



STUDENTS AS  
CO-CREATORS

**A Learning & Teaching Research Collaboration**

***Just In Time***

Khimkala Gurung  
Manel Madani  
Godfred Opoku

Aimee Andersen

**University of Westminster Library Services**

# Academic Year 2023-2024

## 1. Executive Summary

This research project aims to investigate the low engagement levels of the library's Time Management Libguide using UX (user experience) research design techniques to gather qualitative and subjective engagement experiences from students. From this research, the project team identifies reasons for low engagement and provides recommendations on how to improve engagement with the guide based on student's experiences both with the guide and with their own time management. The findings can be applied to increase engagement with this guide and potentially be applied to other Libguides and to the promotion of library resources.

The UX techniques employed by the research included anthropomorphic letter writing, collaging, surveys and round table discussions to gather a mix of verbal and nonverbal experiences from students.

The key findings from the project revealed several patterns that contribute to low engagement:

- Limited awareness of the guide and the support it offers
- Perceived lack of relevance due to existing time management practices
- Insufficient promotion and visibility of the guide
- Content perceived as overly text-heavy and lacking interactivity
- Lack of connection to employability and career outcomes
- Preference for other platforms, such as YouTube, for time management advice

Recommendations to enhance engagement include:

- Implementing visibility campaigns via physical and digital promotions
- Increasing interactivity with the guide through workshops, social media polls, online modules and multimedia and interactive devices on the guide
- Updating content and format to be more visually appealing and interactive, including more videos
- Incorporating motivational factors, such as linking to employability points and conveying students personal experiences of time management
- Understanding the success of other resources (like Youtube) by benchmarking popular resources

Limitations to this study are the small sample sizes used, due to time restraints and resources and the potential bias due to student researchers' dual roles. Future research should consider larger, more diverse participant groups and potential research using different research methods, such as quantitative data collection.

This project utilised common and successful UX research techniques to provide valuable insight into student's experiences into why engagement levels with the Time Management guide are low, and this will not only inform potential recommendations for improving engagement with this guide, but also offer ideas on enhancing potential engagement with all Libguides and the promotion of library services and resources for the UoW library service.



## 2. Background and Aims

The library offers Libguides to the university population; these are guides that offer a range of information, services and resources offered by the library service. The library's time management guide has recently been identified as having the lowest engagement level among students. To discover more about the why engagement is low, an UX (user experience) project was proposed, utilising the Students as Co-creators programme. This programme aims to enable students and staff to work together on projects for the benefit of the wider student body and offer the opportunity for workplace and project experience to participating students.

The students in the project were fulfilling two roles; one of discussing their own experiences of engagement and one of gathering data on student experiences outside of the project group. The project will utilise UX research techniques and methodology to determine low engagement levels and offer recommendations for improving engagement with this guide, and present data in

such a way that the recommendations can be applied to Libguides as a whole by librarians who create the guides and by management who promote library services.

### **3. Methods**

The project is divided into two main phases:

- 1. Student training and data collection**
- 2. Data collation, analysis, and report writing**

A project timeline was created via Excel, and all members worked from this.

#### **Project Timeline:**

- Training: March 2024
- Data collection: April – May 2024
- Data collation and report writing: May-July 2024
- Submit report: 31<sup>st</sup> July 2024
- Poster presentation: October 2024

#### **Phase I: Student Recruitment and Data Collection**

##### **Participants:**

- 5 students originally joined the project, but only 3 students stayed to completion. These students are listed as co-authors for the report
- The group includes 3 biomedical sciences students (2 UG, 1 PG)
- Fortnightly meetings were held for the duration of the project apart from May when members of the project group were away. Meetings resumed in June for two final meetings.

##### **Training:**

Students have been trained in UX data collection techniques and have participated as both researchers and participants. (Andersen, 2021)

##### **Data Collection Tasks:**

After the completion of a training period, project member students were asked which methods they would like to use to gather data. Students in the group were aware their answers were not

anonymous, however, the participants in their surveys need to be anonymous. Some demographics were collected for one written survey, (Madani, 2024), and no identifying information was collected. The only parameter for participation was that the participant was a current University of Westminster student, meaning the project team were also contributing to the research as both participants and researchers. Focus was on *experience of engagement with the guide*. Therefore devising research collection techniques was completed before students were trained in UX data analysis and collation.

