

Appendices

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Appendix A

Supplementary Tables (Literature Review)

| TABLE A1: EFFICACY v. ENGAGEMENT KEY DATA FROM THE 2005 HOME OFFICE CITIZENSHIP SURVEY | | | |
|--|----------|--------------|---------------|
| Efficacy = "can influence local decisions" | | | |
| | ACTIVISM | CONSULTATION | PARTICIPATION |
| Levels of efficacy amongst those who have engaged in... | 57% | 49% | 44% |
| Levels of efficacy amongst those who have not engaged in... | 37% | 36% | 35% |

| TABLE A2: TRUST v. EFFICACY KEY DATA FROM THE 2005 HOME OFFICE CITIZENSHIP SURVEY | | |
|--|------------|---------------|
| | PARLIAMENT | LOCAL COUNCIL |
| Levels of trust amongst those who believe that they can influence decisions | 56% | 70% |
| Levels of trust amongst those who believe that they cannot influence decisions | 31% | 48% |

| TABLE A3: TRUST v. ENGAGEMENT KEY DATA FROM THE 2005 HOME OFFICE CITIZENSHIP SURVEY | | |
|--|------------|---------------|
| | PARLIAMENT | LOCAL COUNCIL |
| Levels of trust amongst those who have undertaken civic participation activities | 34% | 54% |
| Levels of trust amongst those who have not undertaken civic participation activities | 39% | 59% |

| TABLE A4: SATISFACTION v. ENGAGEMENT | | |
|---|--------------|---------------|
| KEY DATA FROM THE 2005 HOME OFFICE CITIZENSHIP SURVEY | | |
| Satisfaction = "satisfied with local services" | | |
| | CONSULTATION | PARTICIPATION |
| Levels of satisfaction amongst those who have engaged in... | 63% | 58% |
| Levels of satisfaction amongst those who have not engaged in... | 68% | 68% |

Tables A1 to A4

Compiled by the author with data from the Home Office 2005 Citizenship Survey (Department for Communities and Local Government 2006)

Core sample: 9,691 people aged over 16 in England and Wales; random, representative all correlations shown are statistically significant

| TABLE A5: TURNOUT IN RECENT UK ELECTIONS | | |
|---|-------|--------------------------------------|
| 2001 General Election | 59.4% | Lowest since 1918 |
| 2001 General Election (18-24 year old group) | 39% | |
| 2002 English local elections | 32.8% | |
| 2003 Scottish Parliament election | 49.4% | -10% from 1999 |
| 2003 Welsh Assembly election | 38.2% | -8% from 1999 |
| 2004 European Parliamentary Elections | 38.5% | One of the lowest turnouts in the EU |
| 2005 General Election | 61.4% | Marginally higher than 2001 |
| 2006 English local elections | 36.5% | Small improvement since 2002 |
| <i>(% of registered voters)</i> | | |
| <i>Compiled by the author with data from the Electoral Commission</i> | | |

| TABLE A6: INTEREST IN POLITICS | |
|--|-----|
| KEY DATA FROM THE IPSOS MORI 2006 POLITICAL ENGAGEMENT POLL | |
| Very or fairly interested in... | |
| ...Politics | 54% |
| ...Local issues | 79% |
| ...National issues | 75% |
| ...International issues | 70% |
| Know a great deal / fair amount about politics | 49% |
| Can correctly name their MP | 44% |
| Claim not to have discussed political issues in the last two-three years | 60% |
| Have not discussed any of the local, national, international issues listed | 6% |

| TABLE A7: CIVIC ATTITUDES | | |
|---|-----|---|
| KEY DATA FROM THE IPSOS MORI 2006 POLITICAL ENGAGEMENT POLL | | |
| Have engaged in at least 3 civic activities | 14% | Include signing petitions, contacting MP, writing letters |
| Would be absolutely certain to vote | 55% | [11%: would be certain not to vote] |
| Satisfied with Parliament | 35% | |
| Satisfied with own MP | 41% | |
| Think current system of governing works well | 33% | [61%: needs a lot / great deal of improvement] |
| Trust politicians | 27% | [71%: do not trust much / at all] |
| Think that 'getting involved works' | 33% | |

TABLE A8: YOUNG PEOPLE'S (18-24) CIVIC ENGAGEMENT
 KEY DATA FROM THE IPSOS MORI 2006 POLITICAL ENGAGEMENT POLL

| | | 18-24 | Comparison |
|----------------------------------|---|-------|------------------------|
| INTEREST AND KNOWLEDGE | Interested in politics | 41% | 59% for those aged 55+ |
| | Politically knowledgeable (scored 4+ correct in the political quiz) | 67% | 88% for those aged 55+ |
| | Claim to know a great deal / fair amount about politics | 23% | 38% nationally |
| | Discussed political issues / news | 27% | 43% for those aged 55+ |
| | | | |
| ACTIVE ENGAGEMENT | Propensity to vote | 24% | 69% for those aged 55+ |
| | Engaged in 3+ political activities | 8%* | 19% for those aged 45+ |
| | Contacted elected representatives | 5% | 21% for those aged 55+ |
| | Donated money to a cause | 23% | 34% for 25-34 |
| EFFICACY AND SATISFACTION | Believe that getting involved works | 20% | 27% for those aged 55+ |
| | Want to say in how the country is run | 58% | 74% for 45-54 |
| | Feel they have a say | 27% | |
| | Dissatisfaction with the system | 52% | 65% for those aged 55+ |
| * 18-to-35 | | | |

Tables A6 to A8

*Compiled by the author with data from the Electoral Commission (Audit of Political Engagement 4, 2007) based on the November 2006 IPSOS Mori Political Engagement Poll
 Representative sample of 1,490 adults (18+), UK-wide*

TABLE A9: YOUNG PEOPLE'S (11-15) CIVIC ENGAGEMENT
KEY DATA FROM THE 2003 CITIZENSHIP SURVEY

| | | |
|--------------------------|--|-----|
| EFFICACY | Feel they can influence decisions within... | |
| | ...the family | 92% |
| | ...the school | 64% |
| | ...the local area | 33% |
| | ...Britain | 15% |
| | | |
| ACTIVE ENGAGEMENT | Have given help in the home / to relatives | 90% |
| | Have given help to a group, club or organisation | 63% |
| | Have engaged in civic activities | 49% |
| | | |
| CIVIC ATTITUDES | Interested in current affairs | 67% |
| | Prepared to engage in voting | 69% |
| | There should be a way to give young people voice | 81% |
| | | |
| TRUST | ...the police | 86% |
| | ...teachers | 81% |
| | ...politicians | 39% |
| | ...newspapers | 24% |

*Compiled by the author with data from the Home Office 2003 Citizenship Survey
[Children's and Young People's Boosts]
Sample: 1,666 young people aged 11-to-15 years old, England and Wales, representative*

TABLE A10: INTERNET ACCESS IN THE UK
KEY DATA FROM THE 2007 OXFORD INTERNET SURVEY (OxIS 2007)

| | | | |
|-------------------------------------|--|-----|---|
| ACCESS | Users | 67% | Up from 60% in 2005 86% (18-24) 90% (14-18) |
| | Ex-users (drop-offs) | 5% | Likely to be: - older/retired - low SES (income/education) - disabled - lacking in core IT skills |
| | Non-users (never accessed) | 28% | |
| ACCESS POINTS | Access net at home | 94% | Considered important for the development of internet literacy |
| | At work | 34% | Varied access = broader use of the Internet as different contexts stimulate different uses. |
| | At another person's home | 30% | |
| | At school / university | 16% | |
| | Public library | 12% | Limited access points = can lead to digital disengagement. |
| | Internet café | 9% | |
| INTEGRATION IN EVERYDAY LIFE | Households using broadband | 85% | |
| | Internet users using a p.c. daily | 73% | |
| | WiFi | 29% | Up from 1% in 2003 |
| | Internet important to everyday life | 70% | |
| | Losing access would be a problem to everyday life | 64% | 82% of students |
| | Good/excellent internet efficacy (self-rated ability to use the net) | 62% | 86% of students |
| | Multitasking | 63% | 81% of students |

Compiled by the author with data from the 2007 Oxford Internet Survey (OxIS) Multi-stage national probability sample of 2,350 respondents, aged 14+, UK-wide

TABLE A11: INTERNET USES IN THE UK (INFORMATION, CIVIC, NEWS)
KEY DATA FROM THE 2007 OXFORD INTERNET SURVEY (OxIS)

| | | | |
|-----------------------------------|--|-----|---------------------|
| INFORMATION & LEARNING | Internet first choice for learning (includes fact-finding, definitions, personal interest) | 72% | 84% of students |
| | Depend on search engines for their search | 57% | Up from 19% in 2005 |
| CIVIC ACTIVITIES | Signed an online petition | 7% | 5% of students |
| | Deliberately bought certain products | 2% | |
| | Contacted a politician / party | 2% | |
| | Donated money to a cause | 1% | |
| | Joined a civic organisation | 1% | |
| | Had contact with (e)government | 46% | |
| NEWS AND MEDIA CONSUMPTION | Spend less time watching TV | 26% | |
| | Spend less time reading books | 17% | |
| | Spend less time reading newspapers | 15% | |
| | Read online newspapers | 30% | 20% of students |
| | Read online-only newspapers | 15% | |

*Compiled by the author with data from the 2007 Oxford Internet Survey (OxIS)
Multi-stage national probability sample of 2,350 respondents, aged 14+, UK-wide*

TABLE A12: INTERNET USES IN THE UK (INTERACTION, CREATION, COMMERCE)
KEY DATA FROM THE 2007 OXFORD INTERNET SURVEY (OxIS)

| | | | |
|--------------------------------------|------------------------------------|-----|-----------------|
| COMMUNICATION AND INTERACTION | Have email | 93% | |
| | Use Instant Messaging | 60% | |
| | Use chatrooms | 29% | |
| | Have made online friends | 23% | 35% of students |
| | Make/receive phonecalls | 20% | |
| CONTENT CREATION | Have posted pictures/photos | 28% | 46% of students |
| | Have used mail distribution list | 19% | |
| | Have created SNS* profile | 17% | 42% of students |
| | Have posted on message boards | 16% | 43% of students |
| | Set up a website | 16% | |
| | Maintain a personal site | 15% | 28% of students |
| MONEY AND COMMERCE | Getting information about products | 90% | |
| | Buying a product/service | 79% | |
| | Travel reservations | 77% | |
| | Comparing products/prices | 74% | |
| | Online banking | 53% | |

*Compiled by the author with data from the 2007 Oxford Internet Survey (OxIS)
Multi-stage national probability sample of 2,350 respondents, aged 14+, UK-wide*

**SNS: Social Networking Sites, such as MySpace or Facebook.*

Appendix B

Supplementary Tables (Research Design)

| TABLE B1: OBJECTIVES, RESEARCH QUESTIONS AND CORRESPONDING DATA | | | |
|--|---|--|---|
| 1. OBJECTIVES | 2. RESEARCH QUESTIONS | 3. LINK TO LITERATURE REVIEW | 4. DATASET / VARIABLES |
| Objective 1 Investigate attitudes towards civic engagement and issues; establish motivating and de-motivating factors | Are participants apathetic towards the democratic system altogether or do they reject specific formal political processes? | Apathy or disenfranchisement?, 1.5-1.7 | Survey: v5-19, v28-30, v101 User Questionnaires: v31-33 |
| | Do participants engage with their own agendas and communities in civically oriented ways that could fall within a broader conceptualisation of the political? | New forms of civic engagement 1.6-1.7 | User Questionnaires: v34-45, v46-54 |
| | Which engagement methods do these young people prefer? How broadly do they define political participation? | New forms of civic engagement 1.6-1.7 | Survey: v5-19, v20-27 User Questionnaires: v34-45, v46-54 |
| | Are participants interested in public affairs? Which issues and policy areas are on top of their own agenda? | Issue salience, 1.8 | Survey: v31-55 |
| | Do participants recognise the links and interdependence between policy areas / issues? | Political sophistication 1.8 | Survey: v31-55 |
| | Do these young people see the impact of broader social structures and public affairs on themselves? | Political socialisation? 1.4, 1.8 | Survey: v30, v31-55, v101 |
| | How interested in, and knowledgeable about, global affairs are the young people sampled? | Political knowledge Global awareness 1.8 | Survey: v62-66 User Questionnaires: v26, v56-57 |
| | Are participants' attitudes towards democracy based on a sense of duty or on more individualistic / rational calculations? | Individualism v. collectivism, 1.7-1.8 | Survey: v29-30 User Questionnaires: v32-33 |
| | Which reasons for participating / not participating do these young people state? | Motivators and demotivators 1.4, 1.8 | User Questionnaires: v32-33 |
| | What would motivate them to become more active citizens? What would demotivate them? | Motivators and demotivators, 1.4, 1.8 | User Questionnaires: v55A/B |

| | | | |
|--|--|---|---|
| <p style="text-align: center;"><u>Objective 2</u></p> <p style="text-align: center;">Survey patterns of internet use and explore how civic attitudes translate into online civic preferences</p> | To what extent is the internet integrated in participants' everyday life? | Internet access and use 2.3-2.5 | Survey: v67-75, v81-90, v100 User Questionnaires: v6-9 |
| | What are their online routines? (favourite sites, regular activities, patterns of use) | Patterns of use 2.3-2.5 | Survey: v68-75, v81-90 User Questionnaires: v8-10, v11-30, v46-54 |
| | What are participants' main motivations for using the net and what gratifications do they get out of it? | Motivators and gratifications, 2.4 | Survey: v76-80 User Questionnaires: v11-30 |
| | What are the main concerns or problems that affect participants' internet use? | Demotivators 2.3-2.5 | Survey: v91-99 |
| | Do these young people use the internet for civic purposes? If so, in what ways and for which purposes? | Online engagement 2.5-2.6 | Survey: v81-90 User Questionnaires: v11-30, v46-54 |
| | What are participants' news consumption patterns? | News consumption 2.3-2.5 | Survey: v56-61 User Questionnaires: v9, v47-48 |
| | Are they using the net in innovative and creative ways (i.e. becoming 'producers') or are they merely using the medium in a functional, passive or habitual way? | Emerging youth cybersculture 2.5-2.6 | Survey: v81-90 User Questionnaires: v46-54 |
| | What are participants' expectations of civic websites in terms of content, design and interactivity? | Perceptions and expectations 2.6, 2.8 | User Questionnaires: v58A/B/C |
| <p style="text-align: center;"><u>Objective 3</u></p> <p style="text-align: center;">Evaluate content, design and interactivity of youth and non-governmental organisations' websites</p> | Do the sampled sites meet minimum standards of transparency, accountability, usability and clarity of purpose? | Usability and transparency, 2.7-2.8 | Coding Sheet: v33-37, v42-55, v92-95, v134-139, v151 [qual] |
| | Do the sampled sites feature an accessible and appealing design? | Accessibility, appeal and design, 2.7-2.8 | Coding Sheet: v3-6, v20-41, v151 [qual] |
| | Do the sampled sites feature useful, relevant and accessible information? | Accessibility, relevance and content, 2.7-2.8 | Coding Sheet: v56-80, v151 [qual] |
| | Do the sampled sites feature interactive and community facilities? | Interactivity and community, 2.7-2.8 | Coding Sheet: v7-10, v11-19, v140-147, v151 [qual] |

| | | | |
|--|--|--|--|
| | What promotional and participation strategies do the sampled organisations employ? | Efficacy and empowerment 2.7-2.8 | Coding Sheet: v49-55, v97-108, v109-117, v151 [qual] |
| | To what extent do the sampled sites provide users with practical tools that can engage and empower them? | Efficacy and empowerment 2.7-2.8 | Coding Sheet: v97-108, v151 [qual] |
| | Are there major differences in style, substance or mobilisation approach between top-down youth sites and NGO issue sites? | Top-down v. bottom-up 2.7-2.8 | Coding Sheet: v151 [qual] |
| | To what extent are UK civic organisations making the most of the internet's potential so as to engage with young people? | Maximising the potential 2.7-2.8 | Coding Sheet: v151 [qual] |
| <u>Objective 4</u> Analyse evaluations of sampled civic websites and compare/contrast civic motivators and de-motivators to the online civic text | How did participants evaluate the civic websites under investigation? | Understanding their needs and use patterns 2.4, 2.7-2.8 | User Questionnaires: v59-62, v64-66, v73-76 Focus Group Discussion |
| | What were the decisive factors in participants' evaluations of the sampled sites? | Understanding their needs and use patterns 2.4, 2.7-2.8 | User Questionnaires: v60-62, v74-76 Focus Group Discussion |
| | How did participants' online experience of the sampled issue sites compare to their stated expectations? | Understanding their needs and use patterns 2.4, 2.7-2.8 | User Questionnaires: v63A/B Focus Group Discussion |
| | How much attention do young people pay to civic content and in what ways would they follow it up? | Attitudes towards engagement 2.5, 2.7-2.8 | User Questionnaires: v67-72, v80-85 Focus Group Discussion |
| | What would motivate these young people to take a more active civic approach to the internet? What would demotivate them? | Motivators and demotivators 1.4, 1.8, 2.4, 2.8 | User Questionnaires: v55A/B, v58A/B/C Focus Group Discussion |
| | What are participants' attitudes towards different mobilisation strategies? | Motivators and demotivators 1.4, 1.8, 2.4, 2.7-2.8 | Focus Group Discussion |
| | Do young people consider online civic information to be credible? Under which conditions? | Trust, reputation and branding, 2.5-2.7 | Focus Group Discussion |
| | In what ways could civic organisations attract young people, such as the ones taking part, to their websites? | Routines and use patterns, motivators, 2.7-2.8 | Focus Group Discussion |
| | What would motivate participants to go back and revisit the sampled sites? What are the main things they are looking for when deciding whether to "stick" with a site? | Motivators, needs and use patterns 2.4, 2.8 | User Questionnaires: v60, v74 Focus Group Discussion |

TABLE B2: HYPERLINK NETWORK ANALYSIS
 SOFTWARE: ISSUE CRAWLER, GOV.COM, AMSTERDAM, THE NETHERLANDS

| Crawl | Network Title | Starting Points | Date | Map Settings | Key Node |
|-------|------------------------------|---|------------|--|------------------------|
| 1 | UK Youth E-Democracy [pilot] | n/a | 04/09/2005 | Cluster, Top 50, 50%, >3, Type, Inlinks | Direct.gov.uk |
| 2 | UK Citizenship [pilot] | http://www.citizen.org.uk/links.html http://www.powerinquiry.org/aboutus/links.php http://www.ukyp.org.uk/5411/index.html | 10/09/2005 | Cluster, Top 20, total, >3, Type, Inlinks | Direct.gov.uk |
| 3 | UK Global Poverty Campaign | http://www.actionaid.org.uk http://www.fairtrade.org.uk http://www.makepovertyhistory.org http://www.oxfam.org.uk http://www.uk.thebodyshop.com | 10/09/2005 | Cluster, Top 50, total, >3, Type, Inlinks | Makepovertyhistory.org |
| 4 | UK Fairtrade | http://www.fairtrade.org.uk/resources_links.htm http://www.oxfam.org.uk/what_we_do/fairtrade/ft_links.htm | 14/09/2005 | Cluster, Top 50, total, > 3, Type, Inlinks | Makepovertyhistory.org |
| 5 | UK Students | http://www.connexions.gov.uk http://www.headsup.org.uk http://www.kikass.com http://www.nusononline.co.uk http://www.thesite.org http://www.urban75.com | 22/09/2005 | Cluster, Top 50, total, >1, Type, Inlinks | Direct.gov.uk |
| 6 | UK LGBT Rights | http://www.stonewall.org.uk http://www.outrage.org.uk http://www.liberty-human-rights.org.uk http://www.petertatchell.net http://uk.gay.com http://www.womenandequalityunit.gov.uk | 17/11/2005 | Cluster, Top 100, total, > 3, Type, Centrality | Acas.org.uk |
| 7 | Organic Food and Farming UK | http://www.soilassociation.org http://www.organicfood.co.uk http://www.organicgarden.org.uk http://www.organicfarmers.org.uk http://www.thematrix.com http://www.greenpeace.org.uk | 25/02/2006 | Cluster, Top 50, total, > 3, Type, Centrality | Foe.co.uk |
| 8 | Environment (General) UK | http://www.greenpeace.org.uk http://www.foe.co.uk http://www.wwf.org.uk http://www.thematrix.com http://www.wspa.org.uk | 26/02/2006 | Cluster, total, total, > 3, type, inlinks | Defra.gov.uk |
| 9 | Climate Change UK | http://www.cat.org.uk/links/links.tmpl?subdir=links&ca=Renewable%20Energy http://www.foe.co.uk/campaigns/climate/links.html http://www.greenpeace.org.uk/contentlookup.cfm?CFID=4269483&CFTOKEN=53709762&SitekeyParam=I-L http://www.ipcc.ch/links.htm http://www.newscientist.com/guide/climate-change/weblinks | 06/03/2006 | Cluster, total, total, >1, type, centrality | Actionaid.org |

| TABLE B3: LARGE SURVEY – DATA COLLECTION SESSIONS | | | |
|---|---------------------------|-------|-------------|
| Sample: 487 Bournemouth Media School undergraduate students | | | |
| Date | Programme | Level | Respondents |
| 22/11/2004 | BAAMC, BAPR, BAIMM, BAM | 2 | 94 |
| 29/11/2004 | BACOM | 1A | 12 |
| 29/11/2004 | BACOM | 1C | 12 |
| 30/11/2004 | BACOM | 3A | 11 |
| 30/11/2004 | BACOM | 2A | 6 |
| 01/12/2004 | BAAMC, BAPR, BAIMM, BAM | 1 | 81 |
| 03/12/2004 | BACOM | 2C | 13 |
| 03/12/2004 | BACOM | 3B | 10 |
| 06/12/2004 | BATV, BAIMP & BASW | 1 | 97 |
| 06/12/2004 | BACOM | 1B | 17 |
| 06/12/2004 | BACOM | 1D | 12 |
| 07/12/2004 | BAMMJ | 2 | 46 |
| 07/12/2004 | BACOM | 2B | 8 |
| 08/12/2004 | BAMMJ | 1 | 49 |
| 02-10/12/2004 | BACOM, BAMMJ, BAAMC, BAPR | 3/4 | 11 |
| 10/12/2004 | BACOM | 2D | 8 |
| BAAMC = BA (Hons) Advertising and Marketing Communications, BAPR = BA (Hons) Public Relations BAIMM = BA (Hons) International Marketing Management, BAM = BA (Hons) Marketing BACOM = BA (Hons) Communication and Media, BATV = BA (Hons) Television Production BAIMP = BA (Hons) Interactive Media Production, BASW = BA (Hons) Scriptwriting for Film and Television BAMMJ = BA (Hons) Multi-Media Journalism | | | |

| TABLE B4: PROFILE OF SURVEY RESPONDENTS | | | | |
|---|-----------------------|-----------------|--------------|-----------|
| Sample: 487 Bournemouth Media School undergraduate students | | | | |
| Age | Mean = 19.72 | Std. dev. = 2.7 | Median = 19 | Mode = 19 |
| Gender | Female = 69.8% | | Male = 30.2% | |
| Regional Background | South (SE & SW) | | 55.8% | |
| | Greater London | | 13.8% | |
| | Midlands | | 7.2% | |
| | East Anglia | | 5.8% | |
| | North (NE & NW) | | 4.3% | |
| | Wales | | 2.9% | |
| | Scotland | | 0.6% | |
| | Northern Ireland | | 0.2% | |
| | Channel Islands | | 0.8% | |
| | Non-UK European Union | | 3.9% | |
| | Non-EU Overseas | | 4.5% | |

TABLE B5: MATRIX OF SURVEY CROSSTABULATIONS [SETS OF FACTORS / CROSSTABULATIONS]

| | F1 Active Engagement | F2 Civic Attitudes | F4 News Media Use | F5 Awareness of International News | F6 Internet Access and Uses |
|---|---------------------------------|--|---|--|---|
| F1 Active Engagement | | C1: Association between specific engagement indicators and overall disposition towards democracy and participation (efficacy) | C2: Association between specific expressions of engagement and medium/frequency of news access | C3: Association between specific expressions of engagement and global news awareness | C4: Association between specific expressions of engagement and access / uses of the internet |
| F2 Civic Attitudes | | | C5: Association between overall disposition towards democracy and news access patterns. | C6: Association between overall disposition towards democracy and global news awareness | C7: Association between overall disposition towards democracy and access/ uses of the internet |
| F4 News Media Use | | | | C8: Association between medium or frequency of news access and global news awareness | C9: Association between medium or frequency of news access and access / uses of the internet |
| F5 Awareness of International News | | | | | C10: Association between global news awareness and access/ uses of the internet |
| F6 Internet Access and Uses | | | | | |

TABLE B6: KEY OF COLOUR CODES USED FOR THE DATA INDEXING OF THE FOCUS GROUP DISCUSSION TRANSCRIPTS (APPENDIX H)

| Colour | Focus Group Discussion Theme |
|--------------|---|
| Yellow | Site content and empowerment tools |
| Magenta | Site design, navigation and page layout |
| Olive Green | Site interactivity and community-building |
| Red | Efficacy and encouragement; positive framing of issue or participation |
| Blue | Use of fear or threats; negative framing of issue or participation |
| Dark Green | Attitudes towards donations |
| Bright Green | “Getting There” and “Going Back”; attracting young people beyond their regular destinations |
| Dark Red | Trust, reliability and branding |
| Teal | Expectations and perceptions of issue sites v. actual experience |
| Cyan | Clear purpose or point of the site |
| | |

Appendix C

Main Study 1 – Large Survey Questionnaire

- SURVEY PAGE 1 -

Thank you for taking part in this survey.

Please make sure you read every question **carefully** before answering.

In multiple-choice questions please put a tick or a **cross** (X) on the slot next to your preferred answer.

This questionnaire is **anonymous** and your answers will be coded and presented in a statistical format.

Please fill in the following details

| | | |
|---|----------------|--|
| 0 | Age | |
| 1 | Gender (M/F) | |
| 2 | Course | |
| 3 | Level of study | |

Where do you come from originally? (please tick the one that is most appropriate)

| | | |
|---|---|--|
| 4 | Southeast or Southwest England (excluding London) | |
| | Greater London | |
| | The Midlands | |
| | East Anglia | |
| | Northwest or Northeast England | |
| | Wales | |
| | Scotland | |
| | Northern Ireland | |
| | Channel Islands | |
| | Non-UK European Union | |
| | Non-EU Overseas | |

| | | Yes | No | N/A |
|---|--|-----|----|-----|
| 5 | Are you <i>eligible</i> to vote in the next UK General Election? | | | |
| 6 | If yes, are you a <i>registered</i> voter? | | | |
| 7 | Did you vote in the 2001 General Election? | | | |
| 8 | Did you vote in the 2004 Local/European Elections? | | | |
| 9 | Will you vote in the next General Election? | | | |

| | | Yes | No |
|----|--|-----|----|
| 10 | Are you a registered member of a political party? | | |
| 11 | Are you a member of a student society, club, network, charity or local community group? (including sports/arts or other leisure/hobby) | | |
| 12 | Are you a member of a social movement, a trade union or an activist organisation? (e.g. Stop the War Coalition, Greenpeace etc.) | | |

| | | Yes | No |
|----|--|-----|----|
| 13 | Have you ever run for, or have been elected as, a student <u>representative</u> ? | | |
| 14 | Have you ever worked as a <u>volunteer</u> for a student society, club, network, local community or charity? | | |
| 15 | Have you ever worked as a <u>volunteer</u> for a political campaign, pressure group, cause or activist movement? | | |
| 16 | Have you ever <u>written a letter/fax</u> to an elected representative (e.g. MP, Councillor) or to an institution of government? | | |
| 17 | Have you ever <u>sent an email</u> to an elected representative (e.g. MP, Councillor) or to an institution of government? | | |
| 18 | Have you ever <u>written</u> a letter to, or an article in, a student, local or national newspaper or magazine? | | |
| 19 | Have you ever <u>attended</u> a political speech, rally, protest or demonstration? | | |

Please consider the following actions. How effective are these in expressing your voice on issues that matter? (give 1 to 5, where 1 is "not effective at all" and 5 is "very effective").

| | ACTION | EFFECTIVENESS | | | | |
|----|--|---------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 20 | Voting | | | | | |
| 21 | Discussing about issues with others | | | | | |
| 22 | Writing a letter/article on an issue | | | | | |
| 23 | Joining a group or a movement | | | | | |
| 24 | Gaining access to those in power | | | | | |
| 25 | Protesting or participating in direct action | | | | | |
| 26 | Standing for an elected post | | | | | |
| 27 | Volunteering for a campaign or community | | | | | |

Thinking about the kind of society we live in, please choose the one statement that best describes your own opinion:

| | | |
|----|---|--|
| 28 | The entire way our society is organised must be radically changed by revolutionary action | |
| | Our society must be gradually improved by reforms | |
| | Our present society must be fearlessly defended against all subversive or rebellious forces | |

Thinking about our role as individuals in that society, please choose the one statement that comes closest to your own opinion:

| | | |
|----|--|--|
| 29 | It is vital that every citizen participates as much as possible in public affairs and politics | |
| | It is important that citizens participate in public affairs and politics only when they are affected by something directly | |
| | Participating in politics does not really make any difference at all and is therefore not important | |

On a scale of 1 to 10 (where 1 is totally irrelevant and 10 is totally relevant), how relevant do you think that democracy is to your everyday life?

| | |
|----|--|
| 30 | |
|----|--|

In the list below are some issues that I would like you to look at. Please consider each issue separately and carefully.

Rate to what extent you care about each issue.

**The values you can give are
1 (not at all); 2 (only a little); 3 (somewhat); 4 (quite); 5 (very much)**

| | ISSUE | I CARE | | | | |
|----|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 31 | Taxes and public spending | | | | | |
| 32 | National defence | | | | | |
| 33 | Foreign policy | | | | | |
| 34 | The National Health Service (NHS) | | | | | |
| 35 | Constitutional Affairs | | | | | |
| 36 | Unemployment | | | | | |
| 37 | Sexually Transmitted Diseases (STDs) | | | | | |
| 38 | Environmental protection and animal welfare | | | | | |
| 39 | Third World debt and poverty | | | | | |
| 40 | Climate change | | | | | |
| 41 | Recycling | | | | | |
| 42 | Peace and global cooperation | | | | | |
| 43 | Pensions and social security | | | | | |
| 44 | Representation of my voice and concerns | | | | | |
| 45 | Security and countering terrorism | | | | | |
| 46 | My career prospects | | | | | |
| 47 | Media regulation | | | | | |
| 48 | Cancer research | | | | | |
| 49 | Asylum and immigration | | | | | |
| 50 | The Middle East conflict | | | | | |
| 51 | Fox-hunting ban | | | | | |
| 52 | Quality of food | | | | | |
| 53 | Gay marriage | | | | | |
| 54 | Standards of education | | | | | |
| 55 | Censorship | | | | | |

Which **one** of those sources do you *mostly* use to get your news from?

| | | |
|----|-------------------------|--|
| 56 | Television | |
| | Radio | |
| | Newspapers | |
| | Internet | |
| | Magazines | |
| | Word of mouth / friends | |

Thinking about specific media, how often do you follow *the news*?

| | | Through the day | Once daily | A few times per week | About weekly | About monthly | Never |
|----|------------|-----------------|------------|----------------------|--------------|---------------|-------|
| 57 | Television | | | | | | |
| 58 | Radio | | | | | | |
| 59 | Newspaper | | | | | | |
| 60 | Internet | | | | | | |
| 61 | Magazines | | | | | | |

A few months ago a school siege by terrorists took place in Europe leading to casualties.

In which country did the siege take place?

| | | |
|----|---------|--|
| 62 | Georgia | |
| | Kosovo | |
| | Russia | |
| | Ukraine | |

How many people died approximately?

| | | |
|----|-----------|--|
| 63 | 1-100 | |
| | 101-300 | |
| | 301-600 | |
| | 601-1,200 | |

During the summer and autumn of 2004 several hurricanes hit Florida and the Caribbean with particular force, causing widespread damages and casualties. Which of these hurricanes did NOT appear at all in 2004?

| | | |
|----|-------------------|--|
| 64 | Hurricane Charley | |
| | Hurricane Frances | |
| | Hurricane Ivan | |
| | Hurricane Rebecca | |

How many countries are there currently in the European Union?

| | | |
|----|------------------|--|
| 65 | Twelve (12) | |
| | Fifteen (15) | |
| | Twenty (20) | |
| | Twenty-five (25) | |

The 2008 Olympic Games will take place in:

| | | |
|----|----------|--|
| 66 | Atlanta | |
| | Beijing | |
| | New York | |
| | Paris | |

Are you an internet user?

| | | |
|----|-----|--|
| 67 | Yes | |
| | No | |

If not, please go to question 91

If yes, where do you access the internet? (please tick all that apply)

| | | |
|----|---|--|
| | | |
| 68 | At home | |
| 69 | At term-time accommodation | |
| 70 | At the university | |
| 71 | At the workplace | |
| 72 | At an internet café or other private provider | |
| 73 | At a public library or local centre | |

How many months/years have you been accessing the internet?

| | | |
|----|--------------------|--|
| 74 | Less than 6 months | |
| | 6 months to a year | |
| | 1 to 3 years | |
| | 4 years or more | |

Approximately how many hours do you spend online in an average week in total?

| | | |
|----|------------------|--|
| 75 | 0 to 2 hours | |
| | 3 to 5 hours | |
| | 6 to 10 hours | |
| | 11 to 15 hours | |
| | 16 to 27 hours | |
| | 28 hours or more | |

Thinking of why you use the internet, which of those reasons apply to you? [tick all that apply]

| | | |
|----|---|--|
| | | |
| 76 | Practical necessity | |
| 77 | Leisure | |
| 78 | Habit / Routine | |
| 79 | Keeping up / Trendiness | |
| 80 | Makes me feel I belong to a broader community | |

Below is a list of internet activities. How often do you make use of those features?

| | | Never / N.A. | Rarely / Monthly | Once a week | A few times per week | Daily |
|----|---|--------------|------------------|-------------|----------------------|-------|
| 81 | Send / receive emails | | | | | |
| 82 | Search / surf the Web for leisure | | | | | |
| 83 | Develop my own site or weblog | | | | | |
| 84 | P2P (peer-to-peer) file-sharing (MP3 etc) | | | | | |
| 85 | Buy / sell stuff | | | | | |
| 86 | Post messages on message boards / USENET newsgroups / weblogs | | | | | |
| 87 | Chat in chatrooms or over an instant messenger | | | | | |
| 88 | Play games | | | | | |
| 89 | Follow an issue or current affair | | | | | |
| 90 | Research for my work/study | | | | | |

Below is a list of perceived weaknesses and problems of the Internet. Please give a value from 1 to 5 for each problem, where 1 equals "does not affect me at all" and 5 equals "affects me strongly" (please put one X for every problem)

| | | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 91 | Cost of <u>hardware</u> (p.c., modem etc) | | | | | |
| 92 | Price, speed or quality of <u>access</u> | | | | | |
| 93 | <u>Familiarity</u> with technology in general | | | | | |
| 94 | <u>Familiarity</u> with the internet specifically (e.g. language used etc) | | | | | |
| 95 | Poor quality of search engine <u>results</u> | | | | | |
| 96 | <u>Spam</u> and junk email | | | | | |
| 97 | <u>Flaming</u> and abusive messages at chatrooms and message boards | | | | | |
| 98 | Pop-up <u>ads</u> or advertising banners | | | | | |
| 99 | <u>Viruses</u> , worms and hoaxes | | | | | |

Thinking about the internet in general, please choose the one statement that *best* describes your own opinion:

| | | |
|-----|--|--|
| 100 | The internet is an integral part of my everyday life and allows me to do or find things that I cannot do or find anywhere else | |
| | The internet is a useful tool for my work/leisure, an alternative to existing means | |
| | The internet is not a big part of my everyday life or is not a part of it at all | |

How important is democracy to you?

| | | |
|-----|----------------------|--|
| 101 | Not important at all | |
| | Not very important | |
| | Fairly important | |
| | Quite important | |
| | Extremely important | |

Once again **thank you very much** for taking the survey.

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Appendix D

Preliminary Study 1 – Fieldwork Notes and Executive Summary of Preliminary Study on Online Anti-War Mobilisation

This preliminary study was designed and conducted in the first couple of months of 2003, in the run-up to the 2nd Gulf War. Its aim was to assess the extent to which the internet was used as a resource for civic awareness and mobilisation at the local level.

One of the main objectives of this study was to assess whether there was *any* use of online resources for anti-war civic purposes in Dorset. Additionally, the project provided me with a good chance to raise a range of interesting issues relating in particular to the digital divide between 'information-rich' and 'information-poor'. Last, but certainly not least, the study gave me a first-hand impression of the local community and its civic culture – a vital grounding that informed later studies that followed, such as the 2004 large survey of Bournemouth Media School students and the 2006 user evaluation sessions.

The research design, which incorporated quantitative and qualitative elements, included three pieces of research:

- a) The observation of an important civic meeting, organised jointly by several anti-war groups in Dorset in February 2003. All attendees kindly completed a short questionnaire, which given the small sample size (n=36) merely complemented the observation notes.
- b) An interview with the Vice President of Bournemouth University Students Against the War, who was a key figure in anti-war civic mobilisation and also participated in that civic meeting.

Both those elements were used to gain an understanding of the *production* of the anti-war online message.

- c) A survey that was sent to every member of Bournemouth University via the intranet system (using OVC-ALL as the recipient). There were 110 responses, and the evidence (gender, age, capacity) suggests that the sample is quite representative of the local academic community.

The focus of that element was more at the *consumption* of the anti-war online message, although there were questions about the respondents' actions as well.

Overall, the research unveils a picture of mild mobilisation via the internet during the wider escalation of anti-war activities. That is to say, within a context of unprecedented public dissent and mobilisation, there was a somewhat limited use of online resources in the locality under examination.

The evidence suggests two reasons for this; one medium-specific and one locality-specific. The first cause is lack of access, especially among specific sections of the population such as older citizens. That, subsequently, creates scepticism about the ability of the net to reach the lay citizen, particularly in small or isolated communities in the country, where the development of online culture is minimal (if existent at all). Therefore, the internet is seen as an auxiliary source, as a "reminder" for

those that have the means and are part of the sub-culture. The issue proved quite contentious during the civic meeting and one could observe an age divide. Student activists were particularly keen to use the internet for internal communications, publicity and information regarding the content of the issues.

The other reason for the limited extent of online mobilisation is the relatively inactive civic culture in Dorset and Bournemouth University in particular. The interviewee gave a quite persuasive justification, which attributes the lack of political engagement to the socio-economic profile of the area along with the vocational character of most university courses. In fact, BUSAW was the only active political society in the University during the academic year 2002/03.

