr>
<td>- Somehow important</td>
</tr>
<tr>
<td>- Not important at all</td>
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<tr>
<td>7. Do annotations count for your reputation as a researcher?</td>
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<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- No</td>
</tr>
<tr>
<td>8. In your opinion, who should be able to alter or delete data in LARM.fm?</td>
</tr>
<tr>
<td>- a. Having a completely open system where everybody can alter or delete data</td>
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<tr>
<td>- b. Having a system where you can move data into a quarantine for a period of time</td>
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<tr>
<td>- c. Having a system where only users that have given evidence of being an expert in the field can alter or delete data</td>
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<tr>
<td>- d. Having a system where only administrators can alter data</td>
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</table>
Elke Greifeneder: Hi Janne! Welcome to the LARM interview!
J: Hi!
Elke Greifeneder: Hi
J: I can hear you
Online interviews = big picture?
“it's like *recreating*. I feel like I'm having vitamins when I visit this wonderful place, *I'm shopping*. ”
“It's quite unstable for my – but I'm no technical genius. I'm very primitive and I give up easily when it comes to this IT technology, I get very impatient, angry when it doesn't work. So I leave it, I don't want to make an issue”
“I've just promised that I would do that, it is part of my job to feed the system with data”
“there's just so much uncertainty which with my work meant that I never felt that I could trust this database completely”
I: I can see, so you have two Mappers.
P: Yes, they're not even mine. This is (Peter’s) folder and I don't know why I have access to it but it's there.
I: Have you ever tried to have access to it?
P: No. The last many times I've been here it's there and each and every time I wonder why I have access to his folder and not to for instance (Andrea)’s folder because I'm quite sure he has one.
I: Other's don't have access to (Peter)’s folder if you want to know.
P: I'm the only one?
I: Maybe he's giving you access to it.
P: Yes, I'll go ask him why. Maybe he felt charitable. Maybe he did it by mistake.
Usability-Tests
Desktop sharing to explain information use
Online interviews = big picture?!

Online interviews = “correct” picture!
Online interviews = big picture?!

Online interviews = “correct” picture!
Online interviewing ≠ Offline interviewing
Online interviews = (better) big picture!

Online interviews ≠ easy!
“If there is a particular problem, you need to roll up your sleeves and get out there.”
Thank you!

Dr. Elke Greifeneder

Royal School of Library and Information Science
ljb301@iva.dk
References and credits


Clock picture:  

Getting started picture:  


Password picture:  

Laboratory picture:  
http://ufive.unibe.ch/thumb.php?h=700&w=700&t=138836895&f=r/u5ulab/u5ulab_100.jpg