The methods chosen are listed below:

- **Letters to the Time Management Guide** – this is a UX data collection technique of anthropomorphism – letters were written to the guide as if the guide was an old friend. (*Three students within the project group*). (Gurung, 2024, fig. 2), (Madani, 2024, fig. 1), (Opoku, 2024, fig. 3).
- **Collage Session** with project student members. This is a common UX technique that uses non-verbal communication to convey experience. (*Two students within the project group*). (Gurung, 2024, fig. 4), (Opoku, 2024, fig. 5).
- **Surveys** – project student members devised individual survey questions and took this out to the student body. *One student created a survey form and shared amongst their peers in class.* (Madani, 2024). (*Two students shared the same WhatsApp group and shared questions in the chat*). (Gurung and Opoku, 2024).

These were chosen through discussion within the project team and agreed upon actions were delivered for each team member to complete.

## Phase II: Data Collation and Report Writing

One final meeting was held to collate findings and discuss the project student's experiences of their engagement with the guide and time management and their findings from the survey results. The survey result data, along with the letters and collages were collated and time was spent in the group identifying themes and patterns, discussed in the next section.

## 4. Results

Each technique produced data from the students experience of time management in general and the time management guide. One interesting pattern that emerged from all three techniques is that students were unengaged even when requested to deliver feedback about the guide directly. This was noted by the project group and informed the delivery of three techniques when collecting data.

It was also noted that that it was successful to have students talk about the broader concept of time and how they related this to their own time management. We used this insight to inform both

data collection and used this as a comparative tool (how do you manage your own time and how would you use the Libguide to help you do so)?

Themes were identified within the results of each research technique and then brought to the project team to discuss and analyse emerging patterns through comparison of the themes. The themes for each collection technique and the patterns from comparative analysis are listed below.

## Letters to the Time Management Guide

Out of the three student project team members, all three students completed a letter to the time management guide, writing as if it were an old friend. These letters were then taken to the whole team and discussed.

The letters were analysed and colours attached to different themes with the goal of understanding the experience of engagement to the guide.

**Yellow:** practical help (practical steps to utilise)

**Green:** emotional help (supporting emotional states)

**Pink:** seeking help (looking for any kind of help – not specified)

**Blue:** struggle/issue (stating an issue/challenge).

### Letter 1:

Dear missing friend,

Hope this email finds you whatever you are!

It had been a long time no seen since we met before my trip to the UK, and I remembered that day you told me that you are the most valuable friend in my life, and I am the only one who would determine how **true and serious our friendship would be in the UK**.

That day, I didn't take it seriously and had instead **been challenging myself to prove the opposite**, looking for new friends to fill in your absence. Yes! I was lucky to meet many friends and share happy moments of my life with them; however, I must admit that **your absence was quickly noticeable** since most of them were fair-weather friends.

When I was **struggling with my new duties**, none of my new friends was of **good help**, and wished that you were here to **comfort me and guide** me through the **overwhelming obstacles**. In my home country, we used to always be together as close friends. I miss you!

I hope this letter will **reach you and bring you back to me** because now I am sure that you are a precious and vital friend to me.

Your childhood friend,

Manel.

Figure 1: Letter from a student as co-creator student to the time management guide- 'dear missing friend'. Author Manel Madani



## Letter 2:

Dear Time Management Guide,

I trust this letter finds you well amidst the ever-flowing currents of time. As I navigate the intricacies of my daily life, I find myself at a juncture where I am earnestly seeking your counsel, insights, and wisdom to enhance my grasp over the elusive commodity you so diligently govern.

Firstly, I appreciate your constant presence, nudging me towards structure and efficiency. I recognise the importance of your role in orchestrating the symphony of my days, and I am writing to you with a genuine desire to refine our collaboration.

Managing priorities, deadlines, and various tasks can be challenging. There have been times when I struggled to utilise your guidance effectively. Therefore, I request your assistance, and I am committed to improving my skills with your help.

I am eager to learn from your vast knowledge and experience. Do you recommend specific methodologies, tools, or routines for better time management? How can I better align my goals with the ticking clock to achieve a more balanced and productive existence?

I am open to embracing change and adopting new strategies that align with your principles. Whether it involves setting realistic goals, breaking tasks into manageable chunks, or mastering the art of prioritisation, I am ready to learn from you.

As my trusted time management guide, your role is of utmost importance in helping me navigate the intricacies of modern life. Your guidance is invaluable in unlocking new productivity, creativity, and fulfilment levels. We can craft a narrative of success within the constraints of time.