Despite of those two obstacles facing the use of online resources for civic awareness and mobilisation in the area, the university-wide survey indicated a noteworthy flow of anti-war emails, especially anti-war petitions (to be signed and forwarded by the recipient). The majority of anti-war emails were "ignored or erased" by the respondents. However, approximately 1 out of 4 (of those who did receive emails) followed up those messages in one way or another. That makes up for 12% of the overall sample who acted on anti-war messages.

Moving on to associations between variables, there are two 'divides' that are worth mentioning. The first is in relation to Usenet familiarity and is based on gender and capacity. Men / academics are more likely to be familiar with newsgroups than women / admin/support staff.

The second divide is based on age and concerns the source and number of anti-war emails received. Younger people are likely to receive more mobilisation emails - and to do so from friends or family; whereas older respondents would receive a slightly smaller number of messages, mainly from colleagues or other acquaintances.

Both those findings concur with the 'received wisdom' in the field regarding the gender and age digital divides.

Finally, in an exploration of the deeper factors that make people participate in civic organisations and meetings, the interviewee repeatedly stressed the need for a common forum where issues would be discussed. In fact, she reported that several citizens who disagreed with the essence of BUSAW's positions appreciated the opportunity to debate the content of the issues. If true, this element could be quite encouraging insofar as the quality of our democracy and the expression of civic needs are concerned.

However, that picture is contradicted by my own observation of the civic meeting, which was largely spent discussing organisational/managerial problems (such as event planning) and in which the discussion of the actual issues was minimal. This tension should be explored further because it may prove to be the decisive difference between the ideal/normative function of civic mobilisation (including via the internet) and the reality on the ground.

This was obviously merely a small, preliminary study into anti-war civic mobilisation and the use of the internet. It does not claim to be the ultimate account of either Dorset's civic nature or of internet mobilisation in the area. However, it does provide a documented interpretation of existing trends and identifies paths for further investigation.

Key points raised in the Interview

- 1. Foundation:** *"...we were the only students that were [in the Halloween demonstration] so basically we decided there and then that we needed to raise awareness at the University. So it was a group, it was about a five of us to start with just sat down and decided to start a society".*
- 2. University:** *BUSAW was one of the very few political societies in Bournemouth. "...at first, it was a bit difficult because the Students' Union never really had a political Society before, so they were quite unsure how to treat us but they were fine at the end..."*
- 3. Aim:** *"It was just, really, to raise awareness..."*
- 4. Anti-war Movement in Dorset:** *Initially, the anti-war movement was very fragmented and comprised of several small groups (BUSAW, Women in Black, the Quakers, CND, Green Party, Unions, Muslims, et al.). Those groups came together with other groups across Dorset and formed the 'Dorset Stop the War Coalition'. "...there seemed to be quite a lot of little communities all over Dorset that would do their own things and we just tried to bring everybody together".*
- 5. Local-level Integration:** *The integration of all the minor groups into a Dorset-wide organisation seems to have happened organically, while personal contacts were also important (e.g. Andy/Warren).*
- 6. Activities:** *weekly vigils in the Square (Saturdays); several civic meetings with other organisations from Dorset (attendance c. 30, representatives of smaller groups); rallies and demonstrations (such as the one at the Pier the day after the war started) (attendance c. 100-200); evenings in Boscombe.*
- 7. Achievements:**
 - a) *"I think that we made a big achievement in bringing a political Society to the University".*
 - b) *"...[It] provoked people to come and talk to us whatever they thought about it... even if it was negative"; "...it gave them the opportunity to come and have a political discussion".*
- 8. Reaction to the War:** *"a lot of people they just felt quite ...kind of... depressed about the whole thing really"; "I don't think we felt like defeated, we just kind of, I think people felt angry or sad..."; "...I mean we did get a lot of people coming up and saying 'oh, you know what's the point now? It's started...', but I think we were still kind of determined that it was a good cause to fight for".*
- 9. National-level Integration:** *The Dorset groups coordinated with the national-level 'Stop the War' organisation for reasons of effectiveness and economies of scale. Also, "I think we wanted to make ourselves official so that people would take more notice really than if we were just a bunch of people".*
- 10. Movement Composition:** *The core of the movement comprised of people who already had links with the political process (CND, Green Party, etc). However, "with the big marches we did manage to attract quite a lot of people that we never even imagined that would bother to turn up for a protest"; "personally, I never even thought about doing anything like that - you know, until we just decided to create this..."*
- 11. Publicity:**

- a) Posters
- b) Contact numbers (tel.)
- c) University notice board
- d) E-mailing list of people (who signed petition at the shop)
- e) Word of mouth

12. Internet for Internal Communications: Collective email address (bourneouthstopthewar@yahoo.co.uk); messages for each other.

13. Internet for Liaising/Recruitment: Contacted people who signed the petition; created mailing list. *"I think they had the option of writing down either a telephone number or an email address, but I think we had probably, probably about 5% phone numbers and the rest email addresses".*

14. Internet for Wider Publicity: Email address on posters, T-shirts and leaflets.

15. Internet for Information/Awareness: The internet was a key source of information about the substance/content of the issues and the news (from mainstream and alternative news sources). Indeed, some of the material that was included in leaflets was pulled from the internet.

16. Email Account: as above.

17. Website: a common, Dorset Stop War website was created that contained news and message boards (*"a discussion place where people could leave ideas..."*).

18. Overall Role of the Internet / Access: The internet was used as an auxiliary resource, as a "reminder"; *"I think we did email just to remind [people] that [meetings would be taking place], but I know that one of the points that was raised in the meetings was that not everybody from, like, the little villages had access, so I think that we made sure that we phoned as well just to make sure that everybody knew what was going on".*

19. Reflecting on Management: *"I think we needed to inform more people more regularly; I think we could have used the Internet probably a lot better, a lot more effectively"; "a lot of the email addresses that were on the mailing list - those people weren't that interested anyway, they just signed the petition because it's easy enough thing to do".*

20. Unique/Single Characteristic that Leads to Engagement: *"I think people just wanted to come together and discuss their ideas - cause some of the people that did come to the meetings, you know, there weren't that convinced at first and they might not have been when they left, but it was ehm, you know, kind of a way to get people together and [inaudible] a bit of a forum that people need discuss their beliefs...I"*

21. Unique/Single Achievement of BUSAW: *"we achieved putting ourselves out there and letting people know that we were there if they wanted to be interested and talk about these ideas".*

22. Bournemouth as a Civic Outlier: *"there's no kind of tradition of left field politics really, because it's quite a conservative area"; "[the problem with] the University is that - again they have no ...history of like political Societies and ... because [a lot of the courses] are vocational and you don't have courses like ... politics and sociology ... there's probably not even really not that much of a need for political societies".*

23. The Iraq Effect / Future: "...people realised that there are other people with kind of the same thoughts as them"; "I think that we're in the way of establishing probably one of the biggest left movements in ...God knows how many years!"; "one of the things that was achieved was that, you know, a lot of school-children were involved at the 'Stop the War' and I think that it's kind of creating more of an awareness amongst young people about politics".

Observation Notes from the Civic Meeting

1. The meeting took place on Wednesday, 26 February 2003, at the Lees Lecture Theatre, Bournemouth University. It brought together several civic groups and organisations (such as Bournemouth University Students Against the War), under the umbrella of 'Dorset Stop the War Coalition'.
2. The citizens attending this meeting came from a wide variety of ethnic backgrounds. However, there was some evidence of homogeneity of socio-economic backgrounds (lower-middle or working class) [although there is no hard, quantitative evidence to prove that]. There were several mothers bringing their children or people coming straight from work. Also, there was some difficulty in arranging further meetings because of work obligations etc.
3. The meeting was almost exclusively devoted to managerial and publicity issues (as opposed to any discussion of arguments / substantial issues). The biggest issue in the agenda was the planning of further meetings/activities (such as demonstrations etc).
4. There was extensive discussion about the integration of all small groups into the new county-wide organisation. There was also some discussion about coordination with the national-level organisation.
5. The issue of mobilisation via the internet was brought up and proved quite contentious. Older activists were quite reluctant to adopt a strategy that would be based on the internet claiming that they (and others like them) did not have access. In brief, their argument was that they would "miss out" on the activities and communications of the organisation. They, therefore, pushed for a strategy that would be based mostly on word-of-mouth and/or telephone contacts.
6. Student activists were keen to use the internet for recruitment / wider publicity within the community.
7. There were app. 5 individuals who shared a more prominent role within the meeting. That is not to say that the discussion was dominated by them; several other attendees spoke on various issues, but it was those few individuals that directed the discussion.
8. The idea of direct action (along the lines of *Greenpeace*) was suggested but its supporters were very few. Most attendees were in favour of measured activities that would not provoke the community or cause side-effects.
9. Overall, there was a mood of scepticism about the impact or success of the anti-war campaign, both in Dorset (because of the area's traits) and nationally (because of a *fait accompli* sense).

Main Results of the Civic Meeting Questionnaire

Gender:

Female = 48.5%, Male = 51.5%

Age:

Mean = 36.59, St. Deviation = 18.24, Range = 79-20

BU Community:

Uni Academic = 2.8%

Uni Admin/Support = 0.0%

Uni Student = 36.1%

Non-Uni = 61.1%

Civic Membership:

Yes = 52.8%

No = 47.2%

Attendance of Civic Meetings:

Usually = 30.6%

Sometimes = 47.2

Rarely = 22.2%

Publicity:

Email = 36.1%

Word of mouth = 27.8%

Telephone = 19.4%

Poster = 8.3%

Other = 5.6%

Usenet = 2.8%

Internet Use General:

Every Day = 61.1%

A few times per week = 22.2%

Rarely = 2.8%

Never = 13.9%

Internet Active Search:

Daily/Weekly = 41.7%

A few times per month = 27.8%

Never = 30.6%

Internet Receive Info:

Daily/Weekly = 52.8%

A few times per month = 16.7%

Never = 30.6%

Main Findings of the BU Email Survey

1. Anti-war petitions are the commonest type of emails received by the respondents.
2. Despite the fact that in the three separate categories of emails received (petitions, details on meetings, other information) the 'zero' response rate is high (43.6%, 57.3%, 65.5%), 69.1% of all respondents did receive at least one anti-war email. This result is produced by the computing of a new composite variable that aggregates the three categories.
3. The majority of those who received emails ignored/erased them, although there is a consistent minority of c. 12% of the overall sample who did something with those emails (13.6%, 10.9%, 10.9%).
4. The origins of anti-war emails are almost evenly split between family/friends, colleagues and acquaintances/others. The evidence regarding the generation of 'politically relevant social capital' is inconclusive.
5. The majority of respondents (53.6%) claim to know "just the basics" about Usenet newsgroups.
6. Gender is a statistically significant factor ($p=.016$) when it comes to knowledge/use of Usenet: men are more likely to be familiar with newsgroups than women. Gender improves our prediction of Usenet familiarity by 21.2%.
7. Capacity is also a statistically significant factor ($p=.004$) when it comes to knowledge/use of Usenet: academics are more likely to be familiar with newsgroups than admin/support staff. Capacity improves our prediction of Usenet familiarity by 20.0%.
8. Age has a statistically significant ($p=.025$) weak negative correlation ($r=-.220$) with total anti-war emails received. As age increases the number of emails received (from all three categories) reduces slightly.
9. Age (recoded as Ager2) has a statistically significant ($p=.049$) moderate association ($\text{Eta}=.449$) with the source of emails. Young people are more likely to receive emails from family/friends, whereas older respondents were more likely to receive such emails by colleagues or others.
10. There is a statistically significant ($p=.027$) weak association between gender and 'other emails' received. That is to say, there is a slight difference between the number of such emails that men and women received ($V=.256$, $\lambda=.096$).

Appendix E

Main Study 2 – Content Analysis Coding Sheet

- CODING SHEET PAGE 1 -

Coding protocol:

- a) After every coding sheet filled please close the web browser.
- b) Make sure that the browser's *Text Size* is always set to 'Smaller'
- c) 'On or near the homepage' is defined as a maximum of 2 clicks away from the homepage

| | |
|--|--------------|
| Date: | Time: |
| Name of organisation: | |
| Name of project (if different): | |
| URL: | |
| CODING SHEET CODE: | |

Section 1: Finding the Site

Were you able to find the organisation's or project's website by typing its full name into the Google search engine?

| | | |
|---|-------------------------------|--|
| 0 | No, site was not listed | |
| | Site listed in first place | |
| | Site listed in top 5 | |
| | Site listed in top 10 | |
| | Site listed but not in top 10 | |

Section 2: Site Maintenance

Can you find out on or near the homepage (2 clicks away) when the site was last updated?

| | | |
|---|-----|--|
| 1 | Yes | |
| | No | |

If yes to (1), when was the site last updated?

| | | |
|---|--------------------------|--|
| 2 | During last week | |
| | During last month | |
| | During last three months | |
| | Over three months | |

Can you find any of the following facilities on or near the homepage for providing regularly updated information about the organisation or project?

| | | Yes | No |
|---|--------------------------|-----|----|
| 3 | What's New / Latest News | | |
| 4 | Weblog | | |
| 5 | Press Releases | | |
| 6 | Archived News / Releases | | |

Can you find any of the following facilities available for receiving news and latest information?

| | | Yes | No |
|----|---|-----|----|
| 7 | Free email news service that you can register for | | |
| 8 | Email news service that requires a subscription payment | | |
| 9 | Free mobile phone sms service that you can register for | | |
| 10 | Mobile phone sms service that requires payment | | |

Section 3: Interactivity

Can you find any of the following interactive facilities available on the site?

| | | Yes | No |
|----|--|-----|----|
| 11 | Chatroom that does not require password or registration | | |
| 12 | Chatroom that requires password or registration | | |
| 13 | Message / discussion board that does not require password or registration | | |
| 14 | Message / discussion board that requires password or registration | | |
| 15 | Weblog comments facility | | |
| 16 | On-screen form for submission of comments that will be posted automatically | | |
| 17 | On-screen form for submission of comments that will be subjected to an editorial process | | |
| 18 | On-screen form for submission of comments that will not appear | | |
| 19 | Email address for comments or feedback | | |

Section 4: Site Navigation, Accessibility and Structure

Are there tools available on or near the homepage for facilitating navigation around the site?

| | | Yes | No |
|----|---|-----|----|
| 20 | HTML Menu (menu reloads or changes during navigation) | | |
| 21 | Java Menu (main menu remains constant) | | |
| 22 | Flash Menu | | |
| 23 | Site Map | | |
| 24 | Consistent link to the home page | | |
| 25 | Help page | | |
| 26 | A to Z of services or facilities | | |
| 27 | List or drop-down menu of activities by topic area | | |
| 28 | List or drop-down menu of activities by target group | | |
| 29 | List or drop-down menu of activities by geographical location | | |
| 30 | Search engine (<i>not</i> WWW-wide one, only of the site) | | |
| 31 | Facility to input postcode and find relevant information | | |
| 32 | List of the organisation's sub-units, structural divisions or regional branches | | |

Are there tools available on or near the homepage for facilitating accessibility of the site?

| | | Yes | No |
|----|---|-----|----|
| 33 | Text-only version | | |
| 34 | Other technology for visually impaired users | | |
| 35 | Other technology for users with special needs | | |

Can you find materials in any other languages apart from English on the site?

| | | |
|----|-----|--|
| 36 | Yes | |
| | No | |

If the answer is YES (variable 36), how many different languages did you find (in addition to English)?

| | | |
|----|-----------|--|
| 37 | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 or more | |

Does the material on or near the homepage display any of the following?

| | | Yes | No |
|----|---|-----|----|
| 38 | Pages branded in a consistent way with a logo | | |
| 39 | Pages use consistent colour scheme | | |
| 40 | Pages use consistent font size and style | | |
| 41 | Clearly signposted web usage statistics for this site | | |

Section 5: Site Content

Are there any of these facilities available on or near the homepage?

| | | Yes | No |
|----|--|-----|----|
| 42 | 'About Us' section or equivalent | | |
| 43 | FAQ (Frequently Asked Questions) | | |
| 44 | Mission Statement | | |
| 45 | Explanation of current projects or activities | | |
| 46 | Information on the organisation's/project's foundation and history | | |

Is the legal status of the organisation or funding/source of the project clear from the information contained on or near the homepage?

| | | |
|----|-----|--|
| 47 | Yes | |
| | No | |

If the answer is YES (variable 47), what is that status/source?

| | | |
|----|--|--|
| 48 | Central Government | |
| | UK Parliament | |
| | Executive Agency / QUANGO | |
| | Local Government | |
| | International Organisation | |
| | Political Party | |
| | Non-profit NGO / Charity | |
| | Independent Public Service Organisation (e.g. the BBC) | |
| | Firm or Corporation | |

| | | |
|--|---|--|
| | Non-profit collective or individual owner | |
| | Two or more of the above | |

Does the site feature any of the following galleries of *downloadable* files or types of facilities on or near the homepage?

| | | Yes | No |
|----|--|-----|----|
| 49 | Images | | |
| 51 | Audio | | |
| 52 | Video | | |
| 53 | Documents (in web format, e.g. .txt/.htm/.html) | | |
| 54 | Documents (in .doc or .pdf format) | | |
| 55 | Promotional material (banners, buttons, wallpapers, flyers, posters) | | |

Does the site provide information about the following democratic institutions and processes? (history, function, details, activities or membership)

| | | Yes | No |
|----|--|-----|----|
| 56 | Elections, the electoral system or electoral registration | | |
| 57 | Political parties, party membership or the party system | | |
| 58 | Parliament, Committees, Acts | | |
| 59 | Constituency/ies and MP/s | | |
| 60 | Central Government, PM, Cabinet, Departments, the Civil and Diplomatic Service | | |
| 61 | Local and Regional Government | | |
| 62 | The European Union | | |
| 63 | International Organisations | | |
| 64 | The Courts, the Law | | |
| 65 | Civil Society | | |
| 66 | The Mass Media | | |
| 67 | Freedom of Information / Open Government | | |
| 68 | Other (please state) | | |

Does the site provide information or coverage of the following political issues and areas of public policy?

| | | Yes | No |
|----|--|-----|----|
| 69 | Economy, taxes, pensions, social security, mortgages | | |
| 70 | Health, NHS | | |
| 71 | Education | | |
| 72 | Human rights | | |
| 73 | Civil liberties | | |
| 74 | Defence, military, war, anti-terrorism | | |
| 75 | Environment | | |
| 76 | Poverty, "third-world" debt | | |
| 77 | Globalisation, international trade | | |
| 78 | Immigration, asylum | | |
| 79 | Quality of life, culture | | |
| 80 | Other (please state) | | |

Does the site feature material or discussion space on the following youth-specific issues?

| | | Yes | No |
|----|---|-----|----|
| 81 | Education: schools, universities, fees | | |
| 82 | Employment: jobs, employability, skills, training | | |
| 83 | Health: HIV/AIDS, STDs, drugs, teenage pregnancy, mental health | | |
| 84 | Youth culture: the arts, music | | |
| 85 | Other (please state) | | |

Does the site explicitly feature those concepts as central to its existence on or near the homepage?

| | | Yes | No |
|----|---|-----|----|
| 86 | Awareness or public information | | |
| 87 | Formal public consultation / input | | |
| 88 | Deliberation, dialogue or interaction | | |
| 89 | Citizenship, civic or public engagement / participation / involvement | | |

| | | | |
|----|-----------------------------------|--|--|
| 90 | Mobilisation or activism | | |
| 91 | Protest, dissent or confrontation | | |

Does the site focus on a specific agenda or does it frame the debate in terms of specific issues / demands?

| | | |
|----|-----|--|
| 92 | Yes | |
| | No | |

Is the geographical focus of the organisation/project clear and specific?

| | | |
|----|-----|--|
| 93 | Yes | |
| | No | |

If the answer is YES (variable 93), what is that area?

| | | |
|----|---------------------|--|
| 94 | County or locality | |
| | Region | |
| | England | |
| | Wales | |
| | Scotland | |
| | N. Ireland | |
| | The whole of the UK | |
| | Europe | |
| | International focus | |

Does the site target the youth (16-25)?

| | | |
|----|--|--|
| 95 | Site applies exclusively to young people / citizens | |
| | Site focuses on young people / citizens | |
| | Site mentions young people / citizens | |
| | Site does not specifically mention young people / citizens | |

What sort of language (discourse) does the site feature?

| | | |
|----|--------------------------|--|
| 96 | Informal / Slang | |
| | Semi-informal / "Chatty" | |
| | Formal | |

Does the site provide any of the following tools for facilitating civic or youth engagement?

| | | Yes | No |
|-----|--|-----|----|
| 97 | Emailing or faxing a political representative or member of the central or local government | | |
| 98 | Writing to a political representative or member of the central or local government | | |
| 99 | Offline skills training (workshops etc) | | |
| 100 | Online skills training (material, interactive) | | |
| 101 | Offline voluntary work and/or direct community involvement | | |
| 102 | Online voluntary work and/or online community involvement | | |
| 103 | Working as a fund-raiser | | |
| 104 | Signing an on-screen petition | | |
| 105 | Signing a petition via email | | |
| 106 | Forwarding a petition or material to a friend | | |
| 107 | Submitting issue-oriented written input (different from comments/feedback) | | |
| 108 | Submitting creative input | | |

Does the site ask for donations in order to promote a (political) cause or campaign?

| | | |
|-----|-----|--|
| 109 | Yes | |
| | No | |

If the answer is YES (variable 109), what options does the user have?

| | | Yes | No |
|-----|---|-----|----|
| 110 | Make a donation online without leaving the site | | |
| 111 | Make a donation online via an external site | | |
| 112 | Make a donation offline (by telephone or post) | | |

If the answer is YES (variable 109), does the site offer clearly signposted facts and figures?

| | | Yes | No |
|-----|---|-----|----|
| 113 | Amount required for the entire campaign | | |
| 114 | Minimum amount recommended for donation | | |
| 115 | Amount already raised | | |
| 116 | Breakdown of donations | | |
| 117 | Breakdown of donors | | |

Section 6: Links and Contacts

Does the site provide links to these sectors, organisations or projects on or near the homepage?

| | | Yes | No |
|-----|--|-----|----|
| 118 | Central Government | | |
| 119 | Parliament or MPs | | |
| 120 | Political Parties | | |
| 121 | Local Government | | |
| 122 | The UK Youth Parliament | | |
| 123 | The European Union | | |
| 124 | International Organisations | | |
| 125 | News Organisations and the Mass Media | | |
| 126 | NGOs and Charities | | |
| 127 | Educational institutions and think-tanks | | |
| 128 | Firms or corporations | | |
| 129 | Websites of individual users | | |
| 130 | Weblogs | | |
| 131 | Chatrooms or message / discussion boards | | |
| 132 | Activist organisations or movements | | |
| 133 | Other civic associations | | |

Can you find basic contact details for the organisation on or near the homepage?

| | | Yes | No |
|-----|--|-----|----|
| 134 | General email address (Webmaster, Info, etc.) | | |
| 135 | Organised list of eponymous email addresses | | |
| 136 | Organised list of anonymous unit email addresses | | |
| 137 | Telephone | | |
| 138 | Address | | |

Can you find the name and affiliation of the organisation's, project's or site's leading figure(s) on or near the homepage? (site owner/author, organisation director/manager or project leader)

| | | |
|-----|-----|--|
| 139 | Yes | |
| | No | |

Section 7: Online Community

Does the site feature the following community-defining elements?

| | | Yes | No |
|-----|---|-----|----|
| 140 | Specific rules, guidelines, netiquette or ethical standards for the use of its resources | | |
| 141 | Ability to subscribe, obtain membership or build a <i>user</i> profile on the website | | |
| 142 | Ability to become a regular contributor or obtain a <i>contributor</i> profile on the website | | |
| 143 | Gallery/library of individual human stories or case studies relating to the subject matter | | |
| 144 | Gallery/library of biographical information for site / project contributors | | |
| 145 | Information on and/or invitation to virtual conferences, meet-ups or gatherings | | |
| 146 | Information on and/or invitation to offline gatherings | | |

| | | | |
|-----|---|--|--|
| 147 | Contact details of other members / users / contributors | | |
|-----|---|--|--|

Section 8: Qualitative Measurements

Overall, how would you rate the structural features of this site (accessibility, navigation, maintenance, links, contacts)?

| | | |
|-----|---------|--|
| 148 | 1 (min) | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 (max) | |

Overall, how would you rate the content of this site?

| | | |
|-----|---------|--|
| 149 | 1 (min) | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 (max) | |

Overall, how would you rate the community / social aspect of this site?

| | | |
|-----|---------|--|
| 150 | 1 (min) | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 (max) | |

Are there any outstanding or particularly innovative features or tools?

| |
|-----|
| 151 |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Appendix F

Preliminary Study 2 – Hyperlink Network Analysis Maps

NETWORK 1: UK YOUTH E-DEMOCRACY [PILOT]



UK Youth E-Democracy Network

Map Details:

| | |
|----------------------------|------------------------------|
| Author: | Roman Gerodimos |
| Email: | rgerodimos@bournemouth.ac.uk |
| Crawl start: | 4-Sep-2005 00:44:13 |
| Crawl end: | 4-Sep-2005 06:17:52 |
| Privilege starting points: | off |
| Analysis Mode: | page |
| Iterations: | 3 |
| Depth: | 3 |
| Node count: | 48 |

Map generated from Issuecrawler.net by the Govcom.org Foundation, Amsterdam.

Legend:

| | | | | | | |
|-------------------------------------|-------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|------------------------------------|---|
| ● | ● | ● | ● | ● | ● | ● |
| (.com)(.org.uk) | (.co.uk) | (.gov.uk) | (.org) | (.int) | (.uk) | |

Statistics:

direct.gov.uk

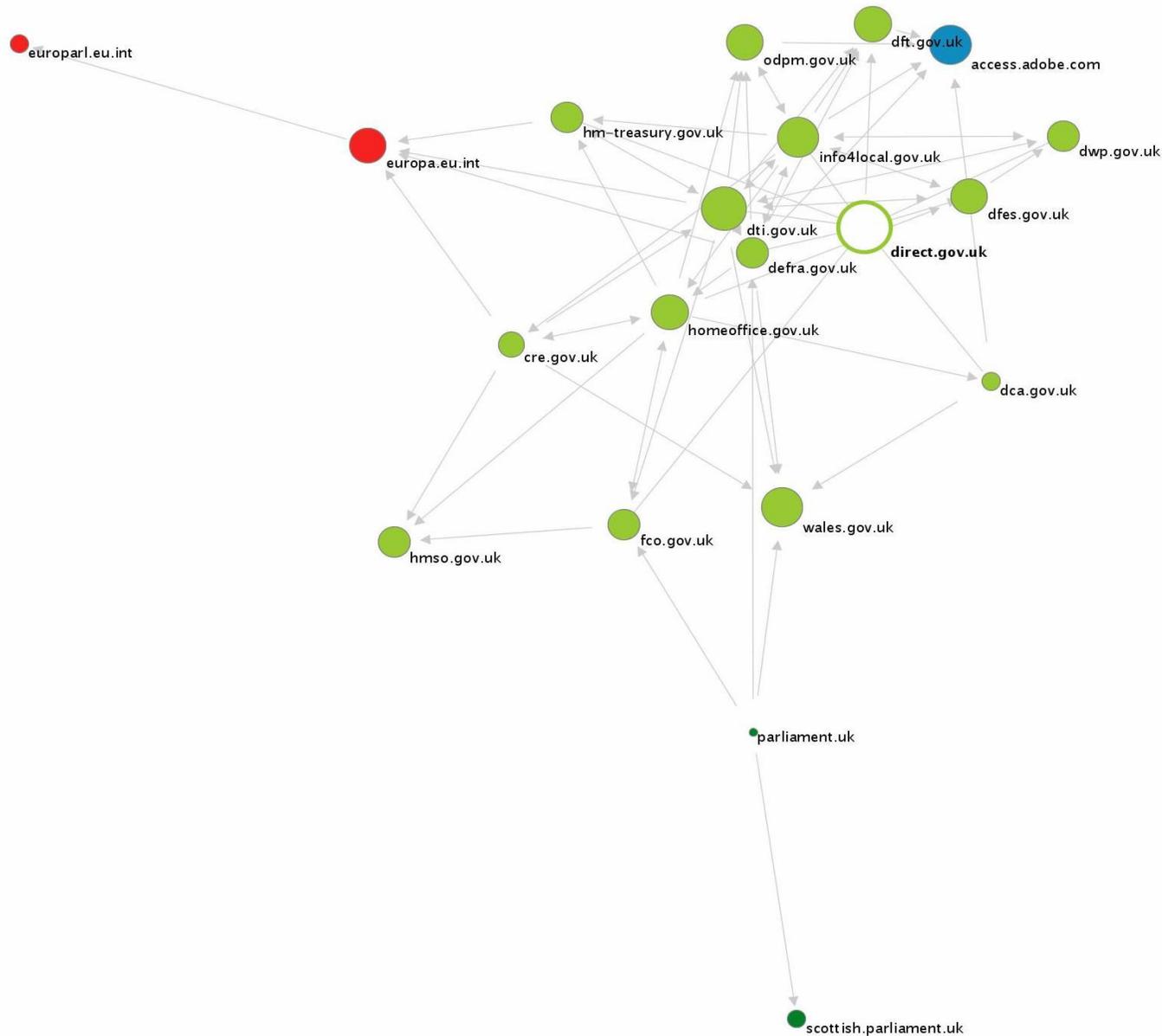
| | |
|---|---------------------------|
| Destination URL: | http://www.direct.gov.uk/ |
| Page date stamp: | 4-Sep-2005 02:27:22 |
| Links received from crawled population: | 5905 |

Links from network (1 – 20)

1. culture.gov.uk
2. dfid.gov.uk
3. eu2005.gov.uk
4. everychildmatters.gov.uk
5. jobcentreplus.gov.uk
6. number-10.gov.uk
7. ofsted.gov.uk
8. scotland.gov.uk
9. statistics.gov.uk
10. surestart.gov.uk

Links to network: 2

NETWORK 2: UK CITIZENSHIP [PILOT]



UK Citizenship Network

Map Details:

Author: Roman Gerodimos
 Email: rgerodimos@bournemouth.ac.uk
 Crawl start: 10-Sep-2005 03:41:25
 Crawl end: 10-Sep-2005 09:30:54
 Privilege starting points: off
 Analysis Mode: page
 Iterations: 3
 Depth: 3
 Node count: 20

Map generated from Issuecrawler.net by the Govcom.org Foundation, Amsterdam.

Legend:

● (.com)(.gov.uk)
● (.int)
● (.uk)

Statistics:

○ **direct.gov.uk**
 Destination URL: <http://www.direct.gov.uk/Homepage/fs/n>
 Page date stamp: 10-Sep-2005 04:36:39
 Links received from crawled population: 5421

Links from network (1 - 20)

1. dfes.gov.uk
2. defra.gov.uk
3. dwp.gov.uk
4. fco.gov.uk
5. hm-treasury.gov.uk
6. info4local.gov.uk
7. dti.gov.uk
8. dca.gov.uk

Links to network: 2

NETWORK 5: UK STUDENTS



UK Students Network

Map Details:
 Author: Roman Gerodimos
 Email: rgerodimos@bournemouth.ac.uk
 Crawl start: 22-Sep-2005 00:25:42
 Crawl end: 22-Sep-2005 04:27:25
 Privilege starting points: on
 Analysis Mode: site
 Iterations: 2
 Depth: 3
 Node count: 32

Map generated from Issuecrawler.net by the Govcom.org Foundation, Amsterdam.

Legend:

● (.org.uk)
 ● (.co.uk)
 ● (.gov.uk)
 ● (.org)
 ● (.nhs.uk)
 ● (.uk)

Statistics:

● **direct.gov.uk**

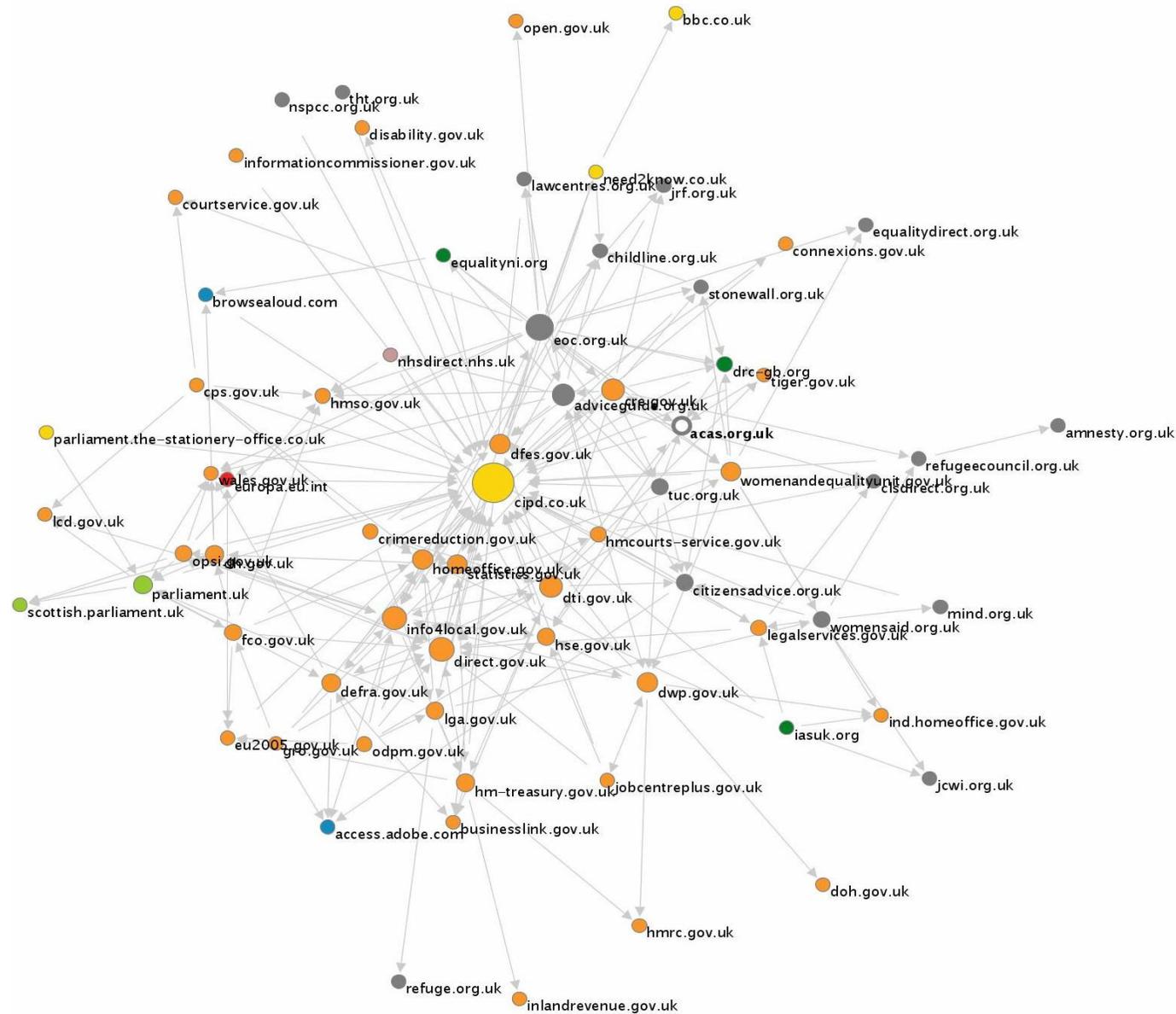
Destination URL: http://www.direct.gov.uk/
 Page date stamp: none
 Links received from crawled population: 2749

Links from network (1 - 20)

| | |
|--------------------------|-------------------|
| 1. hm-treasury.gov.uk | 11. parliament.uk |
| 2. london.gov.uk | 12. odpm.gov.uk |
| 3. homeoffice.gov.uk | 13. dwp.gov.uk |
| 4. dti.gov.uk | 14. fco.gov.uk |
| 5. adviceguide.org.uk | 15. dh.gov.uk |
| 6. cabinet-office.gov.uk | 16. dfes.gov.uk |
| 7. dca.gov.uk | |
| 8. defra.gov.uk | |
| 9. statistics.gov.uk | |
| 10. scotland.gov.uk | |

Links to network: 0

NETWORK 6: UK LGBT RIGHTS



UK LGBT Rights Network

Map Details:

Author: Roman Gerodimos
 Email: rgerodimos@bournemouth.ac.uk
 Crawl start: 17-Nov-2005 02:34:04
 Crawl end: 17-Nov-2005 05:49:07
 Privilege starting points: on
 Analysis Mode: site
 Iterations: 3
 Depth: 2
 Node count: 70

Map generated from Issuecrawler.net by the Govcom.org Foundation, Amsterdam.

Legend:



Statistics:

acas.org.uk

Destination URL: <http://www.acas.org.uk/>
 Page date stamp: 17-Nov-2005 03:06:36
 Links received from crawled population: 106

Links from network (1 - 20)

1. cre.gov.uk
2. drc-gb.org
3. dti.gov.uk
4. eoc.org.uk
5. tiger.gov.uk
6. tuc.org.uk

Links to network: 5

NETWORK 7: ORGANIC FOOD AND FARMING UK



Organic Food and Farming (UK)

Map Details:

Author: Roman Gerodimos
 Email: rgerodimos@bournemouth.ac.uk
 Crawl start: 25 Feb 2006 - 15:36
 Crawl end: 25 Feb 2006 - 17:46
 Privilege starting points: on
 Analysis Mode: site
 Iterations: 2
 Depth: 2
 Node count: 34

Map generated from Issuecrawler.net by the Govcom.org Foundation, Amsterdam.

Legend:

● (.co.uk)
 ● (.org.uk)
 ● (.gov.uk)
 ● (.com)
 ● (.org)

Statistics:

● **bbc.co.uk**
 Destination URL:
 Page date stamp: none
 Links received from crawled population: 7062

Links from network (1 - 20)

no links from the network.

Links to network: 4

NETWORK 8: ENVIRONMENT (GENERAL) UK



Environment (General) (UK)

Map Details:
 Author: Roman Gerodimos
 Email: rgerodimos@bournemouth.ac.uk
 Crawl start: 26 Feb 2006 - 19:45
 Crawl end: 26 Feb 2006 - 22:20
 Privilege starting points: on
 Analysis Mode: site
 Iterations: 2
 Depth: 2
 Node count: 35

Map generated from Issuecrawler.net by the Govcom.org Foundation, Amsterdam.

Legend:

(.net) (,org.uk) (,co.uk) (,gov.uk) (.org) (.int) (.com) (.uk)

Statistics:

defra.gov.uk

Destination URL: http://www.defra.gov.uk/
 Page date stamp: 23 Feb 2006 - 15:30
 Links received from crawled population: 597

Links from network (1 - 20)

| | |
|--------------------------|-------------------|
| 1. wastewatch.org.uk | 11. parliament.uk |
| 2. soilassociation.org | 12. sepa.org.uk |
| 3. rspb.org.uk | 13. pan-uk.org |
| 4. odpm.gov.uk | |
| 5. foe.co.uk | |
| 6. est.org.uk | |
| 7. dti.gov.uk | |
| 8. scotland.gov.uk | |
| 9. english-nature.org.uk | |
| 10. countryside.gov.uk | |

Links to network: 12

NETWORK 9: CLIMATE CHANGE UK



Climate Change (UK)

Map Details:

Author: Roman Gerodimos
 Email: rgerodimos@bournemouth.ac.uk
 Crawl start: 6 Mar 2006 - 18:52
 Crawl end: 6 Mar 2006 - 22:18
 Privilege starting points: on
 Analysis Mode: page
 Iterations: 3
 Depth: 2
 Node count: 100
 Map generated from Issuecrawler.net by the Govcom.org Foundation, Amsterdam.

