

# *Appendix I*

## Sample Paired Perception Interview Transcripts

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### **A. Interview U06 about L06**

**I.** Okay, a few minutes ago, you asked the reference librarian for help. Could you please tell me what happened . . . describe what happened?

**U06.** I requested books on Rush. I'm doing a research paper at school and I wanted materials about the band and books that they used to get the lyrics.

**I.** Okay.

**U06.** So she pointed me in the direction.

**I.** How do you think that went?

**U06.** Well, so far, I, I've found a little bit. I haven't finished reading, but it should go okay.

**I.** Okay, did you get the help that you needed?

**U06.** To this point, yeah.

**I.** Yeah? Okay.

U06. I'll have to see when I finish reading.

I. Okay. If you needed help again, would you ask the same person for help and could you tell me why?

U06. She's helpful.

I. She's helpful?

U06. Yeah, she helped me.

I. Yeah. What do you mean by helpful? Can you talk about that?

U06. She was willing to go out of her way to help me, ah, gave me more information than I needed, I think.<sup>1</sup>

I. Okay, so then was this a useful discussion for you?

U06. Yeah.<sup>2</sup>

I. What, what, for you, are your goals or your aims when you ask a librarian for help?

U06. They're gonna give me what I need, help me as much as possible.

I. Okay. Are you, do you, um, usually try to find stuff on your own before you . . . ?

U06. Yeah, usually I try [something unintelligible].

I. Okay. In this case, did you try to find stuff on your own first?

U06. Yeah, but I'm not familiar with this library.

I. Okay. Could you think back over other times when you've asked a librarian for help. Can you think of a time that was a really successful interaction, one that you think went really well? Can you describe it for me?

U06. It, it's pretty much minor things that I need help with.

I. Okay. Was there ever a time when you asked a librarian for help, and it was unsuccessful or negative?

U06. Yeah. I requested several books a couple weeks ago, and they never came in so I went to see where they were and they never followed it up to see where they were. So they sent me back.

I. Okay. What about that was really negative for you?

U06. The fact that they didn't contact me to see if the books were already borrowed. So I was waiting for them to come and they never arrived.

I. Okay.

U06. I was not notified.

I. When you went, did you then talk to the librarian to find out what the problem was?

U06. Yeah.

I. And what happened then?

U06. Ah, she just, she suggested that trying different method, she didn't try and locate the books at all.

I. Was she nice about it?

U06. She didn't look too concerned about it.

I. So you got the impression she didn't really care.

U06. Yeah.

I. She wasn't really . . . so, for you what exactly was it that made that unsuccessful? Was it the attitude?

U06. Yeah, her attitude. She didn't care about what I wanted.

I. Was that worse than not getting the books? How she treated you?

U06. Yeah, definitely.

I. Okay, okay. How would you have changed that interaction if you could, the one you were just talking about that was unsuccessful?

U06. I don't know.

I. Okay, okay, very good. Let's stop.

### B. Interview L06 about U06

I. Would you please just describe the whole interaction? What happened?

L06. Okay. He came up with a question about . . . finding articles I think it was about Rush, about Rush's lyrics . . . and he had apparently looked in the catalog and not found anything in the [site B] catalog . . . and I was somewhat at a loss because you know, frankly I {fake cough} I mean I may have *heard* of this group before, but I certainly never listened to any of their music, you know.

I. I haven't either. So.

L06. No idea. But then he kind of led a little bit further and said that he was looking for, like, literary allusions that they had made and then he showed me an entry of a book that, um, he knew that they had made allusions to, and it was Ayn Rand

I. Oh.

L06. Yeah. *Fountainhead*, and apparently, they, he, they had also used *Anthem* so I had some sense that these were not the kinds of literary allusions that they were making were not *Catcher in the Rye* type things but . . .

I. Or even biblical. I mean, a lot of them are biblical.

L06. Yeah, yeah, but apparently, and then so I asked him to bring over the lyrics which he had with me. So I looked at those, so in the lyrics they were referring to a lot of classical mythology plus the Rand-ish references. So we talked about coming at it from two directions. One is coming at it through the music, sort of the music focus I didn't think a general index would be much good but it turned out we did have *Music Index* and we went schleping over there and we found in the first volume that I pulled out a few entries for Rush and . . . you know, I advised him that he'd probably want to go through a few of them, of the indexes, that they would have more . . . {something unintelligible}

I. Right.

L06. . . . garbage and . . . then, we then we talked about coming at it from the literary standpoint and I took him over to the dictionaries of literary allusions and that kind of thing because I did think with the kind of classical things that he was coming up with that he would probably find something there. And then *he* said bright cookie, "But my friend said that he got something on a computer," Oh okay, so that led naturally into *MLA*.

