Dorset Coast Digital Archive Project
Audience Research and Monitoring Survey

Report

(October 2004)

themarket**research**group BOURNEMOUTH UNIVERSITY BIG LOTTERY FUND

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On Behalf Of
Dorset Coast Digital Archive

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1: Executive Summary

1.1: On-line Website survey

1.1.1: Profile of sample group 100

Respondents came from all regions of the UK, with one from Australia. 44% were from the Bournemouth area. The majority was female (57%) and aged 40-59 (53%). 74% were in full time employment and 100% were white with only 1% disabled. 44% heard about the website by word of mouth and 54% accessed the site from their place of work or study.

1.1.2: Visits Information

The largest group of users was made up of those using the site for research purposes (27%) but leisure and education were close behind. The most visited section of the site was the image database (58%). Of the Learning Packages "Settlements and Society" was the most visited (46%). Photographs were the most popular types of image (62%).

1.1.3: Overall Impression

64% of those looking for something specific found it easily. 93% felt the site was attractive and 78% found the site easy to navigate.

1.1.4: Reference to Repositories

25% would have visited the repositories even if the website didn't exist. Of the remaining 75%, 51% said they would not have visited the repositories because they did not know the documents were there. 17% would now visit the repository now knowing the documents were there.

1.1.5: Purchasing Prints

Purchase of prints: 20% would consider buying prints and 42% would maybe consider it. 13% would be prepared to pay a max of £5 and 9% would pay up to £10, only 1 person would pay up to £50. Photographs were the most popular items (45%).

1.1.6: Learning Packages

100% think they are accurate and current. 95% think they are understandable and 82% think the text is easy to read. Only 22% think they do not hold one's attention. 91% think the images are appropriate to the text. 69% felt the database of images was easy to access and 69% felt the homepage provided enough information.

1.2: Focus Group summary

Overall the website was reviewed very well. Many of the comments made at the focus group mirrored those comments that came from the on-line questionnaire linked to the DCDA Website.

All comments and criticisms were made in a positive light with a view to these problems being amended in such a way as to improve the functionality of the website. Some focus group attendees were keen to review the website in the future to watch the website's progress, especially where specific suggestions and request were made.

1.2.1: Navigation

The most common complaint from both Focus Groups was the lack of a logical search facility to access the huge content of the database as well as the website itself. Unfortunately at the time of running the second Focus Group the new website search facility still had not been implemented. Therefore there were still negative comments about finding a way around the content of the database and the website.

The new website search facility was finally uploaded the day before this report was due. E-mails were sent to the 2nd Focus Group attendees asking them to the test the search facility. The comments received were positive concerning the website search. Some comments were made about unsuccessful phrase searches on the image search facility.

1.2.2: Imagery

Text and colours were the issues most debated as well as the visibility of printed photos and images. Changes were made to the 3 main sections to achieve consistency throughout the site. These changes were noted by Focus Group attendees and received favourably. In general the colours and look of the website were positively viewed. The option for viewers with poor or limited sight to enlarge text was thought to be an excellent facility.

1.2.3: Content

The extreme and vast content of the website and its database has always been commented upon in an extremely positive light. The option to view different levels of information i.e. "general" information and "detailed" was very popular. The chapter headings in the Learning Packages were well viewed. More links to appropriately associated websites and links within the website was suggested many times.

1.2.4: Suggestions

The following specific suggestions were made by the first Focus Group and all have been addressed:

- Search facility required for Learning Packages and Apportionments
- Hints and Tips required to address various usage queries
- Re-design of home page to better indicate the balance of the site content
- Colour code the 3 main sections to achieve consistency throughout the site
- Remove the Virtual Flight as not everyone could access it easily
- Remove the News section as it was surplus to requirements and came up blank
- Indicate who the target audience is
- Rewrite home page text to better reflect the content of the site
- On the home page include the partners' names and a link to their contact details
- Metadata dates to be reversed to avoid confusion
- FAQ section to include note about adjusting font size for those with sight problems
- Access to the database to be more clearly indicated

The following suggestions were made by the second Focus Group for further consideration:

- Imporvement of database search facility for phrase searches
- Tie in the learning packages to the National Curriculum
- Continue to create links to relevant websites
- Highlight topics that have already been visited by the user
- Investigate the possibility of the website filling the whole screen

Overall the website was judged to be an excellent resource. One teacher attending the focus group has since added it to her school's geography intranet as a permanent resource tool for her AS Level pupils.

One significant aspect to come out of the research was the fact that so much of our heritage information that is held in repositories and archives around the UK is not known about by the general public. If by the very nature of its existence, the DCDA website can promote the viewing of these precious documents, articles, maps and photos without physically touching them and exposing them to the environment, then the Website is acting as a virtual repository and is benefiting the longevity of our physical heritage.

2: Background

2.1: The Market Research Group (MRG)

MRG aims to be a key and cost effective resource for the provision and interpretation of market intelligence for all its clients. The group offers expertise, experience and advice in the field of market research, tailored to suit the needs of it individual clients. MRG has specialised in consultation of this sort, and has numerous projects to its name.

Through its work with major heritage organisations in the United Kingdom The Market Research Group has now established an unprecedented level of expertise and data in this area. Specific areas of research conducted over many years includes:

- Visitor Surveys
- Audience Research
- Audience Access Plans
- Audience Development Plans
- Attraction surveys
- Feasibility and property audits
- Focus Groups
- On-line surveys
- Service enhancement research
- Market Segmentation
- Mystery Shopping
- Research into the leisure and heritage market

The data collected in this area enables us to provide valuable benchmarking and effective key performance indicators plus trend analysis in the heritage market place within the wider context in which it operates

We work in close partnership with our clients, getting results yet also adapting to their needs and wants.

2.2: Bournemouth University

The Market Research Group was invited to undertake a programme of audience research and monitoring for WP 2 & 10 of the Dorset Coast Digital Archive Project (DCDA) New Opportunities Fund project.

Bournemouth University is the lead partner in the DCDA New Opportunities Fund Project. The Project reflects the cultural heritage, natural environment and local histories of Dorset. The web-site hosts an extensive database of images; fourteen learning packages and a map layering technique enabling the user to compare maps from the eighteenth century through to twentieth century aerial photographs.

3: Research Aims & Objectives

The project is managed through a series of eleven Work packages. WP 2 deals with Audience Research and WP 10 is the Monitoring, Evaluation and Impact Assessment programme.

The test web-site was launched in mid 2003 and a major upload of material occurred in May 2004. Audiences were surveyed both before and after the upload. This allowed for research to take place into audience response to the site and the content.

The work is based on the following objectives:

- To consult widely with target users to ensure the archive contains unique, relevant and valuable material that meets the needs of its users.
- To develop and track user group profiles
- To report findings back to Bournemouth University

4: Outline Methodology

There were 3 phases to the research. The first phase was an on-line survey linked to the DCDA website. This assessed users' opinions of the site before the major upload of data and images onto the site on Wednesday 13th May 2004. The second stage of the research used the results from the on-line survey to inform and guide two focus groups containing representatives from all of the main interest groups identified by the DCDA project. The second focus group took place after elements that were highlighted in the first focus group had been amended on the website. The third phase of the research is the on going feedback from users of the website.

The research uses both qualitative research and quantitative research. The former provides background and depth to some of the issues raised, specifically information needs, rating the content of the site, and ease of navigating the site. Quantitative research will provide robust data regarding such issues as profiles of existing users, potential new users, user needs and other issues.

The results ensuing from the first phase of research will allow for comparisons with the second phase of research, which follows the major upload of information in May.

A Focus group was compiled from the user groups identified in the original business plan and was run on 3rd June, following the May upload of data to further assess the sites provision to users.

Following the results of the focus group the DCDA website was upgraded. Many of the suggestions that emerged from the sessions as a result of problems navigating the site were implemented. A further focus group was run on 1st October using some of the same group members to assess the improvements to the site.

4.1: Audience Research & Monitoring

4.1.1: DCDA Website users

In order to survey those currently using the website prior to the major upload, a pop up questionnaire was placed on the website. This allowed for an immediate reaction from those who were already using the site. A small sample of users, who had already been identified individually via the online feedback form, was also contacted. This provided basic statistical data regarding the enquirer (type of user, demographics and their ratings on various elements of the site). It allowed for assessment of the standards of the website so that when the upload was completed a comparison of results from the pop up questionnaire could be made.

The following table identifies the types of questions that were asked on the questionnaire.

Draft questionnaire topics	
Age, gender, ethnicity, disability, education level: school or college, membership of clubs and societies, family profile, IT use/access	Rating of services and resources received e.g. the sites appeal, navigation, content, images.
Postcode/Occupation	Suggestions for improvement
Previous User/Frequency of use	Willingness to pay for print materials
Affiliation or independent user Commercial or non-commercial	Length of visit
Information needs	Attitudes/rating study/learning packs
Type of connection	Where were you accessing the site from
Motivation for visiting DCDA site	Information source for PRO visit

The questionnaire also allowed users to comment on the content of the study learning packages on the site.

Users' assessment of the site gives an informed view on the sustainability of the website and how it can be best managed and or improved upon in the future.

4.1.2: Focus groups

Results from the initial website survey provided guide topics for discussions with a number of target audiences within the following categories: -

> Secondary/Middle School
> Academic – Subject Specialists at BU
> FE - Conservation Sciences Students
>
> Field Study/Coastal Interpretation Centres
> Museums & Art Galleries
> Local Family History Societies; Archaeological Societies
> Public e.g. Libraries

The focus groups took place at Bournemouth Library on 3rd June and 1st October 2004. The first group consisted of 12 people and the second had 8, representing the following interest groups: -

Academic Libraries
Public Libraries
Historic Properties & Gardens
Country Parks and Nature Reserves
Museums & Art Galleries
Further Education
Secondary Schools
Filed Study/Coastal Interpretation Centres
Local & Family History Societies & Archaeological societies
Students
Information Technology

4.2: Site Host Log File

Evaluation of the site host log file monitors the site usage on a continual basis, and provides statistics required by NOF for the duration of the project.

The statistics provide: -

- Total number of user sessions on the website per quarter
- Average length in minute of a user session
- Total number of page impressions on the site
- Number of page impressions per user session on the site
- Most favoured section.

Analysis of the above figures will inform on volumes of potential user groups and classifications. User numbers will help plan for the sustainability of the site. The identification of new user groups will allow new partners or data sets to be incorporated in the site database and will enable the measurement of the impact of user-driven changes to the site. These results will then be used to advise sustainability development.

5: Research Findings

5.1 Respondent Profile

5.1.1: Age groupings.

Table 1 (Demographic): Respondent Age (Q1)			
Base: All respondents (100)	Frequency (*f*)	Total (%)	Valid (%)
(1) 19 and under	2	2.0	2.0
(2) 20-39	36	36.0	36.0
(3) 40-59	53	53.0	53.0
(4) 60+	9	9.0	9.0
Total (Valid)	100	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	100	100.0	N/A

53% of respondents were aged 40-59 years of age.

5.1.2: Gender.