I am looking forward to your valuable insights and grateful for the chance to begin this growth journey with your guidance.

With gratitude,  
Khim|

Figure 2: Letter from a student as co-creator student to the time management guide- 'time management guide'.  
Author: Khimkala Gurung

Dear Time Management Guide,

I hope you're doing well, and this letter locates you wherever you may be. First, I thank GOD almighty for utilizing you effectively to always remind me to carpe diem. You're always there, in the shadows, in the air, and in the very atmosphere. You're a constant reminder of my mortality and the limited time I have on this planet, therefore you remind me that I should use the time that I have been allotted efficiently and wisely. I do not desire more time, but rather I desire to utilize the time I have more effectively, and your ubiquitous nature is a constant reminder of the need to improve my time management.

As I embark upon this exciting project, I crave the profundities that you have to offer, and I know I will eagerly receive them with open hands because you do not wait for anyone. The profundity of data collection, methodology, and tools I will eagerly receive and seek so that I and others may acknowledge their finiteness and employ the limited time they have been given to work hard.

Yours sincerely,

Godfred

---

Figure 3: Letter from a student as co-creator student to the time management guide- 'dear time management guide'.  
Author: Godfred Opoku





## Feedback on personal collage from students – notes from conversation after session.

**Collage 1:** Balance – feels good when time is managed. Feels overwhelmed and stressed when not.

**Collage 2:** How time is important to them on the top. How lack of time stresses them when not managed. Makes them feel sick with worry when not.

Notes on tagging – collages focus on non-verbal, so feeling/emotions are conveyed this way. Tagging is building on the previous tags letters

The collages clearly conveyed how the student felt when time is perceived as being managed effectively (the top of the hourglass) and how they feel when not managed effectively (bottom of the hourglass). Quotes were used to express states of mind, as were emojis and depictions of people in either happy or stressed states. Therefore, the conclusion can be reached that your ability (or perception of ) effective time management affects your emotional state.

Practical : 2

Emotional : 2

Seeking help: 0

Issue/struggle: 3

### Survey:

Students spent May 2024 devising a survey, distributing and collecting answers.

#### Survey 1:

Author: Manel Madani

This survey was a formal survey with 5 questions where 7 survey respondents answered the same questions. Opportunities to elaborate and explain engagement and experience were present. Some demographics were collected to ensure a diverse range of participants, but all answers are anonymized.

### Questions:

1. Do you have some skills related to time management
2. If the answer to Q1 was yes, please give an example of time management skills (In studies or work)

3. If the answer to Q1 was no, please explain why
4. During your studies at the University of Westminster, have you heard about the library's different tips and guides to help you manage your time? Here is the link:  
<https://libguides.westminster.ac.uk/time-management>
5. If the answer to Q4 was yes, which tip (s) or guide (s) have you used?

## Answers:

### Survey 1:

Studying: marketing

1. Yes
2. I stay flexible, but most, time boxing helps me
3. Not answered by participant
4. N/A
5. N/A

### Survey 2:

1. Yes
2. In my studies, I use a weekly planner to organize my schedule. I allocate specific times for attending lectures, laboratory work, studying, and completing assignments. For instance, I schedule my Thursday mornings for a three-hour lab, followed by an hour of reviewing lab notes and a one-hour break. In the afternoons, I have a two-hour block dedicated to reading research papers and preparing for upcoming seminars.
3. Not applicable.
4. Yes
5. I have utilized several tips and guides from the library, including the Pomodoro technique to enhance my focus during intensive study sessions and the Eisenhower matrix to prioritize my tasks effectively. I also use the library's time management templates to create weekly study schedules, ensuring I balance my coursework, lab work, and personal time efficiently.

### Survey 3:

Studying: Masters in Marketing Management

1. Yes
2. My father served in the Army and taught me the importance of time and punctuality from a young age. I learned to manage my time between schoolwork, extracurricular activities, and sports as a child. I used to plan my schedule for the next day and the night before to ensure I used my time effectively. Now that I'm in university, I must balance my exams, assignments, part-time jobs, social life, and sports. I scheduled my week in advance to ensure I used my time wisely and didn't miss anything important. To be good at time management, it's important to avoid procrastination, as it can hinder productivity and prevent you from completing tasks on time
3. N/A
4. No

5. Not answered by participant.

#### **Survey 4:**

Studying: Biomedical Science level 5

1. Yes
2. Planning time to attend lectures and seminars as per timetable. Setting goals and achieving it to ensure assignments completed and submitted on time. Prioritising time between family, work and study dependent on urgency of commitments
3. N/A
4. No
5. No
6. Not answered by participant.