Legend:



Statistics:

actionaid.org
 Destination URL: <http://www.actionaid.org/>
 Page date stamp: 6 Mar 2006 - 20:08
 Links received from crawled population: 26

Links from network (1 - 20)

1. dfid.gov.uk
2. peopleandplanet.org
3. tourismconcern.org.uk
4. ethicalconsumer.org
5. greenpeace.org.uk

Links to network: 3

Appendix G

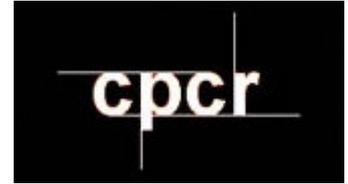
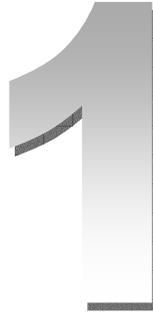
Main Study 3 – User Evaluations Session Structure

| <u>Activity</u> | <u>Approximate Duration</u> |
|---|-----------------------------|
| Introduction: - Explain purpose and structure of the session - Hand out Sheet 1 | 5 min |
| Sheet 1: Release, Demographics, Online Uses & Gratifications | 5 min |
| Sheet 2: Civic Attitudes, Online Engagement, Motivators & Demotivators, Expectations Participants rank issues according to their preferences | 10 min |
| First Evaluation: Participants are given Sheet 3 with one of three websites (A - Fairtrade, B - Soil Association, C- Friends of the Earth) balancing their stated preferences with an equal distribution of briefs across the group. [When all participants complete their first evaluation they convene as a group and the researcher moderates the discussion on the three sites assessed]. | 15 min |
| Part One of Focus Group Discussion | 15 min |
| Second Evaluation: The opening clip of The Meatrix is shown to participants, who are then given Sheet 4 and are asked to evaluate the website. [When all participants complete their second evaluation they convene as a group and the researcher moderates the discussion on the three sites assessed]. | 15 min |
| Part Two of Focus Group Discussion | 15 min |
| End of the session | |
| Approximate time of each session: 80-90 minutes | |

Appendix H

Main Study 3 – User Evaluations Sheets

- USER SHEET 1, PAGE 1 -



Centre for Public Communication Research
Bournemouth Media School

Please write your name and seminar group here:

Doctoral Research by Roman Gerodimos
rgerodimos@bournemouth.ac.uk

FINAL CODING SHEET FOR PARTICIPANTS

SHEET 1: RELEASE, DEMOGRAPHICS, ONLINE U&G

March 2006

INSTRUCTIONS:

Thank you for taking part in my **user evaluations** and **focus group discussions**. Your participation is really important for my research project and all your data and responses will be treated in confidence. We will use this study as an application of the **Uses & Gratifications approach** for *Media: Messages and Meanings*; hopefully you will find this session useful in understanding the aims and analytical tools of that approach.

There are no right/wrong answers – I’m simply interested in your opinions and preferences – **both** your **professional assessments as media experts** and your **personal views as internet users**. Feel free to elaborate on your responses qualitatively, and to agree or disagree with other participants or to raise your own ideas if you feel they are relevant.

RELEASE DECLARATION:

This discussion will be **audio-recorded** for research purposes. The material will be treated in confidence and only your age, gender and initials will appear on the final transcript.

I consent to this discussion being audio-recorded; I agree for quotations from this interview to be used by Roman Gerodimos for the purposes of his doctoral research and any subsequent publications; I hereby waive any fee or other compensation from the author for the use or reproduction of the said material.

Name

Date

Signature

DEMOGRAPHIC AND BASIC DATA:

Please fill in the following details

| | | | | |
|---|---|----|---------|---------|
| 1 | Age | | | |
| 2 | Gender (M/F) | | | |
| 3 | Place of residence: | | | |
| 4 | Place of birth: | | | |
| 5 | Do you work? | No | Yes P/T | Yes F/T |
| 6 | How many years have you been online (approximately)? | | | |
| 7 | How much time (on average) do you spend online per day? | | | |

THE INTERNET IN YOUR EVERYDAY LIFE:

| | | |
|----|---|--|
| 8 | How integrated would you say that the internet is in your everyday life? | |
| | | |
| | | |
| | | |
| 9 | In a few words, what is the main reason (or reasons) you go online? | |
| | | |
| | | |
| | | |
| 10 | Please list your favourite websites or the sites that you visit / use most often: | |
| | | |
| | | |
| | | |

YOUR GRATIFICATIONS FROM THE INTERNET:

To what extent do the following motivations for using the internet apply to you?

| | MOTIVATIONS FOR USING THE INTERNET: | APPLIES TO ME 1 = min, 5 = max | | | | |
|----|--|-----------------------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 11 | Easier / cheaper / quicker to find information | | | | | |
| 12 | Have fun – entertain myself | | | | | |
| 13 | Research for work / study | | | | | |
| 14 | Chat online | | | | | |
| 15 | Meet new people / make new friends | | | | | |
| 16 | Keep in touch with existing friends / family | | | | | |
| 17 | Relax | | | | | |
| 18 | Get news | | | | | |
| 19 | Solve problems | | | | | |
| 20 | Relieve boredom | | | | | |
| 21 | Belong to a community or group | | | | | |
| 22 | Express myself / develop my identity | | | | | |
| 23 | Get more points of view / learn about issues | | | | | |
| 24 | Share experiences with others | | | | | |
| 25 | Easy to find / get stuff (e.g. shopping, P2P) | | | | | |
| 26 | Learn about the world | | | | | |
| 27 | Go beyond reality | | | | | |
| 29 | Keep up to date | | | | | |
| 30 | Take part in collective action (e.g. activism) | | | | | |



Centre for Public Communication Research
Bournemouth Media School

Please write your name and seminar group here:

Doctoral Research by Roman Gerodimos
rgerodimos@bournemouth.ac.uk

FINAL CODING SHEET FOR PARTICIPANTS

SHEET 2: CIVIC ATTITUDES, CIVIC ISSUE, EXPECTATIONS

March 2006

CIVIC ATTITUDES:

| | | | |
|----|--|------------|--|
| 31 | How politically engaged would you say that you are? | Not at all | |
| | | Somewhat | |
| | | Very much | |

| | | | |
|----|--|----------------|--|
| 32 | Did you vote at the last election that you were eligible to vote? | Yes – Why? | |
| | | No – Why? | |
| | | Not Applicable | |

| | | | |
|----|---|------------|--|
| 33 | How politically informed / knowledgeable would you say that you are? | Not at all | |
| | | Somewhat | |
| | | Very much | |

To what extent would you rate the following activities as political?

| | ACTIVITIES | CONSIDER AS POLITICAL 1 = min, 5 = max | | | | |
|----|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 34 | Voting | | | | | |
| 35 | Standing as a representative | | | | | |
| 36 | Working as a journalist / in the news media | | | | | |
| 37 | Discussing public issues | | | | | |
| 38 | Writing about public issues | | | | | |
| 39 | Shopping | | | | | |
| 40 | Listening to music / watching films / reading books / enjoying other forms of art | | | | | |
| 41 | Creating music, films, books or other forms of art | | | | | |
| 42 | Donating money to charities or causes | | | | | |
| 43 | Volunteering to a community or a cause | | | | | |
| 44 | Following the news | | | | | |
| 45 | Learning about public issues / developing your awareness | | | | | |

To what extent have you engaged to the following activities online?

| | ACTIVITIES | HAVE ENGAGED ONLINE | | | | |
|----|---|---------------------|---|---|---|---|
| | | 1 = min, 5 = max | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 46 | Shopping | | | | | |
| 47 | Following the news | | | | | |
| 48 | Learning about public issues / developing your awareness | | | | | |
| 49 | Discussing public issues | | | | | |
| 50 | Writing about public issues | | | | | |
| 51 | Listening to music / watching films / reading books / enjoying other forms of art | | | | | |
| 52 | Creating music, films, books or other forms of art | | | | | |
| 53 | Donating money to charities or causes | | | | | |
| 54 | Volunteering to a community or a cause | | | | | |

| | | |
|----|---|--|
| 55 | <p>Reflecting on the things that motivate and demotivate you to participate in public affairs or engage politically...</p> <p>What would motivate you to become a more active citizen / consumer?</p> <p>What would de-motivate / stop you from becoming a more active citizen / consumer?</p> <p>Please consider as many factors as possible, and give as an elaborate response as possible.</p> | |
| | | |
| | | |
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| | | |
| | | |
| | | |
| | | |

| | | | |
|----|--|------------|--|
| 56 | To what extent would you say that you care about 'global issues'? | Not at all | |
| | | Somewhat | |
| | | Very much | |

| | | | |
|----|--|---------------------------|--|
| 57 | <p>In a few minutes you will be asked to browse and evaluate an issue website.</p> <p>Please assign the numbers 1 through to 3 to the following three issues - giving 1 to the issue you'd be most interested in browsing about.</p> | Organic Food | |
| | | Fairtrade Products | |
| | | Climate Change | |

EXPECTED GRATIFICATIONS:

| | | | |
|----|---|---------------------------|--|
| 58 | <p>Thinking of your response to <i>question 55</i> above (and applying those motivating or de-motivating factors onto a specific issue), what specific features would you expect to find on an 'issue website'?</p> <p>In other words, try to give specific examples of online facilities, pieces of information or other ideas / materials that could motivate you (or de-motivate you) to support that cause, e.g. by changing your consumer behaviour, political attitude, or by contributing your time, money and effort to that cause.</p> <p>If that still doesn't help, put yourself in the position of the strategists – what online tools would you use to get people involved?</p> | Site Content | |
| | | Site Design | |
| | | Site Interactivity | |



3A



Centre for Public Communication Research
Bournemouth Media School

Please write your name and seminar group here:

Doctoral Research by Roman Gerodimos
rgerodimos@bournemouth.ac.uk

FINAL CODING SHEET FOR PARTICIPANTS

SHEET 3A: www.fairtrade.org.uk

March 2006



Centre for Public Communication Research
Bournemouth Media School

Please write your name and seminar group here:

Doctoral Research by Roman Gerodimos
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FINAL CODING SHEET FOR PARTICIPANTS

SHEET 3B: www.soilassociation.org

March 2006



Centre for Public Communication Research
Bournemouth Media School

Please write your name and seminar group here:

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FINAL CODING SHEET FOR PARTICIPANTS

SHEET 3C: www.foe.co.uk/campaigns/climate

March 2006

| | | | |
|----|--|-----|--|
| 59 | Did you enjoy browsing this site? | Yes | |
| | (tick) | No | |

| | | | |
|----|--|------------|--|
| 60 | Would you visit the site again? | Yes – Why? | |
| | (elaborate) | No – Why? | |

| | | |
|----|--|--|
| 61 | What was the site’s strongest feature(s)? | |
| | (elaborate) | |

| | | |
|----|--|--|
| 62 | If you were the webmaster, what would you change on it? | |
| | (elaborate) | |

| | | |
|----|--|--|
| 63 | Going back to your initial expectations of this site – did the site meet them or not and why? | |
| | Is there something you were expecting to find and didn’t (or vice versa)? | |
| | (elaborate) | |

Overall, how would you rate the site's...

| | | | | | |
|----|---------------------------------|--------------------------------|------------|----------|-------------|
| 64 | CONTENT? (circle) | Information | Boring | Neutral | Interesting |
| | | Quality of information | Poor | Neutral | Good |
| | | Quantity of information | Not Enough | Adequate | Too Much |

| | | | | | |
|----|--------------------------------|--------------------------------|-----------------|-----------|------------------|
| 65 | DESIGN? (circle) | Accessibility | Inaccessible | Somewhat | Fully accessible |
| | | Easiness of navigation | Too complicated | Average | Good |
| | | Appeal / overall 'look' | Unappealing | So and so | Very appealing |

| | | | | | |
|----|--------------------------------------|--|-----|-----|-----|
| 66 | INTERACTIVITY (circle) | Sense of community | Min | Med | Max |
| | | Interactive spaces / facilities | Min | Med | Max |
| | | Transparency about the organisation | Min | Med | Max |

Finally, would you follow up on the information you got from the site in anyway?

| FOLLOWING UP | | HOW LIKELY? 1 = unlikely, 5 = very likely | | | | |
|--------------|--|--|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 67 | Research more into the issue / learn more about it | | | | | |
| 68 | Talk about the issue with other people | | | | | |
| 69 | Change my consumer behaviour | | | | | |
| 70 | Change my political behaviour | | | | | |
| 71 | Consider subscribing / registering | | | | | |
| 72 | Consider donating / contributing | | | | | |



Centre for Public Communication Research
Bournemouth Media School

Please write your name and seminar group here:

Doctoral Research by Roman Gerodimos
rgerodimos@bournemouth.ac.uk

FINAL CODING SHEET FOR PARTICIPANTS

SHEET 4: www.thematrix.com

March 2006

| | | | |
|----|--|-----|--|
| 73 | Did you enjoy browsing this site? | Yes | |
| | (tick) | No | |

| | | | |
|----|--|------------|--|
| 74 | Would you visit the site again? | Yes – Why? | |
| | (elaborate) | No – Why? | |

| | | |
|----|--|--|
| 75 | What was the site's strongest feature(s)? | |
| | (elaborate) | |

| | | |
|----|--|--|
| 76 | If you were the webmaster, what would you change on it? | |
| | (elaborate) | |

Overall, how would you rate the site's...

| | | | | | |
|----|-----------------|--------------------------------|------------|----------|-------------|
| 77 | CONTENT? | Information | Boring | Neutral | Interesting |
| | (circle) | Quality of information | Poor | Neutral | Good |
| | | Quantity of information | Not Enough | Adequate | Too Much |

| | | | | | |
|----|----------------|--------------------------------|-----------------|-----------|------------------|
| 78 | DESIGN? | Accessibility | Inaccessible | Somewhat | Fully accessible |
| | (circle) | Easiness of navigation | Too complicated | Average | Good |
| | | Appeal / overall 'look' | Unappealing | So and so | Very appealing |

| | | | | | |
|----|----------------------|--|-----|-----|-----|
| 79 | INTERACTIVITY | Sense of community | Min | Med | Max |
| | (circle) | Interactive spaces / facilities | Min | Med | Max |
| | | Transparency about the organisation | Min | Med | Max |

Finally, would you follow up on the information you got from the site in anyway?

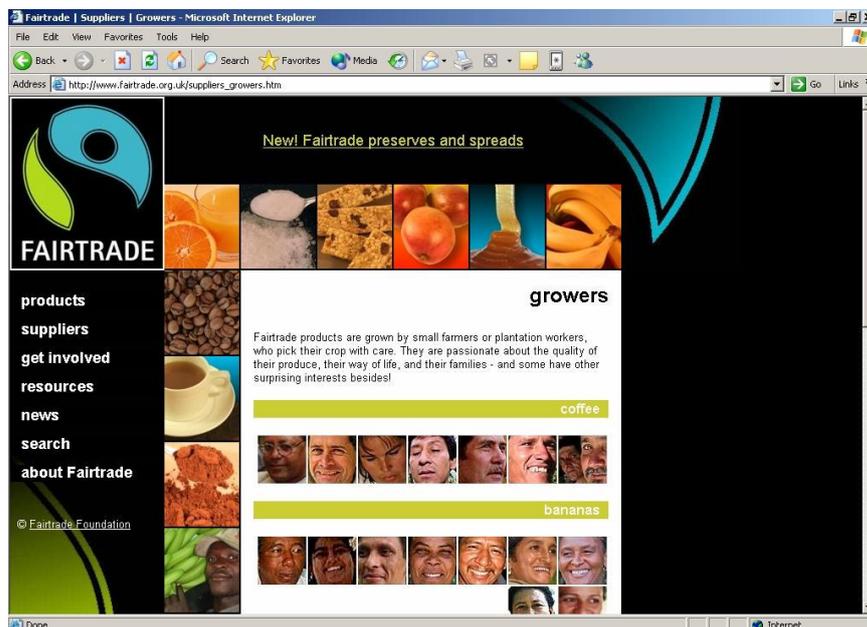
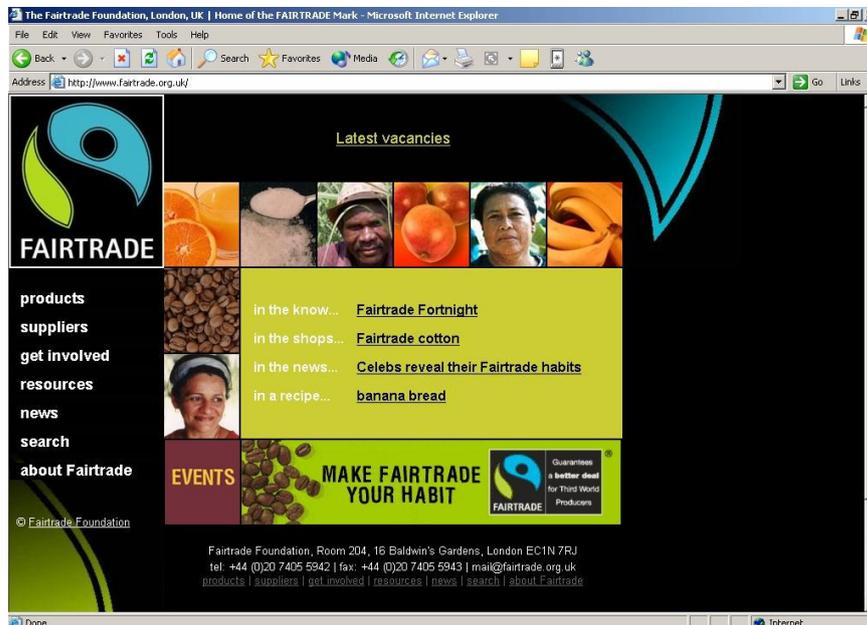
| FOLLOWING UP | | HOW LIKELY? 1 = unlikely, 5 = very likely | | | | |
|---------------------|--|---|----------|----------|----------|----------|
| | | 1 | 2 | 3 | 4 | 5 |
| 80 | Research more into the issue / learn more about it | | | | | |
| 81 | Talk about the issue with other people | | | | | |
| 82 | Change my consumer behaviour | | | | | |
| 83 | Change my political behaviour | | | | | |
| 84 | Consider subscribing / registering | | | | | |
| 85 | Consider donating / contributing | | | | | |

Appendix I

Profiles of Websites Sampled for the User Evaluations

Website A: The Fairtrade Foundation

URL: <http://www.fairtrade.org.uk>



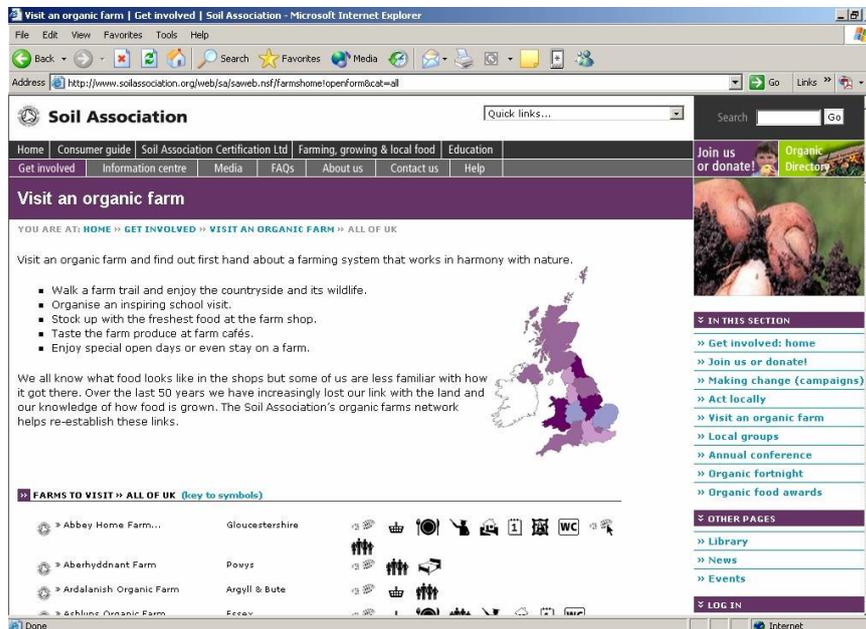
Background information (taken from the website):

"The Fairtrade Foundation licenses the FAIRTRADE Mark to products in the UK which meet FLO standards. The supplier (brand-owner or main national distributor) must sign the Foundation's Licence Agreement which provides a licence to use the Mark. The Fairtrade Foundation was established in 1992 by CAFOD, Christian Aid, New Consumer, Oxfam, Traidcraft and the World Development Movement. These founding organisations were later joined by Britain's largest women's organisation, the Women's Institute. The Foundation is the UK member of Fairtrade Labelling Organisations International (FLO), which unites 21 national initiatives across Europe, Japan, North America, Mexico and Australia/New Zealand. Currently there are a total of 50 members of staff at the Fairtrade

Foundation that work within the departments of Commercial Relations, Communications, Certification, and Finance and Resources. We also rely on the work of around 30 volunteers. The Fairtrade Foundation is a registered charity (no. 1043886). It is also a company registered in England and Wales (no. 2733136).”

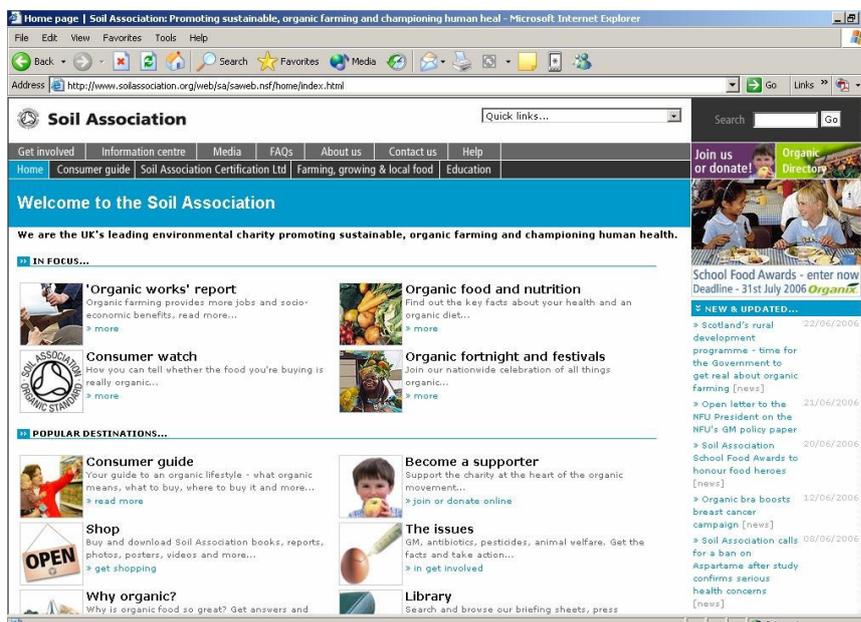
Website B: Soil Association

URL: <http://www.soilassociation.org>



Background information (taken from the website):

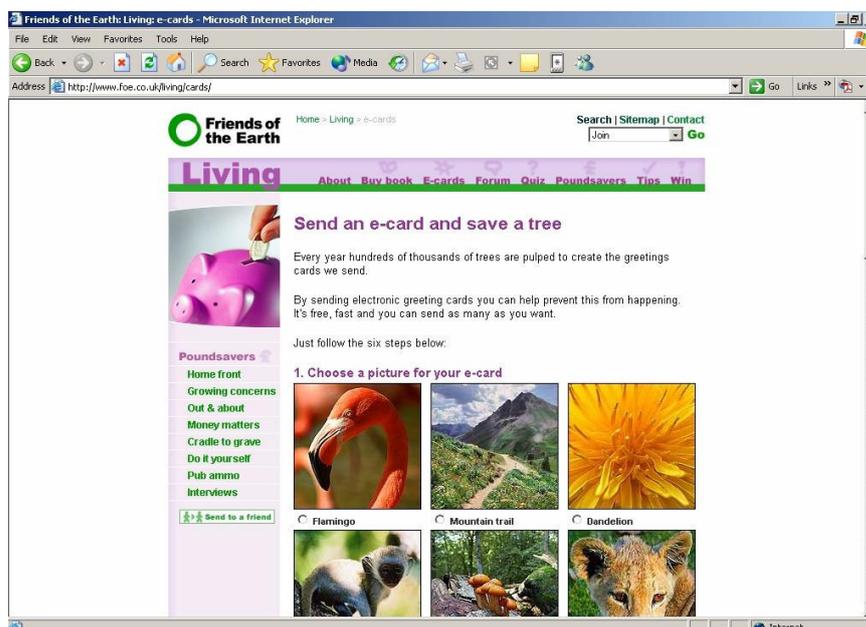
“The Soil Association was founded in 1946 by a group of farmers, scientists and nutritionists who observed a direct connection between farming practice and plant, animal, human and environmental health. Today the Soil Association is the UK's leading organic organisation, with over 180 staff based in our Bristol headquarters, in regional centres and working as certification inspectors across the country. The Soil Association's director is Patrick Holden, who reports to the Council of Trustees. The Soil Association is a charity registered with the Charity Commission for England and Wales. Our charity number is 206862. Soil Association Certification Ltd (SA Certification) is a subsidiary of the charity which undertakes certification. As a subsidiary company, any surplus income is passed on to the Soil Association charity to raise awareness, and develop and safeguard the entire organic sector.



- SA Certification is the UK's largest organic certification body
- Established in 1973, we now certify 80% of all organic products sold in the UK
- SA Certification provides organic certification of the highest integrity to all sectors of the organic market (food, farms, textiles, health and beauty care, restaurants and even timber)
- We currently certify over 4,000 organic farms and businesses of all shapes and sizes
- We are a fully owned trading company of the Soil Association charity
- We are the only certification body linked to a charity devoted to promoting organic food and farming
- Once certified (licensed) with SA Certification our 'licensees' can use the Soil Association symbol (above) - consumers recognise the symbol as the ultimate mark of organic integrity.”

Website C: Friends of the Earth (Climate Change microsite)

URL: <http://www.foe.co.uk/campaigns/climate>



Background information (taken from the website):

“Friends of the Earth is:

- UK 's most influential environmental campaigning organisation.
- Most extensive environmental network in the world, with almost 1 million supporters across five continents and more than 70 national organisations worldwide.
- Unique network of campaigning local groups, working in over 200 communities throughout England , Wales and Northern Ireland.
- Dependent on individuals for over 90 per cent of its income.

Friends of the Earth is **two distinct organisations**:

- Friends of the Earth Trust
- Friends of the Earth Limited

We're a charity and a limited company because it gives us the flexibility to be as effective as possible. As a result of regulatory changes in 2004 **charities can now campaign politically** - as long as it doesn't become the main way of carrying out their work. That means we can run most of our campaigns under Friends of the Earth Trust.

Both Friends of the Earth Trust and Limited are committed to the

- Conservation
- Protection and
- Improvement

of the environment.

When the primary focus of our work is political - like influencing political parties and business practices - this is carried out by Friends of the Earth Limited. Most of our work - campaigning, research, education and publishing - is carried out by Friends of the Earth Trust. All our work is clearly identified as either Friends of the Earth Trust or Friends of the Earth Limited.

Friends of the Earth Limited - Company No 1012357
Friends of the Earth Trust - Company No 1533942
Registered Charity No 281681”

Website D: The Meatrix

URL: <http://www.themeatrix.com>

Background information (taken from the website):

“The Meatrix is a four-minute online animation that spoofs The Matrix movies while educating viewers about the problems with factory farming and today’s meat and dairy supplies. The film is a humorous and creative satire that uses pop culture and entertainment to educate viewers about the food they eat and where it comes from.

The movie website links to Sustainable Table (www.sustainabletable.org) and the Eat Well Guide (www.eatwellguide.org), which offer information on the issues surrounding factory farming, as well as alternatives to conventionally-raised meat, poultry, dairy, and eggs.

In early 2003, Free Range Studios awarded a grant to GRACE’s Sustainable Table program to create a Flash animation. The studio was impressed that Sustainable Table not only educated viewers about factory farming but also offered simple solutions to support sustainable food and agriculture – including the Eat Well Guide, an online directory of sustainable meat, poultry, dairy, and eggs from farms, stores, restaurants, and other outlets in the United States and Canada.



The Meatrix has received worldwide critical acclaim and has been honored with more than a dozen major film and Web awards. In response to the overwhelming public response, Sustainable Table and Free Range Studios launched the sequel *The Meatrix II: Revolting* in March 2006, to explore the dark side of the industrial dairy industry. And in November 2006, in partnership with Participant Productions, *The Meatrix II 1/2* was released to help promote the social action campaign around the *Fast Food Nation* movie and to show what happens inside a meat processing facility. Since its launch, *The Meatrix* has been shown at festivals, conferences, meetings, events, and local gatherings, while thousands of DVDs have been distributed to teachers, students, parents, and individuals worldwide. *The Meatrix* has been translated into more than 30 languages and is now the most successful online advocacy film ever with well over 15 million viewers worldwide.

GRACE and Sustainable Table (including the *Eat Well Guide* and *The Meatrix*) promote community based solutions for the production and consumption of food and energy. Working with research, policy, consumer and grassroots communities, GRACE raises public awareness and advances innovative solutions to create an economically and environmentally viable future, and eliminate practices that are harmful to the environment and public health.”



Appendix J

Main Study 3 – Colour-coded Transcripts of Focus Group Discussions (User Evaluations)

NB: The names of participants have been replaced with their ID [#Session.Participant-Initials], e.g. [#1.04-JP]. The transcripts have been thematically indexed using 10 distinct colour codes.

SESSION 1

March 06th, 11:00 – 12:20, W326

9 participants

SESSION 1 TRANSCRIPT STARTS HERE

PART ONE

RG: Let's start with the Soil Association... who was doing that? [#1.09-SJ]; and who else? [#1.08-NR] ... So what do you think about that? [#1.09-SJ] ?

#1.09-SJ: I didn't actually understand what it was, to begin with... I didn't think it was very clear. And there is just like so much information on the first page... you know it's too much.

RG: So the homepage was overloaded...

#1.09-SJ: yes...

RG: ...and the purpose wasn't clear...

#1.09-SJ: yes...

RG: [#1.08-NR] would you agree with that?

#1.08-NR: Um, not really. I got a bit excited. There was just so much to read and see really. I quite liked it. I thought it was something that you could easily spend like half an hour on it and not get bored.

RG: Did you find any useful stuff in there or was it just broad concepts? Were there like tangible things that you thought were useful at all? That you could potentially think of using?

#1.09-SJ: Um, actually it was saying like how you could change ...food and stuff and that kind of thing, so I guess if you are interested...

RG: Your own diet? How to change your own diet or how to change gardening and stuff?

#1.09-SJ: I think it was a little bit of both actually.

#1.08-NR: Yeah, it had a comprehensive list of ...like organic products that had won awards and then organic beauty products and where to buy them and tips on how to buy organic stuff and what to get. And places to eat; restaurants, organic restaurants which I thought was cool 'cause I didn't know they had that kind of thing... I mean I didn't know they had lists.

RG: Right. You remember, going back to the seminar, last seminar about fear and efficacy and that sort of discussion about public health information campaigns... Do you think that it highlighted the reasons for which we should adopt organic food and farming? Or was it more like looking at consumer behaviour and... at the practical side of it, was there enough about the threat, was enough there about the damage to the environment or to the health of humans and so on? Was it more about practical every day-to-day things?

#1.08-NR: From what I saw there wasn't that much of the threat thing. They didn't say that, um, like for example chickens and eggs and that kind of thing and it's crap because of animal welfare and that kind of thing. But I think there's more of the what you can do to make it better, which I really like because it feels like... makes you feel like you can do something.

RG: Right. [#1.09-SJ]?

#1.09-SJ: Um, yeah, I would agree with that actually. But yeah, because one of the main serious issues was bird flu and stuff [inaudible] trying to get into it [inaudible] they would push it on to you.

RG: But I mean is it the sort of website that you'd normally in your day-to-day browsing experience... would you go there?

#1.09-SJ: No!?

#1.08-NR: I would! I wouldn't know it existed. I was quite... like I said... quite excited to find it!

RG: Design-wise, how did you think it fared?

#1.09-SJ: It was ok but I found it quite frustrating that when you went on some of the links it said that you needed to sign in, so you couldn't actually read the story.

#1.08-NR: It was a bit cluttered so it had like several, several hypertext links but at the same time quite interesting because, you know, you get carried away because lots of stuff interests you. And also the signing up bit is free... I mean you don't have to pay anything for it and you get updates which is cool...

RG: Ok, let's move to the next one now, which was Fairtrade and it was four of you, doing that. It was [#1.07-NW]... Who else? [#1.02-CB]... and [#1.01-AW]... and [#1.04-JP]... Who would like to start?

#1.01-AW: I thought it was a really good website, perhaps a bit better than I expected it to be, because I didn't know that Fairtrade was such a big organisation. I think it had loads of interesting stuff on there and stuff that you could do yourself like where to buy things so you can get involved.

RG: [#1.04-JP]?

#1.04-JP: I agree with [#1.01-AW]. I thought it would be a lot more negative. I thought it would be a quite pushy website but I really liked it. I liked the case studies as well. They are a lot more positive and encouraging the user to read more about it, not just to think "no I'd better get to my mind I'm gonna die"...

#1.07-NW: I think I personally would have been more interested in Fairtrade had it said what was bad about non-Fairtrade. Like it did say the good stuff about Fairtrade, like the benefits to the farmers. But it doesn't say what will happen if we continue (to use non-fairtrade products)... The "get involved" issues were interesting, you know to make the University better and I know they were quick to supply our University with the information packs when we wanted them and help Bournemouth get slightly more Fairtrade...

RG: It's funny you should raise that, because we do sell a lot of Fairtrade stuff in all our coffee shops and in our meetings and stuff like that...

#1.07-NW: Yeah and our coffee shops are Fairtrade...

RG: Yeah but we don't have... we are not certified...

#1.07-NW: ...we are almost there...

RG: ...right. Are you into this sort of thing?

#1.07-NW: To a level where I'd like to know more... I don't know very much...

RG: Because I thought of sending an e-mail like... to people saying why are we not certified, but...

#1.07-NW: Well, there is a Peoples and Planets Society that's pushing that and Molly [BUSU President] was very interested in it...

RG: Good. [#1.02-CB]?

#1.02-CB: Yeah, I thought it was very good. I liked the fact that when you first sign on to it it's just pictures that you can click and everyone prefers to click pictures and not a list of words. So you click on a picture of a mango and it tells you everything, like how you can get a Fairtrade mango, where it grows and how it's grown and a bit of trivia. And like recipes and stuff. So if you stumble across the site you might still wanna have a look, just to see what it's got. And I didn't think it was pushy at all because I couldn't actually find the donations bit for a while. And the when I did it was like "you can but you don't have to". If you donate less than 20 pounds then do it by this and I like that. They were not expecting me to like ...donate loads.

RG: Sure. Did any one of you just look at the individual case studies, the stories of the people?

#1.02-CB: I know that it's quite interesting but they were quite long... I tend to just skim them. See if anything interesting is happening to that person [laughs] [inaudible] someone going to bed at six and growing a mango [laughs].

#1.07-NW: I thought the font was too small. I suppose they were trying to cram a lot of information...

RG: So you.. you would have a...

#1.07-NW: ... I was put off by that...

RG: Right. [#1.01-AW]? Design-wise?

#1.01-AW: I thought that the pages were good but when I was on there, I don't know if this is because I didn't have enough time, I couldn't find a link to go back to the homepage. So I just kept clicking "back"...

RG: That's interesting...

#1.01-AW: maybe because I wasn't - I don't know about anybody else maybe I wasn't looking properly but you can't seem to navigate like back again...

RG: I mean it's an interesting point that you mentioned it... Many of you mentioned that it may not be the sort of website that you would necessarily wake up in the morning and go to. But apparently it's a website that did appeal to you. So how could that website, if it wanted to appeal to an audience such as you... what would it have to do to actually reach you and maintain you as visitors? So that you... you know, go back and keep clicking into it?

#1.01-AW: I think it would need to have like new stuff on it. Once you've read all the case studies -and there was quite a lot, but you could basically read them all- it need to have like updates of the events, I think it's "Fairtrade fortnight" or something?

RG: Yes

#1.01-AW: So you... but you need to know that every time you went back there would be something new for you to read.

RG: Right. So more up to date, more current stuff...

#1.01-AW: Yeah. Coz if it's just gonna be the same stuff then I don't quite believe I'd go back there...

RG: Right. It's interesting that the Fairtrade "Fortnight" starts today. [#1.04-JP], anything else? Any other suggestions? How would you like improve or make it more relevant to yourself?

#1.04-JP: I don't know really. I think... my opinion of Fairtrade, I see them as quite pushy so I probably would stay away from that. Originally if I saw it I wouldn't even wanna go there.

RG: So would you say it's a problem of overall brand?

#1.04-JP: Yeah, definitely. Cause I mean the way I see it, I see it as very pushy. Not all the time obviously I think it's a good cause and everything. But I think that sometimes the way I see it they can be really pushy. "You've got to do it". I think they need to generally remarket themselves to appeal...

#1.07-NW: I'd go back for the recipes. Just lovely pictures next to them.

RG: Interesting. [#1.02-CB]?

#1.02-CB: It needs a bit more information on why you should buy Fairtrade. Because I know that Fairtrade is more expensive than ASDA's own brand... And all it says "this is how the growers live" etc etc. But it's like six people...

RG: Right. That's quite like what [#1.07-NW] mentioned before about giving you more of a stimulus to buy, to go for it... Excellent. Thank you. Sorry to keep you waiting. So you were doing [FoE] Climate Change. And who was doing that? [#1.03-ED], [#1.06-LR] and [#1.05-JW]. Right, [#1.03-ED]?

#1.03-ED: I thought it was more... 'cause it's been quite a long running... I thought it would be a bit more... you know have a bit more to it, seems quite blunt and basic. It doesn't seem... and everything is a little bit cluttered.

RG: Right, design-wise?

#1.03-ED: Yeah, and I thought it would be a bit more set out and clear. But it's got a lot of info like statistics and stuff. What you'd expect from it I suppose.

RG: But is there stuff that you could use yourself? Something that you got out of it yourself?

#1.03-ED: No. Like, there is stuff... they say stuff like however much percentage of... I don't know... air-pollution is rising... but you kind of guess that anyway.

RG: [#1.06-LR], do you agree with her?