Table 2 (Demographic): Respondent Gender (Q2)			
Base: All respondents (100)	Frequency (*f*)	Total (%)	Valid (%)
(1) Male	42	42.0	42.9
(2) Female	56	56.0	57.1
Total (Valid)	98	98.0	100.0
(0) Missing Values	2	2.0	N/A
Total (Base)	100	100.0	N/A

The larger groups of visitors were women at 57%.

5.1.3: Employment status.

Table 3 (Demographic): Employment Status (Q3)			
Base: All respondents (100)	Frequency (*f*)	Total (%)	Valid (%)
(1) In paid employment	80	80.0	74.1
(2) Retired	10	10.0	9.3
(3) self-employed	6	6.0	5.6
(4) At school	2	2.0	1.9
(5) Student in Further Education	2	2.0	1.9
(6) Student in Higher Education	7	7.0	6.5
(7) Homemaker	1	1.0	0.9
(8) Unemployed/Unable to work	0	0.0	0.0
Total (Valid)	108	108.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	100	100.0	N/A

74 % were in paid employment. 9% were retired.

5.1.4: Postcodes.

Table 4: Postcodes (Q4)			
Base: All respondents (100)	**Frequency (ƒ)**	**Percentage (%)**	**Valid (%)**
(1) Australia	1	1.0	1.1
(2) Birmingham	1	1.0	1.1
(3) Bath	2	2.0	2.3
(4) Bournemouth	39	39.0	44.3
(5) Brighton	1	1.0	1.1
(6) Bristol	1	1.0	1.1
(7) Cardiff	1	1.0	1.1
(8) Chelmsford	1	1.0	1.1
(9) Dorchester	30	30.0	34.1
(10) Exeter	1	1.0	1.1
(11) Gloucester	1	1.0	1.1
(12) North London	1	1.0	1.1
(13) Oxford	2	2.0	2.3
(14) Peterborough	1	1.0	1.1
(15) Portsmouth	2	2.0	2.3
(16) Reading	1	1.0	1.1
(17) Sheffield	1	1.0	1.1
(18) Southampton	6	6.0	6.8
(19) Salisbury	2	2.0	2.3
(20) South West London	1	1.0	1.1
(21) Taunton	1	1.0	1.1
(22) Telford	1	1.0	1.1
(23) Torquay	1	1.0	1.1
(24) Wolverhampton	1	1.0	1.1
Total (Valid: Single Code)	**100**	**100.0**	113.6
(0) Missing Values	0	0.0	N/A
Total (Base)	**100**	**100.0**	**N/A**

Individuals from the Bournemouth and Dorchester postal areas were the most common visitors to the website. But it has had interest from all over the UK, including some from over-seas.

5.1.5: Ethnicity.

Table 5 (Demographic): Respondent Ethnicity (Q5)			
Base: All Respondents (100)	Frequency (ƒ)	Total (%)	Valid (%)
(1) White	94	94.0	96.9
(2) Mixed	0	0.0	0.0
(3) Black or Black British	0	0.0	0.0
(4) Asian or Asian British	0	0.0	0.0
(5) Chinese/British Chinese	0	0.0	0.0
(6) Other	3	3.0	3.1
Total (Valid)	97	97.0	100.0
(0) Missing Values	3	3.0	N/A
Total (Base)	100	100.0	N/A

There was no ethnic representation at all.

5.1.6: Disability.

Table 6: Disability (Q6)			
Base: All respondents (100)	Frequency (ƒ)	Base (%)	Valid (%)
(1) Yes	1	1.0	1.0
(2) No	99	99.0	99.0
Total (Valid: Single-Code)	100	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	100	100.0	N/A

There was almost negligible disability in respondents.

5.2: Other findings

5.2.1: Where did you find out about the DCDA Website?

Table 7: Where did you find out about the DCDA Website (Q7)			
Base: All respondents (100)	Frequency (*f*)	Percentage (%)	Valid (%)
(1) Recommended Word of Mouth	39	39.0	44.3
(2) Publicity Material (DCDA pamphlet/bookmark)	17	17.0	19.3
(3) Press	5	5.0	5.7
(4) Talks or Displays	6	6.0	6.8
(5) Search Engine	12	12.0	13.6
(6) Other	9	9.0	10.2
Total (Valid: Single Code)	88	88.0	100.0
(0) Missing Values	12	12.0	N/A
Total (Base)	100	100.0	N/A

44% found out about the website via word of mouth, followed by 19% learning about it through the promotional DCDA pamphlets and bookmark material.

5.2.2: Where did you access the website?

Table 8: Where did you access the DCDA Website? (Q8)			
Base: All respondents (100)	Frequency (*f*)	Percentage (%)	Valid (%)
(1) Home	27	27.0	30.7
(2) Library/Museum	29	29.0	33.0
(3) Place of Work/study	48	48.0	54.5
(4) Internet Cafe	0	0.0	0.0
(5) Other	2	2.0	2.3
Total (Valid: Multi Code)	62	62.0	70.5
(0) Missing Values	38	38.0	N/A
Total (Base)	100	100.0	N/A

54% viewed it from their place of work and 33% from libraries.

5.2.3: Why did you look at the website?

Table 9: Why did you look at the DCDA Website? (Q9)			
Base: All respondents (100)	Frequency (*f*)	Percentage (%)	Valid (%)
(1) Casual web surfing	17	17.0	17.0
(2) Leisure (hobbies, family history)	24	24.0	24.0
(3) Educational (School/Study)	21	21.0	21.0
(4) Research	27	27.0	27.0
(5) Other	7	7.0	7.0
Total (Valid: Multi-Code)	100	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	100	100.0	N/A

27% were looking at it for research purposes. Followed by other research-

related reasons connected to family history leisure studies and education.

5.2.4: What did you look at on the site?

Table 10: What did you look at on the site? (Q10)			
Base: All respondents (100)	Frequency (ƒ)	Percentage (%)	Valid (%)
(1) Database of images	58	58.0	58.0
(2) Special features	41	41.0	41.0
(3) Learning Packages	45	45.0	45.0
Total (Valid: Multi-Code)	100	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	100	100.0	N/A

The Database of Images was the most viewed aspect of the site with 58% doing so.

5.2.5: Which Learning Packages did you access?

Table 11: If you accessed the Learning Packages please indicate which ones? (Q11)			
Base: All respondents (100)	Frequency (ƒ)	Percentage (%)	Valid (%)
(1) Physical Changes to the Coast	45	45.0	45.0
(2) Managing the Coast	35	35.0	35.0
(3) Settlements and Society	46	46.0	46.0
(4) Can't remember	3	3.0	3.0
Total (Valid: Multi-Code)	100	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	100	100.0	N/A

Settlements and Society and Physical Changes to the Coast were the learning packages most accessed at 46% and 45% respectively.

5.2.7: Which images did you access?

Table 12: If you accessed the database of images please specify which? (Q12)			
Base: All respondents (100)	Frequency (ƒ)	Percentage (%)	Valid (%)
(1) Photograph	62	62.0	62.0
(2) Artwork	15	15.0	15.0
(3) Maps	15	15.0	15.0
(5) Other	1	1.0	1.0
Total (Valid: Multi-Code)	100	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	100	100.0	N/A

The photographs were the most popular image database, with 62% viewing them.

5.2.8: Were you looking for specific information from the website?

Table 13: Were you seeking specific information when you visited the DCDA website? (Q13)			
Base: All respondents (100)	Frequency (*f*)	Base (%)	Valid (%)
(1) Yes	32	32.0	32.3
(2) No	67	67.0	67.7
Total (Valid: Single-Code)	99	99.0	100.0
(0) Missing Values	1	1.0	N/A
Total (Base)	100	100.0	N/A

68% of respondents were not specifically seeking information.

5.2.9: Did you find what you were looking for easily?

Table 14: If "Yes", did you find what you were looking for easily (Q14)			
Base: All respondents (100)	Frequency (*f*)	Base (%)	Valid (%)
(1) Yes	24	24.0	64.9
(2) No	13	13.0	35.1
Total (Valid: Single-Code)	37	37.0	100.0
(0) Missing Values	44	44.0	N/A
Total (Base)	100	100.0	N/A

Of those who were specifically searching for something 65% successfully found it.

5.2.10: Reasons for not finding desired information.

The following bullet points set out all the reasons for not finding the desired information. Most of them are linked to the difficulty of "searching" the website.

- Cannot find database of images
- Could only find couple of broad articles, thought there would be loads as it's an 'archive'
- Couldn't find database of images
- Couldn't find it
- Dates were confusing
- Didn't find any other than within text
- Hard to find my way around the site. "detailed" information just did not come up
- I could only find a picture of the church.
- I just don't think you have what I was looking for
- It was difficult to decide how detailed you wanted your information to be
- No - I was just ambling around.
- None
- None
- None - got straight there
- None found
- Not clear at first where to find images
- Not sure, could be our internet connection
- Pages not ready No dates for images (e.g. postcards, prints)
- Slow and did not appear to show what was suggested on title
- SMP difficult.
- The 'search' facility was not immediately apparent, it looked over complicated - how many casual site users will know the origin of the images for the

advanced searches? The search pages 'expired' far

- There were no difficulties; I was just having a browse.
- Type very small
- Very surprisingly the word "archaeology does not appear until several pages into the site, with no intuitive or obvious route

-

to the information (that is rather limited once found).

- What is it
- You still haven't enough information

5.2.11: Was the "look" of the site attractive?

Table 16: Do you think the "look" of the site was attractive? (Q16)			
Base: All respondents (100)	Frequency (*f*)	Base (%)	Valid (%)
(1) Yes	84	84.0	93.3
(2) No	6	6.0	6.7
Total (Valid: Single-Code)	90	90.0	100.0
(0) Missing Values	44	44.0	N/A
Total (Base)	100	100.0	N/A

93% felt that the look of the site was indeed attractive.

5.2.12: Did you find the Website easy to Navigate?

Table 17: Did you find the Website easy to Navigate? (Q17)			
Base: All respondents (100)	Frequency (*f*)	Base (%)	Valid (%)
(1) Yes	72	72.0	78.3
(2) No	20	20.0	21.7
Total (Valid: Single-Code)	92	92.0	100.0
(0) Missing Values	8	8.0	N/A
Total (Base)	100	100.0	N/A

78% said that they did find the site easy to navigate.

5.2.13: Would you have visited the repositories where the material is held?

Table 18: Would you have visited the offices, which hold the material if the DCDA website did not exist? (Q18)			
Base: All respondents (100)	Frequency (*f*)	Base (%)	Valid (%)
(1) Yes	24	24.0	25.3
(2) No	71	71.0	74.7
Total (Valid: Single-Code)	95	95.0	100.0
(0) Missing Values	5	5.0	N/A
Total (Base)	100	100.0	N/A

75% would not have visited the repositories where the material was to be found.

5.2.14: If "No", what are your reasons?

Table 19: If "No" please give a reason for this (Q19)			
Base: All respondents (100)	Frequency (ƒ)	Percentage (%)	Valid (%)
(1) I can't get there	14	14.0	15.9
(2) I didn't know the item was there	45	45.0	51.1
(3) Other	7	7.0	8.0
Total (Valid: Single Code)	66	66.0	75.0
(0) Missing Values	34	34.0	N/A
Total (Base)	100	100.0	N/A

The reasons for not going was mainly because they did not know it was there (51%).

