

# Constructing User Stories

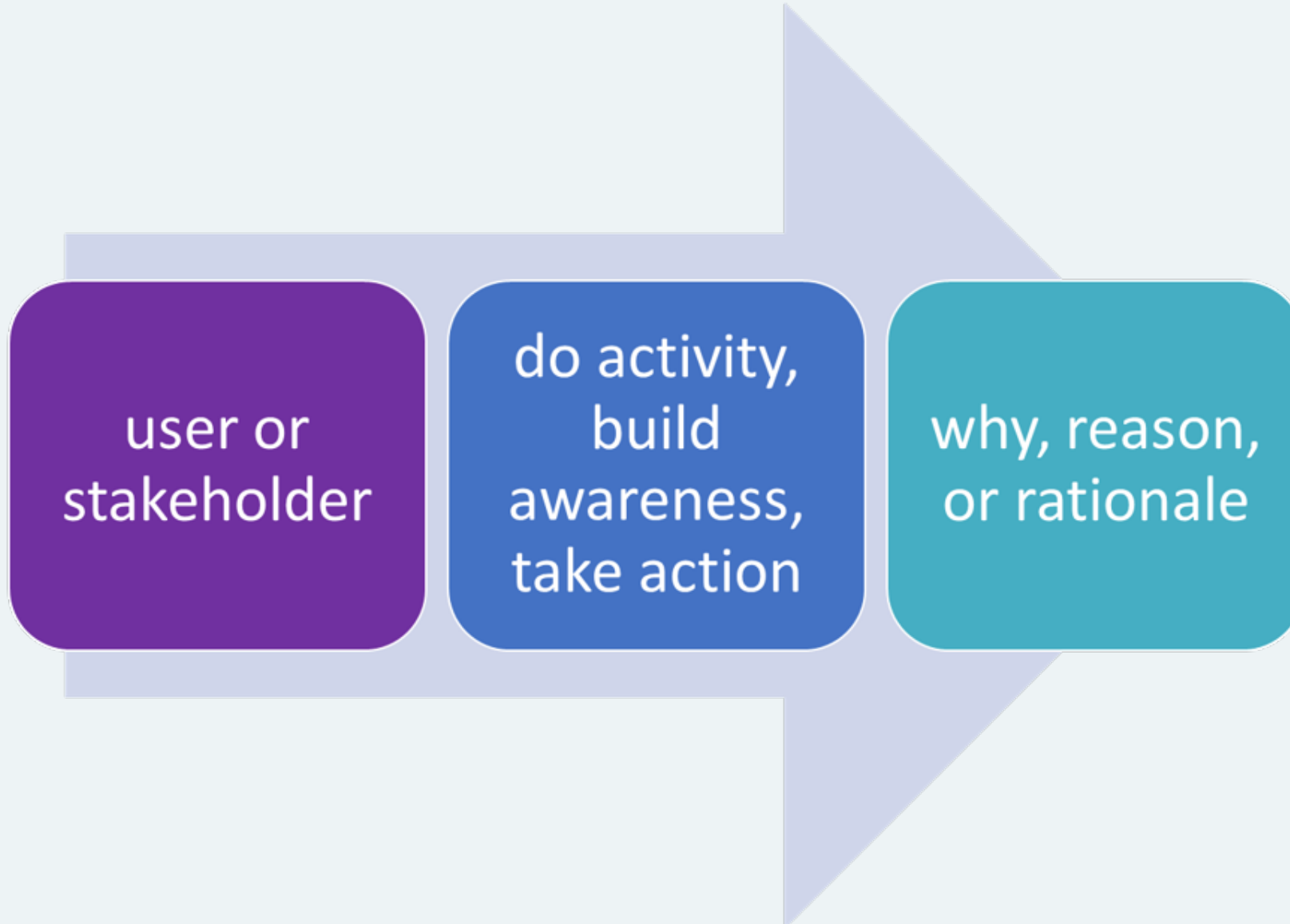


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# User Stories

- User stories are tools used in designing systems, but also focus research and assessment projects.
- User stories describe who the user is, what the user needs/wants to accomplish, and why that outcome is desirable.
- User stories can be formatted in a number of ways:
  - As **[who]**, I want **[what]**, so that **[why]**.
  - As a **[user]**, I want **[goal]** so that **[reason]**.
  - As **[stakeholder]**, I want **[to be able to do an activity, to have an awareness, to take an action]** in order to **[achieve outcome, solve problem, meet need]**.