#### **Survey 5:**

Studying: Biomedical Science (Medical Microbiology)

1. Yes
2. I am able to use time management when I have a deadline for an assessments by ensure that I start on time and dedicate more than enough time to do it so as to allow time before the submission deadline in case of any adjustment.
3. N/A
4. No
5. Not answered by participant

#### **Survey 6:**

Studying: Biomedical Sciences (Medical Microbiology) MSc

1. No
2. N/A
3. I am slow person so I only try to works towards a certain time frame but do not have skills in time management
4. Yes
5. None

#### **Survey 7:**

Studying: MA Human Resource Management

1. Not answered by participant
2. An example of my time management skills while studying for my Human Resource Masters course is creating a detailed study schedule. I allocate specific time blocks each day for different subjects, readings, and assignments. I use tools like calendars and apps to set reminders for deadlines and

exam dates. By regularly reviewing and adjusting my schedule, I ensure that I stay on top of my workload and have ample time for revision and rest.

3. Not answered by participant
4. Not answered by participant
5. No I didn't use them because I didn't need to

Taking cue from the themes identified in the letter guide, the following key was used for analysis, plus some extra categories:

Action 20

Feeling 0

Issue challenge 1

Can manage time (self identified) 5

Aware of guide? 2

Used guide? 1

Notes on the tally:

- Most of the tallies are for actions – to engage with time management effectively is to take action. This is expected in an open ended question survey and may be an indication of how students approach their time management
- Six participants self identified as able to manage their time effectively, one didn't self identify as being able to manage their time,
- Of the participants who self identified as able to manage their time effectively, only one participant had used the guide. Of the participant who didn't, they were aware of the guide, but not elaborated on their engagement (if any).
- The one participant who self identified as able to manage their time effectively and was aware of the guide was able to describe how they had engaged with the guide.
- From these results, the students are able to manage their time effectively through taking actions, and have not sought out help in the form of the time management guide.

## Survey 2:

Authors: Khimkala Gurung and Godfred Opoku

Result report for the co-creator team project

A survey consisting of multiple-choice questions was administered to gather feedback from students across various year groups in the biomedical science program. This feedback was intended to gauge the opinions and perspectives of students at different stages of their academic journey within the program.

How Good Is Your Time Management?

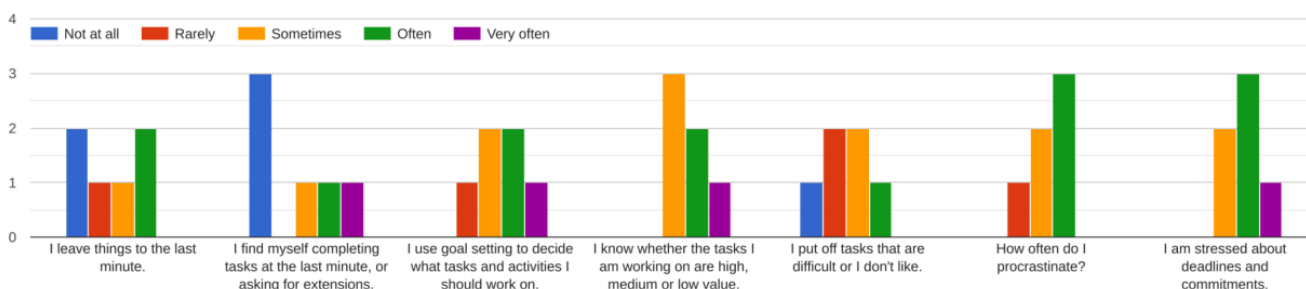


Figure 6: Bar chart results from multiple choice questions- question 1, survey 2. Author: Khimkala Gurung

- 6 questions are designed around student actions/inaction towards time management. One question involves feelings around time management.
- The highest answers were around stress, procrastination, and leaving things until the last minute and knowing the value of tasks.
- Overall, the answers offer a good gauge of subjective experiences of groups of students in this cohort, with mostly a lack in terms of action around time management (procrastination/stress/extensions/last minute).
- The data does not convey any link between procrastinating/stress/last minute and goal setting – i.e. are goals set despite the lack of time management.



