Extending the TAM2 Model: Card Swiping and Academic Librarians

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Card Swiping at UNT

Career Center
Dining
Rec Center
Library
Housing
Advising

I’ll be the first to admit, the results of your autopsy were very surprising.
Card Swiping at the UNT Libraries

- What do we swipe?

<table>
<thead>
<tr>
<th>Parent</th>
<th>“Kids” (Event Names)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INS</td>
<td>PS_LRS_15FA_CHEM2900</td>
<td>Instruction in CHEM 2900 during Fall 2015 semester</td>
</tr>
<tr>
<td>PRO</td>
<td>PS_LRS_150718_DISSBOOT</td>
<td>Dissertation Boot Camp offered July 18-21</td>
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<tr>
<td>WOR</td>
<td>FS_FAC_16SU_FACTORY</td>
<td>Workshops in The Factory during Summer 2016 semester</td>
</tr>
<tr>
<td>REF</td>
<td>SL_MUS_15FA_REFAPPT</td>
<td>Reference by apt. during Fall 2015 semester in Music Library</td>
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<tr>
<td>EMB</td>
<td>PS_ACC_15FA_TAMS</td>
<td>TAMS “Librarian on Location” during Fall 2015 semester</td>
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</tbody>
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- What do we see?

- How’d we get there?

- Why do it at all?
Incorporating the TAM2...

- What factors impact librarian adoption of card swiping?
- What factors impact librarian compliance with card swiping “mandate”?
- How do the before-implementation attitudes of librarians compare to their post-implementation attitudes?
- Is the TAM2 Model useful in explaining technology acceptance when technology is not directly job related?
Figure 1. Extensions and Modifications of the Technology Acceptance Model (TAM). Adapted from “Technology acceptance model: a literature review from 1986 to 2013,” by N. Marangunic & A. Granic, 2015, Universal Access in the Information Society, 14, 81-95. doi: 10.1007/s10209-014-0348-1
The Technology Acceptance Model 2 (TAM2)

Subjective Norm → Image → Perceived Usefulness → Intention to Use → Usage Behavior

Experience → Voluntariness

Job Relevance

Output Quality

Result Demonstrability

Perceived Ease of Use

Figure 2. The Technology Acceptance Model 2 (TAM2). From “A theoretical extension of the Technology Acceptance Model: Four longitudinal field studies,” by V. Venkatesh & F.D. Davis, 2000, Management Science, 46, 186-204. Available from http://www.vdenkatesh.com/it/organizations/Theoretical_Models.asp
Our Model and Constructs

Social Influence
- Image
  - Library
  - University

External Variables
- Experience
  - Own
  - Others
- Perceived Support
- Privacy
- Demographics

Cognitive Instrumental
- Relevance
  - Job Library
  - University
- Result Demonstrability
  - Perceived Benefits
  - Perceived Change
Research so far...

Survey 1

Survey 2

Partial data
Partial Data = Partial Analysis

- Survey 1 – September 2015
- Survey 2 – November 2015
- Changes between the two
Current Issues & Persistence

- Change in infrastructure
  - Reevaluate data set-up
  - Training update
  - Change in attitude

- Keep at it?
  - Reevaluate data set-up
  - TAM constructs have value

<table>
<thead>
<tr>
<th>EVENT TYPES</th>
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<tbody>
<tr>
<td>• Academic Support</td>
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<tr>
<td>• Campus Pride and Affinity</td>
</tr>
<tr>
<td>• Civility and Responsibility</td>
</tr>
<tr>
<td>• Co-Curricular Involvement</td>
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<tr>
<td>• Community Service/Engagement</td>
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<tr>
<td>• Critical Thinking</td>
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<tr>
<td>• Diversity and Inclusion</td>
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<tr>
<td>• Interpersonal Relationships</td>
</tr>
<tr>
<td>• Leadership Development</td>
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<tr>
<td>• Personal Wellbeing</td>
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<tr>
<td>• Professional Dev (Fac/Staff Only)</td>
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<tr>
<td>• Scholarly Enrichment</td>
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<tr>
<td>• Spirituality</td>
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<tr>
<td>• Student Finances</td>
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<td>• Sustainability</td>
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<td>• Work and Career</td>
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References


References