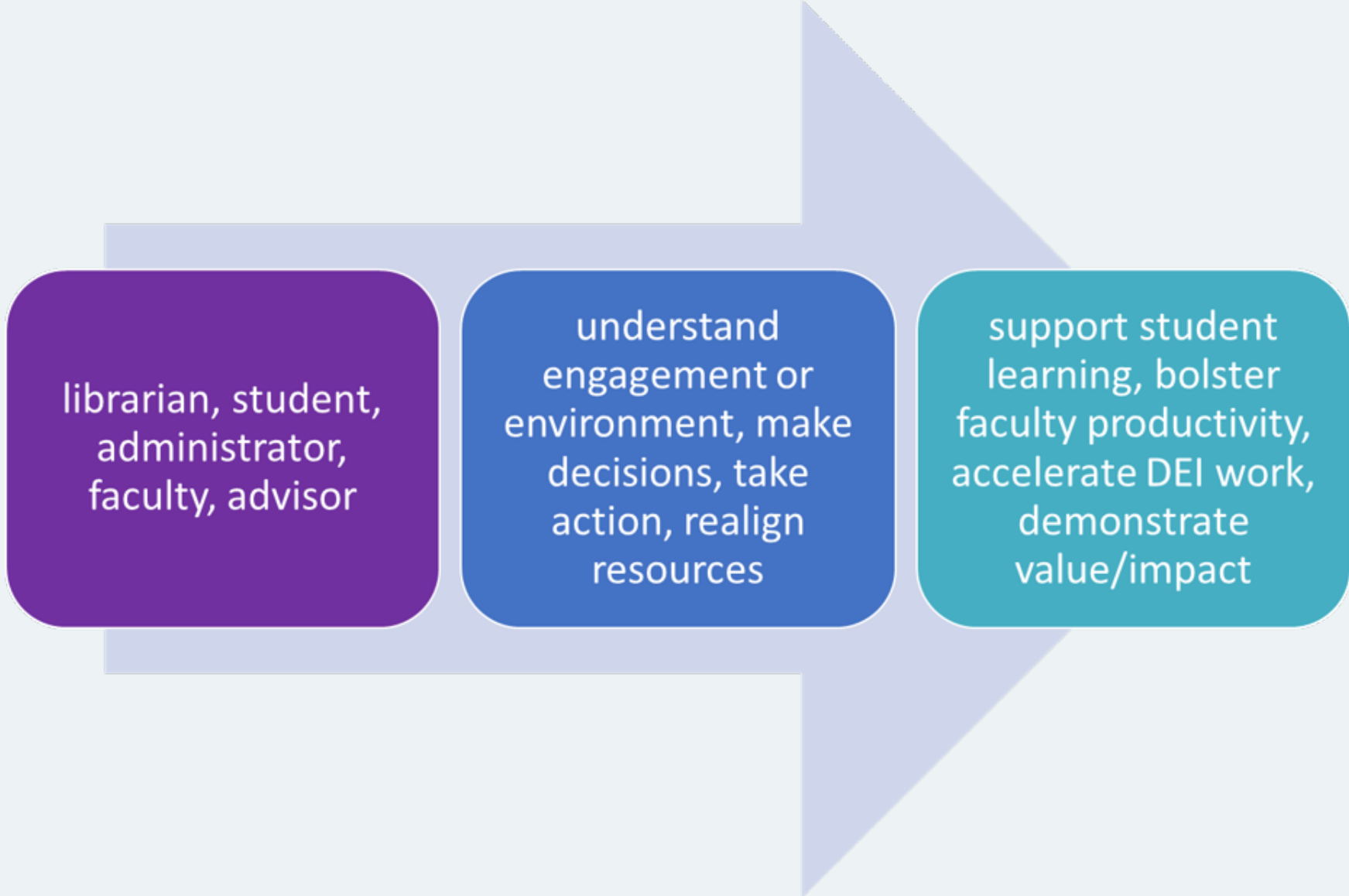
# User Story Structures



# User Story Elements

- User stories describe what students, librarians, faculty, advisors, institutional researchers, administrators, and other stakeholders **need to know** in order to achieve goals or solve problems.
- In each user story, the “user” is followed by a “want” statement. Want statements focus on the **ability to do an activity, build an awareness, or accomplish a task** requiring library, institutional, or other data.
- To conclude each user story, a rationale for the “want” is included. **Rationales articulate aims** like achieving outcomes, solving problems, and meeting needs.

# who — what — why



librarian, student,  
administrator,  
faculty, advisor

understand  
engagement or  
environment, make  
decisions, take  
action, realign  
resources

support student  
learning, bolster  
faculty productivity,  
accelerate DEI work,  
demonstrate  
value/impact

- As a librarian, I want to know whether students who engage with library reference services earn better assignment grades so that I can encourage more faculty and students to interact with reference librarians and generally improve and customize reference services.
- As a librarian, I want to know whether students who participate in library instruction attain their goals with regard to retention to the following term, so that I can design effective professional development and training for instruction librarians and improve library instructional services and decision-making.
- As a librarian, I want to know whether the amount, degree, timing, or relative rank of student use of course readings impacts information literacy learning as assessed by an institutional rubric so that I can encourage faculty to require use of more library resources in their teaching content and assignment design.
- As a librarian, I want to know whether any relationships between the use of library services/resources vary by student population/status/characteristics so that I can tailor library services/resources to meet the needs of populations with specialized needs.

# User Stories

- Like research questions, user stories connect library services, resources, spaces, etc. with intended outcomes that can lead to valued impacts.
- Like research questions, many set up correlations (not necessarily causation).
- Unlike (some) research questions, user stories articulate and emphasize the “why” (purpose) and intended use of a research or assessment project.

# Constructing User Stories

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