5.2.15: Do you now plan to visit any of the organisations?

Table 20: Do you now plan to visit any of the organisations holding the original (Q20)			
Base: All respondents (100)	Frequency (ƒ)	Base (%)	Valid (%)
(1) Yes	15	15.0	17.0
(2) No	73	73.0	83.0
Total (Valid: Single-Code)	88	88.0	100.0
(0) Missing Values	12	12.0	N/A
Total (Base)	100	100.0	N/A

A small amount of respondents would now go to the repositories now they knew of the materials' existence (17%).

5.2.16: Will you be visiting the site again?

Table 21: Will you be visiting the website again? (Q21)			
Base: All respondents (100)	Frequency (ƒ)	Base (%)	Valid (%)
(1) Yes	87	87.0	89.7
(2) No	10	10.0	10.3
Total (Valid: Single-Code)	97	97.0	100.0
(0) Missing Values	3	3.0	N/A
Total (Base)	100	100.0	N/A

90% said they would indeed visit the Website again.

5.2.17: Would you consider purchasing high quality prints?

Table 23: Would you consider purchasing high quality prints? (Q23)			
Base: All respondents (100)	Frequency (*f*)	Base (%)	Valid (%)
(1) Yes	20	20.0	20.8
(2) No	34	34.0	35.4
(3) Maybe	42	42.0	43.8
Total (Valid: Single-Code)	96	96.0	100.0
(0) Missing Values	4	4.0	N/A
Total (Base)	100	100.0	N/A

Only 21% said that they would consider purchasing prints, however 44% thought that "maybe", they would consider purchasing.

5.2.18: What material would you purchase?

Table 24: If "yes" what material do you think you would purchase? (Q24)			
Base: All respondents (100)	Frequency (*f*)	Percentage (%)	Valid (%)
(1) Photograph	45	45.0	45.0
(2) Artwork	14	14.0	14.0
(3) Maps	33	33.0	33.0
(5) Other	0	0.0	0.0
Total (Valid: Multi-Code)	100	100.0	100.0
(0) Missing Values	0	0.0	N/A
Total (Base)	100	100.0	N/A

Photographs at 45% were the most popular item that would be bought.

5.2.19: What is the maximum price you would pay?

Table 25: Maximum price willing to pay (Q25)			
Base: All respondents (100)	Frequency (*f*)	Percentage (%)	Valid (%)
(1) £0	2	2.0	2.3
(2) £1.00	2	2.0	2.3
(3) £2.00	1	1.0	1.1
(4) £5.00	11	11.0	12.5
(5) £10.00	8	8.0	9.1
(6) £15.00	4	4.0	4.5
(7) £20.00	3	3.0	3.4
(8) £25.00	3	3.0	3.4
(9) £30.00	1	1.0	1.1
(10) £40.00	2	2.0	2.3
(11) 50.00	1	1.0	1.1
Total (Valid: Single Code)	38	38.0	43.2
(0) Missing Values	62	62.0	N/A
Total (Base)	100	100.0	N/A

£5.00 is the maximum amount respondents would pay for material on the website.

5.2.20: Do the learning packages provide enough information?

Table 26: Do the learning packages provide enough information? (Q26)			
Base: All respondents (100)	Frequency (*f*)	Base (%)	Valid (%)
(1) Yes	50	50.0	80.6
(2) No	12	12.0	19.4
Total (Valid: Single-Code)	62	62.0	100.0
(0) Missing Values	38	38.0	N/A
Total (Base)	100	100.0	N/A

81% think that the learning packages do provide enough information.

5.2.21: Are they accurate?

Table 27a: Accurate (Q27a)			
Base: All respondents (100)	Frequency (*f*)	Base (%)	Valid (%)
(1) Yes	47	47.0	100.0
(2) No	0	0.0	0.0
Total (Valid: Single-Code)	47	47.0	100.0
(0) Missing Values	53	53.0	N/A
Total (Base)	100	100.0	N/A

All respondents think they are accurate.

5.2.22: Are they current?

Table 27b: Current (Q27b)			
Base: All respondents (100)	Frequency (*f*)	Base (%)	Valid (%)
(1) Yes	46	46.0	97.9
(2) No	1	1.0	2.1
Total (Valid: Single-Code)	47	47.0	100.0
(0) Missing Values	53	53.0	N/A
Total (Base)	100	100.0	N/A

98% think that the learning packages are current.

5.2.23: Are the learning packages understandable?

Table 28: Are the learning packages understandable? (Q28)			
Base: All respondents (100)	Frequency (ƒ)	Base (%)	Valid (%)
(1) Yes	55	55.0	94.8
(2) No	3	3.0	5.2
Total (Valid: Single-Code)	58	58.0	100.0
(0) Missing Values	42	42.0	N/A
Total (Base)	100	100.0	N/A

95% did think the learning packages were understandable.

5.2.24: Do the learning packages hold your attention?

Table 29: Do the Learning Packages hold your attention? (Q29)			
Base: All respondents (100)	Frequency (ƒ)	Base (%)	Valid (%)
(1) Yes	46	46.0	78.0
(2) No	13	13.0	22.0
Total (Valid: Single-Code)	59	59.0	100.0
(0) Missing Values	41	41.0	N/A
Total (Base)	100	100.0	N/A

78% thought that the learning packages did hold their attention.

5.2.25: Are the learning package images appropriate to text?

Table 30: Are the selected learning package images appropriate to text? (Q30)			
Base: All respondents (100)	Frequency (ƒ)	Base (%)	Valid (%)
(1) Yes	51	51.0	91.1
(2) No	5	5.0	8.9
Total (Valid: Single-Code)	56	56.0	100.0
(0) Missing Values	44	44.0	N/A
Total (Base)	100	100.0	N/A

91% found the learning package images appropriate to the text.

5.2.26: Is the text easy to read?

Table 31: Is the text easy to read? (Q31)			
Base: All respondents (100)	Frequency (ƒ)	Base (%)	Valid (%)
(1) Yes	51	51.0	82.3
(2) No	11	11.0	17.7
Total (Valid: Single-Code)	62	62.0	100.0
(0) Missing Values	38	38.0	N/A
Total (Base)	100	100.0	N/A

82% found the text easy to read.

5.2.27: Was it easy to access the database images?

Table 32: Was it easy to access the database images? (Q32)			
Base: All respondents (100)	Frequency (ƒ)	Base (%)	Valid (%)
(1) Yes	45	45.0	69.2
(2) No	20	20.0	30.8
Total (Valid: Single-Code)	65	65.0	100.0
(0) Missing Values	35	35.0	N/A
Total (Base)	100	100.0	N/A

69% do feel the database of images is easy to access but 31% do not.

5.2.28: Did the homepage provide enough information about this site?

Table 33: Did the homepage provide enough information about the site? (Q33)			
Base: All respondents (100)	Frequency (ƒ)	Base (%)	Valid (%)
(1) Yes	51	51.0	68.9
(2) No	23	23.0	31.1
Total (Valid: Single-Code)	74	74.0	100.0
(0) Missing Values	26	26.0	N/A
Total (Base)	100	100.0	N/A

69% of respondents felt that the homepage did provide enough information about the site. But 31% is a significant amount of people who do not think the website offers enough information.

5.3: Site Host Log File Analysis

An analysis of the site host log files has been presented in an interactive format to allow for ease of interpretation. The analysis has been attached to this report and can be accessed by clicking on the link below.

Interactive Site Host Log File Analysis

5.4: Qualitative analysis of open ended questions

The following section summaries the main points that arose from respondents replies to open ended questions or responses to "Other" options from the on-line DCDA Website survey.

5.4.1: Q 7 - Where did you find out about the DCDA Website?

"Other" places where respondents found out about the Website were through, work, libraries, or colleagues.

5.4.2: Q9 - Reason for visiting the DCDA Website.

"Other" reasons for visiting were mainly to check it out with a view to recommending it or being able to advise others of its content and usefulness for future use. Such as people working in libraries.

5.4.3: Q14 - What topics did you look for?

The majority was looking for information specifically on the coast.

5.4.4: Q15 – What difficulties or problems did you have in finding what you were looking for?

The majority of problems were as a result of a lack of a good search facility.

5.4.5: Q16 – Why do you think the look of the site is attractive?

The vast majority felt that the colours used and the combination of colours was what made it attractive.

5.4.6: Q17 – Why did you find the Website easy or difficult to navigate.

There were 21 Negative comments, 12 positive comments and only one neutral comment. Again most of the comments are related to searching or the lack of an appropriate search facility for the two different aspects of the site. There needs to be a better search facility between images and the text.

5.4.7: Q19 & 20 – Reason for not visiting repositories or organisation's offices?

"Other" reasons in general are - it's easier to visit the website or there is no great need to visit the physical material.

5.4.8: Q21 – Reason why you will/ will not be visiting the Website again?

The majority wants to see if there are any additions or improvements and to see how the site develops. More people were interested in visiting again than not.

5.4.9: Q22 – What additional material would you like to see included in the site?

Better links to other sites would be useful, more archaeology, teaching notes and curriculum based learning.

5.4.10: Q26 – If learning packages don't provide enough information what else is needed?

More is needed on depth of information, more on geology and archaeology and more links.

5.4.11: Q27 – Incorrect or outdated information.

Nothing incorrect was identified, only links not working.

5.4.12: Q28 – Reasons why learning packages are understandable or not understandable.

The different levels of information i.e. general or the detailed information make it easy to understand.

5.4.13: Q29 – If the learning packages didn't hold your attention how could they be improved?

The layout of the text needs to be broken up and the text size reviewed. It reads like a long essay. It needs the information presented in different ways.

5.4.14: Q30 – Why are selected learning packages not appropriate to the text?

Generally people felt that the images were too small and should have the ability to be clicked and enlarged, also better links from text to images.

5.4.15: Q31 How, could text be improved?

Generally it was thought that the whole screen needed to be used so it was not so necessary to scroll up and down so much. I.e. more text available to view in one screen, there were various suggestions for different coloured texts and backgrounds.

5.4.16: Q32 – What would improve easy access to the database of images?

Generally an introduction or an explanation of how to use the database and what it contains would be helpful.

5.4.17: Q33 – What needs to be added to the homepage?

Generally more information is needed on the homepage to say what the website is, its target audience and what it contains.

5.5: Focus group 1 analysis

A discussion topic guide was followed for the purposes of guiding the Focus Group. This guide can be found in *Appendix 6.2.1.*

The main issues raised are put in bullet points under the 4 main headings of the guide: -

5.5.1: NAVIGATION
- Mac-green on black came up fawn
- Schools PC didn't allow access
- Search function not clear
- Headings not logical
- Advanced search needs more explanation
- Search engine useless
- Need website as well as an archive search
- Need bookmarks through the LPs
- Search frustrating trying to find alternative search words.