Does anyone know if the university offers a guide for time management to help students manage their time effectively? Has anyone used this resource before and is it helpful?

7 responses

result of people who knows about time management guidelines

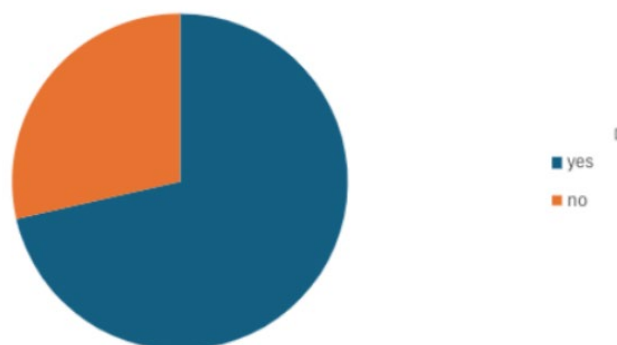


Figure 7: Pie chart results from open ended question – question 2, survey 2. Author: Khimkala Gurung

This was also passed on to the biomedical various year groups student cohort to answer. 7 students answered – 5 no/2 yes.

Clear results show that of the seven students that answered, most of the students were not aware of the libraries time management guide and have not used it.

How can the university assist you in improving time management skills?

Question 3, Survey 2 – Authors: Khimka Gurung and Godfred Opoku

7 responses

- Free planners and how to help manage time
- Free planners
- I'm doing well with managing my time, however mental health can be a struggle sometimes
- More sessions provide us a table or planners
- The university could give the fellow university students time management classes and sessions to practice their time management skills, as well as having the chance to ask questions about time management. Maybe even have workshops? to improve time management in different settings, such as exams?
- Having classes or workshops where we are taught methods of improving our time management
- Providing tips on time management

## Tally:

Feeling 1

Promotional material 3

Workshops/sessions 5

Offer advice/tips/questions 2

## Notes on the results:

- 7 students were questioned around their engagement towards time management and the time management guide,. 4 students answered the multiple choice questions, 7 students answered the question around awareness of the time management guide and tips on how the university can assist in improving time management skills. These were offered to many students, and was anonymous, so it is not known whether the same students answered each section or not.
- Questions covered a range of approaches to time management from action to inaction as well as feelings and attitudes towards their time management actions/inactions.
- Not all students answered all of the questions
- The colour tagging was adapted from the first survey is applied to the tips section of the second survey; action was broken down into more specific action, feeling remains.
- Workshops and promotional material were the highest, with workshops (interactive and live support) being top.
- Feeling/emotional state was not as highly linked in the tips part of the survey but was represented in the multiple choice part of the survey, with inaction/procrastination/stress about commitments scoring quite high on the bar chart.

## **Round table discussion:**

The project team met to discuss the findings of the three techniques used at the end of the project in June. The discussion started with a collation and analysis of the data through conversation and the rest of the time was a round table discussion of the three student project members on their thoughts and experiences of the time management guide. These thoughts were compiled then compared with the findings from the results of the three UX techniques employed.

The following points and themes around the guide were identified during the group discussion:

### Lack of Awareness

- Many students were unaware the guide existed
- Limited promotion through standard communication channels

- No connection to employability/career emails
- Unsure of how the guide would be useful
- Lack of promotion identified
- Lack of interaction and engagement with the guide.
- Lack of awareness around time management support offered by the library service
- Lack of awareness around specific techniques that exist
- Questions about the necessity of the guide, given the lack of awareness
- Existing practices students have may already cover time management.

### Content and Format Issues

- Guide perceived as too text-heavy
- Lack of specific, actionable techniques
- Static content not engaging for students
- Absence of interactive elements
- Perception of the guide as too wordy and static

### Competing Resources

- Students more likely to use YouTube for time management advice
- Perception that external resources are more accessible and engaging and interactive

The points have been tagged according to the following colours:

Awareness/promotion 5

Format 2

Interactive 5

Use/usefulness 5

### Patterns Identified

1. **Limited engagement:** *Few students could speak about specific techniques from the guide.*
2. **Relevance concerns:** *Some questioned the necessity of the guide, wondering if they were already practicing time management effectively.*
3. **Marketing issues:** *There was a notable lack of promotion and advertising for the guide.*
4. **Content presentation:** *The guide was perceived as too wordy and not interactive enough.*
5. **Integration with other services:** *Students noted a lack of connection between the guide and employability/career resources.*
6. **Preference for alternative resources:** *Many students found it easier to use YouTube for time management advice.*