#1.06-LR: Yeah, I agree with it, but I think if someone didn't know about it and they went on to look at it and it's all laid out right, really simplified, easy to understand. It guess the points across really really well and it's got loads of different links to tell you the different bits, like climate changing, transporting, it's got case studies stuff like that, so I think that works.

RG: So would you say that background information was quite rich?

#1.06-LR: Yeah... yeah, really rich and I was expecting, to be honest I was expecting more pictures up...

#1.03-ED: -yeah...

#1.06-LR: -to make it more like... pictures are sometimes more powerful. You see a picture maybe like a disaster or something like that caused by climate change but there wasn't... that's what I was expecting. I think it was good that they got people really involved like they really push this thing about the Big Ask thing which is a thing they are doing for the

government, to get them to change, so that was really good, so they really push that... you can send email like already written from them to your local MP it's like a petition thing so that was good.

RG: Design-wise, like menus and navigation?

#1.06-LR: -Very easy to use...

RG: -was it?

#1.06-LR: yeah...very easy...

RG: So you weren't lost in it or whatever...

#1.06-LR: Not at all.

#1.03-ED: Easy to use but it doesn't make you wanna... because it's all so pushed together...

RG: Do you mean on the homepage?

#1.03-ED: Yeah...well no, on every page, there is like one little picture surrounded by loads of text.

RG: So maybe if a more spread-out "comfortable" design that would have been better?

#1.06-LR: Yeah that would have been better.

RG: [#1.05-JW]?

#1.05-JW: I quite liked it because the main reason I thought it was really usable and clear and concise and that always appeals to me if it is easy to understand! It had both the information so that if you want to find more you can and I thought the resources were quite good and also on the other side it had suggestions of ways you can help so it had both of those elements so it met my expectations. The only thing I would probably criticize is ...the lack of interactivity, really, because although I found it interesting this time I think if I was to keep going back I want...[pause]

RG: Something more?

#1.05-JW: ...yeah... to make it more interesting perhaps.

RG: I mean that's not too far from what you said about images and making it a bit more powerful and so on. A bit more dynamic then?

#1.06-LR: It would have just worked. Yeah I think some people may look at it and not... I mean there's not much text but some people may look at it... they may not want to read it but if there was a picture or something...

RG: Make it more appealing?

#1.06-LR: Yeah I don't know if there was icecaps melting that would have been a lot more powerful.

RG: [#1.03-ED] do you agree with that?

#1.03-ED: Yeah... just like bigger pictures.

#1.06-LR: And they had like a diagram of global warming but I think it was a bit very child-like... the sort of thing you'd see in a school...

#1.05-JW: It did feel like a geography lesson... [laughs]

#1.06-LR: They didn't like *explain* it, they didn't get into enough detail. And it says like about how the government wants to attack and cut CO2 emissions by 2010 but it doesn't say how like they're gonna do that, it doesn't say "you can do this". It just says they want to do it and that's it.

RG: From what we've heard so far, in the other two websites, the Fairtrade and the Soil Association, there were really specific things we can do as consumers... what to buy, what not to buy, what to consume, what not to consume mainly in food-

#1.06-LR: -whereas this didn't do that it didn't... because. Unless they say what you can change, you're still gonna go out buy... do obviously all that's causing all the CO2 so ... to me it was just a bit like wow...

#1.05-JW: -I think it was more encouraging you to become more *politically* involved, rather than asking you for money or whatever, it was encouraging you to find out more and become more involved... so yeah more of the... on the bigger level.

RG: But if I weren't actually asking you to access the website or if you just came across it... I mean is there anything that could persuade you to follow that issue or become more politically aware? Does it work for you personally?

#1.06-LR: I thought it was really interesting it didn't really encourage me to take it to the next level if you know what I mean...

RG: [#1.03-ED] as well?

#1.03-ED: I wouldn't go... back...

RG: Right...

#1.03-ED: It was just... [long pause]

RG: [#1.05-JW]?

#1.05-JW: Um... I don't know... I was quite interested I think sort of it had a good section about... um... if you want to do more... you can go and there were several things there which I was interested in which didn't seem too... taxing as well, like, it's just quite easy, like send a, sign a petition and sent it off, so... yeah I probably would go back but then I probably wouldn't have come across this site in the first place

RG: -in the first place, right...

#1.06-LR: I wouldn't... because... like it's supposed to be a whole site about climate change whereas I read something in... think it was... the Guardian maybe... a couple of weeks ago... which was saying about climate change and it was only about 2 pages but it told you *everything* you needed to know about the last 10 years and the next 10 years - so much more information than what is on the whole website about it... so I wouldn't go back...

PART TWO [The Meatrix]

RG: So, what did you think?

#1.05-JW: Um... it was different to what you'd usually expect from...um... issue sites; so it was appealing in that sense and not quite... I found the video entertaining, but personally for me it was a bit too overloaded with... I got a bit lost with the navigation...

RG: -graphics...

#1.05-JW: -yeah...

RG: -...or content?

#1.05-JW: um... a bit of both to be honest. I got a bit confused, I couldn't find the UK action page, with the content I found it a bit too bloated and all that talk about the claims in the video on the front page, I thought that was unnecessary; so it needed a bit more about the point that the website was about.

#1.06-LR: I thought it was really good, I liked it a lot. It was difficult to find, like, what [#1.05-JW] was saying, in the um... national action pages, which I thought was a bit bad really, I think they could've been a lot better, if they're trying to push something...

RG: -more signposted?

#1.06-LR: ...yeah definitely, especially if they want more people to get involved and I think it had really good information on it, I do think it was quite well laid out; and they fact that they'd done it with that kind of...animation stuff it made it funny, it made it... you wanna get involved and read on the stuff... obviously I liked it I thought it was good. And they laid out really good ways for you to buy local farm food stuff as well.

RG: So did you think that the balance between content and navigation was good?

#1.06-LR: Yeah, really good, yeah... I liked it...

RG: [#1.04-JP]?

#1.04-JP: Um, I liked it but I couldn't find the action UK bit; I had to get [#1.06-LR] to help me. And also, I tried clicking on the 'read the sustainable team blog thing' and it was just there and it wouldn't let you click on it, and I thought "oh that would do it now" [laughs] if it won't let me click on it earlier... and I just thought that was a bit of a waste of time really, to have extra little things you could click on when *that's* the little thing you need to click on really.

RG: Right... [#1.03-ED]?

#1.03-ED: What did I think of it?

RG: Yes

#1.03-ED: I thought it was very original... um... funny animation... graphics colourful... I probably would go back to it again.

RG: Did you pick up any, apart from like the packaging of it, was there any substance that you particularly connected with?

#1.03-ED: Well I noticed that they gave you information as to where these farms were in relation to where you live so you can put your postcode in and find out whereabouts it's going on near you... that was quite good...

#1.01-AW: I thought it was good because it was, like, giving the consumer the chance to do something for themselves, like you can go out there and buy the meat, but you don't have – they're not – I didn't think, I didn't come across anywhere asking you to send in any money for that... I mean it might be on there but I didn't see it... It was more like, this is what you can do as a consumer to make a difference... so... I thought that was quite good.

RG: [#1.09-SJ]?

#1.09-SJ: Yeah I thought it was really good. It really, like, grabbed your attention as soon as you went into it and it kind of made you wanna – after you've seen the original film – to look on the rest of the site. The only thing would be if you didn't have sound then it might be a bit of a problem.

RG: ...kind of losing ...

#1.09-SJ: ...yeah you lose... you might not... your attention might not be held, you just click off and go at something else. But... yeah, I thought it was really good. And I found it quite interesting with [inaudible] coming on to another link from another website with the pictures as well of, like, cattle farming in general... that was quite interesting.

RG: [#1.08-NR]?

#1.08-NR: Um, I thought it was a bit complicated and because of the animation bit at the beginning because I couldn't hear exactly what they were saying, 'cause everyone was listening to... so I think I lost a bit there. I didn't think that the actual purpose of this site was that clear, as clear as it was with the Soil thing or the Fairtrade one. But then, once you've navigated your way around there's actually some pretty good information.

RG: Right, so it's until you get into it basically, isn't it?

#1.08-NR: Yeah, I think you sort of need to go around and check it out.

RG: Why do you think that it has that, like, shock tactic at the beginning? What is it trying to achieve?

#1.01-AW: I guess if you didn't already know what's going on, and I think probably a lot of people do, I guess this is just to kind of making you – making you think really about how bad some of the conditions are, and making you to want to change it, or making you want to make it better...

#1.07-NW: I thought there was too much information and the information bombards you, although it does have all these headings and allows you to go into... say you want to learn more about genetic engineering and it's got a small piece there but if you want to learn as a whole I think that's a bit too much.

RG: Uh huh, what about the design of it?

#1.07-NW: Like I said, the headings were good and helpful but all in the same colour, which is slightly too much.

RG: [#1.02-CB]?

#1.02-CB: I thought it was a bit dependent on a gimmick rather than – it gave information, a lot of information, but it was the wrong kind of information.

RG: What do you mean?

#1.02-CB: Like the page I'm looking at now, which is about what you need to know about factory farms and how it affects you doesn't ever actually say how it affects you! It says, you know for, like, the antibiotics thing it's quite dangerous to humans but they just mention that it will raise healthcare costs... and if you didn't care... you just wouldn't keep reading, would you... Um, and there's like three or four pages mainly about what you can do, and what's gonna happen, and that kind of thing, and then just hundreds of pages about critical acclaim and where you can buy a t-shirt...

RG: Which is... who else mentioned that?

#1.05-JW: I mentioned it... it just kept going on about how this video is so good, but do we really need to know that? I wanna know about the issue...

RG: Did you guys pick up on the sequel, The Meatrix 2?

[Many]: Yeah / yes / yeah.

RG: Did you all pick up on that?

[Many]: Yeah

#1.08-NR: the Revolting?

RG: Yeah... is that a method to draw people into it or what?

#1.05-JW: Yeah I mean it's different so in that sense it's appealing cause we haven't come across something like this before so I was attracted to it in that sense.

RG: Would you say that, because this site is relevant to the sites we looked at before because there is an environmental issue into them, would you say that this one was better or worse or more appealing or less appealing or better in terms of content? How does it compare to the previous websites you looked at?

#1.01-AW: I think maybe, like, what someone said about the gimmick made it a bit less appealing because you may find that you get all that information in a much more concise way and maybe a much more readable way...

RG: But would you sit and read through it if it weren't for the film at the beginning, when you come in contact with it?

#1.01-AW: I might not – I might just turn the [inaudible] – I don't know if I would just sit through the film, I don't know...

#1.03-ED: I think it could have been a little bit more serious – a more serious edge to it after the film...

RG: What sort of audience do you think it aims for?

#1.08-NR: Children.

RG: Children?

#1.08-NR: Yeah... younger people

#1.09-SJ: I think our age... I don't think children would go after the facts... they'd probably enjoy the cartoon but I don't think they'd realize the general point that it's trying to make.

#1.01-AW: They're not consumers really, are they? They're not gonna be the ones that go out and buy the products so... but then they do need... maybe they have to start young... to be aware of the issues.

RG: So as a round-up, thinking about the sort of websites that you visit in your everyday life, is there any common ground between either of those websites that you looked at today and the websites that you visit? Or could you ever come across this sort of websites? Or are they a completely different life-world from yours?

#1.05-JW: Yeah, I mean, although I found them interesting, just in my everyday life it's not something I would actively seek out to find - unless it came across my path... like, I don't know... some sort of advert or emailed a newsletter about it I might check it out... but I wouldn't go and Google and search it, for example.

#1.01-AW: Yeah I agree, I only really got on the internet for a specific reason, I wouldn't just sit ...and just browse around... just for the fun of it, so I don't think I'd come across it at all.

#1.06-LR: I wouldn't go on it again. I might want to show someone that animation bit because that was quite funny but that's about it but I would've never, ever, come across it in any way...

RG: But what about, generally about issue websites – would you come across issue websites at all?

RG: Most are nodding 'no' for the record, but is there anyone who might come across – I'm not even getting into the word 'political', I'm just talking about issue websites.

#1.03-ED: Maybe if I went on BBC news website...

RG: Ah... that's interesting. So if an old medium or established news source mentioned something then you *might* follow that up?

[Many]: Yeah / yes

#1.05-JW: Yeah but if I was ...happened to be looking at something else sometimes you can... even though you're looking at something particular if something else comes across your path then you might check that out.

RG: Thank you, that's great. Anything else to add? Thank you very much...

SESSION 1 TRANSCRIPT ENDS HERE

SESSION 2

March 06th, 15:00 – 16:20, W326

8 participants

SESSION 2 TRANSCRIPT STARTS HERE

PART ONE

RG: So let's start with the first website, which was Fairtrade. That's [#2.17-SH], [#2.12-CH] and [#2.11-BS]. So, what did you think overall?

#2.11-BS: I thought it was really good, all the information and [describing] some more personal things about the suppliers, so it kind of makes you kind of want to find out more – it's more of a personal touch to the website.

RG: Uh huh. Um... [#2.12-CH]?

#2.12-CH: Pretty much what [#2.11-BS] said, it's quite eye-catching, I quite liked the design of it and there's almost maybe too much information; I don't know, there is a lot of information and a lot of ... kinda... all the contents it kind of goes up into sub-contents and it's quite- but I think it's good about the whole personalised bit about all the growers and stuff. It's good.

RG: [#2.17-SH]?

#2.17-SH: Like [#2.11-BS], I liked the design and vivid colours and bright, which keeps your interest, but from reading I felt there was too much information and it did cause me to lose interest.

RG: Right. Did you think that the information on the website was too general or was it specific enough – did it appeal to you to do things in your everyday life or was it just really abstract?

#2.11-BS: I thought it was quite specific because it gives you details of the suppliers and where you can actually get the products from, so it's not just general – they're actually telling you to do it in, like, Tesco's and Sainsbury's and things; so you can actually make a difference - it's not just a general site.

RG: So where you happy with the measures or the actions that were suggested on the website?

#2.12-CH: Yeah, like [#2.11-BS] said, it wasn't just giving you information and then you must be thinking "oh well I agree with this, how do I go about it". It was saying this is where it's supplied, this is where you can get it from". So in that sense it was good in giving specific information, but I think generally the rest of it was ... a bit sort of... bloated text as such, but that particular bit which just listed all the points where you can get it, Asda, Tesco and all that was quite effective.

RG: Ok. The second website was Soil Association, it was about organic food and farming and that was [#2.15-GN] ...and [#2.14-EC] ...and [#2.10-AB]. What did you think then? How was it?

#2.14-EC: It was quite good overall because it keeps the balance for consumers and for producers... so... if you haven't got a clue of what they're talking about, the content is... it's specific but it's in a basic way so if you don't know, you could still understand. But, on the other hand, if you do know what they're talking about, there is stuff with the farmers and growers etc...

#2.10-AB: Yeah, I think it's kind of... aims towards... you as a consumer, as well as like [#2.14-EC] said the producers. So it kind of tells you about the benefits of organic food.

RG: You, as a consumer yourself, not as someone who reviews the site, did it have an impact on you?

#2.10-AB: I didn't actually get enough time to read through it ...properly, so...

RG: If you were on your own, would it hold your interest?

#2.10-AB: Yeah, 'cause there is a lot of information-

#2.15-GN: -there's too much information, information overload...

RG: Do you think so?

#2.15-GN: Yeah. Although it's easy to access the information and easy to understand, it's just too much.

RG: How about the navigation – does the navigation help or is it a hindrance in terms of the amount of information that's there?

#2.10-AB: Well, you can kind of click on a link and you go to another page-

#2.15-GN: -Yeah

#2.10-AB: -and there's about five more-

#2.15-GN: -Yeah, too many links-

#2.10-AB: links on that page, and then...

RG: So, you would have opted for a simpler, cleaner-

#2.10-AB: -Yeah

RG: I think [#2.17-SH] has made the point that Fairtrade has a lot of information which you characterised as boring but its design is much simpler. Obviously you haven't seen each other's site, but the Fairtrade design seems to be quite effective and quite catchy and simple. The Soil Association seems to have more on the home page but did you find it difficult to navigate around it or was it just a matter of quantity?

#2.10-AB: I think the homepage, there was a bit too much, it was all quite – quite joined but I think there was just too much on the homepage...

#2.14-EC: It hits you in the face to start with. Once you start looking at it, you kind of have to sift through it... once you're going through it, you know, all the links work and everything's there.

RG: So, I mean... what would you do differently if you were designing this site?

#2.15-GN: It's a bit annoying because you have to actually register to get some of the information, so in that way I just go to another website...

RG: So you think "I can't be bothered, let's move on"?

#2.15-GN: Yeah...

RG: Right... so the third one was Climate Change and that was [#2.13-DB] and [#2.16-KK], right? How was it then?

#2.16-KK: It was alright, it was good in raising awareness about the climate change and carbon dioxide release but ... I knew that before. It doesn't really show me how I could really help to reduce the release of carbon dioxide. For example it doesn't show me any companies which might use green energy or anything I could support or anything so-

#2.13-DB: I think it's more informative than anything else...-

#2.16-KK: -Yeah-

#2.13-DB: -but I think that the way it was informative was really good, I thought it was laid out well and you could navigate it so easily..-

#2.16-KK: -Yeah-

#2.13-DB: -and... like... I'm not being funny but I don't think I- ...it's got more information if you want it... so it's almost like – so if you read the first bit and that's enough information, but if you wanna then read in more depth there's links to it and you can keep going down and a there's a little box-

#2.16-KK: -But I followed all the links from all the site but it doesn't really give me a list of what I've said already, of – as a citizen could help-

RG: -More practical measures for your own consumer behaviour you mean?

#2.16-KK: Yeah.

#2.13-DB: I mean, purely on information I thought it was really good.

RG: What emerged in the other group about that specific site was that it is more about the campaigning and promotion and the actual cause, more about the politics of it, more about you becoming an active campaigner rather than actually contributing to the actual substance of the problem i.e. reducing carbon emissions or whatever, you know what I mean?

#2.16-KK: Yeah...

RG: I'm making a distinction here between writing to your MP or taking political action, and taking action that is substantive like the other two categories – it's like about buying Fairtrade products, buying organic products – this isn't... - that's the impression that emerged. Would you agree with that evaluation?

#2.16-KK: I don't know, I didn't feel really pushed to get active now, I just felt like "ok I'm informed now", that's it basically.

#2.13-DB: Yeah you have to look for it really.

RG: So would you say that that website – what sort of audience does it target?

#2.16-KK: What sort of what?

RG: What sort of audience do you think that it tries to reach? Is it consumers? Is it policy-makers? Is it campaigners? Is it activists?

#2.13-DB: People really interested in that sort of thing-

RG: -Do you think so?

#2.13-DB: Campaigners. Yeah. It wouldn't be people that...yeah, say, students that are looking for an interest in it, trying to find out about it.

RG: How would you reach those groups if you were the webmaster and you wanted to promote Friends of the Earth?

#2.13-DB: Maybe a little bit... for a start it's the way the website looks, it's... you can tell straight away, it's an informative page. You can tell... it's white, it's just got a bit of colour... um... the pictures are dire, but there's a few diagrams on there, I mean it's not like you're gonna go "Wow", even less "How do I get involved" in it-

#2.16-KK: -Hm...

#2.13-DB: "this is good, this is young, this is... exciting, something to get involved in", it's like "this is an informative page".

RG: So would you say that you make that judgment about what sort of a website something is – and this is for everyone –

#2.13-DB: -not by the way it looked-

RG: -no but is it something that you subconsciously do within, say, the first minute of accessing a website?

#2.13-DB: [smiles] possibly yeah...

#2.16-KK: Yeah...

RG: Does that apply to everyone?

#2.12-CH: Well, when it comes to websites you normally have to have an interest beforehand so... I suppose you do want to find out how to get involved in some way... if you're gonna go on it so...

RG: But if you just come across it, you'd probably spend a few seconds browsing through and if it looks interesting-

#2.14-EC: -If it's got good visuals then you're more likely to spend time looking at it for longer- you know... and going through it... than if it's- say it was all crammed in on a page, you'll just think "oh I'll look at another site".

RG: So what sort of sites do you guys normally go to, like in your everyday life?

#2.10-AB: Well the ones that I use, usually for a reason... shopping, online banking...

RG: So functional things?

[n/i]: -Probably the BBC

#2.14-EC: ...or looking for holidays

#2.10-AB: ...or research for uni

RG: Right... research, holidays, what else?

#2.16-KK: Emails... communicating...

RG: Do you ever just browse... you know what I mean... browse without any real purpose or... just surfing...

[couple of n/i females]: No

#2.13-DB: Sometimes I'd say it would be interest-related so if it's something to do with something I'm interested in, like I'm interested in football a lot so I might search around a bit for information on football, generally... what's happening, you know, in Italy, Spain... it's only [a bulk of? buckled?] time though it's not like... something you specifically sit down to do. So, normally, it would only be functional...

RG: So, to go one step deeper than that, if I were a communications strategist for a cause such as the ones you just looked at, how could I reach you, the audience? Ok, you said you can build a site which is catchy and so on so that when you come across it, if you come across it, at least you can stay with it for a few minutes and then get into it more perhaps due to the content or whatever. How can I actually get you to access my website in the first place, which I think is the problem you highlighted before?

#2.16-KK: Um... be on the first place in Google maybe? [laughs]

#2.12-CH: Yeah [laughs]

#2.13-DB: There still'd be a reason to do that I suppose...

RG: Yeah...

#2.12-CH: You can send emails, can't- I don't know, like you get drowned by stuff like that from websites, like Amazon and things like that, they send... um...

RG: ...recommendations...

#2.12-CH: ...yeah...

#2.16-KK: ... don't think it would be effective though, all my junk mail I just delete and never look at it-

#2.12-CH: -yeah-

#2.16-KK: -so...

#2.14-EC: Depends what it was. Sometimes you're interested in things that you don't know about that you were interested in until somebody puts a thought there...

RG: Right, so you wouldn't normally be interested in it...

#2.14-EC: Yeah, but if they send an email and, like, the subject heading was something you thought "oh actually..."...

RG: So, friends' recommendations appears to be quite a big factor... Other factors?

#2.12-CH: It's like TV and stuff, it's more accessible so... you'd normally if you see- saw an advert – it's not advertising itself but on TV you'd be like "oh that's interesting"-

RG: -what do you mean more accessible?

#2.12-CH: -Well because you – it just so happens we're watching the TV, so if you're watching a programme, like, in an advert break you'd probably see some, like, an advert for Fairtrade or something and then you go "oh, that's interesting, I'm gonna look at it".

RG: Ok, so you need like an initial stimulus that will lead you to a website-

#2.12-CH: -yeah in the paper... or anywhere... I think advertising generally.

PART TWO [The Meatrix]

#2.17-SH: I liked it. I thought it was different... straightaway... it jumped out at you because it was animated - well not animated but... it kind of gave all the information out that you needed without reading on... I thought it was quite interesting to do it in that way.

#2.12-CH: I think the fact that they've linked it with The Matrix obviously is a big... the whole intertextuality subject... I think that's just like... it's- it's kind of ...sad to say that you need something like that to make it so that kind of issue stand out but it does definitely help people who perhaps might not have much of a thing about it...

RG: So it appeals to different audiences...

#2.12-CH: Yeah, bringing quite a big audience I think...

RG: What about in terms of content – how was the content?

#2.13-DB: It was addressed at "yours" – at *our* level maybe a bit more – don't know if that makes sense... not at our level, you know what I mean...

RG: More accessible?

#2.13-DB: Yeah, I mean it's more interesting to read and more... sort of... [pause]

RG: Catchier?

#2.13-DB: Yeah, and it's still informative, like, it's got loads of information, on anything you want to know about... but it's the *theme* of the Matrix, it's just really... helps... keeps you interested, as well as telling you things you didn't know about.

RG: Ok... [#2.16-KK]?

#2.16-KK: Um... I didn't have much time to browse through it but um... I don't know, was there any information about what would be, if there would be no factories I don't know...

RG: What do you mean?

#2.16-KK: Was there anything about-

#2.15-GN: No there wasn't-

#2.16-KK: -there wasn't

#2.15-GN: -the other side of the argument

#2.16-KK: there wasn't the other side of the argument, so it was very one-sided, because obviously if we all would now go to family farms we would not have enough meat, you know?

RG: Right...

#2.10-AB: We don't need meat anyway, do we?

#2.16-KK: [laughs] [#2.10-AB], you are a vegetarian aren't you? [laughs]

RG: Good for you, after this... [laughs]. How does this site compare to the site you were asked to analyse before?

#2.10-AB: I thought it was a lot better than the one I looked at... definitely... 'cause it's like, even the content was a lot more simple to read... the way things were worded and stuff. But the only- I think the only criticism I would have with it would be that...um, they didn't kind of make it clear... there was a lot of information in a lot of different countries, and it wasn't that simple to find the Action Page for the UK. So you'd find yourself looking at something and then realise it's talking about the USA...

RG: So its geographical focus should be clearer?

#2.10-AB: Yeah...

#2.16-KK: I thought maybe if there would be – I don't wanna offend any elderly people but maybe if elderly people would look at it they might feel a bit confused because even I thought sometimes that the pages looked a bit messy-

#2.12-CH: Yeah I thought that as well

#2.16-KK: -from a navigating point of view... Yeah so it was – it took more... longer time to get used to the page and to kind of navigate around so that could be probably improved...

#2.12-CH: There's lots of like links within pages and I think you lose you way eventually. I don't – wouldn't know... say if you were reading through something and then it had a link to it and then you'd go to the link and you'd go back and you'd forget where you were.

RG: Do you find links disruptive within hypertext or do you find them facilitating your navigation?

#2.12-CH: It's good when it's got the information but at the same time it's kind of distracting because... I don't know... you just get lost in it... after and you think have I looked at this bit or...? And then I don't know, it's a bit... confusing.

RG: Which one do you think was more important in this website – design or content?

#2.16-KK: No.

RG: What no?

#2.16-KK: I don't think it was more important.

RG: What?

#2.16-KK: It was important-

RG: -Sorry, which one?

#2.16-KK: well the design wasn't more important that the information, I think it's quite balanced... because if you follow up the links from the paragraphs that introduced the topic, then there is usually quite a bit of information and the rest of it so... [long pause].

RG: What about the blog, was that useful at all?

#2.11-BS: It was but when you said "find the blog" I couldn't find it [laughs] so I think it needed to be a bit clearer – the link.

#2.16-KK: And also on the blog, on all the entries they made or what they're putting there, there were no comments at all so it doesn't seem that anybody- nobody would respond to it - nobody talks about it so it might not be advertised...

RG: What about the UK national Action Page? Was there anything good or weird about it?

#2.16-KK: It wasn't as accessible as the... main... homepage...

RG: Interesting... What about the page itself?

#2.10-AB: It wasn't that clear... I didn't think, as in the way it was laid out.

RG: Overall did you feel that it had things to offer you, like, as in practical measures or things that you can do really in your everyday life, not like in theory? Did you feel that this was more useful, more practical and tangible website than the previous one that you were asked to examine?

#2.13-DB: Oh yeah because it often – when it said “don't buy... sort of... factory meat” sort of... and it said, like, “buy organic food” or “buy food from family farms” or “buy food from local butchers” or “buy local” ...and it's just little things like that, little things like that even [that can help], that's what it says

RG: You two, [#2.16-KK] and [#2.13-DB] had [to evaluate] the Climate Change [website], isn't it-

#2.16-KK: -yeah

RG: which as you said wasn't particularly keen on giving you specific measures for your everyday reality, but what about the Fairtrade [website], how would you compare them?

#2.11-BS: I prefer the Fairtrade... Maybe- it depends on, like, the audience. I mean this one is never [a bore] in the fact that they use kind of... cartoon figures and things like- I found the Fairtrade a bit more personal I guess 'cause they have like... I don't know it's just different- different sites really...

#2.12-CH: -Different approaches to it...

#2.11-BS: Yeah...

RG: The final section to this [discussion] is really about your personal preferences. We've established that you mostly use the internet for functional reasons – we get in, do your job and get out. However, what is it that attracts you to a website? What sort of content would draw you to a website and make you say “ah, I want to read about this a bit more”.

#2.11-BS: I think if people really can actually make a difference, like with voting... if you can vote on a website I'd probably be more inclined to actually go and think that I'm actually making a difference rather than just read and yet you're thinking “ok...” – you know what I mean?

RG: Yeah

#2.11-BS: So, I suppose it's like... interacting with the... website.

RG: So it should have some interactivity-

#2.10-AB: Yeah I'd like to know how... how... how it's gonna make a difference, what I do... as well, that would be important. Sometimes you can just think “well... it's just me on my own, what difference am I gonna make?”

#2.15-GN: -Yeah

#2.10-AB: -so if it's really clear...

RG: For example, if there was a charity and they said that for, like, £5 you make that sort of difference and for £20 you do that then would that be good?

#2.10-AB: Yeah...

#2.16-KK: I would like to see forums on those pages as well... to see who does what – are they actually doing anything that is recommended on the page? Are they actually buying from local suppliers?-

RG: -What do you mean?

#2.16-KK: -What are they feeling about it? Um... previous users just going on to forums and just gossiping or whatever... and just putting down their opinion about it.

RG: You know, someone in the previous group said that half of the website seems to be critical acclaim about the website-

#2.15-GN: -Yeah

RG: -there was quite a lot of that but maybe that's just to draw more people isn't it? A marketing strategy?

#2.10-AB: I think that is the main appeal though – it's the animation what would make me wanna, like, read on on the website so I think that is the main kind of selling point of the site.

RG: So, as a way of summary, would it be fair to say – would everyone agree or would there be people who disagree or think that I'm misrepresenting you if I said that whatever a website may have in terms of design or navigation or really catchy stuff obviously that may appeal to you for like once or twice but in order to use or become a loyal user of the website you'd need something more which has to do with content-

[general nodding]

#2.10-AB: -Yeah...

RG: -and that content you'd probably need to pick from somewhere else outside of the internet. Is that right or am I putting words in your mouth?

#2.10-AB: Yeah because even if it's like really flashy and really appealing or it seems easy to navigate if the content... if there's nothing useful there then you'd perhaps look at it once, then you wouldn't go back to it.

RG: But even if there is something really useful it's more likely that you'll come to it from outside the internet rather than inside – thinking of your browsing patterns?

#2.16-KK: Yeah...

SESSION 2 TRANSCRIPT ENDS HERE

SESSION 3

March 13th, 11:00 – 12:20, W304

19 participants

SESSION 3 TRANSCRIPT STARTS HERE

RG: I'm gonna start with the first set of websites which we looked at. Fairtrade, Soil Association and the other one was Climate Change on the Friends of the Earth (FoE) website. Let's start with the Fairtrade one. What did you think of it, did you like it, did you hate it? Any comments?

#3.35-TM: I did like it, I thought it was well-designed, it was easy to navigate around... the information I thought was quite money orientated... the things they focused on most were getting – well, not getting your money but saying you can buy this stuff ... rather than the actual trade issue.

RG: Right. Anyone who wants to add to that?

#3.34-ST: Well there were loads and loads of links which really irritated me after a while... so trying to find about something it would send you to the Waitrose website just at the homepage and it wouldn't show you were to go, you had to sort of find out.

RG: So, like generic links or proper, specific links?

#3.34-ST: Er...

RG: External links or internal links? To other websites or within the website?

#3.34-ST: Within the website.

RG: Taking you to other places within the site?

#3.34-ST: -Oh no no no...

RG: -To other websites?

#3.34-ST: Yeah

RG: Right... Um... what did others think?

#3.24-KC: That Soil [Association], Soil website thing... just generally... I didn't like it because it looked really messy; there's just too much there... I looked at it and I'm just like "oh I don't wanna look at it", there's just too much there... I quite liked the way they put both – both [stuff?] in each of the categories but there was just too much writing-

#3.36-TR: -Yeah I thought that as well...

#3.24-KC: - [inaudible] that would make it interesting sort of thing...

#3.21-HB: Yeah it was... I think it was not so much messy but more crammed. The layout is quite tidy but there was too much on each page to take in, I think, at once. And then you're trying to find- there's like a million links and you don't know where to go next.

#3.25-KG: It was quite mumsy... like about who's gonna be the shopper and how you're gonna make your decision, whereas the other one we looked at [The Meatrix] was a bit more youthful.

#3.19-BW: I also thought it sort of introduced too many issues at once... like it had the bird flu, and then had organic food without being overly... sort of- it was just too much to take in all at once, which is information overload. So they should have sort of sectioned it better maybe and put, like, organic food, bird flu, sort of current issues...

#3.24-KC: And even when you clicked on like one of those links, like it brought up a whole massive sort of- it was just too boring- you just wouldn't sit through and read it all because it was just – it was just too much information on each thing again, like when you clicked on to a link it then brought up this massive page you'd scroll down with just writing, writing, writing-

#3.19-BW: -Yeah, that's what I meant

#3.24-KC: -and you sort of think...

#3.19-BW: -bollocks [laughs]

#3.24-KC: -you don't- it doesn't really encourage you to read it.

RG: That's really interesting; does that mean that you prefer sites that are clean and without too much information on them?

#3.23-JP: The climate change [FoE] one was good because there wasn't too much... and it was... there was only- a lot of pages but each page was only short- it was just bits of information...

#3.22-HM: Yeah there wasn't too much *on the page* but I found that there wasn't enough in terms of links maybe, at first, on the homepage, on the climate change website, because very specifically looking for recycling, there isn't... I think that's quite an important thing and it wouldn't specifically- it wasn't clear enough, there wasn't specifically Recycling to click on, it was all... like... I don't know, very specific what they chose to put on the homepage.

RG: Why did they do that? What sort of audience do you think the Friends of the Earth website is targeting?

#3.22-HM: Actively political people I think...

RG: Why is that?

#3.22-HM: Because they place a lot of focus on – um... they - they've got on the left-hand side about the vote whether we think the government is doing enough for climate change, and that's quite a key issue... and they've got a lot of press releases which... which link the climate issue with what the government is doing. I think there was a key focus on the homepage on the political side of it, rather than...- that's what I was looking for, the solutions that real people – what real people can do and there was a lot on the political side of it.

RG: That's quite interesting. Speaking of real people, those of you who did Fairtrade what did you think about the measures or the things that were suggested or recommended that you do as consumers – were they practical or were they quite abstract?

#3.30-LC: I think they were really practical, there were recipes and how to make your food with Fairtrade products-

#3.35-TM: -and also... they weren't, it doesn't seem like that they were forcing you, you could just read it and then get about it if you wanted to, it didn't really say that "you've got to do this or you will die!", they just said... go to Waitrose and find... Fairtrade tea, if you like.

RG: I saw a few people nodding there, you wanna say something?

#3.28-KS: Um, well it was good that they had like um the real people on the website where it showed who was, like, doing farming and stuff...

RG: Yeah I wanted to ask you about that, the inside stories, the case studies of growers, did anyone else notice that?

[general nodding]

RG: A few people nodding here, [#3.27-KR], [#3.30-LC], [#3.32-NS] – did you like that?

#3.30-LC: Um, yeah, it personalises the issue so that the focus on an issue is not so overwhelmingly big... and you can actually look at it from that angle...

#3.32-NS: -In the – in the top they had like “his passion as a [inaudible] is like more than just [inaudible] as a farmer”, it was like this family, the farmer and all that and it makes you realise that it’s – they’re real lives.

RG: Design-wise, the Fairtrade one, I mean [#3.34-ST] you mentioned the issue of links, what else did you notice about the Fairtrade website?

#3.34-ST: Quite good to be honest...

#3.35-TM: It was the floating menus that got on my nerves...

#3.27-KR: Yeah, they were really annoying, if you tried to click over and your cursor came off, like, the main thing it would just click to another thing... and it was really difficult to navigate Fairtrade.

RG: Do you prefer “fixed” links rather than more interactive ones?

#3.27-KR: Not really, that was – it just irritated me because you couldn’t really focus on where you were trying to go...

#3.24-KC: I think that interactive-wise that’s one thing with the moving stuff, they look more interesting and catch your eye more, but like [#3.27-KR] said like there’s a line between whether they’ll sort of... they catch your attention and then they just become annoying because you can’t look at them, they just get in the way... so it depends on what it actually [inaudible]...

RG: What about the Soil Association website, content-wise, were there any specific, tangible things that you can do as consumers or as citizens or as activists or whatever?

#3.25-KG: You can check out what’s going on in your local area, if there’s a farmer’s market and things like that, that’s about it really.

#3.21-HB: But that made it seem a bit easier and it sort of... yeah... I don’t know... yeah... things to do about... I think there was some sort of – wasn’t there volunteering things as well

#3.25-KG: -yeah you could do volunteering

#3.19-BW: -you could visit the farms as well

#3.25-KG: -yeah

#3.21-HB: -yeah

#3.19-BW: -which is quite nice

#3.21-HB: yeah

#3.19-BW: so that you can take your kids down and... [long pause].

RG: Thinking about yourselves, not as evaluators of those websites, but you as individual users of those websites, thinking about how you access those websites, what your first impression is; if I hadn’t asked you about those websites, to look at them, would you have noticed them at all? Would you have spent any of your own time looking at them?

#3.23-JP: Well if you can find it, if you can actually get there at any point you probably would stay there for a bit because it was interesting... it was, yeah, it was a good website...

#3.22-HM: I think for research reasons, like especially with the coursework on... political issues... you are more likely to come across it; for that reason then that the things are appealing for real people like may then attract attention and you may go back and... read it for your own interest rather than university work.

RG: Was there anything in any of those websites that interested you not as a researcher or like a guinea pig but as a real person?

#3.23-JP: Well you could sign a petition on the climate change [FoE] one...

#3.22-HM: Yeah... it gave lists of things of really simple practical things that you can do to contribute, not like unrealistic things that put people off the- trying to help, but like really, really, really easy things like switching lights off after you leave the room, something like that, just reinforcing...

#3.24-KC: And the thing on bird flu was like really recent for anyone who like owns birds and poultry and... what they can do to help prevent the... bird flu...

RG: [#3.23-JP] mentioned that issue of accessing the website... would you access, would you ever access, those websites?

#3.21-HB: Depends how good you are with searching what you're looking for obviously and... but I mean I've accessed sort of websites to look at certain things like that before and they've had an easy thing with- it's already laid out like a petition letter that you can forward on... and things like that...

RG: So you've signed a petition before...

#3.21-HB: Yeah I've done that...

RG: Would the rest of you be motivated to actually seek a website like that?

#3.22-HM: I think the only way- because it's just so vast the information on that kind of thing- I think the only way that I'd access it is if I saw it through another medium maybe...

#3.23-JP: Yeah, yeah...

#3.22-HM: I saw the website in a magazine or a newspaper or in the news, like the same issue maybe, suggesting to go to this website... but I think if you were just looking for issues on climate change you'd get a million BBC articles, you'd get so much I just think it would be difficult to get to it.

RG: You mention the BBC, why? Is it the first point of contact online-?

#3.22-HM: yeah for public affairs I find that whenever I'm searching I always get a BBC article come up...