5.5.2: IMAGERY
- Larger font in text
- Colours in backgrounds
- More interesting images could be available to use in the design
- Photos for Physical Changes were poor quality
- Visibility of print on photos

5.5.3: CONTENT
- Exact dates
- Links to the museum/archive?
- "Creator"-didn't like term
- Some images didn't have dates
- Sustainable Management not on there at all (Schools curriculum?)
- Inconsistent-some schools level, some higher (note on homepage Re. target audience?)
- Technology terms-who aimed at?
- Guide for teachers as to how to use it

5.5.4: SUGGESTIONS
- Link images to text
- Instant accessibility
- Improve search engine
- Homepage-indicate that it's an archive
- Change search engine to website instead of just archive
- A "how to find out" page

5.6: Focus group suggestions that were implemented.

As a result of the suggestions and criticism made by focus group members, the following action was taken on the Website: -

- Search facility required for Learning Packages and Apportionments - **DONE**

- Hints and Tips required to address various usage queries - **DONE**

- Re-design of home page to better indicate the balance of the site content - **DONE**

- Colour code the 3 main sections to achieve consistency throughout the site - **DONE**

- Remove the Virtual Flight as not everyone could access it easily - **DONE**

- Remove the News section as it was surplus to requirements and came up blank - **DONE**

- Indicate who the target audience is - **TBA**

- Rewrite home page text to better reflect the content of the site - **DONE**

- On the home page include the partners' names and a link to their contact details - **DONE**

- Metadata dates to be reversed to avoid confusion - **DONE**

- FAQ section to include note about adjusting font size for those with sight problems - **TBA**

- Access to the database to be more clearly indicated - **DONE**

5.7: Focus group 2 analysis

It was intended that all or most of the suggestions made from the first focus group about the DCDA Website would be implemented before a second focus group was run. It was hoped to use most of the original members. Unfortunately due to technical problems, the main change to the website – a comprehensive search facility, was unable to be uploaded in time and so this improvement could not be discussed. Also some members of the original focus group were unable to attend again.

However all other improvements implemented (5.6) were commented upon and the full transcription can be found in *Appendix 6.2.2.*

The second focus group followed the same guidance topics and the main points are again put into bullet points under the various headings.

5.7.1: NAVIGATION

- Links needed between learning packages and the image library
- Wasted space – use whole page
- Needs an index of images
- More thumb prints needed
- Very poor search facility
- Explanation for main view and slave view

5.7.2: IMAGERY

- Hints and Tips doesn't work under image library
- Does the site view differently from lap top to different PC's?
- Very attractive maps
- Can't enlarge many photos and they don't print to a logical size
- Difficulty reading green text
- Good that you can change text size
- It is attractive and modern looking

5.7.3: CONTENT

- Very nice clear information
- Learning packages are boring
- Huge amount of content
- Chapter headings in learning packages are very good
- Very good , covers all levels of intellect and knowledge
- Option for general information and detailed information is very good
- Too much text
- What is the Website for?

5.7.4: SUGGESTIONS

- Needs to be tied in with the national curriculum
- Link images to National Trust Image library (NTPL)
- Option needed to enlarge all photographs and images
- Use the whole page to view website
- Links to NT website
- Topic headings need to be more obvious
- Need to look at print layout for images as it sometimes chops them off when printed
- Show contributors and authors and their credentials with maybe a photograph of them
- Need more geological content
- Needs some guidance as to richness of content and where to find things
- Need more and better maps. Get permission for use of OS maps and tie ancient maps in
- Highlight topics to show where you have already been

6: Conclusions & Recommendations

There was an overall improvement from the first focus group to the second focus group. The difference in numbers of negative comments made in June as opposed to those made in October was reduced. However, this is not statistically viable on such a small scale of comments. If the on-line survey form were maintained on the website it would be possible to compare the results from the 100 original survey results to a future sample of 100 visitors. This would then take into account the new search facility, along with the other improvements made. Analysis can be achieved by assessing the frequency of negative/positive comments made over a specific length of time (i.e. from the DCDA Website inception to present day) to see if the level of negative/positive comments has increased or decreased as a result of the improvements.

The DCDA Website is a valuable resource tool. Once the search facility problems have been fully resolved, it will become a useful tool to those not only studying within full time education but for those developing research hobbies and interests.

The ongoing monitoring of comments from the feedback form set up on the website is essential to maintain a high standard of relevance and accuracy for the website.

Tying the website into the National Curriculum really should be a matter for consideration, bearing in mind the Government's keenness for improving universal access to heritage data.

The website already has a large existing audience, but there is the opportunity to increase this considerably. If there was an official tie in with the national curriculum then there would be an opportunity for promoting the website extensively to both primary and secondary education institutes as well as the further and higher education institutes.

Society has developed and honed its spare and leisure time significantly over the last 10 years or so and hobbies connected to the collection and research of heritage have increased considerably. This is evidenced by the increase of reality type TV programmes. Examples in recent years have been restoring historic buildings (Restoration) collecting and studying antiques (Antiques Road Show) studying the local landscape and how it has been formed (British Isles; A Natural History), archaeology digs (Time Team), re-enacting famous battles (Time Commanders) and most recently family history and genealogy (Who Do You Think You Are?). These programmes inspire individuals to learn more about what is around them and the DCDA website is a resource that can link into many of these current interests.

Throughout this research project it has been obvious that the project members have been keen to improve the Website and have listened attentively to the comments coming from its audience and it will only improve and evolve from this type of project management.

6: Appendices

6.1: Verbatim Comments

6.1.1: Q7 - "Other" places where you found out about the DCDA Website

- Work
- Library employee
- At Bournemouth Library
- Through work - I work as a Librarian
- Bournemouth Library
- Through my workplace, visited the office where the work was taking place
- Director Dorset County Museum
- library
- work
- Enrich UK
- Judy Lindsay from Dorset County Museum
- via work (library)
- through my place of work
- Dorset libraries link
- DCC colleagues
- recommendation from a work colleague
- at school
- Boscombe Library
- Bournemouth university web site
- From main Dorset CC website
- Work
- link from council website

6.1.2: Q8 - "Other" locations where you accessed the DCDA Website

- School
- From school where I used to teach

6.1.3: Q9 - "Other" reason for visiting the DCDA Website

- Work-related
- Asked to
- Browsed site to look at images and advise library customers on content
- Received market research email
- In the interests of my job as I need to be aware of the site to inform our readers
- Checking the site to see how useful it would be for people studying the area
- Research non professional
- Asked if I would by Judy Lindsay
- Work
- Asked by colleagues to look at site
- To see what the site was like and how to navigate it
- Subsequent to attending an introductory lecture on the web-site. (General interest).
- Research
- Research personal
- I am a librarian and was scoping out the suitability of the site for our students
- Research for work on similar project
- Research, private

6.1.4: Q14 - What topics did you look for?

- Art Images Of Coast
- BOURNEMOUTH
- Bournemouth Maps, Treswell's Survey.
- Case Studies
- Changes over length, shoreline management plan, management of Chesil, Swanage
- Coastal Archaeology
- Coastal Defences
- Coastal erosion
- Coastline Relating To Langton Matravers.
- Comparative Maps Of A Particular Area
- Corfe Castle Tithe Maps
- Education On The Coast
- General Interest In My Home County
- History Of Surroundings Of Boscombe Pier
- Learning Journeys
- Lerrets
- Local History, Kinson, Poole, Bournemouth,
- Material On San Remo Towers, Sea Road, Boscombe
- N/A
- No
- Physical Changes To Coastline
- Questionnaire Structure
- Settlement Patterns/Land Use In The Bride Valley
- Something About "Moonfleet". I Was Interested In Finding Out About The Book Set On The "Fleet" At Chessel.
- The Development Of The Coastline In The Dorset Area.

6.1.4: Q15 - What difficulties or problems did you have in finding what you were looking for?

- Cannot find database of images
- Could only find couple of broad articles, thought there would be loads as it's an 'archive'
- Couldn't find database of images
- Couldn't find it
- Dates were confusing
- Didn't find any other than within text
- Hard to find my way around the site. "detailed" information just did not come up
- I could only find a picture of the church.
- I just don't think you have what I was looking for
- It was difficult to decide how detailed you wanted your information to be
- No - I was just ambling around.
- None
- None
- None - got straight there
- None found
- Not clear at first where to find images
- Not sure, could be our internet connection
- Pages not ready No dates for images (e.g. postcards, prints)
- Slow and did not appear to show what was suggested on title
- SMP difficult
- The 'search' facility was not immediately apparent, it looked over complicated - how many casual site users will know the origin of the images for the advanced searches? The search pages 'expired' far
- There were no difficulties; I was just having a browse.

- Type very small
- Very surprisingly the word "archaeology does not appear until several pages into the site, with no intuitive or obvious route

to the information (that is rather limited once found).
- What is it
- You still have not enough information

6.1.5: Q16 – Why did you think the look of the site was attractive?

- Pleasing colours/clear divisions of topics
- Lots of colour to keep one interested and the use of quality information and clear pictures adds to the quality of this website
- Photo base dark background
- Attractive layout and colours used
- Colourful. Appropriate. Simple layout
- Attractive colouring!
- 1 the site is very "blocky". 2 the different colour text on different colour background makes the site feel disjointed and not as if it is one site but lots of different sites.
- Good use of images on home page
- Don't like the graph paper effect. The grey and black side panels are too dull in colour.
- Love the coloured photos and the way the text is central.
- Colourful nicely laid out.
- Text was clear and instructive. Illustrations generally good but some without captions were too small.
- The white background with the squares and the fuzzy lines are not nice to look at needs to be bolder and bigger. I have a 19" monitor and the front screen only took up a 1\4 of it. Information needs to be spread out.
- Well set out, clear and concise.
- Yes
- What I looked at was a bit dark
- It is bright and colourful and the margins down the side clearly show what the topics are.
- Yes, colourful, no, too small (especially pictures but text too)& narrow strip wearing on eyes
- Clear to read colourful
- Ish!
- No - at bit dark & site didn't fill the screen it was all over to the left-hand side of screen.
- It 'looked' rather unfriendly, as though this was a resource that was intended to be used by people with specialist information, who already understood why the 3 categories changes, settlements and ma
- Could be less dull-looking without dumbing-down. The section on underwater life was particularly uninspiring. 'Leisure' was good though - entertaining & informative
- It was clear and easy to use
- Crisp
- It's beautiful
- It is not "too cluttered"

- Large parts of the screen were unused and a lot of scrolling was required. Images were too small.
- Not too busy
- A lot of blank page on the right of the screen - wasted space. Some of the colour too dark to read the text easily.
- Much of the text is not clear - colour on colour - also many photos difficult to see detail
- Navigation is good, although the letterbox format is a bit tacky
- Messy - background not nice - too many fonts size and type.

6.1.6: Q17 – Why did you find the website easy or difficult to navigate?