## 5. Discussion

UX research data is dealing with the subjective nature of experience. (Vermeeren, A. P. O. S, & Vaananen, K., 2013) It is qualitative data and it can be difficult as there is often room for interpretation when analysing the results. One way of dealing with this is the use of triangulation, in other words, using 'multiple sources of data or multiple approaches to analyzing data.'. (Whitenton, 2021). This has been attempted in this project, by choosing techniques that have tried to source different types of data (collages=non verbal, surveys (including different survey questions)=yes/no and open ended questions, letters=delivers clues to key issues). Therefore the themes identified may seem disparate on the surface, but UX is about pattern finding; where are the patterns starting to emerge?

Patterns start to form when looking at the results. There is a correlation between students taking action in their time management (highest tally in the collage, letters and survey) which corresponds to the tallies in the round table of the lack of interactiveness, awareness and usefulness of the guide as a support tool. Students are already taking actions, so the question them becomes how can this guide support what students are already doing? By aiming to triangulate the data collected, it has been useful to compare student experiences of what they are already doing, where their gaps lie and how the guide can aim to support the gaps, instead of offering a blanket amount of generalised information. The data clearly shows that few students are aware of the guide, and it can be extrapolated that this is because they don't see a need for the guide as they are already managing their time in a way that makes sense to them.

A disadvantage was we had three students, (the co-authors of this paper) and team members, who were both researchers and participants at different times of the project, therefore the element of bias was of significant measure. (Purdy, C, 2021). The three members were participants in the letter writing and collage techniques and were researchers executing techniques to other students with surveys. As we are collecting experiences, it is applicable to collect data from the researchers themselves, and the researchers need to be aware of how this might affect their own data collection. The use of open ended questions in the survey offers the opportunity for student participants to offer their full range of experience to the research.

The second disadvantage of the project was the small sample sizes of the university of Westminster students; whilst both surveys had 7 respondents giving equal measure to the replies, the 7 respondents weren't the same respondents for both surveys and therefore alters the comparative nature of the results somewhat. Would the same 7 students for both surveys have given slightly different experiences for the different questions offered? However, we had a total of 14 respondents, which means that we were able to gather a more diverse range of experiences for comparison. The larger the sample study, the more diversity of experiences. Including the project members, we had 17 student experiences gathered in total.

## 6. Conclusion and Recommendations

Based on the comparison of the patterns identified from the research gathered and the discussion and analysis of the experiences and data by the student project members, the following recommendations to improve engagement of the time management guide have been put forward by the project group. The recommendations are loosely based under headings, however recommendations do fall under multiple categories.

### Promotion

- **Visibility Campaigns:** Distribute physical posters, stickers, and postcards around campus.
- Boost visibility using diverse ephemeral promotional materials.
- Distribute postcards with time management tips
- **Digital Promotions:** Use interactive elements like QR codes linking to videos or quick tips
- QR code to short videos of students talking about their experiences with time management
- **Social Media:** Use platforms to engage students and promote time management tips. Use social media to post short videos of students talking about their experiences with time management
- Increase social media presence

### Interactivity

- **Workshops:** Students suggested monthly sessions in the library. Students expressed an interest for hands-on learning
- Create social media polls
- Use interactive elements like QR codes linking to videos or quick tips.
- Students expressed a desire for Interactive Learning
- Some form of interactive learning on the guide – quizzes, videos, links
- Develop mixed multimedia content for the guide, promotions and social media
- Create interactive online modules

### Update Content and Format

- Redesign and simplify the layout to be more visually appealing; reduce text and incorporate more images, videos, personal experiences and interactive elements
- Students expressed a preference for short videos and personal experiences over text and instruction. Use personal stories and experiences to make the guide more relatable. Include personal examples and experiences from students, preferably in video format
- Develop multimedia and interactive content for the guide

### Motivational Factors

- Implement monthly library sessions on time management techniques



- Produce short videos featuring how student use time management techniques
- Produce short videos featuring former student experiences and techniques and how they use it in their career now
- Personal vidoes/examples of how people are using the techniques in their careers
- Create interactive online modules
- Potential link to employability points could increase engagement. Offer employability points for completing time management tasks
- Integrate with employability resources: Connect the guide with career development materials