RG: Why's that?

#3.22-HM: They've got a lot of really accessible articles and thing, and it does, I like the way- they give you the time order of everything so you can track the story... I think...

#3.24-KC: You also think that the BBC is more official so you can trust it

#3.22-HM: trust it, yeah...

RG: [#3.23-JP]?

#3.23-JP: I was just gonna say- for finding these specific websites- if you search on Google you're not likely to come up with that one, well you may come up with a million! But if you had a link on the uni website or a youth service one, or there was a link on BBC maybe then you're gonna find it.

RG: Yes [#3.35-TM]?

#3.35-TM: I was gonna say with the Fairtrade one, if you hear about a trade issue though, Fairtrade is one of the key slogans... so you're likely to find out... if you type Fairtrade into Google or a search engine the Fairtrade website is gonna come up-

#3.21-HB: But how do you know yourself which ones are valid? I mean it would take a while probably to search through and find out because that Meatrix one you know it says it belongs to GRACE and then you've got to go and see what that's all about and it's just from New York- you've gotta try and trust... you think whether that's something valid or not...

RG: That's a fascinating point you're raising because I was gonna ask you how did that [The Meatrix] compare to the first one you accessed?

#3.34-ST: I liked it...

#3.22-HM: Very interesting but it seemed... not unofficial but... because there was that kind of um... jokey element... yeah playful... I don't know, it gave loads of organisations like it seemed- trusting them- but there were so many of them how are you supposed to know where to go? Too much information...

RG: Would you say that that is a matter of reliability or one of design and navigation?

#3.34-ST: Could be both-

#3.24-KC: -I think some people are more likely to look at it- I personally really enjoyed The Meatrix, it actually made me listen and pay attention even though- and it gave quite basic, simple information, then if you wanted to find out more then you can go and search for it but I think that, like compared to the other ones, they didn't really catch my attention-

[a few females agreeing]

#3.24-KC: -I just went "oh" and sort of skimmed over it, it didn't really make you wanna read, whereas that because it was fun and colourful and laughable it made you want to go on-

#3.22-HM: -I agree with that though, I agree the attention thing was there, but once you got into it there was so much information, there were so many different organisations to visit I thought it was overwhelming.

#3.21-HB: I just think sometimes um... okay it's good to have that comic clip and it was very nice but there's only so much kind of humour you need to put with those kind of issues I think and sometimes- because it did look quite childlike and with the yellow and everything, you- sometimes you think where- where does that sort of humour end and where does the professional bit start?-

#3.23-JP: -It is a serious thing

#3.24-KC: -But I find that that attracts me more because, I don't know about you, but I, like- people seem really extremist sometimes about these things and in a way that can put you off... a lot of things to do like with strong issues, like um... I don't know to do with like...fox-hunting and stuff like that... people get so extreme about it that it makes you sort of wanna stay out of it whereas something [inaudible] even though it's not taking away from the importance because obviously the content as to what is about is serious and you can see that but it doesn't make it gross or gruesome or extremist.

RG: I can see two patterns emerging in the discussion in this as well as in previous groups, which is fascinating. One pattern is that people think that Fairtrade was better than their expectations – is that fair?

[general nodding]

RG: What about the Soil Association? Was it better or worse than your expectations?

#3.31-LW: I think it met my expectations really because it isn't something that I'd normally search for and look for in my free time and so I was expecting just it to be quite boring and to be overwhelmed by the information...

RG: ...and you were...

#3.31-LW: -and that's what I was, yeah...

RG: What about the Climate Change one?

#3.23-JP: It was good.

#3.22-HM: I was impressed with the practical solutions they gave because I find there's a lot of complaining and not a lot of practical advice.

RG: That is the other thread which you mentioned [#3.24-KC], the fact that people don't like been pushed to do something. Did you find any of the four websites pushy?

[general nodding for no]

RG: What about The Meatrix, navigation-wise? You talked about the links and the contents, what about the navigation?

#3.27-KR: It was- there was quite a lot on the screen, a lot of links, and it was hard for me to find the UK site as well, it wasn't always logical...

RG: Anyone else who had problems finding the UK site?

[majority of participants nodding and murmuring affirmatively]

#3.35-TM: A lot of the links took you somewhere else, that wasn't even on the site-

#3.21-HB: -yeah

RG: In a previous group someone said that they were annoyed because half of the homepage was critical acclaim for the website. How did you feel about that section of the site?

#3.27-KR: Yeah

#3.22-HM: I noticed that, yeah...

RG: Did you?

#3.22-HM: Yeah there's more about the video, there's a lot, there's a lot of stuff about the video, more than the actual issue.

#3.29-LB: It makes it seem as if they made it, and then- they made the film first and then they built the website around it so they've added in the links as a way to fill up the website.

#3.33-RW: And I found a link to a film festival site, which was quite, quite strange...

#3.35-TM: It talks about how their... new one is gonna be up for an award or be showcased...

RG: Absolutely, the new one, Meatrix No. 2 comes out on March 30th

#3.23-JP: They've got a bit of a trailer on the site

RG: Yes, they've got a trailer on the site-

#3.29-LB: -Could you, could you argue that it is making a point but if you took off the end bits, the bits that are in the bottom, you know where they emphasise what's happening it could just be something that someone made just as a laugh, it doesn't have to have a point...

[n/i female]: yeah

RG: So does the critical acclaim section add credibility to the website?

#3.22-HM: Yeah, I think it does

[n/i female]: I think so...

#3.29-LB: don't think it does

#3.31-LW: No I don't think it does-

#3.29-LB: - think it deters it away and it makes it seem more- less- more as a sort of film that they've made than less as an idea that they're trying to put across.

RG: But how could you add credibility to a website?

#3.21-HB: I don't know, I think it doesn't matter if they're just doing it because say they're media students or something for example and then they wanted to make it on that issue as long as their links then add something quite recognisable and valid going to what the real issue is.

#3.22-HM: I think credibility would come from, unfortunately because it's difficult with a website because there's so many issues going on, cultural references by other mediums, like television, and magazines and newspapers and other websites as well, like more official websites, like the BBC website ... I think ... I think that it shouldn't just stand on its own with that film

RG: What about the blog at the Meatrix, was that any good?

[murmurs and silence]

RG: Not very persuaded, are you?

[n/i female #1]: I couldn't find it

[n/i female #2]: I couldn't find it

[n/i female #3]: I couldn't find it

[n/i female #4]: I couldn't find it

RG: -That... that is useful information in its own sake... people couldn't find the blog, people couldn't find the UK action page, so maybe there was a navigation problem.

#3.24-KC: I thought the blog thing was right at the top of the main page saying "meatrix blog"...?

RG: It was...

[extended laughs]

RG: It was! ... That is interesting, if it was on the homepage – it's come up in the other discussion – and people can't find it then there's probably a problem of colours or fonts... but for those of you who did find it... any comments on the blog?

#3.31-LW: Yeah, I think it was useful in building a sort of community sense in that people could- it was updated regularly because there were regular posts and people could find about recent events and upcoming events really...

#3.35-TM: It was quite impersonal though, like just a news story

#3.22-HM: There wasn't actually any real, personal comments, was there, it was just like... campaigning...

RG: That's really fascinating, you're spotting the same things I spotted when I evaluated the site... Just to summarise, and do tell me if I'm wrong or misrepresenting your views... there seems to be a divide between official, branded, policy-substantial websites and more, like, youth oriented, catchy, appealing, playful websites such as the Meatrix, which maybe – the latter maybe easier for you – to catch your eye and get you to actually see what's happening, the former may have more

useful information in terms of tangible things that you can do. My question is, if you were a designer, how could you combine substance with appeal?

#3.24-KC: You need to make sure- like [#3.22-HM] was saying- like if it's backed up by like officially recognised like trustworthy things, like the BBC and other stuff like that then you can make something that's fun and still quite useful without having too much on it.

RG: So it *is* a matter of branding at the end of the day, even if it's about having the BBC brand on it, not *being* a BBC website but that reputation-

#3.22-HM: -some sort of reputation

#3.23-JP: -Well if the BBC made a video it would be perfect.

RG: But would it be as cool as-

#3.23-JP: -Well yeah, no, exactly, that's it, I don't know.

#3.24-KC: It still would be because you don't look at the brand until afterwards to see if something's like, like really... you don't- I don't- I don't know it might draw your attention to it more like if it's sort of in a magazine or whatever and they recommend it, but I don't know I think with The Matrix you look at it first and then see like "is this official or not"...

SESSION 3 TRANSCRIPT ENDS HERE

SESSION 4

March 13th, 15:00 – 16:20, W326

10 participants

SESSION 4 TRANSCRIPT STARTS HERE

RG: We'll start with the three websites you evaluated at the beginning, the Fairtrade, Soil Association and the climate change page from the Friends of the Earth website. Let's start with the Fairtrade one... What did you think?

#4.39-CS: I thought it was a really good site, I thought... um... like visually it was really appealing in terms of colour and layout... I thought there were too many links on it, it was confusing to see where to go, and it didn't have... um... actual visual...um written homepage to go back to the homepage so that made it a bit confusing for navigation but I thought it was really... packed full of information and it was quite visually appealing.

#4.41-JO: Yeah I thought there was too many subheadings... there was like six menus and you clicked on one there was too many subheadings... but information and stuff, there wasn't too much information, it was just enough to give you a general outline of it, which was good and yeah I liked it, it was cool...

#4.42-JS: Yeah I thought it was good, it was visually appealing when I went into it, I thought the subheadings on the left-hand side was quite good in terms of the suppliers... so you can see where some of the goods came from and stuff like that...

#4.43-MK: Yeah I agree that it is a good site... I didn't expect it to have like details of like every product that is Fairtrade but I do agree with [#4.39-CS] about the homepage where at the top, like, I worked out that you had to click the logo to go back to the homepage but it wasn't very clear, but it was a good site in its appearance and things like that.

RG: Did you notice the inside stories, the case studies of the growers, did you read any of that 'human' stuff?

#4.43-MK: Um, I read- um, I went to it but didn't really have much time to read it, but it said about, like, all the farmers and stuff like that and how some of them are... losing business because of... like... big companies and things like that but, um... yeah, it was quite... I suppose it was quite shocking to read about um... people like that and stuff...

RG: So how effective was it in-

#4.39-CS: -It was quite proactive in making you, kind of, um... have an understanding for, you know, the effects that or the possible effects this Fairtrade could have, it was quite proactive and it didn't make you feel like it was your responsibility- like it was your fault but that you could take some responsibility in helping.

#4.43-MK: But I didn't think it was overly shocking, I didn't think it shocked you into like being a bit like "wow, too much" you know?

RG: Was it pushy?

#4.43-MK: No it wasn't too bad, it wasn't too persuasive in that way

RG: Did you feel that the things it suggested, the measures, the actions or the recommendations or whatever it was, were they appropriate at the right pitch for you or were they too abstract, too irrelevant – where they relevant to your everyday life, were they things that you could connect to in terms of *doing* things?

#4.39-CS: I think it gave you quite a lot of variety, like, quite a lot of suggestions, because it is quite difficult to change your life to buy everything Fairtrade and um... it can be quite expensive for instance, like for students to do that, but it gave you quite a lot of um... possibilities where you could, you know, just make contribution... so like it said about coffees and bananas and stuff like that and, you know, just by buying Fairtrade coffee rather than your normal coffee it still helps, it wasn't too pushy that you need to change your entire life to make a difference.

RG: Alright, I'll come back to you guys, let's go to the Soil Association website. Who wants to start?

#4.38-BP: I liked it but I didn't think there was, like, interactive enough, it didn't really. It presented the issue to me, but it didn't like encourage me to take it any further, if you know what I mean. But I liked how they had like the key issues... summed up quite well and when it said about the ... Association like it was brief enough not to be like overwhelming for you.

#4.40-EW: I originally thought it would be quite boring, I thought it would be full of um... sort of information that I wouldn't be able to understand, because I thought it would be quite complicated but... it was quite easy to understand and um... had, like, sort – sort amounts of information in bullet points and things like that, and then, sort of, when you, um, it was quite useful that say when you clicked on bird flu information it had, like, links to press releases and stuff so you could find out more if you wanted to... and then it was- it sort of catered to audiences because you could find, like, local farmers ...and local events that you can get involved in.

#4.45-SJ: Yeah I also thought that it was quite visually appealing actually because, I don't know, I'm interested in that kind of area anyway, I more or less only buy organic food so in comparison to what she [#4.38-BP] just said, it didn't encourage me to take it further... maybe... I don't know, I thought the site wouldn't actually encourage me to take it even further because all the information like I'd normally find in different pages, all combined in one page, so... because I do it anyway maybe that's why it didn't encourage me-

RG: -Did you find it too overwhelming, the level of information on the homepage?

#4.45-SJ: No, not really, I thought that it was good you- you accessed a page and then you could see everything you can access if you wanted to, and then you access something and then also, like, things like, for example, a program that you can support organic farming if you subscribe to the Phone Co-Op instead of BT you support the Soil Association, which I thought it was interesting.

RG: Let's go to the climate change [FoE] one. [#4.46-TM], [#4.37-AM], [#4.44-NH]... go for it...

#4.46-TM: I thought it was a pretty good site on the whole, it was, like, layout and that... was- it wasn't sort of, like... amazingly, like, impressive, but I think maybe contents were more important anyway in that sort of site... I mean it had a lot of information, I thought it had a lot of... variety of, like, sort of different levels of getting involved, like some of it was just- you could just click and like send an instant email or sign an instant petition or whatever, or you could- well, obviously, it had information about action groups and that sort of thing, so I think it kind of left it up to you which level you want to get involved rather than focus on too much or too little.

#4.44-NH: I liked it had this bit about um... writing to your local MP- it had a link where you could type in your postcode and then find out who your local MP is, because I think a lot of us think if I didn't have the name of my local MP I wouldn't do anything... so I thought it was quite good in prompting, it had these- it would flash out, like, "Did you know" and then it would have, like, quite interesting statistics, [inaudible] maintenance. But I think it had a lot of white and green so it's nothing really stood out [sic] in particular-

RG: -You mean design-wise?

#4.44-NH: Yeah, they could have done with a few more, like, colours to make certain- it wasn't like clear which one [issue? section?] was more important I think.

#4.37-AM: I think it was quite a good site because the section when ... it had a little... um... statistic, it was designed for someone that was just browsing for a couple of minutes and could pick up some information, as well as the person that would read all of the articles and I think it was good because, as everyone said, it gets the interactive side of things; it could inform someone that's very interested and it could also just inform like a casual browser someone who was there for a couple of minutes.

RG: What sort of audience do you think the site is targeting?

#4.37-AM: I think –

#4.46-TM: I- Go for it

#4.37-AM: No, I think just the way it's designed it's got little pinpoints, I think it's designed for the... short attention span culture... that they always say about us...

#4.46-TM: I'd say that more as well because, like... like [#4.44-NH] said with the letter to the MP and stuff, and also petitions and stuff, they are all things that you can do instantly so like if you found that site and then although you cared you didn't care enough to go back, you could have still made a slight contribution like that.

RG: But *would you* have gone back?

#4.37-AM: Um...

#4.46-TM: I said no [laughs]. I think... **I wouldn't go back... but at least I could have done something-**

RG: Would others go back? Would anyone go back to the website that they accessed today?

#4.37-AM: **I put yes... but... whether or not I definitely will is a different question**

#4.43-MK: **Yeah I'm the same as you...**

RG: But you wouldn't necessarily say "I'll never go back"

#4.37-AM: Yeah I think – I think **it has the potential for me to do it whether or not I use that potential and go back myself depends... but yeah it very much can, could and would say I'd go back...**

#4.46-TM: I was gonna say I put no but I put like **"at the moment in time I probably don't take world issues seriously enough to do anything"** but like they are good at the moment, hopefully I'm more likely to care more in the future so as to take some action...

RG: Did you feel that the measures – the actions that were available there were relevant to your everyday life? I mean in Fairtrade you had recipes and stuff-

#4.39-CS: **-That was really good-**

#4.43-MK: **-That was good-**

RG: ...or on the Soil Association website there was stuff about bird flu, if you are a farmer, and stuff like that. Was there anything as relevant in the Friends of the Earth site? Were there things that you as everyday people can do in your everyday life apart from political action?

#4.46-TM: **I think it was more about pressuring... because I think, because it's obviously more of an issue- a lot of it is about what appeals to users and stuff it's not so much things that like- and so until that market gets bigger and until there's more electric cars available or whatever, it's still at the level where it needs more done at the first place I think...**

#4.44-NH: **They had like events or these music events... but I wasn't sure, like, I wasn't sure how it would raise money- selling tickets- I don't know I couldn't work out why going would help sort of thing but it just showed I suppose that that bands were supporting it, and stuff...**

#4.37-AM: **Also, they were very much you know like... bringing down conglomerates and bringing down- changing the world... but they weren't- they didn't have any sections about on turning lights off when you leave your house, you know [extended laughs] there was no... there was *no*, it was very much like taking action *for the whole of the world!***

#4.46-TM: -You know there was a section, there was something like- it was like when you said, like- information forum- I didn't have time to read it all- it said like- like- research or something which was general reason- I think it said something like that if you'd, like- top tips and that kind of thing but I just didn't have time to look so I think they were more hidden than the rest of them were-

#4.37-AM: **-The site was definitely designed for more... um... big event of changing the world.**

RG: Right, so at the macro-level of politics rather than the micro-level of your individual lifeworld. A general question for everyone is would you normally access the site, would you ever happen to come across that sort of thing?

[about 4/5 NOs including 3 n/i females and AM]

#4.39-CS: I think possibly with the Fairtrade... **I think it's quite interesting 'cause- to read- read about that, even as a political... like, influence, but also just in trying to do your bit I think that the Fairtrade site was quite good and I would possibly you know kind of...**

#4.37-AM: **I also think my political and um... consumer behaviours wouldn't really affect my web- where I go on the web-**

RG: Why's that?

#4.37-AM: **Because when I go on the web I normally use it only to talk to friends or research.** And then [inaudible] rest of the time. And although I have- I *do* believe in Fairtrade and I am for- not increasing global warming obviously **I don't think that it would- I would do it actively on the internet.**

RG: Why's that?

#4.37-AM: Um... I think it's just because of my patterns of what I do on the internet

#4.43-MK: Yes

#4.37-AM: I don't really go-

RG: You don't associate the internet with that sort of action?

#4.37-AM: Yeah

RG: Do others feel like that?

#4.43-MK: If I did want to find out about something like that I probably would actually go to the internet because I wouldn't know where else to look... So... I wouldn't use it to look for it, but if I wanted to look for it the only place I would go-

#4.38-BP: -[overlapping] Not the sort of site you'd just stumble across-

#4.43-MK: No-

#4.38-BP: [inaudible] -just browsing

#4.43-MK: -Because I mean I wouldn't really know where to go to look in the library or something like that...

RG: So if you were a designer or a strategist for one of those organisations and you wanted to reach a group of people such as yourselves, what would you do? How would you pull people to your website?

#4.40-EW: I would be attracted to, like, the Soil Association website once seen it like advertised somewhere... I don't know random like uni or something. I wouldn't necessarily search for like, the Soil Association website. If I'd seen it advertised... um... I don't know maybe like in a leaflet or something... then I'd be more likely to go to that website- I wouldn't specifically search for it...

#4.37-AM: I had quite a lot of trouble answering what motivated and de-motivated me, um... as a web designer, 'cause I was thinking because of the internet it's all about access and information and I think there is this vast amount of um... information but it's more to do with the individual use rather than information there. For instance, I could have lots of really, really awesome sites but that still won't change the behaviour of the person um... because I think a lot of people might feel that they get into the point of, like, over-saturation and the sense of all this...

RG: Definitely, but that could be part of the question- that could be a demotivator if there's too much information, if there's too many links, you can lose yourself and feel that there is no order or no structure to the online experience and that you can't have an effect over it... What about The Meatrix? How did that compare to the other sites?

#4.41-JO: I thought it was-

#4.39-CS: [overlapping] I- sorry.

#4.41-JO: I thought it was a lot better laid out and made it more interesting and appealing film especially the film at the beginning. I mean when I logged on to the Fairtrade one I didn't know much about Fairtrade and I still don't [laughs] but with the- with the Meatrix one, I would go back to it. When I was skimming through the information about how they give animals antibiotics to increase growth and stuff... like it was interesting information put in an appealing way... so, yeah, I liked it.

RG: Anyone else?

#4.39-CS: [inaudible] distance from it, like, it really made me feel guilty-

#4.43-MK: No, exactly-

#4.39-CS: -but then I didn't feel that I could change my behaviour that easily, like-

RG: It made you, or it didn't?

#4.39-CS: It made me feel like that, yeah, so it kind of- that conflict- it's that in a conflict- because I watched and I felt kind of disgust like I can't believe-

#4.43-MK: Yeah

#4.39-CS: you know, that we all, most of us, you know go along with that and we know to an extent! But it really highlighted it and then-

RG: So did you feel that you had the power or that it empowered you to do things?

#4.39-CS: It- I- Yeah I think that the site itself made you feel that you could do something but you know by- it suggested again that... MPs or going to your local restaurant to shop and, you know... - but then on the scale of things it's trying to achieve quite a lot... and...

#4.40-EW: I think like the use of the, sort of, little clip at the beginning was quite good because when you've got like a normal website you've gotta sort of find a link to find that information so it was sort of um... capable of giving quite a lot of information, it's like a cartoon so it was sort of a bit tongue in cheek sort of thing but it- I don't know, it was quite a good way to give the information quite simply and then you could try to find out more about it, and it hadn't like an effect I don't think that would have been able to have an impact on me.

#4.42-JS: With websites like that you need something initially to really grab your attention and draw you in and with that website with the cartoon at the beginning.

RG: So would you say that this site *did* draw you- that it *did* pull you to stay with it and look a bit more into it?

[several females murmuring affirmatively]

#4.44-NH: But then I found that once you've, like, clicked on- the things they were saying like print cards and hand them out in restaurants and stuff, and I'm like "who's gonna", like, - / wouldn't! But then they're like "excellent, you can print out the card and hand it to the manager of the restaurant" saying like "where did your meat come from?" [big laughs]. So yeah I just thought...

RG: You mentioned things like writing to your MP and choosing your restaurants. Were you satisfied or happy with the sort of information, the practical advice that was included in the site?

#4.37-AM: I mean one thing that there probably was a section and you might use that as a disclaimer later on but from the information I saw in there they didn't like- you know as a student I'm going "yeah it's really important to not buy caged stuff but I am on a budget":

[overlapping / female participants consenting]

#4.37-AM: -so just as the Fairtrade gave recipes... I'm not saying that they should give recipes but maybe just... some way of- for a person on a budget, because as I say you should change this and help us out but then you actually think I'm on a budget, everyone's on a budget- there might- you might wanna buy cheaper food.

RG: It's really interesting you're saying that because no-one else has raised this but some people feel that Fairtrade and organic products are quite expensive-

[overlapping / female murmuring affirmatively]

#4.45-SJ: Especially if you have the opportunity to buy them a lot cheaper!

#4.40-EW: But then also it's- but then the more people, say, buy organic or Fairtrade then like... the more people buy it the cheaper it will get...

#4.43-MK: Yeah...

#4.37-AM: But isn't there another thing... there's loads of companies that are now being questioned because they're actually using it- they're getting into Fairtrade because they're gonna make that much profit, they- they just got "right, it doesn't really matter what we did beforehand because we're gonna make this much profit"...so... it won't be... - another thing is not just buying these Fairtrade products but maybe trying to bring these Fairtrade prices down... as in... if they try to say not just "buy this" or "tell your MP", maybe if you have, like, "how can we get the prices down"-

#4.46-TM: -[inaudible] both, like, Fairtrade and, like, food produced more, like, overpaying the employees and, like, keeping the animals better the prices are always gonna be pushed up, there're always gonna be dearer, like.... Because if- if the companies aren't making the profits through how they manufacture it, they're gonna make it through how much we pay, so the company shouldn't be allowed, as you said, it shouldn't be allowed to just the force the price up so that- just to keep their profits up, so that they're losing money on their employees- they shouldn't be allowed to push them up...

#4.39-CS: I think that is the main barrier though... for students... it is the price difference, when you know you can get something... um crisps or mints or something like that, when you know you can get something cheaper then morally you think "I *should* buy that", but that one is half the price, and I think that's the main barrier for lots of people from buying... [long pause]

RG: That's really interesting; one of things when I asked you... um... in the politics questions, what would motivate you, that's a demotivator, it's an expensive price, it's a lot of money... What about the design of the Meatrix, apart from the clip obviously, what about navigation?

#4.39-CS: Navigation was on the right which wasn't quite as- it didn't work quite as well as being on the left because your eyes do naturally scan from left to right, so *that* navigation bar would have worked better on the other side.

#4.46-TM: And when you said "find the UK action page" that took a while-

#4.45-SJ: yeah it took ages...

#4.46-TM: -but when it said "international" I'd only have assumed that going onto that site that I was *in*, like, either the

English or American section- going to International- I wouldn't have thought that the UK would be international, I thought I was already on the UK or the American...

RG: Was it easy to find the blog?

[many overlapping concurring that it was difficult]

#4.43-MK: -I did find it in the end.

#4.40-EW: The American version was easier to find than the English one because when I was in the American one I found the blog, whereas when I was in the English one I found a lot of things that I would click on would take me to external sites.

RG: Did anyone else feel that? [that there were lots of links leading to external sites?]

[many agreeing including [#4.43-MK]]

RG: In fact, only a limited number of pages are of the site itself, and mainly the American version - the UK version is like a page long; the rest of it is external stuff.

#4.39-CS: Yeah because there was an option where you could type in your postcode and find where local farmers are near you, which seemed quite a good... activity, but then it was all external sites- I think it was an American search, wasn't it?

RG: Yes.

#4.39-CS: So it wasn't actually-

RG: No, it wasn't available to UK. What did you think about the critical appraisal on the homepage?

#4.38-BP: There was quite a lot about how they won that-

RG: Do you think that was a bad thing or a good thing?

#4.38-BP: I think it would have been good just to have like... a line saying that they'd ... won this award or whatever it was but I don't think it needed like a whole paragraph because it was sort of like [hyping?] themselves up.

#4.46-TM: I don't know, like, it depends on how you look at it, like, I mean, if, like, most people, like, a lot of people said that "I will get back to this site or that site" or when you find that site and say... it does strike a chord but you just don't bother going back, then maybe... like... they have to, like, make themselves sound wonderful so that you say "this is the site I will want to get back to"-

#4.39-CS: People need to know the site is credible, I think, nowadays because there's so many sites out there, I think that more I'd say to an extent that's good than bad because it- it- it gives site credibility and it makes, I think, the users maybe take it more seriously...

RG: What you would consider a credible site? What would be a sign of credibility?

#4.46-TM: Obviously... um, if it's like a part of a... or linked to a... charity or an organisation you've heard of already something like Greenpeace, then obviously... that's sort of one of the things I'd consider

#4.37-AM: I think the brand is really important because if I was to go on... to look up Fairtrade, I would look up the brand of Fairtrade rather than all the other Fairtrade products and companies, you know what I mean?

RG: Yeah

#4.37-AM: I would very much... instead of me researching ethical farming, then finding Fairtrade, I would go "that Fairtrade is good as a company" and then go to it through there so the brand is the most important thing in my mind, the way I activate... signs such as the ones I saw today.

RG: And final question, what about the sites that you visit yourselves in your day-to-day life? Was The Meatrix closer to the sort of thing you would usually access or were both of the sites that you accessed not in your "portfolio"?

#4.46-TM: Neither really... just because... like... generally I use, say, the internet for, like, information or purposes that are just directly, like... you know what I mean? To check my bank account or to check my email.

#4.43-MK: -Yes

#4.46-TM: there's not.... Or, like, maybe, like, something in the news, like, that's relevant, like, but it's interesting, like, rather than necessarily, like, crucial...

RG: Yes? Anyone else?

#4.39-CS: I always wondered how people come across things like that, like... I think you really need to be searching for

things like that to find them. I don't think I'd come across them that easily...

RG: Well obviously you've got emails coming around – all these emails, chains etc.

#4.37-AM: I think that's – sorry back to the saturation fact – but emails, like... unless I have an email that is directly addressed to me as a person I delete it, normally without even- if it says "Fwd: Fwd" it's already gone... So I think in terms of saturation emails aren't an effective way of doing it.

#4.46-TM: And even, like, if it said, like, the email was from a company I'd probably – unless I knew I had subscribed to it I'd delete it because there are so many viruses and stuff... like, you can get an email that says it's from your bank and it could well be a virus... and I wouldn't trust things like that...

RG: What if you come across it by word of mouth?

#4.46-TM: It depends on what I was doing, like, if I was checking my emails because I was bored and I had nothing else to do, I'd probably click on a couple of links from an email. If I was scanning for something more important and had things to do then I probably wouldn't stare at it, I'd probably open them once, even if I didn't delete it I probably wouldn't get back to the link so I think it's just, it's a time thing, really...

RG: The final-final thing I want to ask you: the first set of websites you looked at... you could say they were on the "credible" side because they are brands. The other one is more of an appealing / catchy site – it doesn't have a big brand behind it. However, from what I hear most people found the second one more appealing and the first ones possibly more informative or more practical... Do you think that you can combine both credibility and appeal? If you were designers or web-masters, how could you combine the sort of Meatrix "cool" factor with the credibility of a big brand?

#4.39-CS: I think it's possible... but like the Meatrix seemed to have like... kind of like an activist... approach to it, whereas a company with a credible brand, a company... cannot take that approach. It was um- I think you can combine them. I'm sure it can be done.

RG: So you're saying it's not a trade-off between credibility and attention?

#4.39-CS: Yeah... I think you can...

RG: Right...

#4.40-EW: I think, like, the branded, like say – the Soil Association website has, like, so many purposes, like you may go there to find local things or something... so if it was combined and liked it had that media at the start to do with like making an impact and that sort of thing people might not want to go- no I think I'd go on the Soil Association for a specific reason to search for something. But the Meatrix is quite useful because it makes an impact straightaway...

#4.46-TM: Maybe, like the, like the bigger companies and stuff like need to like make the issues more appealing not just like, not just down to the internet. The internet is a great way if- once you do want to get involved but maybe when they're trying to get your attention like, they need, like, to make it more... like, to make you want to get involved first... and then once you're on there... like... you'll be... you'll be... ..

RG: You mean like old media?

#4.46-TM: Yeah television and newspapers have got the power to reach in other ways in the first place, because like we said there's so much on the site so I think if you want to get involved but they're probably not – they're probably difficult to make them entertaining at the same time...

RG: Right, ok... Anyone else wants to add anything? Thank you very much for taking part...

SESSION 4 TRANSCRIPT ENDS HERE

Appendix K

Supplementary Figures and Tables (Chapter 4)

FIGURE K1: RELEVANCE OF DEMOCRACY

SURVEY, Q30: “On a scale of 1 to 10 (where 1 is totally irrelevant and 10 is totally relevant), how relevant do you think that democracy is to your everyday life?”

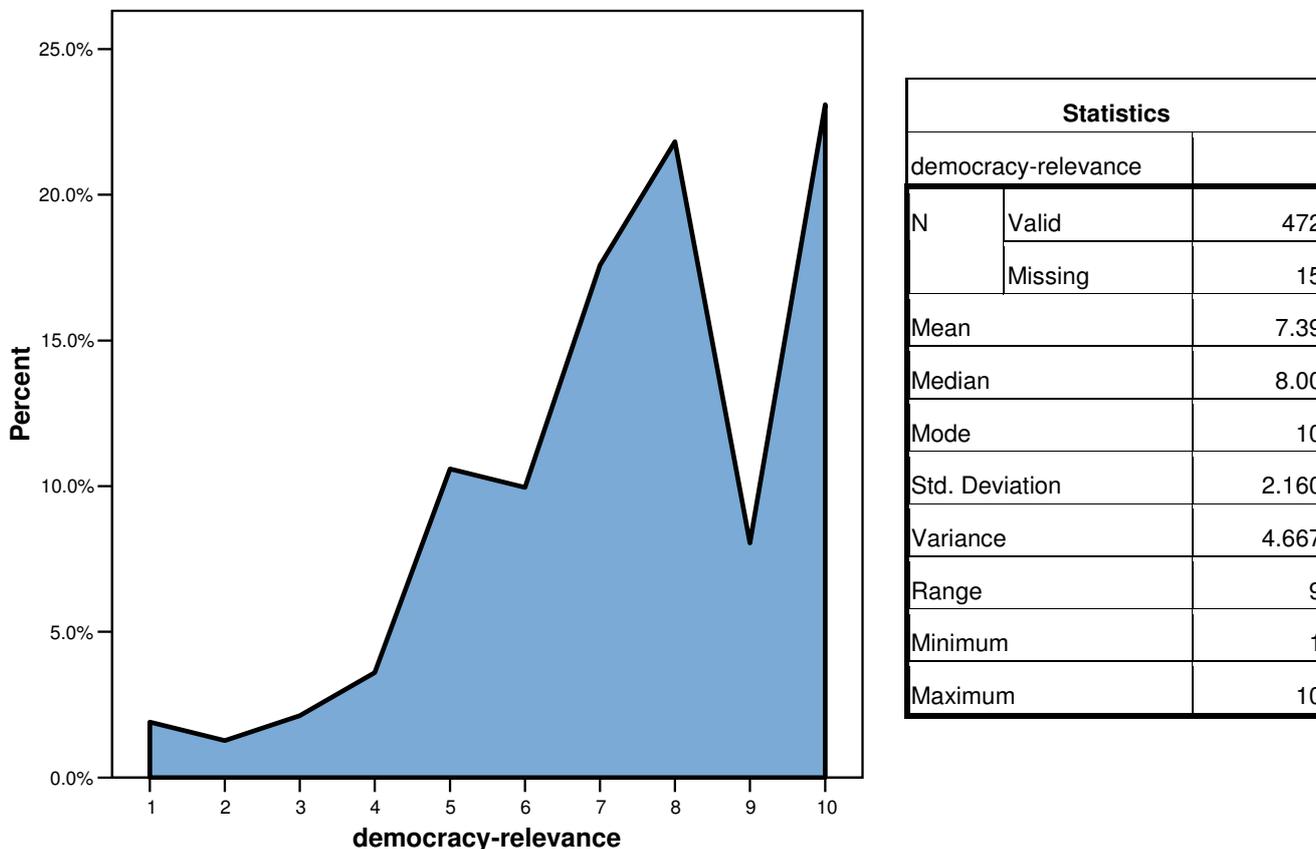


FIGURE K2: IMPORTANCE OF DEMOCRACY

SURVEY, Q101: “How important is democracy to you?”

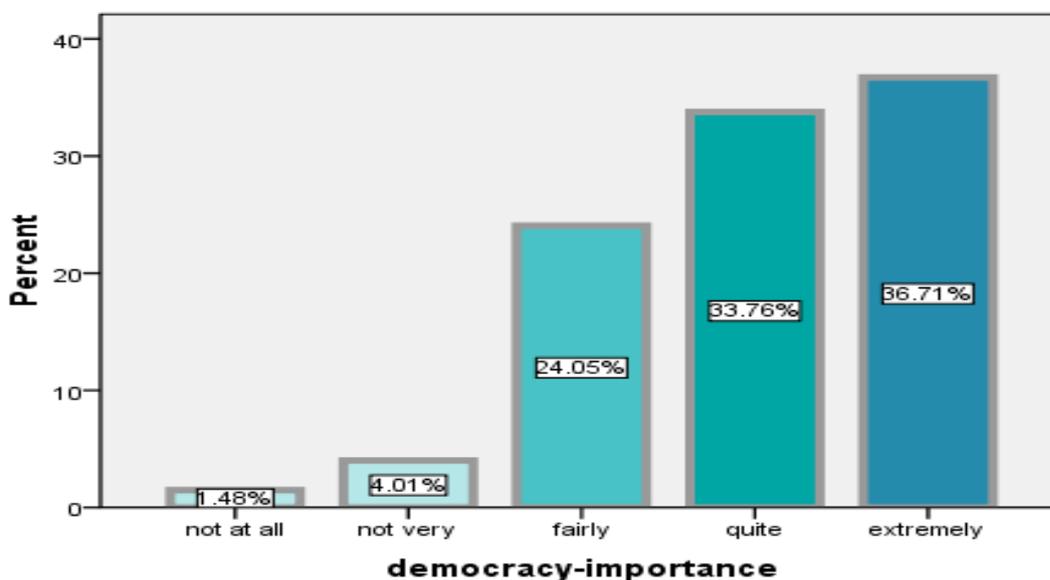


FIGURE K3: CIVIC MOTIVATION

SURVEY Q29: "Thinking about our role as individuals in that society, please choose the one statement that comes closest to your own opinion:

- It is vital that every citizen participates as much as possible in public affairs and politics
- It is important that citizens participate in public affairs and politics only when they are affected by something directly
- Participating in politics does not really make any difference at all and is therefore not important"

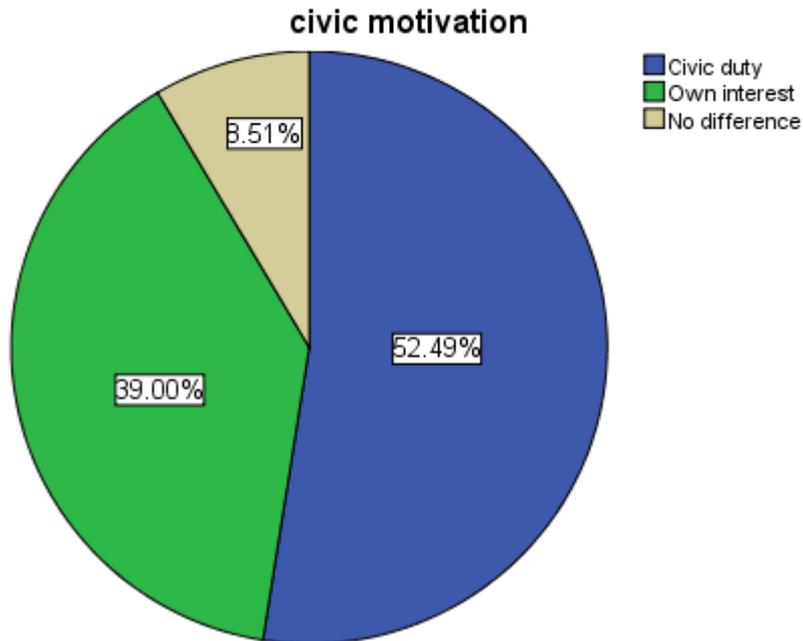


FIGURE K4: ATTITUDES TOWARDS SOCIAL CHANGE

SURVEY Q28: "Thinking about the kind of society we live in, please choose the one statement that best describes your own opinion:

- The entire way our society is organised must be radically changed by revolutionary action
- Our society must be gradually improved by reforms
- Our present society must be fearlessly defended against all subversive or rebellious forces"

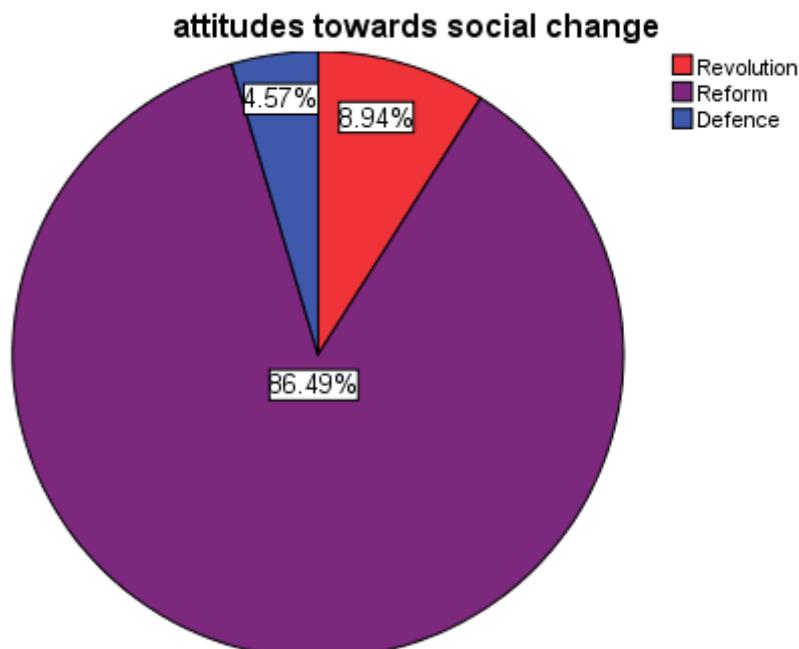


FIGURE K5: INTEREST IN ISSUES AND PUBLIC AFFAIRS (STRENGTH)

SURVEY Q31-55:

“In the list below are some issues I would like you to look at.