- Hard to find pictures **(Neg.)**
- Simple links and pages **(Pos.)**
- Both yes - click on icons ok. No - pages too long or need bookmarks
- Easy to find what you are looking for and clear buttons to click on **(Pos.)**
- Just follow the prompts **(Pos.)**
- Difficult to browse the digital images **(Neg.)**
- You need to know what you are looking for in order to search properly **(Neg.)**
- Links already visited are not shown in a contrasting colour. **(Neg.)**
- 1. It is confusing having two different sets of links - one each side of the text in the learning packages. 2. The search tab could be clearer on the screen. 3 does the search just refer to the image **(Neg.)**
- Search option, for images could be more prominent. **(Neg.)**
- As there are not too many headings to list down the left side could be in bigger font. **(Neg.)**
- It is unclear from the start that the search function is to search a database of images - most web pages have a search function that helps retrieve text documents. This should be clearer – **(Neg.)**
- I think the learning package was easier to follow as it was bigger and brighter. **(Pos.)**
- Couldn't find the flythrough even though I was told that it was there somewhere. **(Neg.)**
- But pages were a bit long **(Neg.)**
- Links arranged clearly. **(Pos.)**
- Within the learning packages it was very easy to use if I followed the links **(Pos.)**
- but when I tried to use the search and it did not find anything I was looking for even though I knew it was there **(Neg.)**
- Yes in that format consistent **(Pos.)**
- Using search was easy **(Pos.)**
- Type too small**(Neg.)**
- Ish **(Pos.)**
- Fairly **(Pos.)**
- No. Search facility expired and few or no hyperlinks. **(Neg.)**
- Could not easily find what I was looking for, despite it being a fairly obvious topic of interest. **(Neg.)**
- Overall yes, but couldn't find the image database. **(Neg.)**
- Used the mouse

- It is a well-laid out home page. The introductory lecture helped. **(Pos.)**
- Yes for general browsing, **(Pos.)**
- But more detailed menu or index would assist location of specific topics and sites. **(Neg.)**
- Not sure what Eastings, Northings, contributor mean, better to tick into this, rather than out **(Neu.)**
- Just how does one access the maps for instance? Could you give info on where or how to navigate to specific things? **(Neg.)**
- The higher levels were easy to navigate **(Pos.)**
- But the deeper levels were not as clear - menu font maybe needs to be bigger? **(Neg.)**
- Not easy to understand how to access all of its features **(Neg.)**
- Mostly good but difficult to return home from many pages. Some links to home led to error messages **(Neg.)**
- How to access the pictures and read about them? You can do that if you undertake a search, and click on an image, otherwise it is not obvious where you can have info on your digitised materials. **(Neg.)**

6.1.7: Q19 – "Other reason for not visiting organisation's offices?

- Work times make it difficult. Easy to access from the website
- Didn't know about the items
- Information available in Dorset County Museum where I am a member and Trustee
- Don't need anything that would warrant a visit to the offices.
- Where?
- Don't have the time
- No pressing need
- Too far to go for a browse

- I couldn't find out where they were. Where are the acknowledgements
- I was only browsing
- My interest in the subject is not great enough to warrant this.
- Wouldn't be bothered enough!
- The ability to look at maps, tithe maps and aerials alongside each other is much more accessible in a web based resource
- It was not the purpose of my visit
- Ease of use/access

6.1.8: Q20 – Why do you wish to visit/not visit organisations holding material?

- Have what I need
- Cost of travel and time - but might do later
- Casual browsing
- Work times do not fit in.
- Info on the website.
- Dorset county museum
- Interested in the history of Bournemouth
- I will use the website

- N a personal basis I am tracing my family history and will use the archives to further this hobby.
- For my purposes, web access is sufficient
- No interest
- Only if necessary
- The website meets my needs at this time.
- Will use website
- I hope so
- No pressing need

- Cant get there
- I didn't find anything, in a very brief look, which whetted my appetite.
- I don't know where they are
- Have no need to see materials
- It isn't clear where the material is held!
- Not able to travel
- The exam will be over soon
- My interest in the subject is not great enough to warrant this.
- Not immediately, but maybe in future as and when needs arise
- No transport

- Not initially, can do some work on-line, will visit if further questions need answering
- Lack of time
- Web access graphics are too fragmented for detailed research. (Image segments are too small).
- I can get what I need from the website which will inform my students' visit to Dorset
- No requirement
- Research
- Couldn't find info

6.1.9: Q21 – Why will/won't you be visiting the website again?

- Useful
- Further updates on the area's development.
- Ref. for field visit and coursework
- Interesting to find out about my local area and its history
- Useful for work enquiries
- It holds some excellent images of local history topics that are relevant to my family history and local history interests
- To see whether it improves.
- As more is added I will be able to get the information required
- Possibly
- Useful source of local images and information.
- Useful to find out about things you pick up when walking along the coast.
- Yes - I am Dorset County Museums Adviser and working on WHS projects
- I have means to research information I require.
- Of value to professional research
- I look forward to seeing more photographs of the area.

- I would like to see how it develops, so I will re-visit it in September
- Find out more about coastal area
- If I have a specific enquiry on the coast I will be trying to use this website.
- Perhaps, though site unclear which level it was pitched at
- Maybe
- To see if type size increased
- Possibly
- Maybe - for work
- To see if it has been improved.
- To see what it's like when it's finished
- Not within my interests at present time if decided to visit area might change my mind
- From this questionnaire I have realised that there is a database of images that I would like to have a look at
- To assist in homework projects and other people wanting information about the Dorset coast
- The detailed information in "settlements and society" is not

- currently ready and I would be interested to read what you have.
- To access the image database!
- As above
- Not relevant to me at this time
- No need
- To delve further into what is available. This will prepare me for attempting to research family history etc in CORNWALL.
- Its a valuable resource - well done!!

- When it is complete
- For any updates
- It is a significant advance in accessing core documents. Congratulations.
- To get the information I need
- I was looking at the structure of the website and its content organisation
- Interest in this area

6.1.10: Q22 – What additional material would you like to see included in the site?

- Curriculum based learning material
- Satisfied at the moment.
- SMP in brief
- Expected to see a context map of the coast on which to click to explore
- Bigger maps
- Links to other local useful website and local family history sites
- Couldn't get the links to work. Also would like some more maps
- Prehistoric settlement: Portland important Mesolithic site (see Palmer, Susan in proceedings of Dorset natural history & archaeological society migrants: many children were sent to the colonies
- No
- Old maps. Legends and mythology of the area. Famous Dorsetians. Local landmarks.

- Details of coastal walks. Geology of the coast.
- More images in text, and more engaging text
- Teaching notes to assist teachers in using the site
- Archaeology, archaeology, archaeology. The limited mention it gets within the site is very disappointing.
- Unknown at the moment.
- Not that I can think of right now
- More practical information
- Higher definition maps
- Keen to see the link between this rich resource and the flexibility of mapping and overlay provided by infomapper for schools.
- Shoreline management plans
- Lots of different articles!

6.1.11: Q26 – Do the learning Packages provide enough information? If "No" please give examples of other relevant material

- Did not use
- SMP
- Would like to see more large-scale maps of key locations, phased over time to see the changes.
- This is a bit like how long is a piece of string. They are never going to answer all the questions users have, but they do give a comprehensive overview.
- Depends on what people are looking for.
- They seemed a bit basic. I would have liked links onto more depth...other marine sites or more research.
- There is little if any detailed information on geology (fossils) and archaeology. I would suggest that some reference to local museums would be helpful e.g. The Jurassic fossil collection at the Dorset
- What level were they pitched at?
- It wasn't clear to me what the learning packages were for.
- See earlier comment on 'underwater life'
- No detail in settlements and society. Nothing of use regarding archaeology.
- Do not know I was given this site to search for information
- I did not visit this area.
- Reference lists and greater number of links to other websites would be welcome
- Not applicable - see earlier question
- You can never have too much in an on-line format! That's why it's hypertext!
- Not explored in detail yet.

6.1.12: Q27 – Please identify the incorrect or outdated information?

- Don't know - presume so.
- The link to www.pooleharbourstudygroup.org.uk on the page "Dorset's Marine and Coastal Habitats" does not work.
- I assume they are!
- Not in a position to judge accuracy
- As far as I know.
- Unable to say, have come to site in comparative ignorance of subject
- Ish!
- Don't Know
- I don't know
- Do not know as I cannot find the information I am seeking
- These are big questions to ask and answer!! No problems apparent immediately.
- As far as I can tell

6.1.13: Q28 – Why are Learning Packages not/ understandable?

- Simple
- I am qualified
- Yes
- Clear and short sentences
- Although they are quite complex and contain lots of information it is good that they are split into the different levels.
- Type size too small, and sometimes against a varying background

- Because I'm blind
- I wasn't aware of being in a learning package until I started this questionnaire, and it wasn't clear what the objective was of the packages.
- Not always

6.1.14: Q29 – How could learning packages be improved?

- Size and layout of text - font style - blocks of text too much to read on screen - insert more graphical images between shorter blocks of text
- There is a lot of text for a casual browser
- People like to see images of what you are talking about.
- I was just browsing
- I was not looking for specific info so just scrolled down and looked at various bits. If I had been looking for a specific thing, I would have read it more carefully.
- Vary in quality
- Type size increased

- No. I didn't particularly want to access the site as a 'learning package' I wanted to browse round and then get some explanatory text. The packages seemed far too wordy, for what I had understood to be
- Some very 'flat', see earlier comments
- No
- Too general, not enough detail.
- Too messy
- Is just an essay, need bits of info in a variety of presentations

6.1.15: Q30 – Why are selected learning package images not appropriate to the text?

- Images should be clickable to enlarge them.
- They are very small and cannot be expanded.
- Images too small, some repeated
- I wasn't quite sure how grass was supposed to show a settlement, or what was the intended information.
- 'The Beauty & Diversity of the Seabed' had no images at all!
- Could do with more images
- Not at all clear what the images were - need a text box to appear on mouse hover at least.

- Would like to see a larger number of images that are also larger in size complete with detailed captions explaining exactly what is being illustrated.
- Would like more linkages from text to images
- Kind of.

6.1.16: Q31 – How could text be improved?

- Hyperlink too small
- Headings are spaced closer to the preceding text than to the following text to which they relate.
- Coloured text on a white or plain colour background used on the whole website would be less demanding on the eyes than the present format.
- Could make better use of the whole page. Get rid of the right column and put that info on left.
- The green and the red backgrounds are too bright.

- Utilise whole of screen, larger script, no script in dark colours
- No! Please increase type size
- Font rather too small and fine.
- Some links are blue, same as background
- Too condensed
- Dark text on light background.
- Colour too dark on some - insufficient contrast
- Too long, needs breaking up

6.1.17: Q32 – What would improve easy access to the database of images?

- How do you find it?
- A little user friendly would help
- An introductory page giving a summary of the content. At present there is no indication that the database even exists. The only way I could find to access it was via the Search facility.
- More signposting to the search.
- I could not find the link for the database images
- I could not find them.
- Unable to access
- New glasses
- Couldn't find them
- No. I would suggest having a map of the county which would be sensitive to the cursor, so that you could click on the area that interested you and bring up menus of images for that area.
- Couldn't find them at all! Where is the link to 'Database Images'?

- Never seemed to have what I wanted, the search facility does not specify it is purely photographic/maps etc, expecting to find text as well
- Them being there
- Couldn't find it
- Are they available yet? Couldn't find them.
- Yes, because I knew what I was looking for, a 'browse this site' button might be nice for casual users, also some suggestions for popular keywords e.g. beach, cliffs etc
- Yes except for frequent typing in search followed by "return" (Must learn not to do this!
- An easy link to go there !!!!!!!!