I. Um.

L06. So we talked a little bit about searching *MLA*, and I think at that point I sort of recapped, you know, coming at it from music, coming at it from lit. crit. and I sort of left him to it . . .

I. Um hum.

L06. . . . at that point.

I. Um hum. So how do you think this one went? {laugh}

L06. *That one* {shared laughter} I think went *much* better I was *much* happier with that one; it wasn't a standard information question. It, there wasn't an *answer* that we were looking for. It was a process that we were that we were kind of going through, and I think it sort of fun when you

can lead people towards, um, thinking of more than one approach to a question.

I. Um hum.

L06. Yeah, that, that's kind of interesting, and he was willing to do that.

I. Um hum.

L06. Yeah, so I just think it went more smoothly. I think I'm better at the process questions . . .

I. Um hum.

L06. . . . than I am at the straight answer {laugh} ones.

I. {something unintelligible} But, so what was important to you in this interaction then, your . . . ?

L06. First, making sure that I understood . . .

I. Um hum.

L06. . . . where he was really coming from 'cause otherwise I wouldn't have wanted to not being familiar with the group that he was looking at. I needed to have some sense {laugh} of what direction to go in with that.

I. Right.

L06. So knowing where he was coming from was important to getting him to think about, um, differing approaches to the question . . .

I. Um hum.

L06. . . . was important, and getting him to indexes and sources that would sort of lead, that would actually come up with some information for him.

I. Um hum.

L06. Yeah.

I. Um hum. Okay. Do you think the user got the help that they wanted, that he wanted?

L06. I think so. I think he still got more work to do in terms of actually gathering the information, and I think he might have been more comfortable had I been able to locate an article on "Literary Allusions in the in Rush Lyrics," . . .

I. Right, right.

L06. . . . you know, and I don't think he was real comfortable with that ambiguity. But discomfort is part of the process so, you know, I don't think he was totally satisfied but . . . I'm comfortable with the tension in which I left it.

I. Okay.

L06. It's kind of . . . it's a sort of a manipulative thing to say, but you know, yeah, you can't take it all away.

I. Right, right. So then how did this interaction measure up? Would you have changed anything if you could go back and do it again?

L06. I might have helped him with the *MLA* CD, you know, actually physically taken him, you know, gotten it and gotten him set up and ready to go. But I think that would be about the only thing that I could change, yeah, yeah.

I. I don't think that he was really ready for that frankly, that literary allusions if he . . .

L06. . . . to get some sense of what kind of things he can expect and then to get into the electronic . . .

I. . . 'cause he felt, in fact, I could just share this with you after talking with him about he was really happy with the interaction, but he felt that it was too much, you know, almost too much information at once.

L06. It gets hard, it gets hard to . . .

I. But also you didn't know that he's a high school student either, so . . .

L06. Yeah.

I. You were . . .

L06. Um hum.

I. . . he looked like a high school, like a college student.

L06. Yeah, I was figuring first year.

I. Yeah, so you were probably operating a little bit above . . .

L06. Which is okay.

I. . . his level, but that's okay.

L06. I don't have a problem.

I. He handled it really well.

L06. Yeah, I don't have a problem . . .

I. Yeah.

L06. . . with doing that either.

I. It's better, I think, than going the other way.

L06. I'd rather stretch . . .

I. Yeah.

L06. . . . particularly at that age, . . .

I. Yeah.

L06. . . . and then make it too.

I. I think that's, you're very, have good insight when you said he probably would have been happier if you would have been able to give him an article on, 'cause I think he's not comfortable . . .

L06. . . . he's not comfortable with the ambiguity, and I don't think he realizes yet that the ambiguity is part of the process.

I. Right. But I mean he's probably also, he's a naive user that they come in and think that I'm doing a paper on [there's gotta be lots of articles on this topic . . .

L06. . . . this is a college library, there's lots of stuff, lots of stuff. Yeah, yeah. {shared laugh}.

I. Okay.

L06. Actually, I was getting kind of excited about it because it looked like he was going to be doing something kind of original that I had been feeling was within his grasp. Which is kind of exciting.

I. So this one for you was real successful.

L06. Much more so, yes. Yeah.

I. Let's stop.

### Notes

1. He thought the librarian gave more information than was needed. The librarian, on the other hand, if asked what would she change if she had to go back, thought she should have shown another source in detail, more information yet.

2. This was like pulling teeth. I could have pushed here but I didn't think it was worth it