Please consider each issue separately and carefully. Rate to what extent you care about each issue.

The values you can give are 1 (not at all), 2 (only a little), 3 (somewhat), 4 (quite), 5 (very much)”

Percentage of participants responding 4 (quite) and 5 (very much)

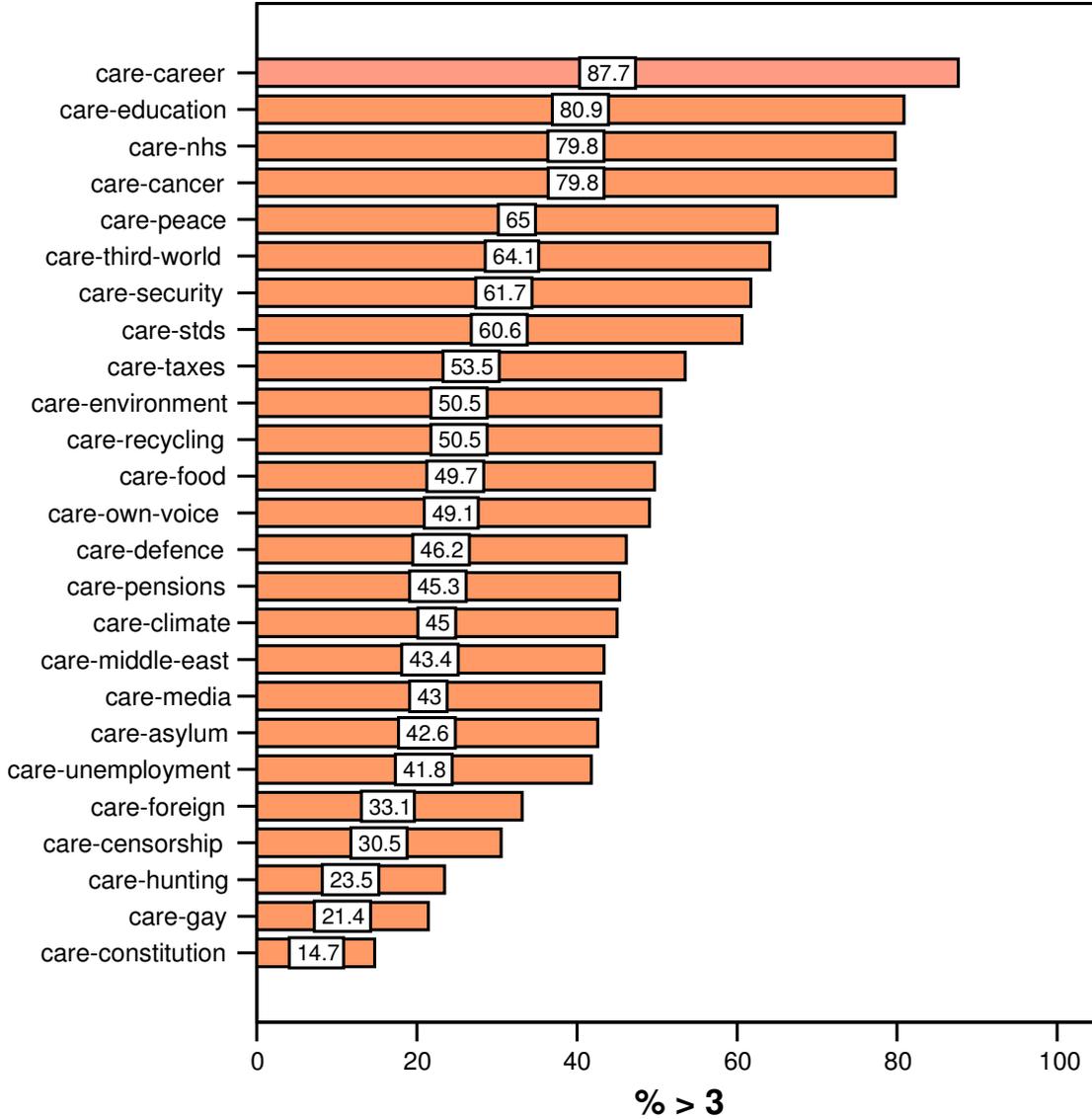
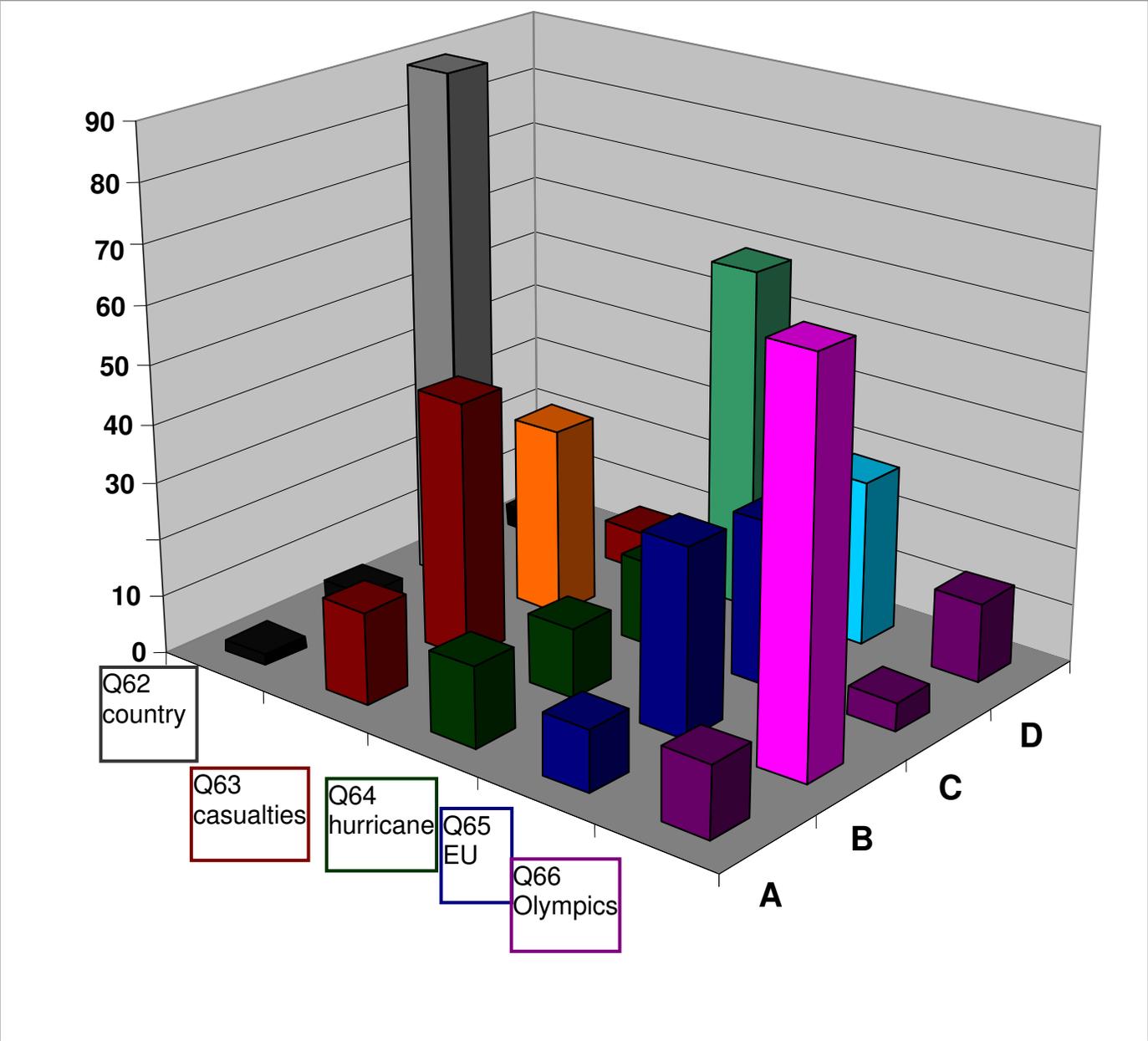


FIGURE K6: AWARENESS OF GLOBAL AFFAIRS (QUIZ)

SURVEY, Q62-66



Q62: A few months ago a school siege by terrorists took place in Europe leading to casualties. In which country did the siege take place?

(Georgia, Kosovo, Russia, Ukraine)

Q63: How many people died approximately?

(1-100, 101-300, 301-600, 601-1,200)

Q64: During the summer and autumn of 2004 several hurricanes hit Florida and the Caribbean with particular force, causing widespread damages and casualties. Which of these hurricanes did NOT appear at all in 2004?

(Hurricane Charley, Hurricane Frances, Hurricane Ivan, Hurricane Rebecca)

Q65: How many countries are there currently in the European Union?

(Twelve, Fifteen, Twenty, Twenty-Five)

Q66: The 2008 Olympic Games will take place in?

(Atlanta, Beijing, New York, Paris)

Correct answers are underlined and marked in lighter shade.

| TABLE K1: VOTING (SURVEY Q5-9) | | | | |
|---|----------------|----------------|------------|-------------------------------|
| | Yes | No | N/A | |
| Eligible to vote in the next General Election? | 92.2% | 7.8% | | |
| If yes, are you a registered voter? | 62.4% | 27.3% | 10.3% | |
| Did you vote in the 2001 General Election? | 5.1% | 9.1% | 85.8% | 39% nationally amongst 18-24s |
| | (36.2%) | (63.8%) | | |
| Did you vote in the 2004 Local/European Elections? | 29.0% | 64.4% | 6.6% | 32% nationally amongst 18-24s |
| | (39.0%) | (61.0%) | | |
| Will you vote in the next General Election? | 66.9% | 20.8% | 12.3% | 37% nationally amongst 18-24s |
| | (76.3%) | (23.7%) | | |
| <p><i>The survey was carried out in November and December of 2004 [n=487]. The previous General Election took place in June 2001. The previous Local/European Elections took place in June 2004, i.e. five months before data collection. The following General Election took place in May 2005.</i></p> | | | | |

| TABLE K2: CIVIC ATTITUDES (USER EXPERIENCE STUDY Q31, Q33) | | | |
|--|-------------------------------|--|---------------------------------------|
| How... | ...politically engaged | ...politically informed / knowledgeable | ...would you say that you are? |
| % | 19.6 | 13.0 | Not at all |
| | 73.9 | 82.6 | Somewhat |
| | 6.5 | 4.3 | Very much |
| | 100.0 | 100.0 | <i>Total</i> |
| <p>The user experience study was conducted in March 2006 [n=46].</p> | | | |

TABLE K3: KEY ASSOCIATIONS BETWEEN ISSUES/POLICIES (SURVEY Q31-55)

Nonparametric Correlations (of responses on pairs of issues)

| Cluster | Issues/policies | Spearman's rho (ρ) | Significance (p) [two-tailed] |
|--|---|---------------------------|-------------------------------|
| A. HEALTH AND EDUCATION | Taxes/Spending v. NHS | .391 | <.001 |
| | NHS v. Cancer Research | .344 | <.001 |
| | NHS v. STDs | .300 | <.001 |
| | Taxes/Spending v. Education Standards | .280 | <.001 |
| | My Career Prospects v. Education Standards | .334 | <.001 |
| B. FOREIGN & DEFENCE POLICY, SECURITY, PEACE | Defence v. Security-C/Terrorism | .502 | <.001 |
| | Foreign Policy v. Peace/Global Co-op | .343 | <.001 |
| | Security-C/Terrorism v. Middle East conflict | .303 | <.001 |
| | Peace/Global Co-op v. Security-C/Terrorism | .248 | <.001 |
| C. ENVIRONMENT | Recycling v. Climate Change | .589 | <.001 |
| | Environmental Protection v. Recycling | .487 | <.001 |
| | Environmental Protection v. Climate Change | .354 | <.001 |
| | Environmental Protection v. Global Debt/Poverty | .463 | <.001 |
| D. GLOBAL ISSUES | Global Debt/Poverty v. Peace/Global Co-op | .525* | <.001 |
| | Peace/Global Co-op v. Middle East conflict | .447 | <.001 |
| | Immigration/Asylum v. Middle East conflict | .418 | <.001 |
| | Immigration/Asylum v. Security-C/Terrorism | .289 | <.001 |
| | Peace/Global Co-op v. Immigration/Asylum | .235 | <.001 |
| E. VOICE AND REPRESENTATION | Media Regulation v. Censorship | .478 | <.001 |
| | Media Regulation v. Representation of voice | .345 | <.001 |
| | Constitutional Affairs v. Representation of voice | .338 | <.001 |
| | Censorship v. Representation of voice | .314 | <.001 |
| | Constitutional Affairs v. Media Regulation | .249 | <.001 |
| | Constitutional Affairs v. Censorship | .274 | <.001 |

* strongest correlation between any two variables

Notes:

- These associations do not denote a causal relationship between the two variables.

- This nonparametric test using Spearman's rho (rank correlation coefficient) merely examines correlations between variables / rank orders (i.e. ordered categories).

Appendix L

Attitudes Towards Voting (Coded Data)

| USER EXPERIENCE STUDY Q32B-Q32C | | |
|---|--|---|
| “Did you vote at the last election that you were eligible to vote?” | | |
| ID | Q32B: YES (45.7%) – WHY? | Q32C: NO (54.3%) – WHY NOT? |
| #1.01-AW | | Didn't feel I knew enough about any parties. 4 |
| #1.02-CB | | Do not agree with the ethics of any current political party that stands a chance of winning. 5 |
| #1.03-ED | Didn't want to waste my vote 6 | |
| #1.04-JP | I believe you need to vote in order to have an opinion. 4 | |
| #1.05-JW | It was one of the first opportunities I had as I was too young before and I have the right. 2 | |
| #1.06-LR | So I could say I did, I have the privilege to, so why shouldn't I 1 | |
| #1.07-NW | | Not enough organisation on my part. Still registered in London. 7 |
| #1.08-NR | Because I feel that you can't moan about it if you don't try to affect it. Every vote counts. 5 4 | |
| #1.09-JS | I disagreed with war in Iraq, so felt I had to vote against Labour. 8 | |
| #2.10-AB | | Didn't have a clear idea of who to vote for; was not sure what each party was offering. 4 5 |
| #2.11-BS | Felt very strongly about voting, wanted to make a difference (every vote counts). 5 6 | |
| #2.12-CH | | Don't feel I was informed enough 4 |
| #2.13-DB | | Because the result in the election affects my dad's level of tax – does not affect me. 1 |
| #2.14-EC | You can't complain about circumstances if you're not prepared to state your own point of view / feelings. 4 | |
| #2.15-GN | | I was on holiday (was annoyed about that). 8 |
| #2.16-KK | | Not [a] British citizen 8 |

| | | | | |
|----------|--|-----|--|-----|
| #2.17-SH | | | I forgot to register a postal vote in time. | 7 |
| #3.18-BC | | | Voting station was at home in Devon. | 7 |
| #3.19-BW | I felt I had a right to voice my opinion. Also as a woman I felt a duty to the suffragettes that died so I could have freedom of speech. | 1 2 | | |
| #3.20-CW | | | Can't vote as from the Channel Islands. | 8 |
| #3.21-HB | | | My parents do not vote and I am not very politically aware. Thinking of voting next time. Not many good parties. | 3 5 |
| #3.22-HM | I felt obliged really, as it was the first time I was able to. | 1 | | |
| #3.23-JP | Make use of my rights. | 2 | | |
| #3.24-KC | Because I didn't like Labour's extra university fees and felt like the country would benefit from a change in government. | 8 | | |
| #3.25-KG | | | Honestly, I did enrol or whatever you do to let them know you want your vote. | 7 |
| #3.26-KM | I wanted to have my say. Use the opportunity. | 6 | | |
| #3.27-KR | I think people should vote, it effects everyone. You can't moan about politics if you don't vote. | 5 4 | | |
| #3.28-KS | I wanted to get the Labour government out of power. | 7 | | |
| #3.29-LB | | | Because I was still unsure on who to vote for and felt it would be worse to vote for someone I did not believe than not vote at all. | 5 |
| #3.30-LC | People have died so that I can have the vote – I am not going to abuse that and otherwise what's the point being in a democracy? | 1 | | |
| #3.31-LW | | | Low self-motivation and did not understand the registering procedure. | 2 6 |
| #3.32-NS | | | I didn't feel strongly enough about 1 particular party. Didn't like any of their policies strongly. | 5 |
| #3.33-RW | | | Did not have a chance to register on time. | 7 |
| #3.34-ST | | | I wasn't in my hometown so wasn't able to vote. I don't feel informed enough to know which party to vote for and am not interested enough to find out (bad I know!). | 2 7 |

| | | | | |
|----------|---|---|---|--|
| #3.35-TM | Because I wanted to put pressure on the Labour government. | | 7 | |
| #3.36-TR | Because I feel it is important to vote – you can't complain about issues and then not vote. Every vote counts! | 5 | 4 | |
| #4.37-AM | | | | I couldn't get to my residence voting place. 8 |
| #4.38-BP | | | | I wanted to but was only sent a voting card at home & didn't know how I could change it to vote in Bournemouth. 8 |
| #4.39-CS | | | | I missed the mail vote by a day. 7 |
| #4.40-EW | | | | I didn't favour one political party, even though I spent a lot of time researching their policies. I agreed / disagreed strongly with something from each party. 5 |
| #4.41-JO | | | | I don't really know enough about it to make an informed decision. 4 |
| #4.42-JS | | | | Did not feel I had enough knowledge of information about each political party to make a vote. 4 |
| #4.43-MK | Because I felt I had to vote otherwise you don't have a reason to disagree about decisions made or agree. | 1 | 4 | |
| #4.44-NH | | | | I hadn't registered. 7 |
| #4.45-SJ | Because I have always voted since I was allowed to from the age of 16 in my home country Germany. I think voting is still an important tool of democracy. | 3 | 5 | |
| #4.46-TM | If you don't vote, you have no right to complain about government actions. | | 4 | |

Appendix M

Civic Motivators and De-Motivators (Coded Data)

| USER EXPERIENCE STUDY Q55A-Q55B | | |
|--|--|---|
| <p>“Reflecting on the things that motivate and demotivate you to participate in public affairs or engage politically... What would motivate you to become a more active citizen / consumer? What would de-motivate / stop you from becoming a more active citizen / consumer?”</p> | | |
| ID | Q55A: WOULD MOTIVATE | Q55B: WOULD DEMOTIVATE |
| #1.01 -AW | More information, freedom, responsibility. 4 | Feeling like I don't make a difference or have any power. 1 |
| #1.02 -CB | Feeling that I could make a difference and stop or cause something from happening / to happen. 1 | The current feeling that whatever I do will have no effect on the world, just a tiny demographic powerless to change anything. 1 |
| #1.03 -ED | To become a more active citizen I feel debates in class / groups would make me more inspired in taking a stance within society. At the moment I am too lazy because I don't know enough and therefore don't care enough. I would like more interaction with people [of] my own age on political matters because I would not feel so intimidated to speak out. 4 5 6 | |
| #1.04 -JP | Less political jargon and for it (politics) to come across less patronising when trying to reach younger audiences. It's almost as if it's like BBC / CBBC, they need to find a middle ground. 6 | If I could not understand anything in the news and politics. 6 |
| #1.05 -JW | I feel motivated when I have taken time to be informed about an issue and have developed an opinion, such as from watching the news, reading others' opinions. 4 | I feel de-motivated when I feel I do not have enough information or feel uninspired to learn more about an issue. And if I had less opportunity for my opinions to be expressed – if no-one cares what's the point?! 8 5 6 |
| #1.06 -LR | If I felt I could get more out of it then I would be more motivated. If I was more educated in issues. 2 4 | If it was views or policies I strongly disagreed with. Also I never jump on a bandwagon. 2 |
| #1.07 -NW | A more user friendly approach to information. More publicity about the cause... 6 | ...however, the wristbands that became a fashion product rather than about the original cause (AIDS etc) would demotivate [me]. |
| #1.08 -NR | If issues were presented in a more interesting manner, aimed at the young adult public, if I felt that by doing something I could make a difference. If my input, opinion and choice counted for something. 1 6 | It would be de-motivating if no-one was able to affect / change things, if politicians never kept their promises and things got steadily worse. 1 2 9 |

| | | | | |
|--------------|---|---|-----|-------|
| #1.09 -JS | If actions are taken seriously and people listen then I would become a more active citizen. For example with the SU [Students Union] vote: I don't think it's publicised enough so therefore many students are inactive when it comes to voting as they don't know what they are voting for. | | 6 | |
| #2.10 -AB | Explanation of how it relates to me and my family, how me being more active would benefit the cause. | 1 | 3 | 2 4 9 |
| #2.11 -BS | Access to expressing an opinion (internet etc...). Motivate – knowing / awareness of others following similar beliefs / attitudes. Publicity / info on public affair / political party | 5 | 8 6 | 9 |
| #2.12 -CH | Involving a community aspect. | | 3 | |
| #2.13 -DB | If I had more free time it may interest me. If other people my age / interest were doing similar activities I would also join in. | 7 | 8 | 7 |
| #2.14 -EC | Less judgemental people would give individuals more encouragement to express their views. This would lead them on to act. | | 5 | 5 |
| #2.15 -GN | | | | 6 |
| #2.16 -KK | Being directly affected by public / political issues in a very negative way; feeling more talked to; having more time. | 3 | 7 | 6 9 |
| #2.17 -SH | By seeing how events and issues would affect me personally or area am in. if it's an issue that does not necessarily impact upon my life directly it tends not to be a direct concern of mine... | | 3 | 2 7 |
| #3.18 -BC | Shock factor, knowing how your money helps. | 3 | 2 | 6 |
| #3.19 -BW | I would become more active if events were closer to home. For example the tsunami provoked me to give aid as people became more politically involved. If politicians were more on my level, talking about issues that affect me and my generation, and were more considerate rather than argumentative. | 3 | 6 9 | 1 2 |
| #3.20 -CW | If I could and If I felt it made a difference to the political agenda. | | 1 | 1 |

| | | | | |
|--------------|---|-----|---|-----|
| #3.21 -HB | Becoming more aware of truths behind production, etc. Seeing more of this in the news, in magazines, on TV would motivate me to be more active. Also, being shown that other people care about issues would motivate me more. | 4 8 | As opposed to this, less awareness, concern by others de-motivates me. | 8 |
| #3.22 -HM | Making things more accessible to young people would motivate me to be more active. Perhaps to feel that when we discuss public affairs online we will be listened to – otherwise it's all complaining and nothing being done. | 6 5 | I think too much conflicting information on an issue can overwhelm and confuse consumers, this is perhaps demotivating. | 6 |
| #3.23 -JP | When I feel strongly about something and have an opinion / feeling on the topic. I would want to have a chance to express myself (for myself and others). | 3 5 | When what I know / what I say is compromised (e.g. security, lack of knowledge on topic), I would feel less motivated to become active. | 5 |
| #3.24 -KC | If what I said or how I felt made more of a difference it would encourage me more as I would think I could actually change things. Because [I] feel like I can't or won't have any effect on making a difference it makes you feel like 'why should you bother'. If the government paid more attention to global warming and endangered species I may be more active as these things matter to me. If more issues that mattered to me were discussed I would probably be more motivated to participate. | 1 3 | | |
| #3.25 -KG | Having more spare time, having enough money to allow you to make choices, that aren't necessarily based on the sensible option. | 7 | Not being financially able. Moving to a non-Western culture or environment. | 7 9 |
| #3.26 -KM | A better, more in depth, understanding of issues e.g. facts and figures about a cause. (At the moment) if it didn't take up a lot of time. | 4 7 | (Invoked??) donating a lot of money for a set amount of time. | 7 |
| #3.27 -KR | I would become a more active citizen in response to something I strongly disagreed with i.e. if our right to vote was taken away. There are things however I feel strongly about, like the NSPCC, and donate money to, but I wouldn't say they make me an 'active citizen' because of them. It's time, money and energy to be an active citizen. | 3 7 | I think there's a lot of apathy in society regarding actively taking part. I'm probably demotivated because in reality I don't think being 'active' will necessarily make a difference. | 1 |
| #3.28 -KS | If more young people got involved with public issues that would make me more involved with this type of activity. | 8 | I don't like people forcing issues on me, so this de-motivates me as an active citizen. | 4 |
| #3.29 -LB | To know that what I was doing did make a real difference. To know that my voice along with others could influence things. | 1 | Knowing that what I was doing had no effect at all and any participation made was in vain. | 1 |
| #3.30 -LC | Watching and absorbing the news and then reacting to that – makes you want to do something about it. I would need more time and money first. | 4 7 | Having less free time, I could never be not interested, but keeping up to date with everything is time consuming. | 7 |

| | | | | |
|--------------|---|-----|---|-----|
| #3.31 -LW | More information on how to take part / engage in public affairs and politics. More information on brand backgrounds, workers environment, rights. | 6 | No impact on issues. Silenced voice by government / media. Cheap consumables are attractive if you are on a budget you are not always concerned with workers' rights, ethics etc. | 1 |
| #3.32 -NS | More campaigns which are related to students / youth. Campaigns which target youth votes. | 6 | Mud slinging at other parties. Scandal among politicians – untrustworthy. | 9 |
| #3.33 -RW | A time factor is a big issue in motivating me in public affairs. Knowing that my opinions would help achieve something. Be involved more too! | 1 7 | Also not knowing enough about politics demotivates me. If I didn't care about the issues this would de-motivate me. | 6 |
| #3.34 -ST | If I was more informed on how to be more active in public affairs and perhaps being part of a group / community. | 4 8 | | |
| #3.35 -TM | Before a citizen reaches 18 or so, they don't have much weight within society. Joining unions, being considered 'adult' by society, belonging to a demographic group which can produce results is likely to encourage me to take part more often. | 1 | A dictatorship government is likely to stop me from wishing to engage in public affairs. | 9 |
| #3.36 -TR | If not all the politicians were old and boring – need some younger people in politics (like Ruth Kelly maybe). It would motivate me to get more involved in politics if politicians didn't lie all the time. I am motivated to engage in public affairs – it is interesting and relevant – I just don't like the politicians that come with it. | 9 | <i>Nothing really. I would like to think that I will become a more active citizen as I grow older.</i> | |
| #4.37 -AM | <i>To be honest, I don't think anymore can be done to motivate people. We live in an age when all the information is there to be used.</i> | | To demotivate me from becoming a more active citizen / consumer would be to take away the freedom of success [sic]. | |
| #4.38 -BP | I think having the knowledge to see how an issue affects you directly & what you can do to make a difference would encourage me to be a more active citizen. | 1 3 | I do not find it relaxing to be thinking about public affairs and I find it hard to relate to the importance of some issues within my life. | 3 6 |
| #4.39 -CS | To be made to feel that my opinion counts, to be heard. | 1 5 | Probably my lack of knowledge in some areas. | 6 |
| #4.40 -EW | The media (newspapers, radio, internet) have a serious impact on my life, so if particular issues are raised, I would become more active if I felt strongly about it. Increased security and decrease in identity fraud would make me more active consuming online. | 6 | Active consumer - increase in identity fraud, lack of interest online, lack of money, decrease in security levels. Active citizen - if felt issues / feelings weren't being noted / considered. | 7 1 |
| #4.41 -JO | I would be more motivated in becoming an active citizen / consumer if the issue in question was important or relevant to me. If I felt a special need to become involved I would. | 2 3 | A de-motivating factor would be how time-consuming becoming involved would be | 7 |

| | | | |
|----------------------|--|-------|---|
| #4.42 -JS | Television programmes or websites that deal with public affairs or political affairs that is essentially a round-up or highlight of current events. This will then grab the interest of people like myself and encourage them to look further into the subject. | 6 | People misusing free speech |
| #4.43 -MK | If the issues debated related to me or people close to me e.g. family. If the issue had affected me or someone I know in some way. | 3 | If I didn't feel my voice was being heard and there was nothing I felt I could do myself. 1 |
| #4.44 -NH | If public affairs were highlighted in way that are [sic] more suited to a younger audience e.g. featured on music channels / T4. | 6 | If politics continues to be relayed in longwinded / off the point manner. If it exist [sic] is such a way that make [sic] you feel you need to have lots of prior knowledge in order to engage. 6 |
| #4.45 -SJ | Motivate me more: if the news media would portray political affairs / public issues from a more objective perspective. At the moment the media (so it feels to me) gives us an impression of "that all politicians are bad" and "that it is not possible to change something anyway". This has been hammered into my head since a young age and it is difficult to become motivated through this propaganda of apathy. More encouragement from younger ages (i.e. in schools), being taught that one can make a difference / impact. | 1 6 9 | |
| #4.46 -TM | A belief that politicians were genuine and that once in power they will listen and that your voice will not only be heard, but be valued. Also a party that really struck a chord with me. Today's political parties spend majority of time criticising one another rather than selling their views and policies. | 9 | What would de-motivate me would be a reverse in the trend of attempting to appeal more to younger citizens. 6 5 |

Appendix N

Supplementary Figures and Tables (Chapter 5)

FIGURE N1: INTERNET ACCESS

SURVEY, Q74: "How many months/years have you been accessing the internet?"

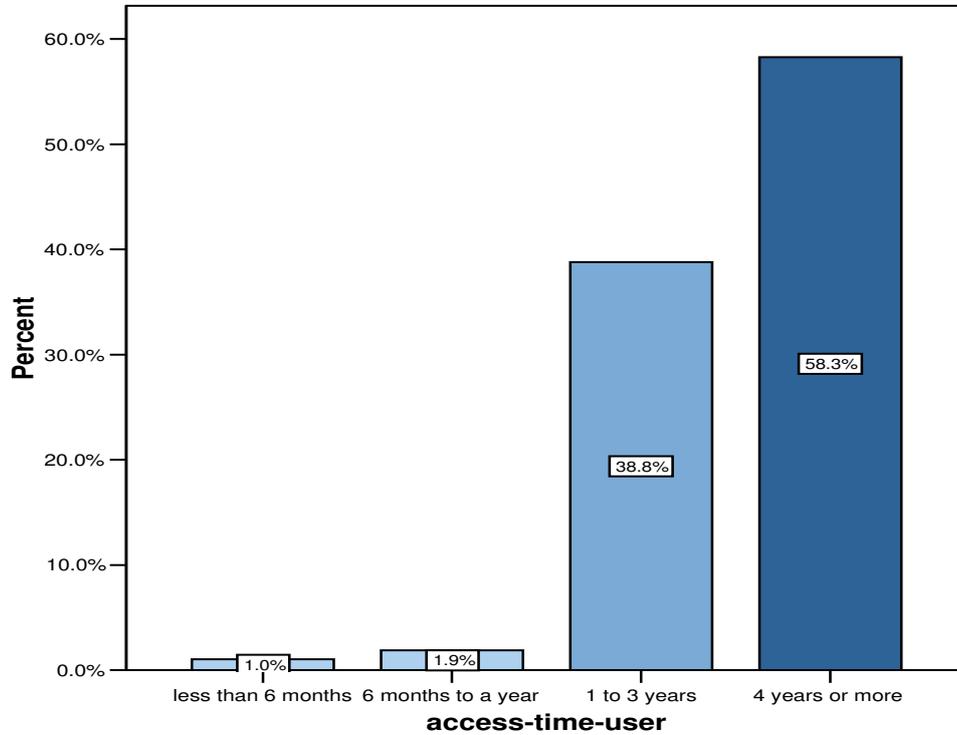


FIGURE N2: TIME SPENT ONLINE

SURVEY, Q75: "Approximately how many hours do you spend online in an average week in total?"