6.1.18: Q33 – What needs to be added to the homepage?

- More explanation about what the site holds, especially database
- News section wasn't working
- See q32.
- You don't appear to have a box for general comments, so I will put them here: 1. News gives 'page not found' message 2. Features box. Hovering over the learning packages text does not give an URL, w
- More info on what is found under different headings
- Some indication of the level of information...who it is aimed at.
- More detail
- Need to explain that the search function allows searching of the database of images
- The intro is a bit confusing. Maybe you should have the 2nd paragraph first?
- The content of the website could be displayed more comprehensively on the home page
- How to reach the images - it is clearly marked for the learning packages.
- Fist 4/5 line intro is accurate of course, but could it be made more simple perhaps - more friendly?
- I wasn't sure I was on the homepage, it looked as if I was on some specialist sub-page, but as there was no 'home' button, I suppose I was there - the one with the blue, green, and red images?
- See above
- \more information about contributing organisations
- It looks v educational...who is it aimed at? As a browser of the site I wasn't really sure that it was aimed at anyone...designed with school children?
- How to get the image database.
- A search engine to help me find the information I am seeking
- Information
- It seemed a little sparse to me focusing rather on images than explaining the site content
- Not really
- Doesn't say what is in it

6.2 Link to copy of DCDA Website survey

Click here to open on-line DCDA website survey

6.3: Focus Groups

6.3.1: Focus 1 Group Guide

Navigation: -

Speed of Download
Ease of Navigation
(Can you find what you are looking for easily?)
Search capability
Intuitiveness
(Does it do what you expect/want it to do?)
Links
Contact Information
(E-mail addresses, names, addresses)

Imagery: -

Graphics
Maps
Colours
Orientation
(Order, sequencing positioning)
Style
Text
(Font, type face, colour etc)

Content: -

Depth of Information
Use of language
Layout
Omissions
Ability to download
(pdf, flash etc)

Suggestions for Improvements

6.3.2: Focus Group Transcriptions 1 and 2

The "Group Number" refers to the focus groups i.e. 1 was the first focus group and 2 was the second focus group.

The "Topic Number" refers to the topics in the focus group guide i.e. 1 = Navigation, 2 = Imagery 3 = Content 4= Suggestions 5 = Any other comments.

"Comment Number" refers to the chronological sequence of comments made.

"Member" identifies the member representing each of the target audiences invited to take part, i.e. in the first focus group 1= Libraries, 2 = Historic Houses & Gardens , 3= Life long learning, 4= Geography Teacher, 5= Libraries, 6=National Parks & Historic Houses & Gardens, 7 Coastal Study Centre, 8= Secondary school teacher, 9= Student, 10= Museums, 11= Museums & Family History Studies, 12= IT Consultant, 13= Libraries.

In the second focus group 1= Libraries, 2=Secondary Schools, 3= Historic House & Gardens, 4= Libraries, 5= Student, 6 = Family History Society, 7= Museums.

"Grade" refers to the inference of the comment i.e. 1 = Negative, 2 = Positive, 3 = Neutral.

Transcript

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	1	1	I was on Education at the Hengistbury Head study Centre and the Site has been filtered out as it obviously contains material that is suspect or lewd or offensive material. I filled in a form to get round this which got lost in the system	7	1
1	1	2	I got an email today saying the site is now available, if this happens throughout education I couldn't say	7	2
1	1	3	We have a similar system at our college but I had no problems in downloading the website	4	2
1	1	4	I found it very slow to down load but other than that no problems	6	1
1	2	5	Lot of similar titles and I didn't find what I was looking for, just filtering through, I think I was getting close to finding my answer	2	1
1	2	6	I found the colours a little difficult the green with the white on top is not easy to read	2	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	2	7	I didn't find Navigating easy at all, I was searching for stuff on Bournemouth beaches and I didn't come up with the things I was after	10	1
1	2	8	I have printed off some examples with some comments	10	3
1	2	9	For those who are that are visually challenged some of the green on black depending on the quality of your monitor you couldn't read it. If you know you can go to "View" and enlarge the text that's fine but not everyone realises that	7	1
1	2	10	I took it home and looked at it on an LCD writer and had no problems	7	2
1	2	11	I looked at the site on an apple Mac through Netscape and I get different answers than you do with internet things. In particular the colours are different.	11	1
1	2	12	This makes some of the green text instead of appearing on a black back ground appears on a fawn background and it is impossible to read even with a magnifying glass, so I don't feel it has been checked to see if it works on different types of	11	1
1	2	13	I had difficulty navigating because the titles didn't seem to fit what I was looking for. Some of the headings were distorted, you had half the heading and then it was layered again on top obliterating it. This was probably the system I was using	11	1
1	2	14	It just wasn't working at all	11	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	2	15	Because I know where the search section is I found it OK. But if you don't know you wouldn't know where to start searching and when you go into the "advance" search its not obvious what "keywords" to use	5	1
1	2	16	I have used it quite a lot and there are lots of things I know are on there but I can't bring them up using either a standard search or the advance search. If I put in Studland and map format nothing came up at all	13	1
1	2	17	If you put in just Studland you had 557 different things to wade through.	13	1
1	2	18	I am afraid very similar to all the other comments, I don't think it is very logical the way it is categorised, the headings don't seem to register to me what sort of information you may be looking for.	6	1
1	2	19	I thought it very strange that it was called a digital archive but I couldn't find any images till somebody told me that you have to put in a search.	6	1
1	2	20	It would be helpful if you could put in a bar that said images so that you could go straight to it	6	3
1	2	21	The only thing I did like was the levels of information. I thought that was very sensible that for each topic you could have three levels of information in terms of finding stuff that was very good	6	2
1	2	22	I didn't find what I was looking for under search and I tried using the search bit before and I found it came up with huge numbers when I thought I had asked for something quite specific so not quite sure what was going on there.	1	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	2	23	I did find what I was looking for when I went into the learning packages but it was a second attempt, the first attempt to me which was the logical approach wasn't the right one and I had to try something different	1	3
1	2	24	Wasn't happy with the Advanced search as there was such a lot of stuff on there. I know an advanced search is supposed to be advanced but it would be nice if it was a bit clearer.	1	1
1	2	25	I did find stuff so it was OK	1	2
1	2	26	I didn't find what I was looking for using the basic or the advanced searches, but it was easy to find in the learning packages once I thought about where it would fit, so it did make sense for me.	3	2
1	2	27	I do actually like the colours but I do appreciate others may struggle.	3	3
1	2	28	I found the search engine itself completely useless, under the search I did, it didn't bring anything up apart from when it cam e up with 350 different things	9	2
1	2	29	Just totally impossible to find what I was looking for	9	1
1	2	30	It looks like there are just 6 or 7essays that have been put on the computer with out any links, so there should be 6 or 7 links going down so you can go to them far quicker	9	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	2	31	I didn't find the answer to my question my impression is that the website is trying to function, 1) as website but probably more importantly 2) as an access to archive of material.	12	3
1	2	32	The search that you have set up there is not a search for a website but a search of the archive so these questions are based on the value added material and content to be found in the learning packages which is really part of the website not the archive.	12	3
1	2	33	I think that probably it would benefit from having a website search as well as the archive search making those distinctions and some page that would give the user an idea of how to use the information for the learning packages on its own.	12	3
1	2	34	I think the learning packages are beautifully organised and presented but they could perhaps be sold to the user when they arrive at the site, a bit more.	12	2
1	2	35	I think the main point about the general learning packages and so on was that quite I liked some of the titles but I agree with Ben that the essays are too long and what you want are book marks going through there and that would help	4	1
1	2	36	That would help out with the searches and you could go straight to the part of the text you wanted.	4	3
1	2	37	My experience of sixteen and seventeen year olds is that they look at what's on the screen on the first page, top of, and that's it and then they are off on to something else then so they wouldn't trawl down to find some really useful information	4	1
1	2	38	The other thing was that where you've got data particularly, the way that that is presented varies and the visual quality of it varies, the attraction of it varies	4	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	2	39	Now the search, I tried various ways of getting at things and I didn't end up with it at the end I felt that the search was just too wide students wouldn't have stuck at it for ten minutes	4	1
1	2	40	In terms of using the search I found it very very frustrating and you are constantly trying to think of new words or phrases to put into it because things don't come up.	8	1
1	2	41	On a very basic search like - Poole Bay, nothing comes up. Even in the advance search nothing comes up and yet if you put just Poole a vast number of images.	8	1
1	2	42	Then when you actually look at Poole and if you have time to get through them all a lot of them are not necessarily related to Poole pursay. You need to be very careful which phrases you put in.	8	1
1	2	43	I put in Lyme Regis the other day and it threw up all the other Regis that are about and it can be quite frustrating to trawl down to find what you want.	8	1
1	2	44	I was looking for something about a sunken ship and trying to think of the words that might be used for the search was frustrating.	8	1
1	2	45	What is missing is some guide about how to go about making a search, an introductory section if you want to find this information, the way to go about look for it	8	3
1	2	46	Dates were what I have a problem with. The date searches are the wrong way round date after and date before. I did a date search and got the wrong dated information	10	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	2	47	It needs Keywords you put in a word but you don't know what the keywords are so if you put in seaside on the basic search you get two but on the advanced you get nothing.	10	1
1	2	48	The lists of themes on the side of the website don't actually show up on the search.	10	1
1	2	49	Links that I used on the website did work	4	2
1	2	50	The news Link didn't work but I assume they know this is not working	12	2
1	3	51	If you can get into it there is some quite interesting material. There is a wide range of pictures and so on. Again I think it would be helpful if there was a simple way to perhaps enlarge or select your image and get it to a better quality	8	3
1	3	52	The quality is there but its bringing it sufficiently large that can be useful to you	8	3
1	3	53	I had a look at the map stuff at the weekend and navigating your way around it is going to be crucial in terms of making full use of it. But I think the quality of the images are very clear.	8	2
1	3	54	I didn't have any problems so its OK for me. The colours or text didn't cause me any difficulties.	8	2

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	3	55	The only comment I have looking at from a dyslexic point of view is that you have difficulties with some of the colours and some of the backgrounds also the fonts change.	4	1
1	3	56	Generally speaking I think the graphics are very good they are certainly accurate enough for you to see what you are meant to be looking at and I think they are quite nicely spaced	4	2
1	3	57	I thought the colours were great for me and the archive photos were good. The archive photos seem to be at a reasonable standard but its hard to know until you look at a specific photo whether the resolution is going to be enough.	12	2
1	3	58	There seems to be enough detail and clarity	12	2
1	3	59	I think the graphics are great, I don't think you can actually enlarge all the pictures which I think on the coastal part I didn't really understand what I was looking at as it was such a small picture I was trying to enlarge it but it wouldn't.	9	1
1	3	60	I thought overall the site was well presented. Good colour scheme especially the home site front page was good.	9	2
1	3	61	I loved the design of the site to look at because sometimes when you are looking at sites they are quite bland and confusing because they are bland and there is no distinction know what you are looking at, so in that respect I really liked the site	3	2
1	3	62	There was some difference in quality between some of the images that I was looking at but some of them were very old so you have to expect that.	3	3