### Competing Resources

- Students more likely to use Youtube for time manement so benchmark and research most popular guides and videos with more visual content on the guide
- Perception that external sources are more accessible and engaging
- Conduct periodic surveys to gather student feedback
- Continuously refine the guide based on user input and feedback
- 

Students feedback from the roundtable discussion focused on **hearing other students experiences**, more **visual (especially videos)** and less text, more **interactivity** within the guide, **workshops** around the guide and more **visual promotion**

## 7. Dissemination

An understanding of the key points of what students desire and expect when the library service is engaging with the student body has been the aim of this project. Gathering and disemminating student expereinces around a lack of engagement with the time management guide has uncovered some invaluable conclusions and recommendations on how to create and deliver information to the student body in a way that addresses how students both perceive and desire to experience resources and support.

Therefore the project team recommends the report be shared with the library team. Specifically, those who create library guides (libguides) as a means of understanding what fosters engagement from a student perspective.

The report can also be shared with the library manangement team as it demonstrates points that can be applied to all areas of engaging the student population (such as the desire for interactive resources, links to employability and careers, the perceived usefulness of a resource and ideas for promotion and awareness).

## 8. Research Team Reflection

This UX research guided project yielded both valuable insights and methodological challenges. The use of UX research design provided a multi-faceted research approach to data collection, ensuring a revealing analysis of student experience and an opportunity for students as co-creators to gain invaluable project and research experience. This dual role of students as both researchers and participant contributed unique insights into the research data and enhanced the depth of understanding and analysis of the qualitative data.

There were several limitations during the research process however. The most significant limitation was the limited sample sizes, which may impact the transferability of the findings, although many valid recommendations were extrapolated from the data of subjective experiences. Additionally, the dual role of student researchers as participants introduced the possibility of potential bias. Awareness of this point was apparent throughout the research project and therefore focus was on subjective experience data collection as the sole source of research material, and therefore no quantitative data was used in this project.

To address these issues if further research is to take place, a project team independent of the participants could focus on gathering quantitative data sets could be implemented to produce a piece of work to corroborate and support the qualitative findings of this research project, thereby eliminating any risk of potential bias. Finally, data collection could be expanded to include a wider range of students to increase the sample size and diversity of responses.

In conclusion, a large amount of valuable information and insight around student's experiences of engagement with the library's time management guide were collected and analysed. Any further research with quantitative data and a larger sample size of participants would be beneficial in order to enhance the validity and applicability of the findings.

## **References**

Andersen, A. (2021). UX Techniques Training Session. Students As Co-Creators. Available at <https://universityofwestminster.sharepoint.com/:p:/s/00001/Eclpgox5DRtEt9ZfDF1x9NwBizXu83Q0U-VU-XTIxtbNXQ?e=piOy9y> Accessed 30<sup>th</sup> June 2024.

Gurung, K and Opoku, G. (2024). Survey 2. *Just In Time*. Students as Co-Creators Programme UX research report.

Madani, M. (2024). Survey 1. . *Just In Time*. Students as Co-Creators Programme UX research report.

Vermeeren, A. P. O. S, and Vaananen, K. (2013). Design-inclusive UX research: design as a part of doing user experience research. *Behaviour & Information Technology*, 35(1), 21–37. <https://doi.org/10.1080/0144929X.2015.1081292>

Whitenton, 2021. *Triangulation: Get Better Research Results by Using Multiple UX Methods*. Available at <https://www.nngroup.com/articles/triangulation-better-research-results-using-multiple-ux-methods/> (Accessed 2<sup>nd</sup> July 2021).

## **List of Figures**

Figure 1: Letter from a student as co-creator student to the time management guide- '*dear missing friend*'. Author Manel Madani

Figure 2: Letter from a student as co-creator student to the time management guide- '*time management guide*'. Author: Khimkala Gurung

Figure 3: Letter from a student as co-creator student to the time management guide- '*dear time management guide*'. Author: Godfred Opoku

Figure 4: Collage from project student. Author: Khimkala Gurung

Figure 5: Collage from project student. Author: Godfred Opoku

Figure 6: Bar chart results from multiple choice questions- question 1, survey 2. Author: Khimkala Gurung

Figure 7: Pie chart results from open ended question – question 2, survey 2. Author: Khimkala Gurung