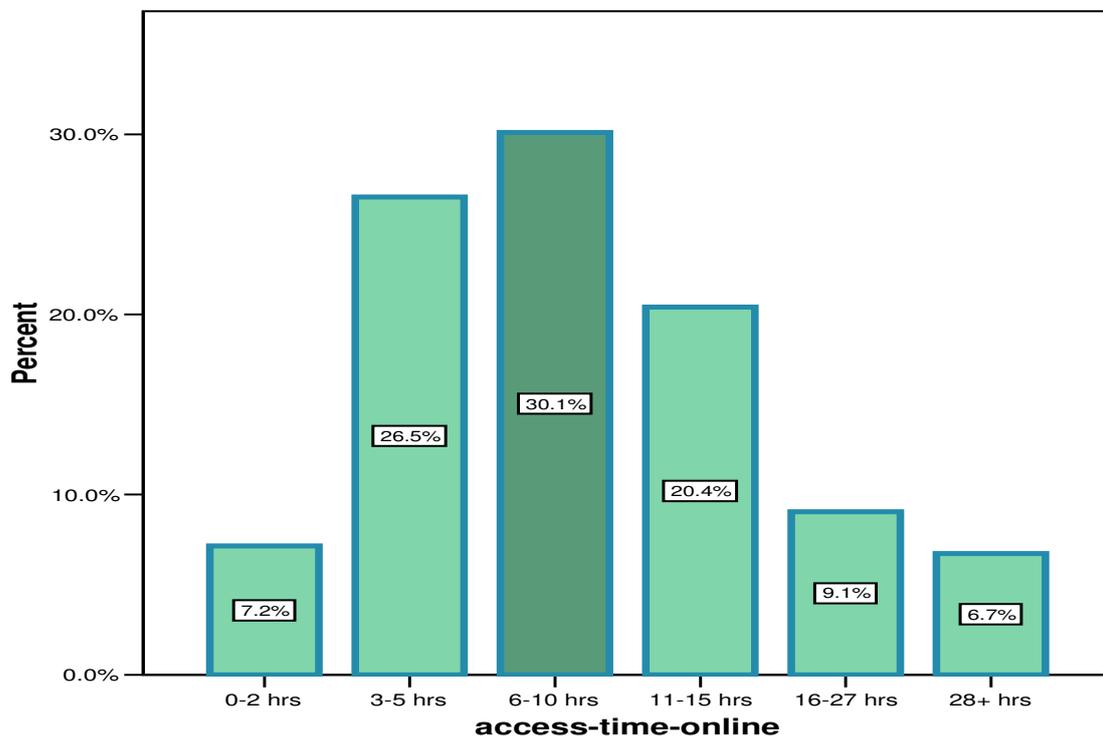


FIGURE N3: PLACES OF INTERNET ACCESS

SURVEY, Q68-73: "Where do you access the internet? (please tick all that apply)"

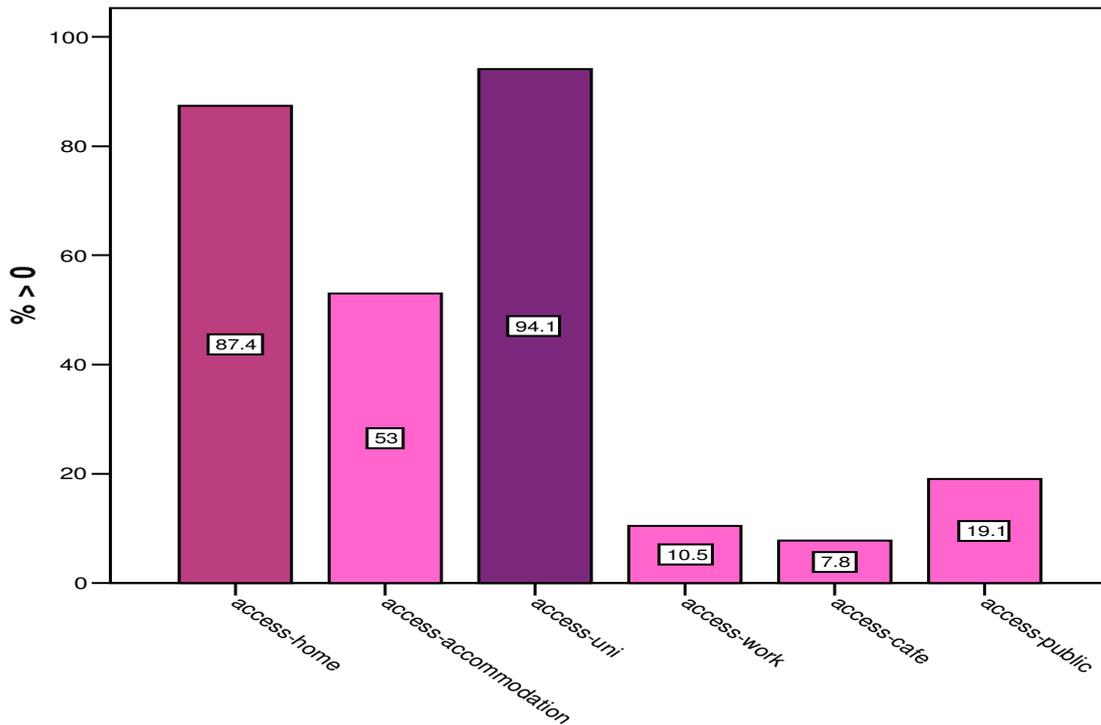


FIGURE N4: INTERNET AND EVERYDAY LIFE

SURVEY, Q100: "Thinking about the internet in general, please choose the one statement that *best* describes your own opinion:

- The internet is an **integral part of my everyday life** and allows me to do or find things that I cannot do or find anywhere else
- The internet is a **useful tool** for my work/leisure, an alternative to existing means
- The internet is **not a big part** of my everyday life or is not a part of it at all"

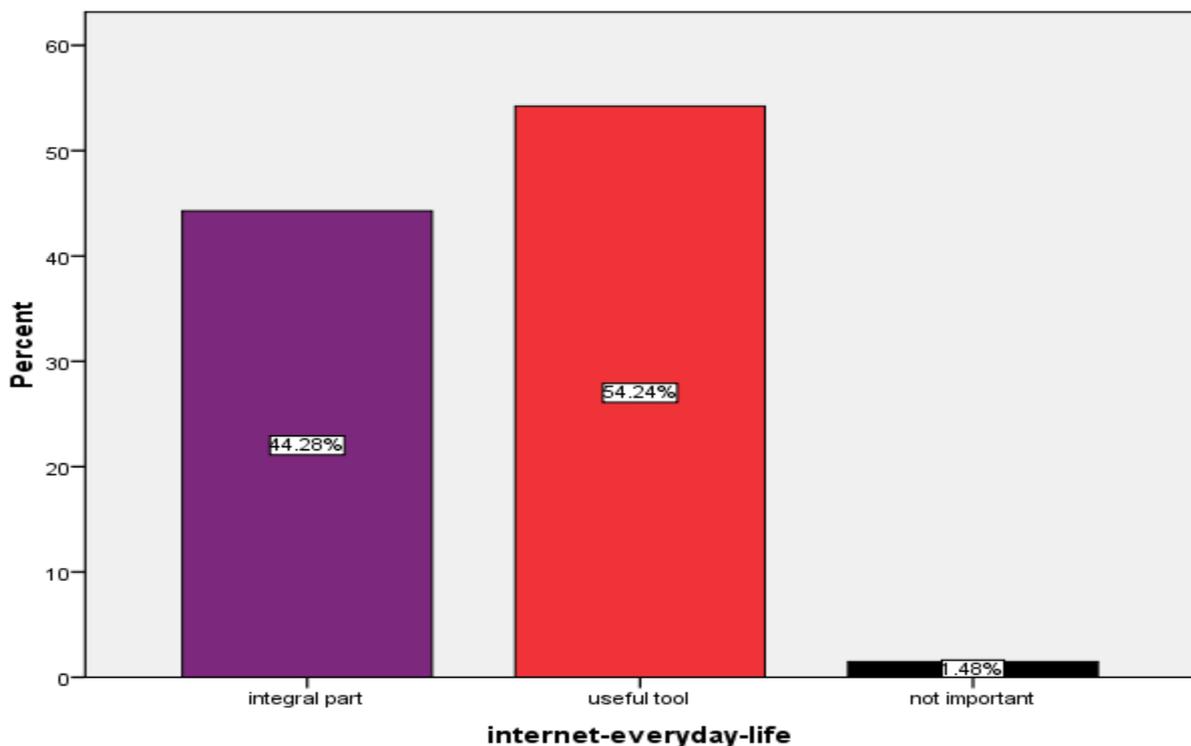


FIGURE N5: REASONS FOR USING THE INTERNET

SURVEY, Q76-80: "Thinking of why you use the internet, which of those reasons apply to you? [tick all that apply]"

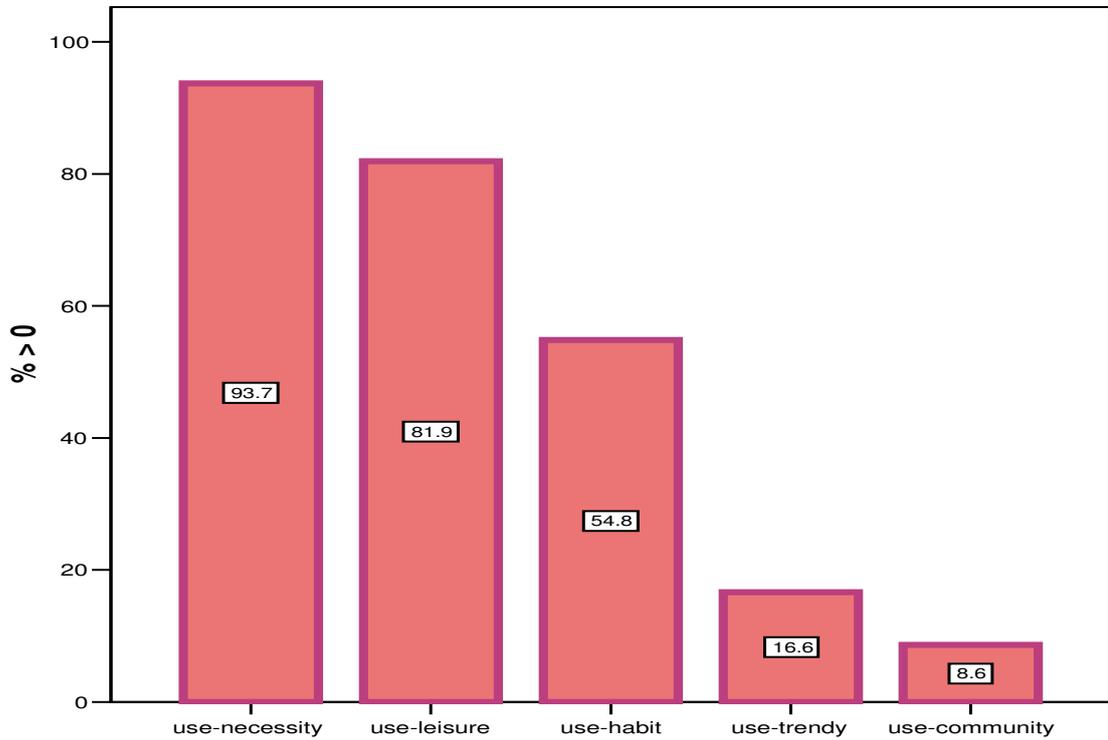


FIGURE N6: PRIMARY NEWS SOURCE

SURVEY, Q56: "Which one of those sources do you *mostly* use to get your news from?"

news primary source

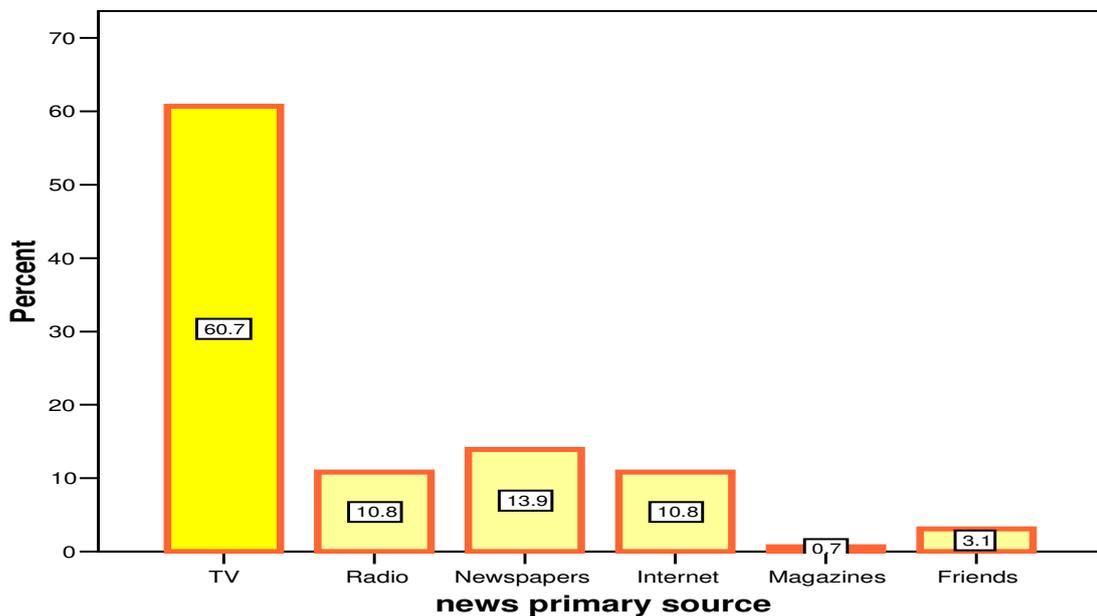
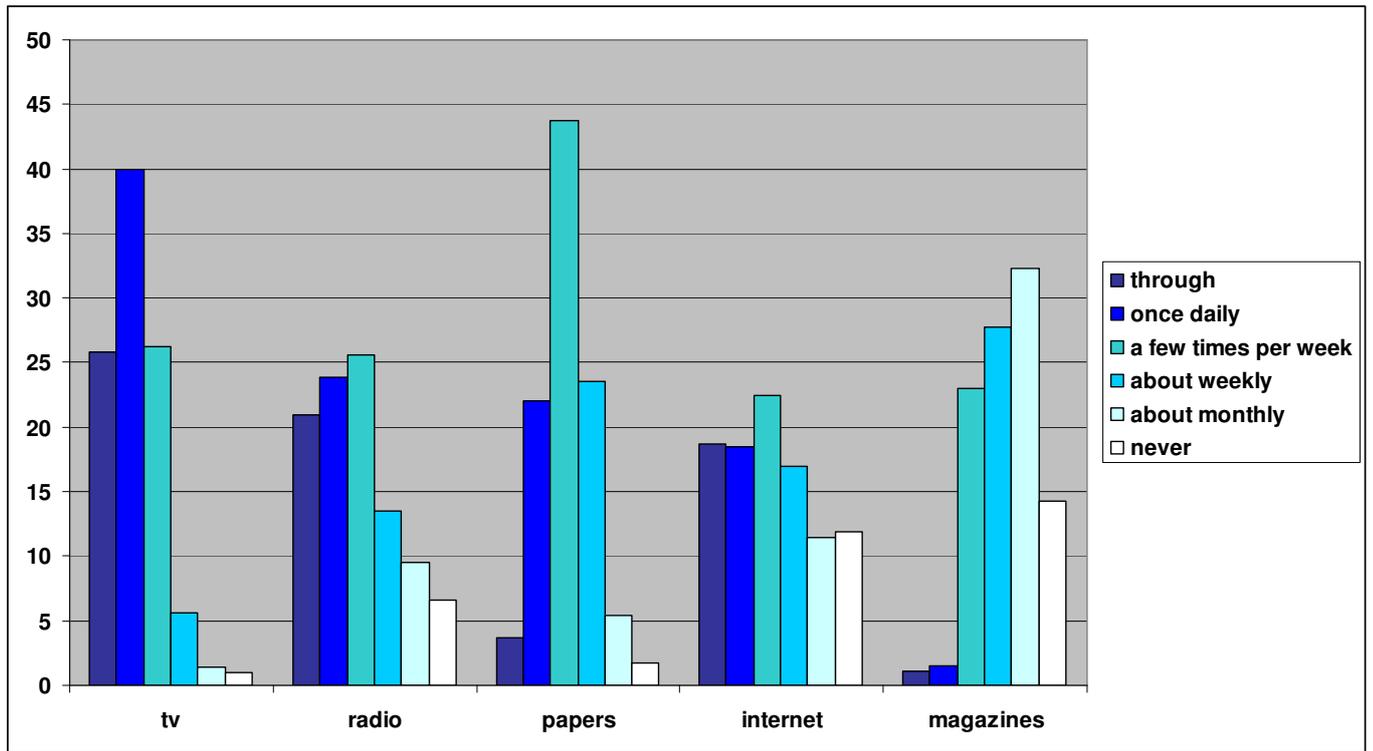


FIGURE N7: NEWS CONSUMPTION PATTERNS

SURVEY, Q57-61: "Thinking about specific media, how often do you follow the news?"



| TABLE N1: USER PROFILES (USER EXPERIENCE STUDY Q6, Q7) | | | | |
|--|----------------------|---------|--------------|--------------------|
| | | Range | Mean | Standard Deviation |
| | Years Online | 4 – 9 | 6.13 | 1.544 |
| | Hours Online (Daily) | 0.5 – 6 | 2.47 | 1.441 |
| | Age | 18 – 28 | 20.57 | 1.8 |
| | Gender | ♀ 82.6% | ♂ 17.4% | |
| The user experience study was conducted in March 2006 (n=46) | | | | |

| TABLE N2: KEY CROSS-TABULATIONS (SURVEY) | |
|---|--|
| SET 2: Active Engagement v. News Media Use | Significant associations |
| Rationale: So as to test whether there is any association between active engagement (e.g. membership of club, volunteering experience, student rep experience etc) and medium/frequency of news access. | Q11 v. Q60, Mann-Whitney U p<.001 Q11 v. Q56, Cramer's V= .219 (p=.001) Q18 v. Q59, Mann-Whitney U p<.001 Q18 v. Q60, Mann-Whitney U p<.001 |
| SET 4: Active Engagement v. Internet Uses | Significant associations |
| Rationale: So as to test whether there is any association between active engagement (e.g. membership of club, volunteering experience, student rep experience etc) and use of the internet (overall and specific). | Q11 v. Q89, Mann-Whitney U p<.001 Q18 v. Q89, Mann-Whitney U p<.001 Q19 v. Q89, Mann-Whitney U p<.001 |
| SET 7: Civic Attitudes v. Internet Uses | Significant associations |
| Rationale: So as to test whether there is any association between general disposition towards democracy, participation and societal change, and use of the internet (overall and specific). | Q29 v. Q89, Cramer's V=.177 (p<.001) Q101 v. Q89 Gamma=.289 (p<.001) |
| SET 8: News Media Use v. Global News Awareness | Significant associations |
| Rationale: So as to test whether there is any association between medium / frequency of news access, and awareness of global news stories. | Q56 v. QF5 Cramer's V=.153 (p=.001) |
| SET 9: News Media Use v. Internet Uses | Significant associations |
| Rationale: So as to test whether there is any association between medium / frequency of news access, and use of the internet (overall and specific) or problems with the internet. | Q56 v. Q75, Cramer's V=.171 (p<.001) Q56 v. Q89, Cramer's V=.195 (p<.001) Q57 v. Q89, Gamma=-.211 (p<.001) Q57 v. Q91, Gamma=-.173 (p<.001) Q59 v. Q89, Gamma=-.402 (p<.001) Q60 v. Q75, Gamma=-.309 (p<.001) Q60 v. Q84, Gamma=-.326 (p<.001) Q60 v. Q87, Gamma=-.262 (p<.001) Q60 v. Q89, Gamma=-.537 (p<.001) |
| Explanation of procedure: | |
| Step 1. Twenty-four key variables selected (out of a possible 102) for meaningful cross-tabs | |
| Step 2. Ten sets of cross-tabs performed (see Table 3.6) | |
| Step 3. Associations accepted only if p≤.001 (level of significance: α=0.1%) | |

Appendix O

Internet and Everyday Life (Coded Data)

| USER EXPERIENCE STUDY Q8 | | | | |
|--|---|---|---|---|
| “How integrated would you say that the internet is in your everyday life?” | | | | |
| USER ID | Data | V | F | N |
| #1.01-AW | Fairly as I use it at home and uni . | | | |
| #1.02-CB | Very , check online at least 10 times a day. | | | |
| #1.03-ED | It has become an important part of work / university life and social life (instead of phone , use msn). | | | |
| #1.04-JP | I would say quite integrated – it is becoming more of a necessity!! | | | |
| #1.05-JW | It has become part of my everyday routine , and an important part of the media I use. | | | |
| #1.06-LR | Very much so, use it to communicate with people, for university purposes, banking, shopping – very integrated . | | | |
| #1.07-NW | Very . Even whilst in remote countries my friends and I would go to internet café. | | | |
| #1.08-NR | Very . My laptop is always on and I use it throughout the day. | | | |
| #1.09-JS | Fairly high as I check my emails nearly every day . | | | |
| #2.10-AB | Very | | | |
| #2.11-BS | Very | | | |
| #2.12-CH | Fairly integrated – I use it to speak to friends everyday (is useful as everyone’s away at uni) to research uni work etc. | | | |
| #2.13-DB | Very integrated – first point of reference for information I may need. | | | |
| #2.14-EC | Fairly, flexible on day to day. Easy access . | | | |
| #2.15-GN | Very . I research everything on the internet, from recipes to banking to shopping . | | | |
| #2.16-KK | Moderately . | | | |
| #2.17-SH | Very integrated as a means of keeping in contact with people, researching and browsing . | | | |
| #3.18-BC | I use the internet at some point everyday . | | | |
| #3.19-BW | Very , I use it to keep up to date with friends and for information about the course and for research . | | | |
| #3.20-CW | Not greatly . | | | |
| #3.21-HB | I use the net regularly but am not 100% confident with finding what I want. | | | |
| #3.22-HM | It is quite important in my everyday life as I use it for banking and communicating with friends. | | | |
| #3.23-JP | As integrated as TV / newspapers, possibly more . | | | |
| #3.24-KC | Fairly , I use it mostly for university work and research but also for email , checking cinema times and rarely to purchase things (e.g. holiday). | | | |

| | | | | |
|----------|---|-------------|---------------|-----------------|
| #3.25-KG | It is part of my university life, usually done out of necessity not pleasure . | | | |
| #3.26-KM | Very . I use it for various different reasons. Would struggle if it wasn't around . | | | |
| #3.27-KR | Very . Internet turns on whenever I have my computer on. | | | |
| #3.28-KS | The internet is important to me, I'll often go on to check out references or definitions . I'll check my emails everyday. | | | |
| #3.29-LB | It is quite integrated in terms of doing work [on] my course and as a form of communication . | | | |
| #3.30-LC | Pretty much completely integrated – it goes on first thing in the morning and often last thing at night. | | | |
| #3.31-LW | Essential for finding information and staying in contact with friends / relatives. My computer is on throughout the day as is the internet. | | | |
| #3.32-NS | Very integrated. Have to check emails everyday. | | | |
| #3.33-RW | Integrated in terms of being able to communicate on a large scale and able to work well researching for uni. | | | |
| #3.34-ST | The internet is essential now to my life. Provides cheap way to talk to friends / family and makes studying easier (easily find info / journals) and finding out about anything!! | | | |
| #3.35-TM | Very ; in some areas such as news gathering and recreation it is essential. | | | |
| #3.36-TR | Very much so – I use the internet to communicate with friends, buy books DVD's, research etc. I can't imagine going back to the days before the net. | | | |
| #4.37-AM | My computer / internet is on all the time , and is vital to my everyday life . | | | |
| #4.38-BP | Extremely integrated - I use it to communicate with friends on MSN and regularly for research . | | | |
| #4.39-CS | I check my emails , chat to friends , check course notices , shop . I'd say it's pretty integrated. | | | |
| #4.40-EW | It is essential for my course to keep up-to-date with news , comments made by lecturers . Plus to communicate online with friends / family. Used as a factual source . | | | |
| #4.41-JO | I use the internet to kill time at work and at home. So I use it daily for maybe a couple of hours during the day | | | |
| #4.42-JS | Very much an integral part of my in my daily routine [sic] e.g. checking news , e-mails , instant messenger etc. | | | |
| #4.43-MK | Very integrated, use email and msn to stay in contact with friends . | | | |
| #4.44-NH | It is quite important. Use MSN frequently as it is a cheap way to talk to friends . Will use the net to get addresses / tel no as opposed to the phone book etc. | | | |
| #4.45-SJ | It is very integrated in my everyday life . I basically use it everyday for several hours and feel that something is missing if I'm not able to check my emails frequently. | | | |
| #4.46-TM | On the whole, very . For education purposes, banking , e-mails . Internet is a critical part of my everyday life. | | | |
| | | Very | Fairly | Not Much |
| | | 36 | 8 | 1 |

Appendix P

Reasons for Using the Internet (Coded Data)

| USER EXPERIENCE STUDY Q9 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| “In a few words, what is the main reason (or reasons) you go online?” | | | | | | | | |
| USER ID | Data | C | R | B | S | L | N | O |
| #1.01-AW | To check emails and to access sources such as journals for coursework. | ■ | ■ | | | | | |
| #1.02-CB | To talk to my boyfriend in London, to chat to friends in London via a forum, to shop cheaply. | ■ | | | ■ | | | |
| #1.03-ED | Research, communication with friends | ■ | ■ | | | | | |
| #1.04-JP | For uni work i.e. research for assignments | | ■ | | | | | |
| #1.05-JW | To find out news, information, and to communicate with friends and relatives over email, msn and comment / blog. | ■ | ■ | | | | ■ | |
| #1.06-LR | Banking, email, talk to friends / family, coursework. | ■ | ■ | ■ | | | | |
| #1.07-NW | Check mail to keep in touch with people, News, Shopping, Music / films | ■ | | | ■ | ■ | ■ | |
| #1.08-NR | To check my email, chat on MSN, talk to friends and family on Skype and do research for Uni and check Media2. | ■ | ■ | | | | | |
| #1.09-JS | To send and receive emails. Msn messenger. Media2. | ■ | | | | | | |
| #2.10-AB | Research for study, Online banking, Communication via email, Shopping, Download music, gig guides | | ■ | ■ | ■ | ■ | | |
| #2.11-BS | Messenger / email – contact with friends, Research for uni – journals and books, Shopping, News | ■ | ■ | | ■ | | ■ | |
| #2.12-CH | Talk to friends (keep in touch), uni research. Occasionally there will be something outside uni that I may be interested in and look up. | ■ | ■ | | | | | ■ |
| #2.13-DB | Personal interests – i.e. information on sport, hobbies, university work. | | ■ | | | ■ | | |
| #2.14-EC | Email, research, travel. | ■ | ■ | | | ■ | | |
| #2.15-GN | Internet banking, paying bills, shopping, research for uni. | | ■ | ■ | ■ | | | |
| #2.16-KK | E-Mails, Work for University, Entertainment | ■ | ■ | | | ■ | | |
| #2.17-SH | As stated above, mainly to communicate cheaply with boyfriend, family and friends at uni, research purposes or online shopping / online news. | ■ | ■ | | ■ | | ■ | |

| | | | | | | |
|----------|--|--------|--------------|--------|--------------|----------|
| #3.18-BC | Check emails, see which friends are online, check bank account, download music. | Orange | White | Yellow | Magenta | White |
| #3.19-BW | Chat to friends, info on course, research for degree, buying books or cds. | Orange | Light Orange | White | Light Orange | White |
| #3.20-CW | Hotmail and university mail, BBC news. | Orange | Light Orange | White | White | Red |
| #3.21-HB | To talk to friends / relatives. To research. For fun / entertainment (e.g. music, horoscopes etc). | Orange | Light Orange | White | Magenta | White |
| #3.22-HM | For email, internet banking and my university's notice board. I also use it in my assignments. | Orange | Light Orange | Yellow | White | White |
| #3.23-JP | Personal – e.g. MSN, hotmail. Awareness / keep up-to-date. | Orange | White | White | White | Red |
| #3.24-KC | As above, primarily for university work, following that I use it most for MSN messenger and email. | Orange | Light Orange | White | Light Orange | White |
| #3.25-KG | Check emails – this is always my number one priority – Unless I can't remember something like a song title or the definition of something – then I usually google it. Kind of like an encyclopaedia. | Orange | Light Orange | White | White | White |
| #3.26-KM | Research and keeping in touch with people. | Orange | Light Orange | White | White | White |
| #3.27-KR | To chat on msn to friends who live away. Email. Research for uni work, blog, check uni library books. | Orange | Light Orange | White | White | White |
| #3.28-KS | To chat on MSN, or to send e-mails to my friends. I use it frequently for research for uni work. | Orange | Light Orange | White | White | White |
| #3.29-LB | To talk to friends for free, as a form of entertainment. | Orange | Light Orange | White | Magenta | White |
| #3.30-LC | To check emails, blogs , for downloading and to fix my addiction with ebay. And for researching essays plus other pieces of work. | Orange | Light Orange | White | Light Orange | Magenta |
| #3.31-LW | To search for information, opening hours, locations, directions etc. | Orange | Light Orange | White | White | White |
| #3.32-NS | Check emails, research for work, chat. | Orange | Light Orange | White | White | White |
| #3.33-RW | Checking emails, MSN messenger, General research | Orange | Light Orange | White | White | White |
| #3.34-ST | To talk to my friends, read emails, look up information, help with my uni work. Also download films / music. | Orange | Light Orange | White | Magenta | White |
| #3.35-TM | To be in contact with others and air my views in different ways i.e. blog, message boards, MSN. | Orange | White | White | White | Dark Red |
| #3.36-TR | Email, MSN Messenger, to buy things and to do research, go on Media2. | Orange | Light Orange | White | Light Orange | White |
| #4.37-AM | It is to research and talk to friends. I also use it to waste time. | Orange | Light Orange | White | White | Dark Red |
| #4.38-BP | To see who else is online to speak to, download music & programmes and to check e-mails. | Orange | Light Orange | White | Magenta | White |
| #4.39-CS | Shopping, chat, emails, university - course - research, news. | Orange | Light Orange | White | Light Orange | Red |
| #4.40-EW | Communicate, Research | Orange | Light Orange | White | White | White |

| | | | | | | | | |
|----------|---|----------------------------------|-------------------------|---------|----------|---------|------|-------|
| #4.41-JO | I go online to find resources for essays, the latest news headlines, to check e-mails and download music. | | | | | | | |
| #4.42-JS | To keep up-to-date with news, download music and chat online. | | | | | | | |
| #4.43-MK | MSN, Email (Hotmail), University work and email | | | | | | | |
| #4.44-NH | MSN to chat to friends and internet banking, download music. | | | | | | | |
| #4.45-SJ | Main reason is to use email, use Google to research information, to listen to web radio and to use IMC - tool = MSN | | | | | | | |
| #4.46-TM | To check Media 2 and emails, to research uni work, to check online banking, to check sports news, to chat, buying CDs, checking phone bill. | | | | | | | |
| | | 42 | 36 | 7 | 12 | 16 | 10 | 5 |
| | | Communication / Keeping in Touch | Research / Fact-finding | Banking | Shopping | Leisure | News | Other |

Appendix Q

Expected Civic Motivators of Issue Websites (Coded Data)

USER EXPERIENCE STUDY Q58

“Thinking of your response to question 55 above (and applying those motivating or de-motivating factors onto a specific issue), what **specific features** would you **expect** to find on an ‘issue website’? In other words, try to give **specific examples** of online facilities, pieces of information or other ideas / materials that could motivate you (or de-motivate you) to support that cause, e.g. by changing your consumer behaviour, political attitude, or by contributing your time, money and effort to that cause. If that still doesn’t help, put yourself in the position of the strategists – what online tools would you use to get people involved?”

| USER ID | Q58 A: SITE CONTENT | Q58 B: SITE DESIGN | Q58 C: SITE INTERACTIVITY |
|----------|---|--|---|
| #1.01-AW | Information about cause, what it does and who it benefits . Also how other people have helped and what the government is doing towards it . | Small blocks of text with pictures. Bullet points of most important things. | Message board to see feedback from others and leave feedback . Ways of donating money. How to contact the cause and local contacts . |
| #1.02-CB | Information page (history, reasons, how to change), Pictures / movies, Donation / Feedback page, Links to similar issues sites | Visually oriented, Easy to navigate (so people don’t get bored), Important information on home page | Some way of giving feedback (easy to access) and / or make donations . |
| #1.03-ED | Lots of information, Facts, figures, opinions | Colourful, Images / photos | Easy to navigate, Might make you sign up to become a member |
| #1.04-JP | Interesting yet informative , Applying what’s being said to genuine examples | Attractive , wanting to draw people in and keep their attention | A choice of whether the participant wants to be more interactive, they may just want to browse yet if it is interactive it should support all other info . |
| #1.05-JW | Balanced information, Opinion from both sides, Informative , Plus raising questions, areas for you to think about – involving . | Visually appealing but easy to understand / use. | A range of media – links to other sites, videos, sound clips etc. |
| #1.06-LR | Emotive language and pictures . Lots of cries out for empathetic votes . Lots of personal issues . Simple yet powerful | Pictures that speak more than words to get you more involved and get involved more efficiently . A lot of things that promote empathy . | Facts, questionnaires , a lot of things like fundraisers to get people involved. |
| #1.07-NW | What is going on. How you can help. Donations | Bright, bold with perhaps shocking images (if site is about it) | Forum. Users’ personal sites |
| #1.08-NR | Plentiful information in ‘ easy to understand ’ form. Facts about issues, articles relating to issues. Tips on what you can do to make things better | Loads of pictures. Clearly labelled links and readings . | Links to other pages. Forms and letter templates to fill out and send off. |

| | | | |
|----------|---|---|---|
| #1.09-JS | Brief and informative. Stating facts and figures . Simple, straightforward language. Links to causes / what you can do | Bright. Easy to navigate. A central focus to it. Contain an emblem / symbol : recognising the issue . | Links to other sites. Chance to chat to other people. Make it clear and easy to go around . |
| #2.10-AB | Truthful info of the issue , who affects it [sic] and how | Easy to navigate. Not too much info . Easily scannable [sic]. | Contact details to gain more info . |
| #2.11-BS | Info on cause. Access to info . Supporters and cause . Previous campaigns etc... How [to] make a difference . | Pictures – persuade consumer to make a difference . Statistics . Simple / to the point info . | Comments page for people to express ideas / opinions and register for more info on cause / issue. |
| #2.12-CH | Informative and well set out – clear . | Eye-catching | As much interactivity as possible covering all areas and having Q&A . Contacts etc. |
| #2.13-DB | How we can help . What the problem / issues are and how they affect me . High level of information about the issue. Who we will be helping . | Clearly labelled - images useful to issue. Information segmented so that you can read what you wish to . | Sign up for information via email . Or a sign up to help / join a community / group regarding the issue. |
| #2.14-EC | Open-minded approach . Giving facts over opinion . Allowing users to make up their own mind . | Variety of information sources and easy navigation to encourage users. | Video clips of environment in places products produced [so as to] give insight into living and working conditions . |
| #2.15-GN | Factual – info that's interesting too. Precise, concise . Eye catching . | Not too formal – yet still informative about an important issue. | Links to further info , how to get involved etc. |
| #2.16-KK | Motivate: statistics, informative text (history, that's what's happening now) , using personal language . De-motivate: long-winded texts that exaggerate the issue . | Motivate: easy to scan, using different vehicles of info (pics, text, tables etc). Colour-appropriate design . De-motivate: bad menus / links . | Motivate: forums / guestbooks . De-motivate: no chance to leave comments or not feeling talked to . |
| #2.17-SH | Lively, to the point... not overcrowded with irrelevant content . Simply said and comprehensible but not too subjective, not bloated text so you lose interest but snappy to make you take note and care . | Interesting, lively site that seems inviting and keeps your focus on the page – easily scannable images, break up the text and improve design quality . | Choices of different ways to engage, be effective and would encourage people to look deeper into the site – audio, downloads etc all add interest and another way to get information across. |
| #3.18-BC | Information on how you can help – where your money goes . Shock factors . Images . Video clips | Images . Videos | Links to credit card payments . Other websites . More information . How to contact them |

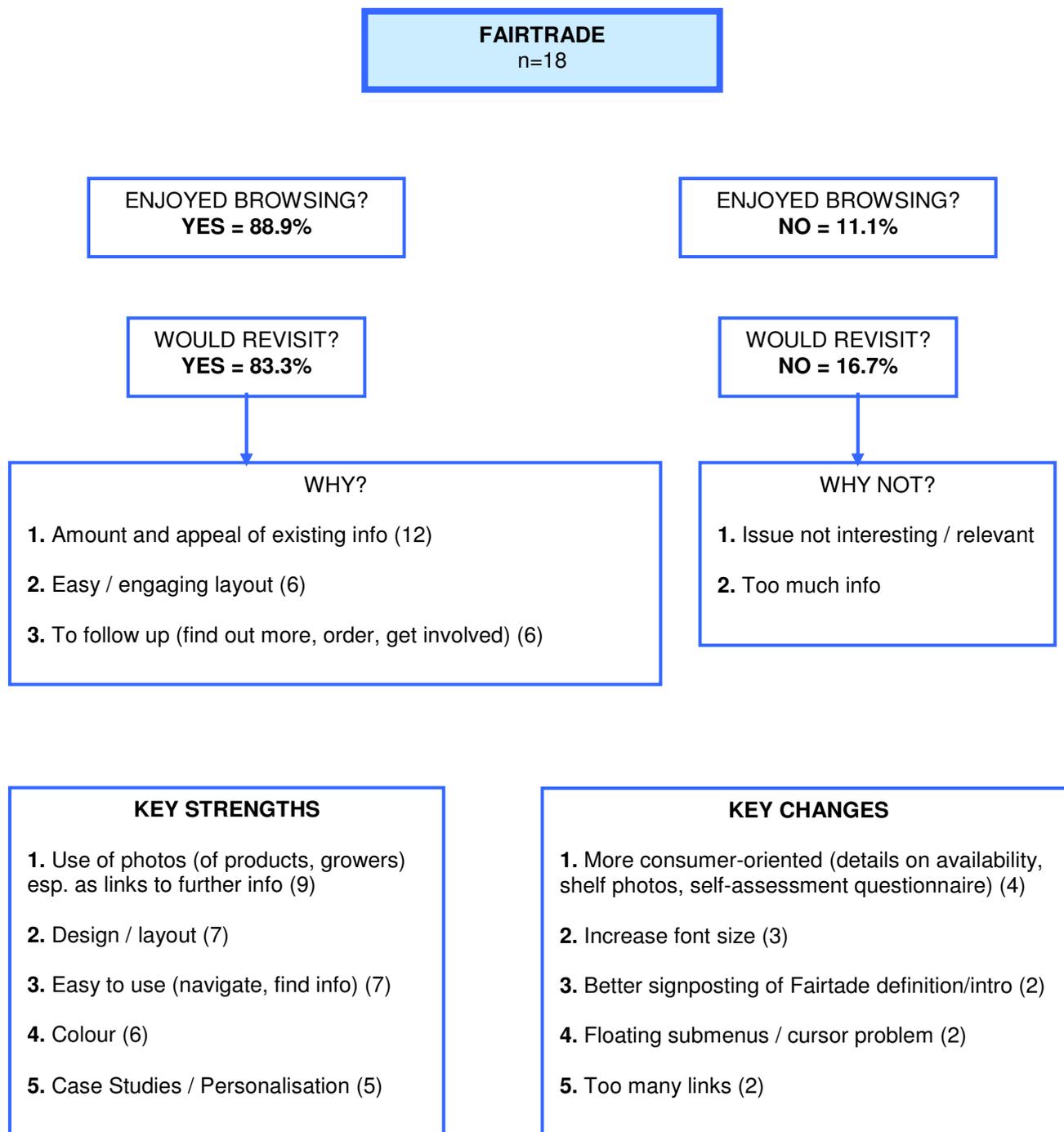
| | | | |
|----------|---|--|---|
| #3.19-BW | Shocking or sad images (hungry children), images of how the world may look due to climate change. The problems presented to research / have been researched. The resolutions to the problems – make it sound easy; bitesize chunks. How we, as consumers can help (money, aid, support, volunteer) – make that appealing – it's easy. | Easy to browse. Clickable images. Donation tool in a few steps. Further contact info. Petitions to sign online. | A chat room to discuss issues, raise points and campaign for change. |
| #3.20-CW | How a change would be made. Problems of the issue. Who it affects and how it can be helped. | Colourful and alive but not overly complex and in your face. | Not very interactive. |
| #3.21-HB | History of cause / issue. Political stance, reasons why, what people can do. | Simple, easy to use and follow, clear links, no jargon or ambiguous writing. | Online voting, petitions, donations, volunteering. |
| #3.22-HM | A brief outline of the issue. Outcomes if the problem isn't dealt with. Solutions (things that we can do that are realistic and at the same time effective) | Good navigation (so everything is accessible and we don't get lost). Images (to add interest). Broken up information (continuous prose is hard to read on screen). | Forums would be useful and encourage people to engage. Ability to contact the people behind the site. Get in touch with other users (profiles?). |
| #3.23-JP | Figures / charts showing climate change past / present / future. What needs to change? Etc... | Modern, interactive, clear and accessible. | Chance to register support; express views and see others' views; be led to other relevant sites etc. |
| #3.24-KC | Why it's important. How you can help. What this will do for that cause. Background history and information. | Photos. Chat rooms for discussions. Q&A section. Facts | Chat rooms. Games – that applied to issue in some way? |
| #3.25-KG | Facts, teamed with opinions. Opinions that maybe controversial – leads to a talking point amongst friends. | Quick, easy to read, skim read – no time wasting finding what you want. | Eye catching. Must be easily available. Links to other websites. |
| #3.26-KM | In-depth information, facts, figures. Visual aids / images. | Simple and effective. | Discussion boards. |
| #3.27-KR | NSPCC website - there are moving photos and stories which make the reader feel guilty, and want to support them. They could put how any small donation can make a big difference, making the viewer feel they'll have an effect. | They could make it very easy to donate money i.e. one click to donate. Simple, clear and powerful and not overload[ed] with too much information. | They could make it easy to see how other users feel, by using signed [guest]-books where people can leave a message and by having one of those counters that log the number of people; this would make the viewer feel part of a group. |
| #3.28-KS | Key bits of information, not too overloaded with information. | Bright slogans. Easy to use. | Lots of links to other sites. Quizzes to fill in. |

| | | | |
|----------|---|---|---|
| #3.29-LB | Lots of information. FAQ area to establish any questions I might have. Use of photographs | Easy to navigate. Bright and colourful | Links pages to other 'issue websites'. An area to debate the 'issue'. Contacts with organisation |
| #3.30-LC | The basic argument surrounding the issues, the facts and what needs to be done about it. | Links to other sites that relate or surround the issue. Forms to donate. Use of images – the PETA website really affects you. | Really hard-hitting pictures and a persuasive argument that draws in the reader. |
| #3.31-LW | Easily accessible, regularly updated information on movements and issues surrounding the area. This would motivate people to take action. Less excuse for laziness. Unbiased content – balance of opinions and accurate info. | Easy to navigate through. Something engaging and interesting. Something that's trendy and attracts younger audiences to participate in politics. Easy process to donation, not too "techy". | Message boards to tell others of movements / protests / marches. Aids interconnectivity and community unity. Easy to update info through steady stream of comments. |
| #3.32-NS | Detailed information about issue – but easy to read. | Modern, colourful. Lots of photos of the issue – emotive, thought-provoking. | Able to contact easily, sign up easily. Easy to register / send money. |
| #3.33-RW | A large amount of information about the content / product which encourages thought / debate. | Questionnaires can sometimes be off-putting which demotivates me. Chat forums and message boards facilitate me to be motivated and get involved with issues. | Contacts page to get more help / information. Online msn type thing debating issues. Links to useful websites. |
| #3.34-ST | Proper awareness to issues, I think people are often blinkered to what really happens in society, which, through lack of awareness demotivates them – who to contact and how to get more info. | Well designed, clear and easy to read and understand. Pictures and video clips (if appropriate). | Links to any other sites for further info. |
| #3.35-TM | Factual information. Discussion areas. Newsletters. The current and past climate on issue. | Clear and informative. Not pretentious. | As mentioned, discussion areas. |
| #3.36-TR | Background info on issue, up to date news about it, how to help the issue, how to donate money / buy fairtrade goods. Providing a strong argument for why these issues are important. | Easy to use, simple, the facts! | Can donate online, e-mail / contact people who are involved with the issues etc, set up blogs etc. |
| #4.37-AM | Brief, uncomplicated information not filled with large complicated words. | Make it interesting and colourful as well as including visual cues. | Make the site obvious and easy to browse through it. |
| #4.38-BP | Brief overview summing up aim of website. Made more personal by focusing on a specific case study. Who to contact to get involved. | Easy to navigate. Not overwhelming with information. An easy way to donate money | Online forums. Signing up to show support. |

| | | | |
|----------|--|--|---|
| #4.39-CS | Details about the issue and what action can be taken to help - to give direction. | By showing visitors the difference they could make by taking action. By showing the consumer the little effort it would cost them to change their behaviour and the huge impact it would have on the issue if they did (putting a positive spin on the issue). | Perhaps to show them a clip (video) of something that would reinforce the need for the issue to be addressed. |
| #4.40-EW | Direct, personal and conversational - involve audience. Understandable use of language - for target audience. Quality over quantity. Images / videos. | Colourful. Simple, clear and precise. Good balance | Facility to provide feedback / comments. |
| #4.41-JO | Good detailed outline of the cause and what has been achieved and what can be achieved | Easy to use with specific menus and not too many options | Options for the user to find more info - maybe a 'links' page or contact details to become involved. Forums are a great way for users to get involved |
| #4.42-JS | Having the ability to clearly view both sides to an argument or debate without confusion | Design must be kept simple although attractive to grab a visitor to the site. Clear links to current issues. | Being able to put forward your own ideas and feelings. Whilst also being able to see how other people feel |
| #4.43-MK | Issues about the subject that would affect the way you feel about something. | Tries to influence you in some way i.e. pictures that may sway your view | Ways in which you can help , i.e. give money, time to help. Talk to others / email others who feel strongly about it. |
| #4.44-NH | Very informative. Raise awareness. Suggest actions to implement change. Recent, relevant examples | Attractive. Lots of visual images | Message boards to post news. Details of events surrounding the issue. Links to websites |
| #4.45-SJ | Clear good background information = giving me examples on how I can easily / non-time-consuming make an impact already, without spending too much money. | Easy to use, big headlines, easy to access and find links | Be able to chat to other users / customers of that website. To be able to chat to someone straightaway who is involved in the issue website and who can give answers to questions real-time. |
| #4.46-TM | Facts about the issue, i.e. why it's important. Real info / statistics etc that are relevant to me - how will issue affect me, my country, Europe, the world? Needs to be tangible / real | Simple but effective. Needs to grab attention , but content / issue is what's really important on a site of this nature. | Needs lots of pointers on how you can get involved. Needs ways of expressing your opinion e.g. forums, posts, emails. Needs realistic ways of encouraging reader involvement. |