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	3	63	I agree for me the site looks great, its not cluttered it, so for me personally it looks really good.	1	2
1	3	64	Being a girl some of the aerial photographs would have been nice if they had North South East West on. So I could see which way I was looking	1	3
1	3	65	I am afraid I didn't like the design at all. When you think what stunning images there must be of the coast I though it was very dull and uninviting, I wasn't sure who it was aimed at but to me and kids especially didn't find it particularly attractive	6	1
1	3	66	It s obviously got very useful material on it but the way its designed is not inviting or attractive	6	1
1	3	67	Because I have been looking at it for so long I can not say whether it is good or bad because that's what the DCDA website looks like. Also I hadn't noticed the features section.	13	3
1	3	68	I don't know how long it has been there but you can go straight into the image archive which I didn't realise and I haven't looked at the map viewer which is the bit I wanted and would use the most.	13	1
1	3	69	I agree	5	3
1	3	70	I haven't looked at the image archives this time but I did look at them when Louise came and showed us them last time. I am from West Dorset a lot of the images seem to be very much East Dorset oriented.	11	2

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	3	71	I came across what I thought were some pretty terrible photographs I think it was in the physical changes of the coast section, photographs of things such as butterflies, bee orchids etc.	7	3
1	3	72	but if I had my name associated with those photographs I would have been appalled because they were dreadful, you couldn't actually bring them up to see or make them bigger.	7	1
1	3	73	I went to Hengistbury Head's images and when I put in Hengistbury Head I got "this page can not be displayed" so I tried Bournemouth and got 1000 pictures and didn't have the time to go into those 100 pictures. So I couldn't get Hengistbury Head	7	1
1	3	74	I couldn't get Hengistbry head to see the quality of the images. There was a little map that says it shows an area of Dorset Heath but even people with excellent sight couldn't read what Heath it said it was so what's the point of putting it in	7	1
1	3	75	At the beginning on the home page you have three key images representing three different themes and I don't understand the relevance of the pictures behind each statement is why white flowers and grass behind Settlements and society?	10	3
1	3	76	I thought the images were good but when you viewed them with thumbnails you couldn't enlarge them properly unless you went up to the top of the page to Maximise which seems unnecessarily too many steps to take to get a picture enlarged	10	1
1	3	77	I did like the width of the text I thought that was nice as you were working right the way across the screen, so you can actually scan all of the text in go.	2	2
1	4	78	I haven't read that much of it but what I have read I thought was quite good, there's a lot of stuff with a lot of interest.	2	2

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	4	79	I feel there is sufficient content in the website for my audience type. Some of the text was quite well put, not exactly entertaining but it kept you interested	2	2
1	4	80	With some of the objects maps etc it tells you where the item can be found but if someone is not familiar where that building or repository is located so a link to their website and address an location of the Museum or archive would be helpful	10	3
1	4	81	And with some things there is an exact date or there is nothing so it would be helpful to have a range of dates. Also Creator seemed a weird heading, what exactly was that referring to?	10	3
1	4	82	There should always be contact details linked in to all items so that you can follow up on the research.	10	3
1	4	83	I thought the content was very very good, particularly some sections I think the interest and the incentives if you are teaching are great as you can get in there if you are teaching say coastal processes.	7	2
1	4	84	But schools and teachers as far as I am aware are not making the connection between curriculum and the DCDA website content. So I was telling them have a look at this the content is absolutely brilliant.	7	2
1	4	85	I am sad that the detailed information in many cases that I wanted to look at is not uploaded yet in particular the Tithe Maps would be very interested. They sound good in theory. So I haven't been able to investigate the things that I was interested in	11	3
1	4	86	There's a lot of content in some areas but then in others it is lacking	5	3

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	4	87	There is a lot of information there and some of it is very good but there needs to be far more links if you are going through a section and it says something like Bournemouth Health and something about a sanatorium then it should be linked to a	13	3
1	4	88	I agree the content is great its just the way you are able to use it, its a problem finding the information and links would be very sensible.	6	3
1	4	89	Yes I agree with that, its the navigation that is the problem as a lay person the content was fine	1	2
1	4	90	Some of the images didn't have dates at all and I think if its a really old image it does need something at least like early 20th Century so that people get some idea to know that Wareham doesn't look like that anymore	1	3
1	4	91	I agree and I have also really enjoyed reading some of the content it makes quite a change really, I do agree with the linking through to images they may be quite difficult to choose but its just the ones that might have a obvious link.	3	3
1	4	92	I noticed there was some book marking where there was more detailed information and that really did help with chapters etc	3	2
1	4	93	I thought the information was very good in terms of the essays but it did seem like they had a lot of information that they just wanted to get up on to the website as soon as possible and not really give it some good presentation	9	1
1	4	94	There is a lot information there but it is just presented badly and there are thousands of images there is no explanation of what that image is, so when you bring up images on Poole there is no explanation of what you are looking at.	9	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	4	95	Same, I think the information is good and the overall summary in the learning packages is good and I think that the learning packages needs something like a teaching pack or page for teachers that shows them how to use the site	12	3
1	4	96	This would be a useful tool for any person going on to the site to show them how to access the information and use it. A key to links would be great too	12	3
1	4	97	Yes I go back to you comment about teachers because that was where it was hard for me it didn't relate to the specification, so if you were looking for a status or specification with a geography angle if you are looking at landform your looking at	4	1
1	4	98	your looking at sustainable management. Sustainable Management I couldn't find on there at all. And I couldn't believe that it wasn't there and I felt that was a significant omission I felt.	4	1
1	4	99	There doesn't seem to be a logical way of approaching obtaining the information I tried from a geography point of view which didn't work so I tried from history angle and that did seem to work either	4	1
1	4	100	Its almost as if that link you were talking about was there, if you come from this angle then you need to use it in this sort of fashion would be a useful way.	4	3
1	4	101	And if book marking came from that sort of idea that you could book mark and say I am looking for landforms ok so I want to go to that position and that would then mean that I came in three quarters of the way into the page	4	3
1	4	102	But I did think there was an awful lot of content on there and some of it was more detailed than what I would consider an A level level and then what I considered A level level weren't as detailed as I wanted it was inconsistent in some bits	4	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	4	103	in terms of physical changes to the coast I looked at the learning packages quite carefully and in some places the technical terminology I wasn't quite sure who it was aimed at.	8	3
1	4	104	If you look at the section on Old Harry's Rocks terminology assumes quite a considerable knowledge of geological terms and yet in other sections it seemed perfectly possible for a layperson to understand.	8	3
1	4	105	I am not sure if there is a little bit of uncertainty about the purpose of the archiving, in one sense it has a lot of historical information and clearly users are also wanting to have up to date information about the coast current information and photos	7	3
1	4	106	You think they might not be on the archive so that is where another link through to some other archive where the information can be found maybe useful such as the Jurassic Coast archive and this would add value to the DCDA site	7	3
1	4	107	We are finding from website design that peoples patience is not as good as it used to be so if you haven't found something in 30 seconds you don't bother so it is very important that the relevance and content and how to use it is passed on to teachers	7	3
1	4	108	I can see its aimed at teachers but its got to be made easy for teachers to get to so that they can get information to the next level. A guide for users is necessary.	7	3
1	4	109	I noticed a mistake on Victorian Postcards, most Post cards are actually Edwardian after 1901	10	1
1	5	110	I think linking images to text would be great	2	2

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	5	111	Instant accessibility	7	2
1	5	112	Improvement of the search engines so that you don't keep getting zero results	11	2
1	5	113	Same as previous comment	5	2
1	5	114	The links between the text and the images	13	2
1	5	115	Basically you've got the information and the archive and its not apparent from the homepage that you need to search in two different ways so if that's was identified on the home page it would make things easier	6	2
1	5	116	Same	1	2
1	5	117	You need the text to be as searchable as the images	3	2
1	5	118	I think you need to change the search to a website search rather than an archive search which would make it much simpler to use because of the amount of information you've got, it would make it far more sensible to jump straight to what	9	2

Group Number	Topic Number	Comment Number	Comment	Member	Grade
1	5	119	I would like to see something bridging the data and the user at the moment it is really 12 difficult.		
2		179	They are quite strong contrasts.	8	2
2	1	120	Presumably we are on broadband here, but I am haven't tried to dial up from home. Also I am thinking of our schools as they still don't all have broad-	8	2
2	1	121	Band yet and therefore this is an issue. I am not a teacher so I am trying to look at this from my job perspective. For me this look perfectly clear but I wonder how many people of the general public understand what is meant by learning packages?	8	1
2	1	122	And when you go into it , I would expect things tied into the national curriculum, with suggestion where the material you have fits into the national curriculum. I have seen the site since launch so its hard to disassociate.	8	3
2	1	123	What I would really like to see is a clear link off to the image library, to get to the Image library you have to go back to the home page.	8	1
2	1	124	I really like the attractive maps use to work in archive so its lovely to see them. But moving around other wise its pretty good. But I would suggest you are not making enough of the screen.	8	1
2	1	125	I don't know what resolution you are on here but there is an awful lot of wasted space.	8	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	1	126	All the text, in the learning packages especially all comes down one side of the page, so you have t o do a lot of scrolling to see everything. And you may not realise that there is a lot more information underneath.	8	1
2	1	127	Search facilities just doesn't work	8	1
2	1	128	The only problem I have with the Website is that it has no links from the actual learning packages to the image library. You go into the text and it looks like its highlighted and you go to click on it but it doesn't work.	1	1
2	1	129	It doesn't take you to other parts of the learning package. And the illustrations that are in the learning packages are they also in the image library? There doesn't seem to be enough connection between the two.	1	1
2	1	130	I couldn't get into it t all this morning. I got into the site but I couldn't get into the maps.	1	1
2	1	131	The other thing is that I am aware of how to access the maps and change it and so on but when I went into the "help" page to find out how to use the map viewer, nothing comes up.	1	1
2	1	132	So if you didn't know that you got to keep clicking on it and that you've got a main view and a slave view you don't know what it is doing. There just nothing there to tell you.	1	1
2	1	133	Most of my problems with the website are with the search facilities	1	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	1	134	I am new to this group and I am not that familiar with the site at all but I would say that it has really nice clear information. I wonder if the site views differently on a lap top or a PC.	7	2
2	1	135	I had difficulty like Jan, I have seen a bit of text in bold and gone to click on it because I want that image and I find its not a link.	7	1
2	1	136	I did manage to find something with the search, I found Hengistbury Head, the first 6 items did depict Hengistbury but a whole load of stuff didn't.	7	1
2	1	137	I am interested to know about the dial up it would be interested to see how quick it is without broadband?	7	3
2	1	138	I agree with what was said earlier about the whole page not being used, and the pictures could be a bit bigger too.	5	1
2	1	139	I agree with all the other comments made but over all I found it quite good.	5	2
2	1	140	Yes I thought it was much improved.	4	2
2	1	141	One or two things I picked up on though, under image library the "hints and tips" doesn't work either, and also I had difficulty accessing the maps so maybe some instructions on the site as to how to access them and idiots guide.	4	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	1	142	The search screen looks better but it still doesn't work, you put in one thing and it comes up with loads of stuff.	4	1
2	1	143	I didn't have any problems. I found the National Trust eventually. There was no link to the National Trust which I thought should be there.	3	3
2	1	144	The learning packages information feature loads of text which can be a bit dense if you are not really sure what you are looking for, it just gives you a back ground.	2	1
2	1	145	Searching for images is still the most frustrating part even if you put in something well known like Old Harry's Rocks, unless you put it in inverted commas	2	1
2	1	146	It comes up with everything that has "old" in it and it produces hundreds of images and even if you do put it in inverted commas it still manages to come up with things nothing to do with the Rocks.	2	1
2	1	147	You then get a screen that says 12 out of 144 but how do you get into it, it doesn't lead you through. Sometimes you get pages of images but finding the one you want is hard.	2	
2	1	148	It might be an opportunity to link images through to the National Trust Image library. (NTPL)	3	3
2	1	149	Its the search facilities they are just don't work and going to your last point about intuitiveness, if you just use common sense to the website it doesn't necessarily apply.	2	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	1	150	Its not that bad to navigate but its not spectacular either. I think there are other faults as well. The colour scheme seems to be boring, very dark. I think it needs brightening up a bit.	6	1
2	1	151	It needs an index of images, I searched on "Poole" and thousands of images came up.	6	3
2	1	152	There are only 4 thumb prints so how do I search for what I want? I need and index so that I can scroll down and pick up words that I need.	6	3
2	1	153	The learning packages, I am sorry but I thought they were boring. They couldn't hold my attention, maybe I am thick but that is the way I viewed it.	6	1
2	1	154	Some of the images are in landscape which is fine but if you want to print them, there was one in a particular, a tithe map in Poole and its in A3 size which is pretty big, but when you print it	6	1
2	1	155	it only covers a very small part of an A4 sheet.	6	1
2	1	156	There is not enough of it to be of any use.	6	1
2	1	157	On the plus side there is an awful lot of stuff here that I didn't know existed and that is great. I f some one can take the trouble to search then its probably well worth there while.	6	2