Appendix R

Key Findings of Individual User Evaluations



‘Easy’, ‘Interesting’, ‘Informative’, ‘Colourful’, ‘Attractive’, ‘Eye-catching’, ‘Appealing’, ‘Vibrant’, ‘Bright’, ‘Vivid’, ‘Emotive’, ‘Professional’, ‘Persuasive’, ‘Modern’, ‘Inviting’, ‘Engaging’

OVERALL EXPECTATIONS (IF STATED)

POSITIVE: 1

NOT STATED: 15

NEGATIVE: 2

OVERALL EVALUATION COMPARED TO EXPECTATIONS

BETTER THAN EXP: 8

AS GOOD AS EXP: 3

AS EXP (NEUTRAL): 3

MIXED: 1

NOT STATED: 3

WORSE THAN EXP: 0

AS BAD AS EXP: 0

“a lot brighter and snappier than I expected. Definitely **better looking than charity websites tend be**, with the **focus on information rather than sob stories and donation boxes.**” [#1.02-CB]

“I thought it would be a lot **more patronising, i.e. more pushy**, but it was not and I felt **encouraged** to read on. It had a **more positive feel** rather than negative, which I did not expect.” [#1.04-JP]

“The site **exceeded** my expectations as I think the layout / design / and interactivity are all very good. **Quality website, makes the product appear quality too.**” [#3.32-NS]

“It did meet them in that there is a lot of promotional, campaigning pages to the site. The site is **quite money orientated**; a lot of emphasis on products and where to purchase them, **rather than offering info to support the trade issue.**” [#3.35-TM]

SPECIFIC EXAMPLES OF VARIANCE BETWEEN EXPECTATIONS AND EXPERIENCE

UNEXPECTED FEATURES

1. Practical applications (recipes, ways you can help etc)
2. Amount of info / products
3. Link to campaigns, local MP
4. Links to suppliers such as ASDA

LACK OF EXPECTED FEATURES

1. Info about what's wrong with Fairtrade (the other side of the argument)

| User Evaluation of CONTENT – Fairtrade, n=18 | | | |
|--|-----------------------|------------------------|---------------------------|
| Information | Boring: 11.1% | Neutral: 5.6% | Interesting: 83.3% |
| Quality of information | Poor: 0% | Neutral: 22.2% | Good: 77.8% |
| Quantity of information | Not Enough: 0% | Adequate: 72.2% | Too Much: 27.8% |

| User Evaluation of DESIGN – Fairtrade, n=18 | | | |
|---|------------------------------|-------------------------|--------------------------------|
| Accessibility | Inaccessible: 0% | Somewhat: 5.6% | Fully accessible: 94.4% |
| Easiness of navigation | Too complicated: 5.6% | Average: 27.8% | Good: 66.7% |
| Appeal / overall 'look' | Unappealing: 0% | So and so: 16.7% | Very appealing: 83.3% |

| User Evaluation of INTERACTIVITY – Fairtrade, n=18 | | | |
|--|-------------------|-------------------|-------------------|
| Sense of community | Min: 16.7% | Med: 33.3% | Max: 50% |
| Interactive spaces / facilities | Min: 44.4% | Med: 33.3% | Max: 22.2% |
| Transparency about the organisation | Min: 5.6% | Med: 66.7% | Max: 27.8% |

| Likelihood of FOLLOWING UP Site Visit – Fairtrade, n=18 | Mean (1-5) |
|---|------------|
| Research more into the issue / learn more about it | 3.00 |
| Talk about the issue with other people | 3.28 |
| Change my consumer behaviour | 3.06 |
| Change my political behaviour | 2.61 |
| Consider subscribing / registering | 2.50 |
| Consider donating / contributing | 2.56 |

SOIL ASSOCIATION

n=14

ENJOYED BROWSING?

YES = 71.4%

ENJOYED BROWSING?

NO = 28.6%

WOULD REVISIT?

YES = 71.4%

WOULD REVISIT?

NO = 28.6%

WHY?

1. Currency of stories (esp. bird flu) and events (7)
2. Amount of information (6)
3. Importance of info to individual consumer (4)
4. Info is interesting (3)

WHY NOT?

1. Too much info (2)
2. Not interested in issues (2)
3. Info is too basic / patronising (2)

KEY STRENGTHS

1. Easy to navigate (6)
2. Variety and amount of info (6)
3. Effective in increasing awareness and mobilising consumer (e.g. 10 reasons to eat organic) (5)
4. Clear signposting of sections and issues (5)
5. Photos (3)

KEY CHANGES

1. Homepage is cluttered (10)
2. Break up text / too much information (6)
3. Visually bolder (pictures, colour, youthful) (4)
4. More emotive (shock tactics, farmer's life) (2)
5. Better layering (2)

'Too Much', 'Useful', 'Cluttered', 'Packed', 'Interesting', 'Crowded', 'Confusing', 'Disorganised', 'Overwhelming', 'Comprehensive', 'Digestible', 'Accessible', 'Mumsy', 'Strong', 'Traditional'

OVERALL EXPECTATIONS (IF STATED)

POSITIVE: 0

NOT STATED: 10

NEGATIVE: 4

OVERALL EVALUATION COMPARED TO EXPECTATIONS

BETTER THAN EXP: 3

AS GOOD AS EXP: 3

AS EXP (NEUTRAL): 1

MIXED: 1

NOT STATED: 3

WORSE THAN EXP: 2

AS BAD AS EXP: 1

“Yes because it talked about **animal welfare and bird flu which interest me**. I wasn’t expecting to find useful information on bird flu.” [#3.24-KC]

“**I thought by the name** it might be **designed and geared towards farmers**. I would have liked a **restaurant guide** to organic restaurants in my local area and maybe see an **online menu**.” [#3.25-KG]

“The website highlights the key topical issues. It is **relatively contemporary** but **I do not feel it engages younger audiences**. I expected more organisation of information, it was overwhelming and organised badly.” [#3.31-LW]

“The site met them and exceeded them as **I found it was not forcing you to make a decision**. It had an **informal feel to a key issue in the news**.” [#4.38-BP]

SPECIFIC EXAMPLES OF VARIANCE BETWEEN EXPECTATIONS AND EXPERIENCE

UNEXPECTED FEATURES

1. Information is accessible (not formal or oriented towards scientists, farmers)
2. Information on current issues (bird flu)
3. Range of topics, variety of info

LACK OF EXPECTED FEATURES

1. Interactive features (forum, chat tool)
2. Engagement features (petitions to sign, action groups to join)
3. Consumer features (restaurant guide, online menu)

User Evaluation of CONTENT – Soil Association, n=14

| | | | |
|--------------------------------|-----------------------|-----------------------|---------------------------|
| Information | Boring: 14.3% | Neutral: 7.1% | Interesting: 78.6% |
| Quality of information | Poor: 0% | Neutral: 21.4% | Good: 78.6% |
| Quantity of information | Not Enough: 0% | Adequate: 50% | Too Much: 50% |

User Evaluation of DESIGN – Soil Association, n=14

| | | | |
|--------------------------------|-------------------------------|-------------------------|--------------------------------|
| Accessibility | Inaccessible: 0% | Somewhat: 57.1% | Fully accessible: 42.9% |
| Easiness of navigation | Too complicated: 14.3% | Average: 35.7% | Good: 50% |
| Appeal / overall 'look' | Unappealing: 21.4% | So and so: 42.9% | Very appealing: 35.7% |

User Evaluation of INTERACTIVITY – Soil Association, n=14

| | | | |
|--|-------------------|-------------------|-------------------|
| Sense of community | Min: 14.3% | Med: 71.4% | Max: 14.3% |
| Interactive spaces / facilities | Min: 28.6% | Med: 35.7% | Max: 35.7% |
| Transparency about the organisation | Min: 14.3% | Med: 57.1% | Max: 28.6% |

Likelihood of FOLLOWING UP Site Visit – Soil Association, n=14

| | Mean (1-5) |
|---|------------|
| Research more into the issue / learn more about it | 3.29 |
| Talk about the issue with other people | 3.07 |
| Change my consumer behaviour | 2.93 |
| Change my political behaviour | 2.57 |
| Consider subscribing / registering | 2.57 |
| Consider donating / contributing | 2.00 |

FRIENDS OF THE EARTH
n=14

ENJOYED BROWSING?
YES = 100%

ENJOYED BROWSING?
NO = 0%

WOULD REVISIT?
YES = 85.7%

WOULD REVISIT?
NO = 14.3%

WHY?

1. Informative / learned from it (5)
2. Info is useful, relevant to me (5)
3. Info is accessible (4)
4. Site is usable (2)
5. Enables you to track government promises / progress (2)

WHY NOT?

1. No need (info has been given)
2. Not adequately interested in issue

KEY STRENGTHS

1. Concise / succinct yet informative / accessible (10)
2. Site architecture, layout and linkages (8)
3. Easy to navigate (5)
4. Use of facts and stats (5)
5. Use of photos to reinforce text (4)

KEY CHANGES

1. More animated and vibrant with images, video (7)
2. More colourful / bolder (4)
3. More emphasis on what the individual consumer can do (e.g. how to reduce CO2 emissions, recycling) (3)
4. More interactive (votes, forum) (2)
5. Better signposting (2)

*'Informative', 'Easy', 'Useful', 'Simple', 'Interesting',
'Well Organised', 'Relevant', 'Knowledgeable', 'Short',
'Powerful', 'Usable', 'Bare', 'Boring'*

OVERALL EXPECTATIONS (IF STATED)

POSITIVE: 1

NOT STATED: 12

NEGATIVE: 1

OVERALL EVALUATION COMPARED TO EXPECTATIONS

BETTER THAN EXP: 3

AS GOOD AS EXP: 10

AS EXP (NEUTRAL): 1

MIXED: 0

NOT STATED: 0

WORSE THAN EXP: 0

AS BAD AS EXP: 0

“For the purpose of being an issue website it met my expectations because it provided clear, understandable information, as well as providing ways you can become involved. Found everything I expected.” [#1.05-JW]

“Surprisingly met most of them. **I was expecting to be “pushed” to give money or join a club**, but they are more trying to raise awareness. Still, they could have listed some possibilities for citizens to lower CO2 releases.” [#2.16-KK]

“It did meet expectations as I would expect that **rather than just scaring users with the outcomes of climate change, it gives practical and useful advice**. [Didn’t find] Something that stops me thinking that **it’s too late, there’s nothing I can do, so I won’t do anything**.” [#3.22-HM]

“Yes - I was actually **surprised** at how informative it was. It had all the right content, the layout was a bit boring.” [#4.44-NH]

SPECIFIC EXAMPLES OF VARIANCE BETWEEN EXPECTATIONS AND EXPERIENCE

UNEXPECTED FEATURES

1. More factual and informative than expected
2. Vote feature
3. Instant online tools (petition, letter to MP)

LACK OF EXPECTED FEATURES

1. Expected more photos
2. Specific ways for individual to help / change daily life (CO2 emissions etc)
3. Positive, encouraging advice (i.e. “not too late”)

| User Evaluation of CONTENT – Friends of the Earth, n=14 | | | |
|---|-----------------------|------------------------|---------------------------|
| Information | Boring: 0% | Neutral: 7.1% | Interesting: 92.9% |
| Quality of information | Poor: 0% | Neutral: 7.1% | Good: 92.9% |
| Quantity of information | Not Enough: 0% | Adequate: 92.9% | Too Much: 7.1% |

| User Evaluation of DESIGN – Friends of the Earth, n=14 | | | |
|--|----------------------------|-------------------------|--------------------------------|
| Accessibility | Inaccessible: 0% | Somewhat: 21.4% | Fully accessible: 78.6% |
| Easiness of navigation | Too complicated: 0% | Average: 14.3% | Good: 85.7% |
| Appeal / overall 'look' | Unappealing: 0% | So and so: 71.4% | Very appealing: 28.6% |

| User Evaluation of INTERACTIVITY – Friends of the Earth, n=14 | | | |
|---|-------------------|-------------------|-------------------|
| Sense of community | Min: 7.1% | Med: 71.4% | Max: 21.4% |
| Interactive spaces / facilities | Min: 14.3% | Med: 42.9% | Max: 42.9% |
| Transparency about the organisation | Min: 0% | Med: 85.7% | Max: 23.9% |

| Likelihood of FOLLOWING UP Site Visit – Friends of the Earth | Mean (1-5) |
|--|------------|
| Research more into the issue / learn more about it | 3.57 |
| Talk about the issue with other people | 3.57 |
| Change my consumer behaviour | 3.43 |
| Change my political behaviour | 3.00 |
| Consider subscribing / registering | 3.14 |
| Consider donating / contributing | 2.86 |

THE MEATRIX

n=46

ENJOYED BROWSING?
YES = 97.8%

ENJOYED BROWSING?
NO = 2.2%

WOULD REVISIT?
YES = 87%

WOULD REVISIT?
NO = 13%

WHY?

1. Informative / info is useful and relevant to me (12)
2. To learn more and follow up (esp. blog and local farms) (11)
3. To show others (friends, family) (9)
4. Interesting and catchy (10)
5. Funny / Entertaining (7)
6. Effective in illustrating importance of a serious issue (4)

WHY NOT?

1. Info can be found elsewhere
2. Site is one-off and don't need to return (clip / info unlikely to change)
3. Less info than Soil Association

KEY STRENGTHS

1. Flash movie / interactive clip (30)
2. Using comedy / pop culture to get a serious message across (17)
3. Universal appeal of concep (8)
4. Bold design (5)
5. Bright colours (4)

KEY CHANGES

1. Make it easier to navigate (esp. blog, international pages) (16)
2. Pages quite cluttered and messy (8)
3. Make it more serious / layout distracts from issue (4)
4. More info on non-organic food (dangers, what not to buy) and on what to do (4)
5. More graphic (highlight animal cruelty) (2)

'Informative', 'Interesting', 'Entertaining', 'Funny', 'Interactive', 'Powerful', 'Persuasive', 'Cluttered', 'Strong', 'Unusual', 'Clever', 'Clear', 'Youthful', 'Childish', 'Patronising', 'Overwhelming', 'Eye-Catching', 'Confusing', 'Busy', 'Bright', 'Boyish', 'Lively'

“Audio – highly interactive. Informs viewer effectively **without even reading**. Viewer then has the **choice to look deeper into the site**.” [#2.17-SH]

“It’s comic yet sobering content. Talks about the serious issues but **not in a depressing way**.” [#4.37-AM]

“The video was its strongest feature, it was fun and interesting and presented the issue in its simplest form **without it being too political**.” [#4.38-BP]

“Not enough emphasis on the ‘seriousness of the problems’. Although gives good advice on what we can do as individuals, it needs to include **more collective ways so people feel ‘part’ of something positive**.” [#4.44-NH]

User Evaluation of CONTENT – THE MEATRIX, n=46

| | | | |
|--------------------------------|-------------------------|------------------------|-------------------------|
| Information | Boring: 0% | Neutral: 13% | Interesting: 87% |
| Quality of information | Poor: 0% | Neutral: 19.6% | Good: 80.4% |
| Quantity of information | Not Enough: 4.3% | Adequate: 76.1% | Too Much: 19.6% |

User Evaluation of DESIGN – THE MEATRIX, n=46

| | | | |
|--------------------------------|------------------------------|-------------------------|--------------------------------|
| Accessibility | Inaccessible: 0% | Somewhat: 47.8% | Fully accessible: 52.2% |
| Easiness of navigation | Too complicated: 4.3% | Average: 52.2% | Good: 43.5% |
| Appeal / overall ‘look’ | Unappealing: 0% | So and so: 30.4% | Very appealing: 69.6% |

User Evaluation of INTERACTIVITY – THE MEATRIX, n=46

| | | | |
|--|------------------|-------------------|-------------------|
| Sense of community | Min: 8.7% | Med: 58.7% | Max: 32.6% |
| Interactive spaces / facilities | Min: 8.7% | Med: 52.2% | Max: 39.1% |
| Transparency about the organisation | Min: 4.3% | Med: 69.6% | Max: 26.1% |

Likelihood of FOLLOWING UP Site Visit – THE MEATRIX, n=46

| | |
|---|-------------|
| | Mean (1-5) |
| Research more into the issue / learn more about it | 3.41 |
| Talk about the issue with other people | 3.67 |
| Change my consumer behaviour | 3.39 |
| Change my political behaviour | 2.80 |
| Consider subscribing / registering | 2.60 |
| Consider donating / contributing | 2.32 |

Appendix S

Recommendations for Future Research

| TABLE 8.2: RECOMMENDATIONS FOR FUTURE RESEARCH | | |
|--|--|-------------------------------------|
| Area | Recommendation | Relevant references (if applicable) |
| Civic Production | Future research should establish the perspectives of civic organisations' strategists and web producers and link these to users' responses so as to nurture a scholarly dialogue with potentially significant social benefits | Olsson 2008 |
| Social Exclusion | Examine the link between consumption and social exclusion specifically in the context of political participation covering both economic and social resources, costs and aspects of exclusion | Croghan et al 2006 |
| Accelerated Pluralism and 'Presentism' | Establish whether broader changes in political behaviour (e.g. issue politics, movements becoming networks) are associated with <i>temporal</i> shifts in the mode of civic engagement, such as the need to frame broader social issues and ideas through short-term campaigns and new media events and, in turn, the impact of such temporal changes on the quality of political discourse. <i>"Scanning cable news channels, websites and news blogs about Katrina or any other global tragedy, one can feel [like]... a restless spectator so immersed in the present that he's robbed of a past and a future. Information immersion of this sort can narrow the mind as much as widen it, muting yesterday or tomorrow in favor of the ever-present Now"</i> (Heitman 2005) | Heitman 2005 |
| Aesthetics | Put more emphasis on integrating aesthetic and symbolic factors into civic usability studies | Vyas et al 2007 |
| Emotions | Develop and test models for the development of citizens' and politicians' emotional literacy, including the ability to recognise the role of affective factors in the cognitive processing of political messages | Richards 2007 |
| Emotions | Develop and test site evaluation models that incorporate emotional variables acknowledging their potential impact on the user experience | Burt and Taylor 2008 |
| Web 2.0 | Consider the extent to which social networking sites and user-generated content confirm or challenge the patterns of civic consumption and conditional engagement established in this thesis | Panagopoulos 2007, Utz 2009 |
| Emotions | Investigate how civic emotions circulate within online civic and social networks | Clarke, Hoggett and Thompson 2006 |
| Methodology | Examine salience of factors and users' patience in real life situations (as opposed to a lab environment) | |
| Interactivity | Develop and further examine the notion of discursive interactivity, i.e. the rhetorical techniques used on the site's text so as "communicate a sense of engaging presence to site visitors" | Warnick et al 2006: 2 |

Appendix T

Ten Recommendations for Online Mobilisation Campaigns

Based on the findings of the content analysis and user evaluations, and the paradigm of online youth civic engagement that was subsequently outlined, we have attempted to pull together some broad guidelines and examples of best practice – a “Decalogue” of sorts linking user-led recommendations and recent examples. Any such attempt cannot be exhaustive or particularly sophisticated, but it does allow for the creation of a synoptic model that can be applied onto various case studies (which is done in Appendix U).

One might argue that a prescriptive model of this sort implicitly accepts a series of normative assumptions (e.g. about the desirability of conforming to a consumerist approach to democratic participation), which were in fact contested in the body of the thesis. Hence, this should be read as a modest set of broad and pragmatic guidelines for civic organisations wishing to mobilise young people within the existing mode of engagement, as opposed to paradigm-shifting recommendations that might aim to, as it were, change the “rules of the (participation) game”. Having these caveats in mind, we posit that a good online mobilisation campaign would:

1. Be Relevant to People’s Everyday Life

One of the most important factors in youth mobilisation is the degree to which the issue or cause is related to the citizens’ daily lives; the campaign should stress the implications of the issue for the individual and their community. Many leaders, experts and stakeholders assume that the importance and relevance of issues and civic causes is self-evident. Making a cause relevant to the life of a citizen may be particularly challenging when it comes to issues that, by their nature, unfold at the global or macro-social level. Investing in understanding citizens’ values and moral codes can help create a campaign that appeals to those codes.

2. Combine Macro-Social Change with Micro-Social Benefits

Following from the previous point, it is vital that the citizen can see the benefits of their participation. These benefits do not necessarily have to be material (e.g. financial profit) and could be moral – but they have to be stated clearly. The content analysis of NGO websites dealing with global issues such as poverty and climate change showed that their online strategies framed macro-political values and issues (including sustainable farming and environmental protection) through micro-political, everyday actions and offered a range of awareness and participation tools. As such, they seem more capable of meeting the criteria for the development of civic efficacy and youth mobilisation based on the blurring of the boundaries between citizenship and consumer practice. Ultimately, such online strategies have the potential to turn simple everyday acts (e.g. buying organic or free range products) into politically charged lifestyle actions.

3. Create an Ongoing Narrative

This suggestion follows directly from the previous two, and goes back to the crucial issue of democratic participation. At some point, civic engagement will have to reclaim some of the central role it used to play in people’s daily lives – space now dominated by popular culture and consumption. In the absence of clear and present dangers, it looks more likely that

citizenship will be able to do that by embracing popular culture and consumption, rather than by taking a directly antagonistic position. It also looks unlikely that this civic revitalisation can happen within the formal, collective agencies of participation that used to dominate politics, such as trade unions and political parties, unless these institutions shift closer to the new environment. NGOs and civil society organisations are much more flexible and capable of building relationships with their supporters that will essentially offer citizens an ongoing narrative, along with all the gratifications that such narratives can offer (e.g. creativity, belonging, socialisation and even escapism).

Such a narrative could include an ongoing story or developments that existing supporters care about, and which potential supporters could easily connect to, much like a fictional TV programme or an online news site. This can be achieved, for example, through well-timed events, launches, releases, as well as regular, informal behind-the-scenes commentary. An ongoing narrative becomes paramount in the case of websites and online campaigns wishing to make users stakeholders in the civic process, rather than one-time visitors:

“You need to know that every time you went back there would be something new for you to read... I think it would need to have like new stuff on it. Once you've read all the case studies -and there was quite a lot, but you could basically read them all- it need to have like updates of the events, I think it's "Fairtrade Fortnight" or something? [#1.01-AW]

4. Reinforce a Consistent Message

In the cacophony (or pluralism, depending on one's world-view) of the post-modern public spheres, a mobilisation campaign succeeds when it sticks to a consistent message – both politically/textually and visually. This includes the core logo or tagline of the campaign, as well as the visual palette and design of the website and overall campaign. Not only does this make it easier for the user-citizen to cognitively classify the campaign's content, but it also allows them to build an affective relationship with the cause. A model example of a consistent visual message is David Gentleman's posters and postcards for the Stop the War coalition, which cover eight years of mobilisation on a number of causes (from not invading Iraq, to stopping the war, to withdrawing troops, to not invading Iran), yet are clearly parts of a consistent whole.



5. Set Clear and Feasible Objectives

This is by far one of the most decisive factors determining the success or failure (as well as the *perception* of success or failure) of a campaign. The aims of the campaign should be transparent and feasible within a finite, given timeframe. This can be best showcased through the juxtaposition of two recent campaigns: Live Earth (2007) and The Big Ask by Friends of the Earth (2005-).

During the series of LiveEarth's worldwide concerts that took place on July 7, 2007, citizens were asked to support a 7-point pledge, which was heavily criticised for being too ambitious, abstract and lacking concrete measures and a final goal (e.g. Milmo 2007).



The Live Earth 7-point pledge:

- To demand that my country join an international treaty within the next 2 years that cuts global warming pollution by 90% in developed countries and by more than half worldwide in time for the next generation to inherit a healthy earth;
- To take personal action to help solve the climate crisis by reducing my own CO2 pollution as much as I can and offsetting the rest to become 'carbon neutral;'
- To fight for a moratorium on the construction of any new generating facility that burns coal without the capacity to safely trap and store the CO2;
- To work for a dramatic increase in the energy efficiency of my home, workplace, school, place of worship, and means of transportation;
- To fight for laws and policies that expand the use of renewable energy sources and reduce dependence on oil and coal;
- To plant new trees and to join with others in preserving and protecting forests; and,
- To buy from businesses and support leaders who share my commitment to solving the climate crisis and building a sustainable, just, and prosperous world for the 21st century.

In contrast, the Big Ask campaign by Friends of the Earth originally had a single objective, which was the introduction by the UK government of a Climate Change Bill. FoE asked citizens to email or write to their MP asking them to support what was originally a Private Member's Bill and later Early Day Motion 178, which was signed by a rare majority of 412 MPs and was eventually supported by the government partly due to that campaign (Wintour 2006). More than 130,000 citizens signed up to the Big Ask campaign, which is now aiming to promote a similar bill in other European countries.



While it is not possible to determine the effect that either campaign had on the levels of public awareness regarding climate change, the Big Ask campaign is perceived as having successfully brought about a potentially significant change in UK law.

6. Put Emphasis on Results

Showcasing the results and positive outcomes of a campaign enhances the positive narrative and projects a message of optimism and hope, which, as was noted before, is crucial in mobilising young people. Case studies of individual people or communities positively affected by the actions of supporters and of the organisation would be an example of such an approach. As with the overall cause, the results and outcomes, too, should be related to citizens' everyday realities.

7. Provide Citizens with the Tools to Make a Difference

#2.10-AB: Yeah I'd like to know how... how... how it's gonna make a difference, what I do... as well, that would be important. Sometimes you can just think "well... it's just me on my own, what difference am I gonna make?"-

#2.16-KK: It was alright, it was good in raising awareness about the climate change and carbon dioxide release but ... I knew that before. It doesn't really show me how I could really help to reduce the release of carbon dioxide. For example it doesn't show me any companies which might use green energy or anything I could support or anything so...

#3.22-HM: I think there was a key focus on the homepage on the political side of it, rather than... - that's what I was looking for, the solutions that real people – what real people can do and there was a lot on the political side of it.

This is possibly the single most important factor in persuading young citizens to engage as it is directly linked to the current lack of efficacy. It is a theme that kept appearing throughout the study and was articulated in every possible way by most participants. The content analysis of 20 youth group and NGO websites that preceded the user study showed that this was one of the crucial differences between participation-oriented youth groups and issue-oriented NGOs: the former usually lacked civic tools of empowerment and participation, whereas the latter were very much focused on providing users with practical applications, such as consumer-oriented guidance on products and daily practices, the ability to email and lobby MPs on issues etc.

8. Maximise the Audience

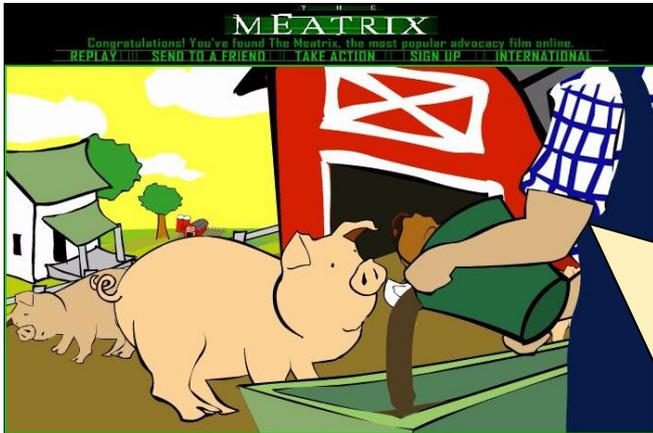
Mobilising a critical mass of citizens is becoming increasingly difficult within a fragmented, multi-media public sphere, especially for smaller, grassroots organisations; it requires reaching across demographics and target groups. That can be achieved through partnerships and collaboration with affiliate groups, campaigns and civil society organisations that are pursuing a compatible agenda. Examples of such collaboration are the *Stop the War* coalition and the *Stop Climate Chaos* coalition, which consists of more than seventy organisations including leading environmental organisations, international development agencies and other national campaigning bodies and recently launched the iCount campaign.



9. Invest in Attractive and Accessible Design

The participants' responses verified the common wisdom that internet users reach their judgement on a website that they are visiting for the first time within moments; navigation and design have a disproportionately large role in that judgement. The user evaluation questionnaires and focus group discussions revealed that otherwise informative and engaging websites did not miss common pitfalls, such as cluttered content, flying menus that made navigation impossible, missing links to the homepage, hidden links, too much information on the homepage, and lack of visually appealing material to name but a few. One interesting case is the different response of young users to two sites with very different appearance and content: that of the Soil Association and of The Meatrix. The former is a comprehensive website with material tailored for consumers and producers including practical consumer tips; however, the homepage at the time of the research was overloaded with links and information (which was also noted during the content analysis stage). The Meatrix is a website based around a 4-minute animation video, which uses the story of the popular film *The Matrix* to discuss factory farming. Our initial content analysis, conducted before the user sessions, showed that while The Meatrix contained some tips for consumers, it was less comprehensive and potentially informative than the site of the Soil Association.

Our participants' first impressions highlight the importance of accessible and appealing design, and of the homepage as the possibly only message from the organisation that busy, distracted visitors may ever get to access for a few seconds.



#2.17-SH: I liked it. I thought it was **different...** straightaway... it **jumped out** at you because it was **animated** - it kind of gave all the information out that you needed **without reading on...** I thought it was quite interesting to do it in that way.

#2.12-CH: I think the fact that they've linked it with The Matrix obviously is a big... the whole intertextuality subject... it's - it's kind of ...sad to say that you need something like that to make it so that kind of issue stand out but **it does definitely help** people who perhaps might not have much of a thing about it...

#2.13-DB: ...It's still informative, like, it's got loads of information, on anything you want to know about... but it's the **theme** of the Matrix, it's just really... **keeps** you interested, as well as telling you things you didn't know about.

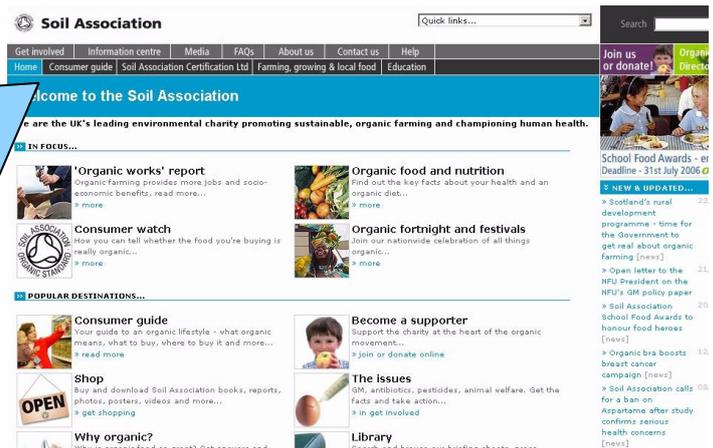
Session 2 participants discuss *The Meatrix*.

#2.15-GN: -there's **too much** information, information **overload...** too many links...

#2.10-AB: I think the homepage - there was a bit **too much**, it was all quite - quite joined but I think there was just **too much** on the homepage-

#2.14-EC: -It **hits you in the face** to start with. Once you start looking at it, you kind of have to **sift** through it... once you're going through it, you know, **all the links work and everything's there.**

Session 2 participants discuss the website of the Soil Association.



10. (Still) Depend on the 'Old' Mass Media

Our evidence is consistent with the view that the internet does not replace or displace "old", mass media as the key tool of a mass mobilisation campaign. The net offers unique opportunities, vital tools and easy reach to millions of people; it makes donating, lobbying and signing up easier; it facilitates connectivity with affiliate organisations and groups around the world. Yet, all of these advantages very rarely lead to the coveted "critical mass" without coverage from national media, especially in the case of civic or issue campaigns (i.e it's probably easier to attract millions of people and create a trend on a leisure / social networking platform rather than a political one). A final key finding of our study was that old media (in particular television) and established media organisations, such as the BBC, are instrumental in "referring" young citizens to online destinations, which they would not normally have accessed on their own. Therefore, building effective media relations is a vital part of any campaign, including those taking place exclusively online. That involves having dedicated webpages with up-to-date galleries of press releases, launches, news, promotional material and photographs, as well as producing newsworthy material on a regular basis.

Appendix U

Evaluating Recent Mobilisation Campaigns

Case Study 1: “Handle With Care” – Livestock Transport



The *Handle with Care* campaign, led by the World Society for the Protection of Animals (WSPA), has been calling for a reduction in animal transportation and less cruel transport conditions. Following a secret investigation which produced visually disturbing evidence of animal suffering, the campaign achieved widespread media coverage around the world and increased consumer pressure on retailers and supermarkets to change livestock movement practices. The campaign meets several of the criteria discussed above, such as building partnerships, focusing on mass media coverage and opting for very simple but appealing visual web design that puts minimal requirements on users and browsers. It is not yet clear whether the campaign will manage to create an ongoing narrative around the cause, in a way that would persuade consumers to continue supporting it until they achieve a concrete change in animal transport practices.

| | Recommendation | Evaluation |
|----|---|---|
| 1 | Relevant to people’s everyday life | Yes – relevant to the public’s daily consumption of meat products |
| 2 | Combines Macro-Social Change with Micro-Social Benefits | Somewhat – moral responsibility |
| 3 | Creates an Ongoing Narrative | Not yet |
| 4 | Reinforces a Consistent Message | Yes – clear, consistent message with a clever logo |
| 5 | Sets Clear and Feasible Objectives | Yes – pressure on supermarkets to reduce animal transport |
| 6 | Puts Emphasis on Results | Focus on media coverage |
| 7 | Provides Citizens with the Tools to Make a Difference | Yes – drafted electronic petition |
| 8 | Maximises the Audience | Yes – global coalition of animal welfare groups |
| 9 | Invests in Accessible and Attractive Design | Yes – simple but appealing and accessible |
| 10 | Depends on the Mass Media | Yes – front page coverage internationally |

Links:

- <http://www.handlewithcare.tv/uk/>
- <http://www.wspa.org.uk/helping/action/handlewithcare.aspx>
- <http://www.independent.co.uk/life-style/food-and-drink/news/exposed-the-long-cruel-road-to-the-slaughterhouse-781364.html>

Case Study 2: “Support Chicken Now” – Higher Welfare Chicken

Higher Welfare Chicken

www.supportchickennow.co.uk



The RSPCA’s campaign to ban battery chickens and other factory farmed poultry products, and to promote free range chickens, was supported by leading UK chefs Jamie Oliver (*Jamie’s Fowl Dinners*) and Hugh Fearnley-Whittingstall (*Hugh’s Chicken Run*), who broadcast a series of innovative TV programmes aiming to raise public awareness as part of Channel 4’s Food Season fortnight. As with the *Handle with Care* case, this campaign put a lot of emphasis on getting the public’s attention through the mass media, while at the same time utilizing the internet as a tool of awareness and further action. The high profile of the broadcasters involved in the campaign and the ensuing audience ratings of the programmes (which achieved a 16% share equivalent to approximately 3.8 million viewers) seemed to have an immediate effect further

attracting media coverage, while marketing research indicated that sales of battery chickens declined sharply following the broadcasts, while many stores faced shortages of free range poultry. A common challenge facing both campaigns is the need to create an ongoing narrative to which citizens/consumers can emotionally invest.

| | Recommendation | Evaluation |
|----|---|---|
| 1 | Relevant to people’s everyday life | Yes – relevant to the public’s daily consumption of poultry products |
| 2 | Combines Macro-Social Change with Micro-Social Benefits | Yes – focuses on the advantages of free range products |
| 3 | Creates an Ongoing Narrative | Not yet |
| 4 | Reinforces a Consistent Message | Yes – a better welfare chicken costs £1 more |
| 5 | Sets Clear and Feasible Objectives | Yes – ban factory farmed poultry by 2010; increase sales of free range chickens immediately |
| 6 | Puts Emphasis on Results | Yes – short-term decline in sales of battery chickens |
| 7 | Provides Citizens with the Tools to Make a Difference | Somewhat – buy a specific type of product; pressure local retailers |
| 8 | Maximises the Audience | Yes – RSPCA, leading chefs, Channel 4 |
| 9 | Invests in Accessible and Attractive Design | Somewhat – emphasis on simplicity |
| 10 | Depends on the Mass Media | Yes – series of TV programmes promoting the cause |

Links:

<http://www.supportchickennow.co.uk/>

<http://www.channel4.com/food/advertorial/rspca/>

<http://www.guardian.co.uk/environment/2008/mar/01/chickens>

<http://www.independent.co.uk/life-style/food-and-drink/news/the-campaign-that-changed-the-eating-habits-of-a-nation-788557.html>