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	2	158	There is nothing drastically changed, in some ways it goes back to what Graham said about large bodies of text which some people like,	2	3
2	2	159	But unless you really know and have in your mind before what you are looking for it is unlikely that you are going to read through and find what you are looking for, you almost have to be quite well prepared before you start. It can be frustrating.	2	1
2	2	160	I didn't go into it as a casual browser I went into it to do a job, and it was frustrating not to find things easily	6	1
2	2	161	The image for settlements is still green, but the images are not clear they could be anything.	8	1
2	2	162	Perhaps they need to more linked with humans and people and settlements.	8	3
2	2	163	Well is that important I didn't notice the images behind the colours. To me they were just green red and blue blocks.	2	3
2	2	164	If you had a picture it would be too messy you've got to have something bland.	4	2
2	2	165	They are nice backgrounds but they could be anything, the coast one could be an ammonite, it could be a moon crater, it could be scales.	1	3

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	2	166	You could spend hours being clever with that but what you really want is the detail	2	2
2	2	167	There is a very big chunk of the screen that is not viewable, I understand why its not visible on the laptop, its to do with resolutions. So that who ever is viewing it gets the same view.	1	3
2	2	168	It is a shame that you have to scroll down the page to actually see that page. I would want to see all of it in one view. I understand its limitations.	7	3
2	2	169	To me the topics are more important than the titles for each section. The topic heading need to be more obvious so you can see what the content is.	1	3
2	2	170	A browser should let you change the text size. Some websites don't . So its good that this website allows you to do that.	1	1
2	2	171	There is an awful lot of space, I like the look of it.	7	2
2	2	172	I thought the maps were fantastic, but as to imagery well it depends on individual taste	3	2
2	2	173	No problems for me with colours and text colours and sizes.	3	2

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	2	174	Has it been checked by someone with regard to visual disability.	4	3
2	2	175	I can see no problems with it visually it looks good to me.	4	2
2	2	176	Everything has already been said. But I think visually its OK	5	2
2	2	177	If the site has passes the visual test to meet international regulations etc. Then I think it would be wise to put that on the website. A selling point that the visual look has been approved.	1	2
2	2	178	I find some of the green text difficult to read.	8	1
2	3	180	I was quite surprised how much there was there and every time you visit it you find something new.	6	2
2	3	181	So maybe if the index was better, you could go straight to what you want. I don't want to waste time browsing I wan to get on with the job and get sorted.	6	3
2	3	182	I had no problems with the language used.	6	2

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	3	183	I think concerning layout there is too much text.	6	1
2	3	184	I really feel it must have an index.	6	3
2	3	185	Concerning downloading, if you want to print something off the orientation and capacity to print that image is problematic.	6	1
2	3	186	In some cases I think a little more explanation about what there is there. It talks in the beginning about lots of images and so on but it leaves it often at images and gives you a list of coastal list and historical maps,	2	3
2	3	187	It needs some guidance as to the richness of what is actually in there and perhaps where to look out for things	2	3
2	3	188	One group of people may be looking for geological or geographical things and then some what to go off into another direction looking for historical records and archives and documents and they will need pointing in another direction	2	3
2	3	189	There's no guidance it needs more guidance. To help navigate your way round which is different from searching. There needs to be help with knowing how to use the site to get the best out of it.	2	3
2	3	191	And even if you look for images that are relevant, there are hundreds, where do I need to go? What might it have for me. It needs more help for the user	2	3

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	3	192	I don't think there is a language, there is an assumption that you are going to be able to find your way around when maybe that is not the case. Rather than the fact that the language is too complicated or not.	2	3
2	3	193	I think the omission is how you go about finding what is in the site, needs an index of some kind.	2	3
2	3	194	You just have to be patient for download if you don't have broadband. Especially with pictures and images.	2	3
2	3	195	What's the website for? (Explanation given by Julia)	3	3
2	3	196	Its great that there is a lot of different kinds of material all together in one place, and therefore you don't have to travel to the repository to view it you can see it on the website	2	2
2	3	197	I disagree that people won't go to the repositories, but for me the joy of the website is that it tells you where you can go and see this stuff. So much to see that one didn't know was available.	6	2
2	3	198	I would rather know that it was available on my computer screen rather than to travel all the way to Dorchester.	6	2
2	3	199	It would be nice if there was a better link between the learning packages and the image library	6	3

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	3	200	When was the website first put on-line?	6	3
2	3	201	When I first looked at the site two years ago it didn't interest me but now it has lots to look at	6	2
2	3	202	Some of the images are huge so if you have broadband not a problem.	1	3
2	3	203	Content is very good, from an idiots guide it s clear, level and depth of information is good, you can not adapt it perfectly to every type of audience so it does well for a happy medium. It is very good for the interested lay person.	4	2
2	3	204	In the learning packages on the right hand side they have the chapter heading which are very good as you get a really good idea of what is there.	4	2
2	3	205	You can flick to the part of the page that you want and that is quite handy.	4	2
2	3	206	I haven't tried printing anything so not sure how well that works.	4	3
2	3	207	It would be nice to have a few more links	4	3

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	3	208	Content is good it covers a large age range, its great that one can access this kind of information.	5	2
2	3	209	My problem is that I know that I have all the originals so its difficult for me to immediately think of going to a website to look at it when I can look in my archives.	1	3
2	3	210	I think its good for people who have an interest rather than experts. If you sat on a wet Sunday afternoon its quite good to browse and go through from topic to topic. But you can't actually find specifics.	1	2
2	3	211	But then again the image drives me made because you put in Bournemouth Pier and you get 12 hundred images and the first 6 are nothing to do with it.	1	2
2	3	212	I don't know that I would go straight to the website for the information that I wanted. I would still prefer hard copy or originals.	1	3
2	3	213	The language is definitely aimed at those who are school children, the general information is nicely placed and the detail if you want that goes into more depth.	8	2
2	3	214	I wonder if there is room maybe for a little bit on the geological stages history what is Jurassic? That type of thing, some definitions. They are probably in there but needs to be more obvious.	8	3
2	3	215	I would also like to see the contributors and authors and their credentials. So you can know how credible they are .i.e. Vincent May. And maybe a picture.	8	3

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	3	216	Definitely need to look at Print layout for images and pictures as it cuts off some pictures.	8	1
2	3	217	I thought it was an easy read, I wouldn't want to see anymore complicated text in it.	7	1
2	3	218	I really thought it was super to have the general information section and the in the more detailed.	7	1
2	3	219	I wouldn't know what should be on there so can't comment on what maybe missing.	7	3
2	3	220	I like the look of it but that's no good if you can't find what you are looking for. And I would like to be able to print off what I see not have bits cut off so that needs to be addressed.	7	1
2	3`	190	You go straight in t the learning package that gives you a lot of detail about one particular topic but it doesn't really give you a clear picture of what the archive itself might contain.	2	1
2	4	221	I think its attractive and modern and I like the look.	7	2
2	4	222	It needs a good search capacity	7	1

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	4	223	I like the look of it but I have good sight. I am just concerned for those who are not so lucky. The content is enormous.	8	2
2	4	224	Its therefore very frustrating that it takes a lot of digging to get there.	8	1
2	4	225	The most significant poor thing about the website for me is not having link to the images anywhere from the learning packages.	8	1
2	4	226	The link from the text to the images to me is really important and also links from the text to other parts of the text. Some of them tie up especially when you get in to the leisure bit and you scroll all the way down,	1	1
2	4	227	you click on the headings on the side, but when you get into it I feel you ought to be able to get back to the bit you have already seen.	1	1
2	4	228	For me the good thing is the maps, they are brilliant, especially the tithe maps as I don't have tithe maps here.	1	2
2	4	229	Linking images and text is my suggestion for improvement.	5	3
2	4	230	Its attractive.	5	2

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	4	231	The content of all three packages is superb three very different things but all very informative and good stuff.	4	2
2	4	232	For me the lack of a good search tool is the only thing that stands out as being the only problem with the site.	4	3
2	4	233	I thought the maps were great.	3	2
2	4	234	Why don't they talk to Google about the search problem as they seem to be far more intuitive.	3	3
2	4	235	The volume of information is the sites best point	2	2
2	4	236	My improvement would be to the maps, as a geographer I would like to see more maps, I think the maps are rubbish, this is because you can't get to the OS maps because you are not allowed to by copyright	2	1
2	4	237	The tithe and estate maps are great but you can't get to them. This is the disappointment to me is that the richness of the OS stuff is just not available because they won't let them use it and that to me is a real tragedy. The maps aren't really	2	2
2	4	238	It s just you need more of them and more detail. It would be great if you could tie in the ancient maps with the OS maps.	2	3

Group Number	Topic Number	Comment Number	Comment	Member	Grade
2	6	239	Absolutely the content its outstanding	2	2
2	6	240	But you can't find it!	2	1
2	6	241	How about upgrading it? Why not upgrade it to Dorset Digital Archive? (answer from Julia because that was the parameters of the project)	2	3